

Learning and Skills Scrutiny Committee

Meeting Venue

By Zoom

Meeting Date

Wednesday, 12 May 2021

Meeting Time

2.00 pm

For further information please contact
**Wyn Richards, Scrutiny Manager and
Head of Democratic Services**

wyn.richards@powys.gov.uk



County Hall
Llandrindod Wells
Powys
LD1 5LG

06-05-2021

Mae croeso i chi siarad yn Gymraeg neu yn Saesneg yn y cyfarfod.
Rhowch wybod pa iaith rydych am ei defnyddio erbyn hanner dydd, ddau ddiwrnod
gwaith cyn y cyfarfod.
You are welcome to speak Welsh or English in the meeting.
Please inform us of which language you wish to use by noon, two working days
before the meeting.

AGENDA

1.	APOLOGIES	
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To receive apologies for absence.

2.	DECLARATIONS OF INTEREST	
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To receive declarations of interest from Members.

3.	DECLARATIONS OF PARTY WHIP	
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To receive disclosures of prohibited party whips which a Member has been given in
relation to the meeting in accordance with Section 78(3) of the Local Government
Measure 2011.

(NB: Members are reminded that under Section 78 Members having been given a
prohibited party whip cannot vote on a matter before the Committee.)

4.	YSGOL BRO HYDDGEN LANGUAGE CATEGORY	2.05 PM
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To scrutinise the draft report of the Portfolio Holder for Education and Property and to make recommendations / observations to the Cabinet for consideration.
(Pages 3 - 330)

5.	POST 16	2.35 PM
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To scrutinise the draft report of the Portfolio Holder for Education and Property and to make recommendations / observations to the Cabinet for consideration.
(Pages 331 - 406)

6.	WORK PROGRAMME	4.00 PM
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To note that future meetings of the Committee are scheduled as follows:

Date	Time	Items
12-05-21	14.00 - 16.00 Zoom	Post 16 (Cabinet 18-05-21) Ysgol Bro Hyddgen language category (Cabinet 18-05-21)
09-06-21	14.00 - 16.00 Zoom	WESP pre consultation (Cabinet 22-06-21) Ysgol Dyffryn Trannon Language category (Cabinet 22-06-21)
08-07-21	14.00 - 16.00 Zoom	Castle Caereinion (Cabinet 13-07-21) Llanfihangel Rhydithon (Cabinet 13-07-21)
14-07-21	14.00 - 16.00 Zoom	School Budgets 2021-22 School Budgets out-turn 2020-21 Poverty Report
15-09-21	14.00 - 16.00 Zoom	Mount Street / Cradoc (Cabinet 21-09-21) Llanbedr (Cabinet 21-09-21) Churchstoke (Cabinet 21-09-21)
08-12-21	14.00 - 16.00 Zoom	Llangedwyn / Llanfechain / Bro Cynllaith (Cabinet 14-12-21) Llanfyllin - Phase 2 (Cabinet 14-12-21) Ysgol Calon Cymru (Cabinet 14-12-21)
12-01-22	14.00 - 16.00 Zoom	WESP - post consultation (Cabinet 18-01-22)

CYNGOR SIR POWYS COUNTY COUNCIL.**CABINET EXECUTIVE****18th May 2021****REPORT AUTHOR: County Councillor Phyl Davies
Portfolio Holder for Education and Property****REPORT TITLE: Ysgol Bro Hyddgen Language Category**

REPORT FOR: Decision

1. Purpose

1.1 Further to the decision made by Cabinet on the 10th November 2020, the Council has carried out consultation on the following proposal:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022

1.2 The purpose of this report is to inform Cabinet members of the responses received to the consultation and to determine whether or not to proceed with the statutory process to change the school's language category.

1.3 The report is supported by the following appendices:

- Appendix A – Consultation Document
- Appendix B – Consultation Report
- Appendix C – Minutes of meetings with School Councils, Governors and Staff
- Appendix D – Updated Impact Assessments
- Appendix E – **Learning and Skills Scrutiny Committee XXXXXX 2021**

2. Background**Strategy for Transforming Education in Powys**

2.1 On the 14th April 2020, a new Strategy for Transforming Education in Powys was approved by the Leader via a delegated decision.

2.2 The Strategy was developed following extensive engagement with a range of stakeholders during two separate periods between October 2019 and March 2020. The Strategy sets out a new vision education in Powys, as follows:

'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.'

2.3 The new strategy also sets out a number of guiding principles which will underpin the transformation of education in Powys. These 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*

2.4 The new strategy sets out a number of Strategic Aims and Objectives, to shape the Council's work to transform the Powys education system over the coming years. One of the Strategic Aims of the Strategy is to *'improve Welsh-medium provision across all key stages.'* Within this aim, the Strategy sets out a Strategic Objective to *'Move schools along the language continuum'*.

2.5 On the 10th November 2020, the Council's Cabinet considered an options appraisal paper in respect of Ysgol Bro Hyddgen, and agreed to carry out consultation on the following:

The Consultation Period

- 2.6 Consultation on the proposal to change the language category of Ysgol Bro Hyddgen commenced on the 8th December 2020 and ended on the 26th January 2021.
- 2.7 The consultation document was available on the Council's website throughout the consultation period. The document was also distributed to stakeholders as required by the School Organisation Code (2018). The consultation document that was issued is attached as Appendix A.
- 2.8 Consultees were asked to respond to the consultation by either completing the online consultation form, filling in a paper copy of the form and returning it to the School Transformation Team, or by writing to the School Transformation Team.
- 2.9 During the consultation period, meetings were also held with the following:
- Staff of Ysgol Bro Hyddgen
 - Governors of Ysgol Bro Hyddgen
 - School council of Ysgol Bro Hyddgen – Primary Phase
 - School council of Ysgol Bro Hyddgen – Secondary Phase

The minutes of these meetings are attached as Appendix C, and the issues raised in the meetings are included in the Consultation Report (Appendix B).

Consultation Responses

- 2.10 440 respondents completed the consultation response form which was included in the consultation document. This included paper copies as well as responses submitted using the online response form. In addition, 25 written responses were received from respondents including Estyn, by e-mail or post.
- 2.11 As well as responses from parents, pupils, staff and governors at Ysgol Bro Hyddgen and members of the local community, responses were received from the following organisations:
- Cyngor Cymuned Corris
Cyngor Cymuned Mallwyd
Cyngor Cymuned Cadfarch
Rhieni Dros Addysg Gymraeg - RHAG
Mudiad Meithrin
Machynlleth Community Children's Project
- 2.12 Estyn's response to the consultation is provided on page 20 of the Consultation Report (Appendix B).

2.13 The consultation response form asked respondents to answer a number of questions. The findings are provided in full on pages 5 to 8 of the Consultation Report (Appendix B).

Consultation Findings

2.14 As part of the consultation, a consultation response form was issued, which was completed by 440 respondents. 60.91% of respondents indicated that they were associated with Ysgol Bro Hyddgen, 22.05% indicated that they were associated with the Glantwymyn, Llanbrynmair, Carno Federation, 5.45% indicated that they were associated with another school, and 11.59% of respondents indicated that they were not associated with any school.

2.15 The consultation response form asked respondents whether or not they agreed with the proposal to change the language category of Ysgol Bro Hyddgen to Welsh-medium, on a year by year basis, commencing with Reception in September 2022, and whether they thought the Council should be considering any alternative options in respect of Ysgol Bro Hyddgen. The findings were as follows:

1. Do you agree with the current proposal to change the language category of Ysgol Bro Hyddgen?

Response	No.	%
Yes	269	61.14%
No	165	37.5%
Don't know	6	1.36%
Total responses	440	100.0%

2. Do you think that the Council should be considering any other options for Ysgol Bro Hyddgen instead of the proposal to change the school's language category?

Response	No.	%
Yes	102	23.18%
No	286	65%
Don't know	52	11.82%
Total responses	440	100.0%

2.16 Written comments were also received by e-mail and post. These comments, as well as issues raised by those completing the consultation response form and those raised in the consultation meetings, are listed in the Consultation Report (Appendix B) from page 25 onwards, along with the Council's response to these issues. The issues raised relate to the following headings:

1. General support for the proposal

2. General disagreement with the proposal
3. Impact on pupils
4. Reference to the English language provision/skills
5. Reference to Post-16/Further/Higher Education
6. There is a need for choice
7. Concern about impact on pupil numbers at Bro Hyddgen
8. Additional support that would be needed to support the change of language category
9. Reference to transport arrangements
10. Comments about the current provision at Ysgol Bro Hyddgen
11. Financial impact
12. Impact on staff
13. Impact on the community
14. Impact on the Welsh language
15. Reference to Welsh-medium education delivery models
16. Reference to discrimination/inequality
17. Impact on protected characteristics groups
18. Comments about the consultation documents
19. Comments about the consultation process
20. Reference to the Council's Transforming Education Strategy
21. Criticism of the Council
22. Reference to alternative options

3 Advice

- 3.1 Based on the findings of the consultation, the advice of officers is that the Council should proceed with the proposal to change the language category of Ysgol Bro Hyddgen by publishing a Statutory Notice.
- 3.2 It is anticipated that the Statutory Notice will be published in June 2021, and that a further report, summarising any objections received, will be considered by the Council's Cabinet before the end of September 2021.
- 3.3 The target would be to implement the change on a phased basis, year by year, starting with Reception aged pupils in September 2022.
- 3.4 It must be noted that proceeding with the proposal to change the school's language category does not preclude that school from being a part of future reorganisation proposals.

4. Resource Implications

- 4.1 As indicated in the Consultation Document published in respect of this proposal, based on estimated pupil numbers for Ysgol Bro Hyddgen in September 2022 it is estimated that changing the school's language category would result in annual revenue savings to the Council of approximately £184k per annum, once the school is fully single-stream. There would be no saving in the first year, and although there would be opportunities for savings as the phasing takes place, this would be dependent on pupil numbers. The effectiveness of a single-stream school is optimised in the secondary sector.

It is not anticipated that there would be an impact on transport costs, and there would be no capital costs.

- 4.2 Implementation of the proposal would require involvement from a number of service areas, including staff from the Schools Service, HR and Finance.
- 4.3 The Head of Finance (Section 151 Officer) notes the content of the report and can support the recommendations.

5. Legal implications

- 5.1 Legal: The recommendation can be supported from a legal point of view.
- 5.2 The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: I note the content of the report and have nothing to add.

6. Comment from local member(s)

- 6.1
- 6.2

7. Integrated Impact Assessment

- 7.1 An initial impact assessment was considered by Cabinet on the 10th November 2020.
- 7.2 In addition, a range of draft impact assessments were produced as part of the consultation documentation. These included an Integrated Impact Assessment, an Equalities Impact Assessment, a Community Impact Assessment and a Welsh Language Impact Assessment.
- 7.3 These draft impact assessments have been updated to reflect issues raised during the consultation period, and are attached in Appendix D.

8. Recommendation

- To receive the Consultation Report in respect of changing the language category of Ysgol Bro Hyddgen.
 - To approve the publication of a statutory notice to make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium, on a phased basis, year-by-year, starting with Reception in September 2022.

Contact Officer:	Marianne Evans
Tel:	01597 826155
Email:	Marianne.evans@powys.gov.uk
Head of Service:	Emma Palmer – Head of Transformation & Communications Lynette Lovell – Interim Chief Education Officer
Corporate Director:	Dr Caroline Turner

CABINET REPORT TEMPLATE VERSION X

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Changing the language category of Ysgol Bro Hyddgen

Consultation Document



Consultation on changing the language category of Ysgol Bro Hyddgen

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If you require a copy of the document in a different format, please contact the Transforming Education Team on 01597 826277, or e-mail school.organisation@powys.gov.uk.

Consultation on changing the language category of Ysgol Bro Hyddgen

OVERVIEW

1. The Proposal

Powys County Council is consulting on a proposal to change the language category of Ysgol Bro Hyddgen. The proposal is as follows:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

2. How to respond to the consultation

You can respond to this consultation by completing the online questionnaire which is available on our website:

<https://en.powys.gov.uk/article/9999/Ysgol-Bro-Hyddgen-Machynlleth>

A copy of the questionnaire is also available at the back of this document. Alternatively, you can respond in writing using the contact details below.

All responses must be received by the **26th January 2021**.

3. Contact details

All responses should be sent to the following address:

Transforming Education Team
Powys County Council
County Hall
Llandrindod Wells
Powys
LD1 5LG

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

Phone: 01597 826277

4. What will happen next

Once the consultation period has ended, a consultation report will be produced which will outline the feedback received. The Council's Cabinet will consider the consultation report and will consider whether or not they wish to proceed with either of the options outlined in the consultation document. This is expected to happen in the spring of 2021.

If the Cabinet decide to proceed with the proposals, a statutory notice would be published, and there would be a period of 28 days for people to submit objections. The Cabinet would then need to consider another report summarising any objections received and decide whether or not to proceed with implementation.

PART A – THE CASE FOR CHANGE

Powys County Council is consulting on the following proposal:

- **To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.**
- **This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.**

1. BACKGROUND

Ysgol Bro Hyddgen is an all-through school located in the town of Machynlleth in North Powys. It was established in September 2014 following the amalgamation of Machynlleth C.P. School and Ysgol Bro Ddyfi.

The school's primary phase primarily serves the town of Machynlleth, whilst the secondary phase serves a wider catchment area. Apart from Ysgol Bro Hyddgen itself, there are only three other primary schools in the school's catchment area. These are three Welsh-medium primary schools, which operate under one headteacher as part of a federation.

The following is a summary of key data relating to Ysgol Bro Hyddgen:

	School Type	Language Category	Admission Number
Ysgol Bro Hyddgen	Community Middle School (All-through) School building owned by Powys County Council	Bilingual (Type B)	31 – Primary 73 – Secondary

Current pupil numbers¹ at Ysgol Bro Hyddgen are as follows:

	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Welsh-medium	11	19	17	13	16	25	12	43	28	39	29	35	17	28	332
English-medium	5	6	6	6	10	7	12	8	17	15	17	18	6	12	145
Total	16	25	23	19	26	32	24	51	45	54	46	53	23	40	477

The low number of English-medium pupils causes a challenge to Ysgol Bro Hyddgen in providing appropriate provision for these learners.

¹ Finance NOR - 2020 Pupil Count Day

In the primary sector, English-medium pupils are taught in small classes, with a high number of year groups in each class.

In the secondary sector, in order to be able to accommodate both Welsh-medium and English-medium pupils, many classes are taught bilingually, with teaching taking place in both Welsh and English in the same class. This is not a desirable model for Welsh-medium or English-medium pupils.

The Council's Strategy for Transforming Education in Powys includes an aim to 'improve access to Welsh-medium provision across all key stages', as well as an objective to 'move schools along the language continuum'.

In order to meet these aims and objectives, the Council has been exploring options to move Ysgol Bro Hyddgen along the language continuum, to ensure that all pupils attending the school have the opportunity to become bilingual, fluent in Welsh and English, therefore contributing to the Welsh Government's aspiration to achieve a million Welsh speakers by 2050. This has included the following steps being undertaken:

- Discussions with representatives of Ysgol Bro Hyddgen
- Options appraisal exercise
- Options appraisal considered and agreed by the Transforming Education Programme Board
- Recommendation considered and agreed by Cabinet

The recommendation agreed by Cabinet on the 10th November 2020 was to commence consultation on the following:

'To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium

This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.'

2. WHY CHANGE IS NEEDED IN POWYS

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.

Whilst there has been some school reorganisation activity in Powys over recent years, the county's schools' infrastructure largely remains similar to that which was in place 20 years ago.

The Council's new Strategy for Transforming Education in Powys outlines a number of challenges facing education in Powys, which were identified following engagement with key stakeholders during the autumn term 2019 and spring term 2020.

The following is a summary of the main challenges facing the Council:

i) High proportion of small schools

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

ii) Decreasing pupil numbers

Pupil numbers have decreased over the past decade, and are expected 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.

iii) High number of surplus places

Based on PLASC 2019 figures, there was 18% surplus capacity in Powys primary 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.

iv) Building condition

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

v) Financial pressures

The Council is currently facing significant financial pressures in general. This is affecting all service areas, including the schools' sector. There are significant variations in the budget share per pupil across Powys schools, ranging from £3,127 to £7,877 in the primary sector.

vi) Inequality in access to Welsh-medium education

In contrast to other areas of Wales, there has been no growth in Welsh-medium pupil numbers in Powys over recent years. Significant changes are needed to the Welsh-medium offer in Powys 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.

vii) 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.

viii) 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.

Currently, not all pupils are educated in the setting that meets their needs best, and depending on where pupils live, they have access to a different quality and type of provision.

ix) Historical lack of political decision making

Although there have been some developments in terms of the schools' infrastructure over recent years, the Council's failure to implement a number of high-profile proposals in the last few years has left a legacy in Powys, and there has been a reluctance to embark on large scale reorganisation of education provision since then.

3. THE STRATEGIC CONTEXT

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

Following the publication of the inspection report, the Council carried out a strategic review of schools during 2019-20, which led to the development of a new Strategy for Transforming Education in Powys. The strategy, which was developed following engagement with a wide range of stakeholders, was approved in April 2020.

The strategy sets out a Vision Statement and Guiding Principles which will underpin the Council's work to transform the Powys education system over the coming years.

The Vision Statement is as follows:

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.

The Council's Strategy for Transforming Education in Powys includes an aim to 'improve access to Welsh-medium provision across all key stages', as well as an objective to 'move schools along the language continuum'.

In order to meet these aims and objectives, the Council is keen to explore options to move Ysgol Bro Hyddgen along the language continuum. This would ensure that all pupils attending the school have the opportunity to become fluent in Welsh and English, therefore contributing to the Welsh Government's aspiration to achieve a million Welsh speakers by 2050.

4. WHY CHANGE IS NEEDED IN YSGOL BRO HYDDGEN

The transformation of education in the Dyfi Valley has been underway for a number of years, in order to address many historical challenges and issues. This has been carried out in stages:

- **Stage 1: Establishment of Ysgol Bro Hyddgen** – Ysgol Bro Hyddgen was established in September 2014 following the merger of Machynlleth C.P. School and Ysgol Bro Ddyfi. The purpose of this merger process was to address many of the identified challenges facing education in the town. This has been a success for the Council. Since the school's establishment, permanent leadership arrangements have been in place, and the quality of provision has improved.
- **Stage 2: Plans to develop a new community campus on a single site, rather than the two sites as currently exists** – The Council has been developing plans to provide a replacement building for Ysgol Bro Hyddgen for a number of years. Moving to a new building will address some of the remaining issues facing the school, such as the current poor accommodation at the secondary campus in particular, and will provide additional benefits to the school from being located on one campus.

Whilst education has undergone significant changes in the town of Machynlleth over recent years, these have not addressed the school's dual stream status, which was actually highlighted in the Cabinet report of 2013 which recommended the establishment of an all-age school in Machynlleth.

The school is located in a traditionally Welsh speaking area, and Ysgol Bro Hyddgen's English-medium stream is the only English-medium feeder primary provider in the catchment area. The number of English-medium pupils attending primary provision in Machynlleth has decreased over recent years, which means that the number of primary aged pupils accessing English-medium provision in the catchment is low.

Current pupil numbers² at Ysgol Bro Hyddgen are as follows:

	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Welsh-medium	11	19	17	13	16	25	12	43	28	39	29	35	17	28	332
English-medium	5	6	6	6	10	7	12	8	17	15	17	18	6	12	145
Total	16	25	23	19	26	32	24	51	45	54	46	53	23	40	477

² Finance NOR - 2020 Pupil Count Day

The low number of English-medium pupils causes a challenge to Ysgol Bro Hyddgen in providing appropriate provision for these learners.

In the primary sector, English-medium pupils are taught in small classes, with a high number of year groups in each class.

In the secondary sector, in order to be able to accommodate both Welsh-medium and English-medium pupils, many classes are taught bilingually, with teaching taking place in both Welsh and English in the same class. This is not a desirable model for Welsh-medium or English-medium pupils. Subject choice is also limited for English-medium pupils.

The Council's Strategy for Transforming Education in Powys includes an aim to 'improve access to Welsh-medium provision across all key stages', as well as an objective to 'move schools along the language continuum'.

In order to meet these aims and objectives, the Council is keen to explore options to move Ysgol Bro Hyddgen along the language continuum. This would ensure that all pupils attending the school have the opportunity to become bilingual, fluent in Welsh and English, therefore contributing to the Welsh Government's aspiration to achieve a million Welsh speakers by 2050.

5. THE BENEFITS OF BILINGUALISM

Between 60% and 75% of the world's population is bilingual, and international research has shown that there are many benefits associated with being bilingual. These include the following:

- Children exposed to different languages become more aware of different cultures, other people and other points of view
- Bilingual children tend to be better than monolinguals at 'multitasking' and focusing attention
- Generally, bilingual people find it easier to learn other languages
- Research suggests that learning another language can delay the onset of dementia

In Wales, being bilingual in Welsh and English brings further benefits when seeking employment, as employers are increasingly looking for people who are able to work in Welsh and English.

Welsh-medium education is the best way to ensure young people become fully bilingual in Welsh and English. Most pupils that access Welsh-medium education don't speak Welsh when they start school, however they are immersed in the Welsh language when they start in school, becoming fully bilingual, and able to communicate fluently in Welsh and English.

More information about bilingualism and Welsh-medium education is available at <https://gov.wales/cymraeg-education>

6. OPTIONS CONSIDERED

The following options have been identified as possible ways to move Ysgol Bro Hyddgen along the language continuum:

Option	Description
1	<p>Status quo</p> <ul style="list-style-type: none"> - Ysgol Bro Hyddgen continues to operate as a dual stream school - Welsh-medium and English-medium provision continues to be available to pupils in all year groups
2	<p>Support the school to move Foundation Phase provision along the Welsh language continuum</p> <ul style="list-style-type: none"> - Welsh-medium provision is phased in gradually in the foundation phase only - Eventually, all Foundation Phase pupils at the school would access Welsh-medium provision - At the end of the Foundation Phase, parents / pupils could choose either Welsh-medium or English-medium provision - Any further plans to move the provision along the language continuum would be subject to a further statutory process
3	<p>Support the school to move primary provision along the Welsh language continuum</p> <ul style="list-style-type: none"> - Welsh-medium provision is phased in gradually in the primary phase - Eventually, all primary aged pupils at the school would access Welsh-medium provision - At the end of the primary phase, parents / pupils could choose either Welsh-medium or English-medium provision - Any further plans to move the provision along the language continuum would be subject to a further statutory process
4	<p>Support the school to move secondary provision along the Welsh language continuum</p> <ul style="list-style-type: none"> - Primary provision at Ysgol Bro Hyddgen would continue to be provided via a dual stream arrangement - Welsh-medium and English-medium provision would continue to be available to primary pupils - Welsh-medium provision to be phased in gradually in the secondary phase - Pupils educated through the medium of English in the primary phase would either need to transfer to Welsh-medium provision or transfer to another school - Additional Welsh language support to be introduced to support pupils wishing to transfer to Welsh-medium provision

	<ul style="list-style-type: none"> - Any further plans to move the provision along the language continuum would be subject to a further statutory process
5	<p>Support the school to move along the Welsh language continuum in all key stages</p> <ul style="list-style-type: none"> - Welsh-medium provision is phased in gradually - Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English - Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support
6	<p>Change the school's language category to Welsh-medium</p> <ul style="list-style-type: none"> - English-medium provision at the school would cease on implementation of the proposal - English-medium pupils would need to either transfer to Welsh-medium provision or move to a different school - Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

SWOT analyses have been carried out for each of these options. In addition, the options have been assessed against a number of Critical Success Factors. These can be found in Appendix B of this document.

Based on the SWOT analyses and the assessment against the Critical Success Factors, the preferred option for Ysgol Bro Hyddgen is as follows:

Option 5: Support the school to move along the Welsh language continuum in all key stages over time

The reasons for this are:

- Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school
- In the long term, would enable the school to operate more efficiently
- In the long term, more opportunities could be offered through the medium of Welsh
- Increase in pupils studying through the medium of Welsh
- Meets the Council's Strategy for Transforming Education in Powys
- Potential financial saving to the authority in the long term
- Welsh-medium provision is phased in gradually
- Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi

7. IMPLEMENTATION OPTIONS

There are a number of possible implementation options in order to take forward the preferred option for Ysgol Bro Hyddgen identified above. These are as follows:

Option	Description
Option 5A	<ul style="list-style-type: none"> - Welsh-medium provision to be phased in year by year, starting with Reception in September 2022 - Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English - Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support
Option 5B	<ul style="list-style-type: none"> - Welsh-medium provision to be phased in year by year, starting by merging the Foundation Phase in September 2022 - Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English - Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support
Option 5C	<ul style="list-style-type: none"> - Welsh-medium provision to be phased in year by year, starting with Reception and Year 7 in September 2022 - Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English - Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support
Option 5D	<ul style="list-style-type: none"> - Welsh-medium provision to be phased in year by year, starting by merging the Foundation Phase and Year 7 in September 2022 - Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English - Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support
Option 5E	<ul style="list-style-type: none"> - Welsh-medium provision to be phased in year by year, starting with Reception. Merge secondary classes to create bilingual (Welsh-medium and English-medium) classes, until they become Welsh-medium classes. To start in September 2022 - Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English

	<ul style="list-style-type: none"> - Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support
Option 5F	<ul style="list-style-type: none"> - Welsh-medium provision to be phased in year by year, starting by merging the Foundation Phase. Merge secondary classes to create bilingual (Welsh-medium and English-medium) classes, until they become Welsh-medium classes. To start in September 2022 - Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English - Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

SWOT analyses have also been carried out for each of these options. In addition, the options have been assessed against a number of Critical Success Factors. These can be found in Appendix C of this document.

Based on the SWOT analyses and the assessment against the Critical Success Factors, the preferred implementation option is as follows:

Option 5A:

- Welsh-medium provision to be phased in year by year, starting with Reception in September 2022
- Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

The reasons for this are:

- Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school
- In the long term, would enable the school to operate more efficiently
- Would enable school leadership to make more effective use of human resources
- Would allow staff to focus on one linguistic delivery model
- Would allow time for any necessary staff development and professional learning
- More opportunities could be offered through the medium of Welsh
- Increase in pupils studying through the medium of Welsh
- Meets the Council’s Strategy for Transforming Education in Powys
- Potential financial saving to the authority
- Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support

8. IDENTIFICATION OF PREFERRED OPTION

Based on the preferred option identified in section 6 above and the preferred implementation option identified in section 7, the preferred option for Ysgol Bro Hyddgen is as follows:

Support the school to move along the Welsh language continuum over time

- Welsh-medium provision to be phased in gradually year by year, starting with Reception in September 2022
- Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

In order to take forward this preferred option, the Council is consulting on the following proposal:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

The proposal is further explored in the following section.

PART B – THE PROPOSAL

9. OVERVIEW

Powys County Council is consulting on proposals to move Ysgol Bro Hyddgen along the language continuum. The proposal is as follows:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.
- This will be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

This would mean that:

- Welsh-medium provision would be phased in gradually year by year, starting with Reception in September 2022
- Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

10. REASONS FOR THE PROPOSAL

In addition to the strengths and opportunities identified in section 6 above, the Council is proposing to move Ysgol Bro Hyddgen along the language continuum for the following reasons:

- To improve educational outcomes
 - Children would no longer be taught in mixed language classes in the secondary phase
 - Children would no longer be taught in mixed age classes in the primary phase
 - There will be more pupils who are fluent and confident in using the Welsh and English language equally
- To improve educational provision
 - Opportunities to develop a broader curriculum to meet the needs of pupils
 - Having one language stream would make it easier to track and target the progress of pupils and their well-being
- To improve leadership and management
 - The school's management team could work more efficiently
- To improve efficiency in the delivery of education

- Potential for the school to operate more efficiently through more efficient deployment of staff and resources
- To increase the number of pupils accessing Welsh-medium education
 - More pupils would be fluent in both Welsh and English, therefore contributing to the Welsh Government’s aim to achieve a million Welsh speakers by the year 2050.

11. ADVANTAGES AND DISADVANTAGES

The advantages and disadvantages of the current proposal in Ysgol Bro Hyddgen are summarised below:

Advantages	Disadvantages
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school - In the long term, would enable the school to operate more efficiently - Would enable school leadership to make more effective use of human resources - Would allow staff to focus on one linguistic delivery model - Would allow time for any necessary staff development and professional learning - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Meets the Council’s Strategy for Transforming Education in Powys - Potential financial saving to the authority 	<ul style="list-style-type: none"> - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Possible impact on non-Welsh speaking staff in the longer term - May be unpopular with some members of the local community - Lengthy transition period for the school

12. RISKS

As with all school reorganisation proposals, there are risks associated with the proposal to move Ysgol Bro Hyddgen along the language continuum.

These are outlined below, along with suggested mitigating actions:

Risk	Inherent Risk Rating	Mitigating Actions	Residual Risk Rating
Parents don't want their children to attend a Welsh-medium school, so choose for them to move to alternative schools	Medium	- Change to be phased in to minimise the impact on current pupils - Engagement with parents to take place throughout the process	Low
Parents choose for their children to attend other schools instead of Ysgol Bro Hyddgen in the future, which would impact on the school's budget and increase surplus places	Medium	- Promotional campaign to help parents understand the benefits of a bilingual education and the support available, e.g. Trochi	Low
Other changes resulting from other Council developments e.g. ALN transformation, Post-16 transformation	Medium	- Regular updates to be provided to the school	Low

13. POTENTIAL IMPLEMENTATION TIMESCALE

Should Cabinet decide to proceed with the proposals, potential implementation timescales are as follows:

Formal Consultation	8 December 2020 to 26 January 2021
Consultation Report to be published, and considered by Cabinet	Spring 2021

If Cabinet decide to proceed:

Publish Statutory Notice (28 days objection period)	May 2021
Objection Report to be published and considered by Cabinet	July 2021

If Cabinet approves implementation:

The English stream starts to be phased out year by year, starting with Reception	September 2022
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PART C – LIKELY IMPACT OF THE PROPOSAL

14. IMPACT ON PUPILS

i) Pupils currently attending Ysgol Bro Hyddgen

Should the proposal be implemented, the change in the school's language category would be phased in gradually, starting with the Reception class in September 2022. All pupils currently accessing English-medium provision at Ysgol Bro Hyddgen would be able to continue to access this provision until they leave school. Therefore, it is anticipated that the impact on pupils currently attending Ysgol Bro Hyddgen would be minimal.

ii) Pupils attending other primary schools in the Machynlleth catchment

It is not anticipated that implementation of the proposal would have a significant impact on pupils attending other primary schools in the Machynlleth catchment. Pupils would continue to be able to apply for a place at Ysgol Bro Hyddgen when they transfer to year 7.

Should the proposal be implemented, from September 2029 all year 7 pupils at Ysgol Bro Hyddgen would be taught through the medium of Welsh. However, all other primary schools in the Machynlleth catchment are Welsh-medium primary schools, therefore all pupils would have the necessary Welsh language skills to be able to access Welsh-medium secondary provision.

From September 2029, any pupils wishing to access English-medium secondary provision would need to attend other schools.

iii) Pupils attending primary or secondary schools not in the Machynlleth catchment

It is not anticipated that implementation of the proposal would have a significant impact on pupils attending primary or secondary schools not in the Machynlleth catchment.

Should the proposal be implemented, from September 2029 all year 7 pupils at Ysgol Bro Hyddgen would be taught through the medium of Welsh. Any pupils from primary schools not in the Machynlleth catchment wishing to access English-medium secondary provision at Ysgol Bro Hyddgen would no longer be able to do so – they would need to attend other schools.

15. IMPACT ON STAFF

Almost all staff at Ysgol Bro Hyddgen are able to work through the medium of Welsh. Whilst there are a small number of staff at Ysgol Bro Hyddgen who are not able to work through the medium of Welsh, the phasing in of the new linguistic

delivery model would provide an opportunity for these staff to improve and develop their own Welsh language skills.

16. IMPACT ON GOVERNANCE ARRANGEMENTS

Implementation of the proposal would not result in changes to governance arrangements at the school.

17. IMPACT ON QUALITY AND STANDARDS IN EDUCATION

i) Standards, wellbeing and attitudes to learning

Standards and progress overall, of specific groups and in skills

The Council would expect changing the school's language category to have a positive impact on provision, standards and pupil progress overall. As the change is phased in, the Council would expect that implementation would lead to more effective and efficient use of resources as the school would no longer need to duplicate provision, which, in turn, would secure improved opportunities for learners across all ages.

It is anticipated that changing the school's language category would have a positive impact on provision, standards and progress overall for all pupils, including pupils belonging to specific groups such as English as an Additional Language, eligible for Free School Meals, Looked After Children, Additional Learning Needs. One Welsh-medium learning continuum would be implemented across all age ranges, meaning that pupil literacy progress could be monitored and supported more effectively throughout their school career. This would be particularly beneficial for pupils belonging to specific groups such as those outlined above. There would be improved opportunities for all staff to work more collaboratively and share best practice and specialisms and expertise, ensuring that they can be more effectively supported throughout their time in the school.

It is also anticipated that changing the school's language category would have a positive impact on the skills of all pupils, in particular Welsh language skills, as it would enable all pupils to become fully bilingual in Welsh and English. Operating as a single stream school would enable the school to target support across all phases of education more effectively.

Wellbeing and attitudes to learning

Changing the school's language category would mean that eventually, all pupils would receive a fully Welsh medium education. This would mean that all pupils would be taught together, ensuring improved cohesion across the school and impacting positively on pupil well-being.

In the secondary sector, a number of classes are taught bilingually, using both Welsh and English. Supporting the school to move along the language continuum would mean that eventually, all pupils would receive a fully Welsh-medium education, avoiding the requirement for teachers to deliver instruction in both languages.

As a result, lessons would run at a quicker pace, without the need to repeat instructions in Welsh and English. This should improve pupils' attitudes to learning, and would also have a positive impact on pupil well-being.

ii) Teaching and learning experiences

Quality of teaching

The Council would expect that changing the school's language category would lead to improvements in the quality of teaching at Ysgol Bro Hyddgen, due to the improved Welsh medium professional development and collaboration opportunities that could be offered to staff, for example collaborating with other Welsh-medium schools in other local authorities and educational regions to share best practice in pedagogy.

It could also enhance teachers' ability to build systematically on pupils' existing knowledge, understanding and skills and provide pupils with a suitably wide range of experiences to develop their interest and literacy skills across a range of subjects and areas of learning.

The proposed change would enable teachers to focus on delivering education in one language medium, and would also mean that classes in the secondary phase would no longer need to be taught bilingually, using both Welsh and English. This would mean that lessons would run at a quicker pace, without the need to repeat instructions in both languages, and would provide more time in lessons.

The breadth, balance and appropriateness of the curriculum

It is anticipated that changing the school's language category would have a positive impact on the breadth, balance and appropriateness of the curriculum at the school. Should this be implemented, the school would no longer need to duplicate provision, which should have a positive impact on the curriculum that could be provided, ensuring that the curriculum meets the requirements of the new curriculum for Wales, as outlined in 'Our National Mission'.

The provision of skills

It is anticipated that changing the school's language category would have a positive impact on the literacy skills of all pupils, through improved

opportunities to share staff expertise and resources across all age ranges, and through the ability to target across all phases of education.

In particular, the change would have a positive impact on Welsh language skills, as all pupils would be taught through the medium of Welsh, enabling all pupils to become bilingual in Welsh and English. The change would also enable the school to enhance Welsh language skills in formal teaching activities and in informal situations.

iii) Care support and guidance

Tracking, monitoring and the provision of learning support, personal development and safeguarding

Operating as a single language school would enable the school to improve its tracking and monitoring of pupils throughout their school careers.

The Council would expect that changing the school's language category would enable the school to further enhance its provision to prepare pupils, including those with special educational needs, to become active citizens, for example by making decisions about the life and work of the school.

It would also support how well the school's provision helps pupils to develop their understanding of the Welsh language and culture, the local community and the wider world.

iv) Leadership and management

Quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning

It is anticipated that changing the school's language category would lead to improvements in terms of leadership and management at the school. The proposed change would help the school to establish a clear, strategic rationale for the curriculum in terms of its benefits for pupils in preparing them to learn throughout their lives and to play a full part in society. It would also support the extent to which leaders and managers are purposeful and successful in meeting the national priority of providing purposeful opportunities for pupils to develop their Welsh language skills in formal and informal situations.

Operating as a single stream school would enable the school to operate more efficiently, and leaders and managers would have more time to focus on developing effective provision across the school.

Professional learning

Changing the school's language category could provide improved professional learning opportunities for staff through greater opportunities for collaboration with other Welsh-medium schools across Wales.

Use of resources

Should the change be implemented, the school would eventually become a single stream Welsh-medium school and would be funded as such. As a Welsh-medium school, the school would be able to operate more efficiently, as there would be no need to duplicate provision.

v) Impact on vulnerable groups, including children with Special Educational Needs (SEN)

A Welsh-medium all-age school would provide enhanced opportunities to support pupils belonging to vulnerable groups. There would be improved opportunities to provide support to pupils across the primary age range and will provide continuity in the support provided to vulnerable pupils. However, there may be negative impact on pupils with ALN who are from predominantly English-medium families, which would require an enhanced level of support from the school to meet their requirements.

vi) Impact on the school's ability to deliver the full curriculum in the foundation stage and each key stage, including the quality of curriculum delivery and the extent to which the structure or size of the school is impacting on this

It is anticipated that changing the school's language category would have a positive impact on the ability to deliver the full curriculum in the foundation phase and each key stage of education, as there would no longer be a requirement to duplicate provision in two streams.

It is possible that there could be some challenges during the transition period as the school would need to accommodate decreasing numbers of English-medium pupils, however should the change to the school's language category be implemented, the Council would continue to support the school throughout the transition period to ensure that an appropriate curriculum is provided to pupils in all key stages.

vii) Impact on other schools

It is not anticipated that implementation of the proposal would have a significant impact on other schools. It is possible that some pupils may choose to access alternative English-medium providers instead of accessing Welsh-medium provision at Ysgol Bro Hyddgen, therefore it is possible that there would be an increase in pupil numbers at these schools, however the numbers are likely to be relatively small therefore it is not anticipated that the impact would be significant.

18. NEED FOR PLACES AND IMPACT ON AVAILABILITY OF PLACES AND ACCESSIBILITY OF SCHOOLS

- i) Will the alternative provision have sufficient capacity and provide accommodation of at least equivalent quality for existing and projected pupil numbers?**

It is not anticipated that the preferred option would have a significant impact on the school's capacity or projected pupil numbers.

It is possible that changing the school's language category could lead to a reduction in pupil numbers as pupils from out of county currently accessing English-medium provision at the school may no longer choose to attend the school, or pupils from the local area may choose to attend alternative English-medium providers.

However, it is also possible that changing the school's language category could lead to an increase in pupil numbers in the longer term, as pupils from other areas could choose to attend the school. This may be the case in respect of secondary provision in particular.

In parallel to consideration of the school's language category, plans are moving forward to provide a replacement building for Ysgol Bro Hyddgen. This is expected to open in September 2024. This would significantly improve the quality of accommodation for pupils.

- ii) Is the alternative provision sufficient to meet existing and projected demand for schools of the same language category and designated religious character?**

The intention would be to introduce the change in language category on a phased basis, starting with the Reception year. It is therefore anticipated that pupils would continue to attend Ysgol Bro Hyddgen. There is sufficient capacity to accommodate the current existing and projected demand for the school.

The school does not have a religious character – this would continue to be the case following any change to the language category.

- iii) What will be the nature of journeys to alternative provision and resulting journey times for pupils including SEN pupils?**

The plan to introduce the proposed change to the school's language category on a phased basis would mean that all pupils would continue to be able to access the school, therefore there would be no impact on journeys to school or journey times.

Should pupils choose to attend English-medium provision in other locations, there would be an increase in journeys / journey times.

iv) Is there evidence of current or future need/demand in the area for additional places?

The latest pupil projection figures received by the Council suggest that a small increase in pupil numbers is expected over the coming years. There is sufficient capacity within the school to accommodate an increase in pupil numbers.

v) Will the proposals improve access for disabled pupils in accordance with requirements under the Equality Act 2010?

Any change to the school's language category would not impact on access for disabled pupils in accordance with the requirements of the Equality Act 2010.

In parallel to consideration of the school's language category, plans are moving forward to provide a replacement building for Ysgol Bro Hyddgen. This is expected to open in September 2024. This would significantly improve access for disabled pupils in accordance with the requirements of the Equality Act 2010.

19. RESOURCING OF EDUCATION AND OTHER FINANCIAL IMPLICATIONS

i) What effect will the proposals have on surplus places in the area?

The intention is to introduce the change on a phased basis starting with the Reception year group and moving through the school each year as pupils move through the school. The intention is that all current pupils would continue to attend the school, therefore it is not anticipated that there would be an impact on surplus places.

It is possible that there could be some impact on pupils numbers in the longer term should pupils choose alternative English-medium provision instead of choosing to attend Ysgol Bro Hyddgen, however it is also possible that some additional pupils may choose to attend the school, particularly in the secondary phase, following a change in the language medium. Pupil numbers and capacity levels at the school will continue to be monitored.

ii) Do the proposals form part of the local authority's 21st Century Schools Investment Programme and contribute to the delivery of sustainable schools for the 21st Century and to the better strategic management of the school estate?

The current plans in respect of Ysgol Bro Hyddgen's language category are not part of the local authority's 21st Century Schools Investment Programme.

However, in parallel to consideration of the school's language category, plans are moving forward to provide a replacement building for Ysgol Bro Hyddgen as part of the 21st Century Schools Investment Programme. This is expected to open in September 2024.

iii) What are the recurrent costs of proposals over a period of at least 3 years and is the necessary recurrent funding available?

There are no recurrent costs associated with changing the school's language category.

iv) Will additional transport costs be incurred as a result of the proposal?

The intention is to introduce the change to the school's language category on a phased basis as pupils move through the school. It is not anticipated that additional transport costs would be incurred as a result of the change.

v) What are the capital costs of the proposal and is the necessary capital funding is available?

There are no capital costs associated with changing the language category of Ysgol Bro Hyddgen.

vi) What is the scale of any projected net savings (taking into account school revenue, transport and capital costs)

It is estimated that changing the school's language category would result in annual revenue savings to the Council of approximately £184k per annum, once the school is fully single-stream. There would be no saving in the first year, and although there would be opportunities for savings as the phasing takes place, this would be dependent on pupil numbers. The effectiveness of a single-stream school is optimised in the secondary sector.

It is not anticipated that there would be an impact on transport costs, and there would be no capital costs.

vii) Without the proposals, would the schools affected face budget deficits?

Ysgol Bro Hyddgen is not currently projected to be in a deficit budget position.

viii) Will any savings in recurrent costs be retained in the local authority's local schools budget?

Any savings would be reinvested into the schools system.

- ix) **Will the proceeds of sales (capital receipts) of redundant sites be made available to meet the costs of the proposal or contribute to the costs of future proposals which will promote effective management of school places?**

Changing Ysgol Bro Hyddgen's language category would not result in any capital receipts.

20. FACTORS TO BE CONSIDERED IN RESPECT OF PROPOSALS TO CHANGE LANGUAGE MEDIUM

- i) **The extent to which existing provision by the local authority of education in the medium of English and/or Welsh exceeds or falls short of demand or projected demand from parents for that type of provision, and the contribution the proposal would make to remedying that situation**

There is currently no dedicated Welsh-medium secondary provision in Powys. In the long term, implementing the proposed change to the language category of Ysgol Bro Hyddgen would ensure that this type of provision was available.

Implementing the proposed change would mean that education through the medium of English would no longer be available in Machynlleth. However the trend in Machynlleth has been an increase in demand for Welsh-medium provision, therefore the proposed change reflects this. The proposed change would also ensure that all pupils attending Ysgol Bro Hyddgen would be fully bilingual, therefore contributing to the Welsh Government's aim to achieve a million Welsh speakers by 2050.

Should pupils not want to access Welsh-medium provision at Ysgol Bro Hyddgen, there are other English-medium providers available, both in Powys and in other neighbouring authorities.

- ii) **The extent to which the proposal would support the targets in the local authority's Welsh in Education Strategic Plan (WESP)**

Changing the language category of Ysgol Bro Hyddgen would support the local authority to meet the targets in its Welsh in Education Strategic Plan, as well as the Council's objective to 'Move schools along the language continuum' as outlined in the Strategy for Transforming Education in Powys.

21. IMPACT ON SIXTH FORM PROVISION

- iii) **Whether proposals will lead to an improvement in the educational or training achievements of persons who are above compulsory school age but below the age of 19**

Should the proposal be implemented, post-16 provision would continue to be available at Ysgol Bro Hyddgen. Eventually, this provision would only be available through the medium of Welsh, however this change would not take effect for a number of years. It is not anticipated that the proposal would have a negative impact on the educational or training achievements of persons above compulsory school age at Ysgol Bro Hyddgen.

iv) Whether proposals will contribute to an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for 14-19 year old learners

Changing the school's language category would enable the school to operate more efficiently, as there would be no need to duplicate provision in Welsh and English. Eventually, it is anticipated that this would enable the school to offer an improved range of courses for pupils of all abilities. The change would also enable the school to develop enhanced partnership arrangements with other Welsh-medium providers, which would further enhance the opportunities available to learners.

v) Whether proposals are likely to lead to an increased participation in learning by pupils beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel

Changing the language category of Ysgol Bro Hyddgen would continue to provide access to learning beyond compulsory school age in Machynlleth, therefore there would be no impact on transport or cost to the learner.

It is not anticipated that there would be a significant impact in participation in learning by pupils beyond compulsory school age. In the longer term, changing the school's language category to Welsh-medium would enable the school to develop enhanced partnership arrangements with other Welsh-medium providers, which would further enhance the opportunities available to learners, and could result in increased participation in learning by pupils beyond compulsory school age.

vi) The extent to which proposals contribute to the 14-19 agenda taking account of the views of regional 14-19 networks

In the short term, it is not anticipated that changing the school's language category would impact on the range of relevant courses and qualifications available. However, the change would enable the school to operate more efficiently, as there would be no need to duplicate provision in Welsh and English. Eventually, it is anticipated that this would enable the school to offer an improved range of courses for pupils of all abilities.

In the longer term, changing the school's language category to Welsh-medium would enable the school to develop enhanced partnership arrangements with other Welsh-medium providers, which would further enhance the opportunities available to learners.

vii) The effect of proposals on 11-16 provision in schools

Should the proposal be implemented, provision would continue to be available for 11-16 year olds through the medium of Welsh. This would be introduced on a phased basis, therefore the intention is that all pupils in the area would have previously accessed Welsh-medium primary provision, and would be equipped with the bilingual skills needed to access this provision.

Operating as a single stream school would enable the school to operate more efficiently, as there would be no need to duplicate provision in Welsh and English. It is anticipated that this would strengthen the provision and delivery of the Curriculum for Wales for 11-16 year olds, by enabling the school to focus on delivering education through one language medium. This could have a positive impact on the range of courses available for pupils.

viii) How proposals would affect the viability of institutions already providing good-quality post-16 provision, including school sixth forms, Further Education Institutions and private training organisations

Post-16 provision would continue to be available at Ysgol Bro Hyddgen. It is not anticipated that the proposal would impact on the viability of the provision at Ysgol Bro Hyddgen or other providers.

ix) How proposals might affect the sustainability or enhancement of Welsh medium provision in the regional 14-19 network and wider area and promote access to availability of Welsh medium courses in post-16 education

It is anticipated that eventually, changing the language category of Ysgol Bro Hyddgen would enhance the Welsh-medium provision available for 14-19 year olds in the school. The proposed change would enable the school to operate more efficiently, which could enable an enhanced range of courses to be offered.

Learners would continue to be able to access at least the same range of Welsh-medium courses as what is currently available at Ysgol Bro Hyddgen and through the North Powys Learning Pathways offer, in accordance with the requirements of the Learning and Skills (Wales) Measure 2009.

x) The extent to which proposals will provide additional learner benefits compared with the status quo and other tenable options for post-16

organisation

The proposed changes would provide improved opportunities for pupils to develop bilingual skills in Welsh and English, providing them with Welsh language skills which would support them in their future careers.

xi) How proposals might affect discretionary transport provision a local authority may provide to learners above compulsory school age

Changing the language category of Ysgol Bro Hyddgen would not affect discretionary transport provision provided to learners above compulsory school age.

22. OTHER CONSIDERATIONS

i) Impact on educational attainment among children from economically deprived backgrounds

It is anticipated that changing the school's language category would have a positive impact on educational attainment among children from economically deprived backgrounds. All pupils from all economic backgrounds would participate in a Welsh-medium curriculum from the beginning of their education, ensuring that all pupils become bilingual.

ii) Land and Buildings

Comparison of the quality of accommodation at the school from which pupils would be transferred

As the proposal relates to change of language category, there would be no impact on the quality of accommodation for pupils.

Information on any building works necessary to ensure that transferred children can be accommodated

No building work would be necessary to be able to proceed with the proposal.

Details of any potential transfer or disposal of land or buildings that may need to occur as a result of the proposals

There would be no requirement for transfer or disposal of land.

Is the school / schools involved subject to any trust or charitable interests which might be affected by the proposals, for example in relation to the use or disposal of land?

Ysgol Bro Hyddgen is not subject to any trust or charitable interests which might be affected by the implementation of the proposal.

iii) Walking routes to school

Should the proposal be implemented, walking routes would be the same as the current walking routes to Ysgol Bro Hyddgen.

iv) School Admissions

Admissions for Ysgol Bro Hyddgen are administered by the Council. Should the current proposal be implemented, admissions for the school would continue to be administered by the Council in accordance with the Council's Admissions Policy, which is available on-line at:

<https://en.powys.gov.uk/article/1158/Applying-for-a-School-Place>

New pupils wishing to attend the school would need to apply for a place in accordance with the Council's admissions arrangements.

v) Welsh in Education Strategic Plan (WESP)

The Council's Welsh in Education Strategic Plan (WESP) for 2017-20 sets out the Council's aim to provide equality of provision for Welsh-medium learners in Powys.

Implementation of the proposal would ensure that all pupils in Machynlleth would be able to access Welsh-medium provision throughout their time in school, ensuring that they develop bilingual skills in Welsh and English. This would lead to an increase in the number of pupils accessing Welsh-medium education, therefore contributing to the Council's targets to increase the number of pupils studying through the medium of Welsh, and the Welsh Government's aim to achieve a million Welsh speakers by 2050.

Following full implementation of the proposal, there would be improved Welsh-medium opportunities for learners from attending a fully Welsh-medium school, including improved opportunities for pupils to use the Welsh language throughout the school,

23. EQUALITY, COMMUNITY AND WELSH LANGUAGE IMPACT ASSESSMENTS

Draft impact assessments have been carried out in respect of the proposal. These will be updated following the consultation period to reflect any additional issues raised. The assessments are available on the Council's website:

<https://en.powys.gov.uk/article/9999/Ysgol-Bro-Hyddgen-Machynlleth>

A summary of the assessments are provided below:

i) Equalities impact assessment

Should the proposal be implemented, the medium of instruction of Ysgol Bro Hyddgen would change to Welsh-medium. This would be phased in, year on year, starting with Reception pupils. There would be no impact on existing pupils.

The proposal aims to improve the educational opportunities offered to all pupils in the Machynlleth catchment, including pupils that belong to the protected characteristic groups.

It is noted that there could be concern about the impact of the proposal to change the school's language category to Welsh-medium on any pupils with additional learning needs attending the school in the future. To mitigate this concern, the school may need to provide enhanced support to pupils with ALN as needed in order to meet their needs. The consultation period will provide an opportunity for any concerns about the impact on pupils with ALN to be raised, and these will be considered as the process moves forward.

ii) Impact on the community

As the proposal only relates to changing the language category of Ysgol Bro Hyddgen, it is anticipated that the proposal's impact on the community would be minimal. Primary and secondary provision would continue to be available in Machynlleth, and community facilities associated with the school would continue to be available, and would be enhanced following the planned new building.

It is acknowledged that the proposal would eventually lead to additional travel for pupils wishing to access English-medium education, however by phasing in the change in language category over a number of years, the intention is that all pupils living in the catchment area would have the Welsh language skills needed to continue to study through the medium of Welsh throughout their time in school. Therefore the number of pupils travelling to access English-medium education should be small.

iii) Impact on the Welsh language

Implementation of the proposal would have a positive impact on the Welsh language, as in time, it would ensure that all pupils in the Machynlleth catchment would access Welsh-medium education, and would become fully bilingual in Welsh and English, leading to an increase in the number of pupils able to use the Welsh language confidently, and contributing to the Welsh Government's Strategy to achieve a million Welsh speakers by 2050.

PART D – CONSULTATION DETAILS

Who will we consult with?

The Council will consult with a range of stakeholders as required by the School Organisation Code, which include the following:

- Parents, carers and guardians at Ysgol Bro Hyddgen
- Governors at Ysgol Bro Hyddgen
- Staff at Ysgol Bro Hyddgen
- Parents of pupils attending all feeder schools for Ysgol Bro Hyddgen
- Pupils at Ysgol Bro Hyddgen and all feeder schools for Ysgol Bro Hyddgen
- The Church in Wales and Roman Catholic Diocesan Authorities
- The Welsh Minister for Education
- Neighbouring Local Authorities
- Local Powys Councillors
- Town and Community Councils in the local area
- The Member of the Senedd for Montgomeryshire and regional Members of the Senedd for the area
- The MP for Montgomeryshire
- Estyn
- Teaching and staff trade unions
- ERW
- The Police & Crime Commissioner for Dyfed Powys
- Nursery providers in the local area
- Mudiad Meithrin
- The Powys Children and Young People's Partnership
- NPTC College
- Welsh Language Commissioner

Consultation with pupils will take place in accordance with the Welsh children and young people's national participation standards³.

The consultation period

The consultation period will commence on the 8 December 2020 and will end on the 26 January 2021.

The statutory process

Consultation on this proposal will follow the guidelines set out by the Welsh Government in the revised School Organisation Code which became operational on the 1st November 2018. The process is summarised below:

i) Consultation

³ <https://gov.wales/children-and-young-peoples-national-participation-standards>

Consultation will start on the 8 December 2020 and will end on the 26 January 2021. Feedback from the consultation will be collated and summarised, and a consultation report will be produced and shared with stakeholders.

It is important to note that responses made to the consultation will not be counted as objections to the proposal, and that only objections can be registered following publication of a statutory notice.

The Council's Cabinet will consider the consultation report and the feedback received during the consultation period, and will decide whether to proceed with the proposal, to make changes to the proposal, or to not proceed with the proposal. If the Cabinet decides not to proceed, that will be the end of this proposal.

It is anticipated that the Consultation Report will be considered by the Cabinet in the spring of 2021.

ii) Statutory notice

If the Cabinet decides to proceed with the proposal, statutory notices would be published after the Cabinet meeting. There would then be a period of 28 days for people to submit written objections.

If there were objections, the Council would publish an objection report providing a summary of the objections and the Council's response to them before the end of 7 days beginning with the day of the local authority's determination. Only written objections submitted during the statutory notice period will be considered as objections and included in this report. Comments submitted as part of the consultation period would not be counted as objections. Should stakeholders wish their consultation responses to be considered as objections, they would need to be re-submitted in writing during the statutory notice period.

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

It is anticipated that a final decision would be made by the end of the 2020/21 academic year.

iii) Implementation

If the Council's Cabinet were to approve the proposal, it would be implemented in accordance with the date given in the statutory notice or any subsequently modified date.

How to respond to the consultation

A consultation response form is attached to this document. An online version is also available on the Council's website:

<https://en.powys.gov.uk/article/9999/Ysgol-Bro-Hyddgen-Machynlleth>

Alternatively, you can respond in writing.

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

*Transforming Education Team, Powys County Council, County Hall, Llandrindod Wells,
LD1 5LG*

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

All correspondence should be received by the **26 January 2021**.

If you have any further questions about this proposal, you can contact the Transforming Education Team using the above contact details, or by phoning (01597) 826277.

APPENDIX A – KEY DATA

Information about schools likely to be affected by the proposals is provided below.

As the proposal is to introduce the change to Ysgol Bro Hyddgen’s language category on a phased basis, no current pupils would need to transfer to alternative schools. Therefore, the Council’s view is that Ysgol Bro Hyddgen is the only school that would be affected by the proposal.

Should the proposal be implemented, it is possible that in the future, some pupils may choose to attend other schools to access English-medium provision, in the secondary sector in particular. However the expectation is that the number of pupils would be small, therefore there would be no significant impact on these schools.

General information

	School Type	Language Category	Admission Number	Rural School? ⁴
Ysgol Bro Hyddgen	Community Middle School (All-through) School building owned by Powys County Council	Bilingual (Type B)	31 – Primary 73 – Secondary	No

Pupil numbers

i) Current pupil numbers⁵

	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Welsh-medium	11	19	17	13	16	25	12	43	28	39	29	35	17	28	332
English-medium	5	6	6	6	10	7	12	8	17	15	17	18	6	12	145
Total	16	25	23	19	26	32	24	51	45	54	46	53	23	40	477

ii) Historical pupil numbers⁶

⁴ Annex F of the Welsh Government’s School Organisation Code (2018) (<https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>) includes a list of ‘rural schools’, to which the ‘Presumption against the closure of rural schools’ applies.

⁵ Finance NOR - 2020 Pupil Count Day

⁶ PLASC

	Jan. 2014	Jan. 2015	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019	Jan. 2020
Ysgol Bro Hyddgen	560	564	520	486	488	483	474

iii) **Projected pupil numbers**

	Jan. 2021	Jan. 2022	Jan. 2023	Jan. 2024	Jan. 2025
Ysgol Bro Hyddgen	464	469	477	465	463

Building Capacity and Condition

i) **Capacity**

The following table provides information about the current capacity of Ysgol Bro Hyddgen:

	Current Capacity	Currently Filled	Surplus Capacity
Ysgol Bro Hyddgen – Primary Campus	213	165 (77.5%)	48 (22.5%)
Ysgol Bro Hyddgen – Secondary Campus	442	312 (70.6%)	130 (29.4%)

ii) **Building condition**

In 2009, Welsh Government carried out condition and suitability assessments of the two schools:

	Condition	Suitability	Access to hall on site
Ysgol Bro Hyddgen – Primary Campus	C Poor	B Good	Yes
Ysgol Bro Hyddgen – Secondary Campus	C Poor	C Poor	Yes

A replacement building is planned for Ysgol Bro Hyddgen, it is anticipated that this will open in September 2023.

Quality and standards of education

i) Estyn

The following table summarises the last Estyn inspections of the school:

	Ysgol Bro Hyddgen
Date of Inspection	February 2017
Standards	Adequate
Well Being	Good
Learning Experiences	Adequate
Teaching	Good
Care, Support and Guidance	Good
Learning Environment	Good
Leadership	Good
Improving Quality	Adequate
Partnership Working	Good
Resource Management	Adequate
Outcome	The school will produce an action plan that shows how it will address the recommendations. Estyn will review the school's progress.

ii) School Categorisation

The latest categorisations of the two schools in accordance with the National School Categorisation System for 2019 are as follows:

	Standards Group	Improvement Capacity	Support Capacity
Ysgol Bro Hyddgen	N/A	B	Yellow

Equalities information⁷

i) National identity

(Pupils aged 5 or over on the 31st August 2019)

	British	English	Irish	Scottish	Welsh	Other	Not supplied	Refused	Total pupils
Ysgol Bro Hyddgen Primary Campus	36.4%	9.2%	0%	0%	37.6%	3.5%	0%	0.6%	173
Ysgol Bro Hyddgen	20.3%	8.6%	0%	0%	68.4%	2.3%	0.0%	0.3%	301

⁷ PLASC 2020

Secondary Campus									
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ii) **Ethnic Group**
(Pupils aged 5 or over on the 31st August 2019)

	White British	Other known ethnicity	Information not yet obtained	Total pupils
Ysgol Bro Hyddgen Primary Campus	82.1%	3.5%	15.5%	173
Ysgol Bro Hyddgen Secondary Campus	96.7%	3.0%	0.3%	301

iii) **English as an Additional Language**

	NOR	% EAL	% EAL A/B/C
Ysgol Bro Hyddgen Primary Campus	173	0%	0%
Ysgol Bro Hyddgen Secondary Campus	301	0.7%	0.0%

iv) **Free School Meals**

	Not eligible for FSM	Eligible for FSM	Total pupils	% Eligible for FSM
Ysgol Bro Hyddgen Primary Campus	148	25	173	14.5%
Ysgol Bro Hyddgen Secondary Campus	266	35	301	11.6%

v) **Looked after children**

	Looked after children
Ysgol Bro Hyddgen	1.1%

vi) **Additional Learning Needs (ALN)**

	None	School Action	School Action Plus	Statement	Total Pupils	% ALN
Ysgol Bro Hyddgen Primary Campus	74.0%	15.6%	8.7%	1.7%	173	26.0%
Ysgol Bro Hyddgen Secondary Campus	88.0%	7.6%	0%	0%	301	12.0%

APPENDIX B – SWOT AND CRITICAL SUCCESS FACTOR ANALYSIS – LANGUAGE OPTIONS

1. SWOT ANALYSES

SWOT analyses for each of these three options identified in section 5 are provided below:

Option 1: Status quo

Strengths	Weaknesses
<ul style="list-style-type: none"> - No impact on pupils, parents or staff - No additional travel for pupils - No impact on pupil numbers at Ysgol Bro Hyddgen - No need for a statutory process 	<ul style="list-style-type: none"> - Does not enable Ysgol Bro Hyddgen to operate more efficiently - Some pupils do not become fully bilingual - Pupils would continue to be taught in bilingual classes, which is not a desirable teaching model - Does not meet the aims and objectives of the Council's Strategy for Transforming Education in Powys
Opportunities	Threats
	<ul style="list-style-type: none"> - Continued small numbers in the English-medium stream

Option 2: Support the school to move Foundation Phase provision along the Welsh language continuum

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education - Would enable the school to operate more efficiently to some extent, by avoiding the need to duplicate provision in the Foundation Phase - All Foundation Phase pupils would study through the medium of Welsh and would develop bilingual skills - Pupils would choose whether to access Welsh-medium or English-medium provision after having accessed Welsh-medium provision in the Foundation Phase, which could lead to an increase in the 	<ul style="list-style-type: none"> - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - May be unpopular with some members of the local community - Pupils would still be able to choose English-medium provision after the Foundation Phase. Likely that pupils choosing English-medium provision would not be fully bilingual when they leave school - If the change results in an increase in pupils choosing to continue to choose Welsh-medium provision

<p>number of pupils choosing Welsh-medium education</p> <ul style="list-style-type: none"> - In the long term, more opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Small potential financial saving to the authority in the long term 	<p>after the Foundation Phase, English-medium pupils would reduce further and it would exacerbate the challenges faced by the school in order to offer English-medium provision for these pupils</p> <ul style="list-style-type: none"> - Would not provide access to dedicated Welsh-medium secondary provision - The majority of the school would still operate as a dual stream school, which could cause challenges in ensuring a Welsh-medium ethos - Further statutory processes would be required to make any changes to language provision in other years in the future - Possible impact on non-Welsh speaking staff in the longer term
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - The school may no longer attract pupils from out of county wishing to access English-medium provision - Possible reduction in English-medium pupil numbers from KS2 onwards, which would cause further challenges for the school

Option 3: Support the school to move primary provision along the Welsh language continuum over time

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education - Would enable the school to operate more efficiently, by avoiding the need to duplicate provision in the Foundation Phase and KS2 - All primary aged pupils would study through the medium of Welsh and would develop bilingual skills - Pupils would choose whether to access Welsh-medium or English-medium provision after having accessed Welsh-medium provision in the primary phase, which could lead to an increase in the number of 	<ul style="list-style-type: none"> - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - May be unpopular with some members of the local community - Pupils would still be able to choose English-medium provision after the primary phase. - Pupils choosing English-medium secondary provision may lose their bilingual skills before they leave school - If the change results in an increase in pupils choosing to continue to

<p>pupils choosing Welsh-medium education in the secondary phase</p> <ul style="list-style-type: none"> - More opportunities could be offered through the medium of Welsh in the primary phase - Improved Welsh language ethos in the primary phase - Possible increase in pupils studying through the medium of Welsh - Small potential financial saving to the authority in the long term 	<p>choose Welsh-medium provision in the secondary phase, English-medium pupils would reduce further and it would exacerbate the challenges faced by the school in order to offer English-medium provision for these pupils</p> <ul style="list-style-type: none"> - Further statutory processes would be required to make any changes to language provision in other years in the future - Would not provide access to dedicated Welsh-medium secondary provision - Challenges in ensuring a Welsh-medium ethos as the secondary provision would still be dual stream - Possible impact on non-Welsh speaking staff in the longer term
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - The school may no longer attract pupils from out of county wishing to access English-medium provision - Possible reduction in English-medium pupil numbers in the secondary phase, which would cause further challenges for the school

Option 4: Support the school to move secondary provision along the Welsh language continuum over time

Strengths	Weaknesses
<ul style="list-style-type: none"> - No impact on primary aged pupils - Would enable the school to operate more efficiently through not having to duplicate provision in the secondary phase - More Welsh-medium opportunities could be provided in the secondary phase - Could lead to an increase in pupils studying through the medium of Welsh in the primary phase - Would provide access to dedicated Welsh-medium secondary provision - Potential financial saving to the authority 	<ul style="list-style-type: none"> - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Possible impact on non-Welsh speaking staff working in the secondary phase - May be unpopular with some members of the local community - Pupils would still be able to choose English-medium primary provision, and would leave the primary phase without fully bilingual skills

	<ul style="list-style-type: none"> - Likely that pupils that have accessed English-medium primary provision would transfer elsewhere for secondary provision
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - The school may no longer attract pupils from out of county wishing to access English-medium provision - Pupils that have accessed English-medium provision the primary phase would transfer to alternative English-medium secondary provision

Option 5: Support the school to move along the Welsh language continuum in all key stages over time

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school - In the long term, would enable the school to operate more efficiently - In the long term, more opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Meets the Council's Strategy for Transforming Education in Powys - Potential financial saving to the authority in the long term 	<ul style="list-style-type: none"> - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Possible impact on non-Welsh speaking staff in the longer term - May be unpopular with some members of the local community - Lengthy transition period for the school
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	

Option 6: Change the school's language category to Welsh-medium

Strengths	Weaknesses
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<ul style="list-style-type: none"> - Would enable the school to operate more efficiently - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh in the longer term - Meets the Council's Strategy for Transforming Education in Powys - Potential financial saving to the authority - Shorter transition period for the school 	<ul style="list-style-type: none"> - Pupils currently accessing English-medium provision at Ysgol Bro Hyddgen would need to transfer to alternative schools - Additional travel for pupils currently accessing English-medium provision at Ysgol Bro Hyddgen - Significant impact on pupil numbers at Ysgol Bro Hyddgen in the short term, as pupils currently accessing English-medium provision may choose to transfer to other schools - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the longer term as the school may no longer attract pupils from out of county wishing to access English-medium provision - Increase in surplus places at Ysgol Bro Hyddgen - Impact on non-Welsh speaking staff at Ysgol Bro Hyddgen - Likely to be unpopular with the local community
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support - Opportunity to increase the number of pupils studying through the medium of Welsh should pupils wish to transfer to Welsh-medium provision 	<ul style="list-style-type: none"> - Significant impact on Ysgol Bro Hyddgen pupil numbers in the short term

2. CRITICAL SUCCESS FACTORS

The options have also been assessed against the following Critical Success Factors:

Critical Success Factor	Description
1 – Strategic fit and business needs	<ul style="list-style-type: none"> • The option must align with the Council's Strategy for Transforming Education in Powys 2020-2030, to include the following: <ul style="list-style-type: none"> - Address the challenges facing education in Powys, as outlined in the Council's Strategy for Transforming Education in Powys 2020-2030

	<ul style="list-style-type: none"> - Align with the Vision and Guiding Principles outlined in the Council's Strategy for Transforming Education in Powys 2020-2030 - Align with the Strategic Aims and Objectives outlined in the Council's Strategy for Transforming Education in Powys 2020-2030 <ul style="list-style-type: none"> • The option must optimise the benefits of the Council's Transforming Education Programme
2 – Value for money	<ul style="list-style-type: none"> • The option must optimise the resources available for the delivery of learning • The option must provide value for money in the delivery of learning
3 – Potential achievability	<ul style="list-style-type: none"> • The option must be achievable within current legislation • The option must be operationally achievable • The option must be physically achievable
4 – Potential affordability	<ul style="list-style-type: none"> • The extent to which the option is affordable within the Council's forecasted revenue • The extent to which the option is affordable within the forecasted capital funding available to the Council

Each option has been assessed against the Critical Success Factors based on the following criteria:

✓ – Meets ? – Could meet x – Does not meet

The assessment for each option is as follows:

	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
1 – Strategic fit and business needs	x	x	X	x	✓	✓
2 – Value for money	x	?	?	x	?	✓
3 – Potential achievability	✓	✓	✓	✓	✓	?
5 – Potential affordability	x	✓	✓	?	✓	✓
Total ✓	1	2	2	1	3	3

Total x	3	1	1	2	0	0
Outcome	Discount	Discount	Discount	Discount	Preferred	Possible

APPENDIX C – SWOT AND CRITICAL SUCCESS FACTOR ANALYSIS – IMPLEMENTATION OPTIONS

1. SWOT ANALYSES

SWOT analyses for each of the implementation options identified in section 6 are provided below:

Option 5A: Welsh-medium provision to be phased in year by year, starting with Reception

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school - In the long term, would enable the school to operate more efficiently - Would enable school leadership to make more effective use of human resources - Would allow staff to focus on one linguistic delivery model - Would allow time for any necessary staff development and professional learning - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Meets the Council’s Strategy for Transforming Education in Powys - Potential financial saving to the authority 	<ul style="list-style-type: none"> - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Possible impact on non-Welsh speaking staff in the longer term - May be unpopular with some members of the local community - Lengthy transition period for the school
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - Possible decrease in pupil numbers due to parental choice of language delivery

Option 5B: Welsh-medium provision to be phased in year by year, starting by merging the Foundation Phase

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education at the school – apart from pupils in the Foundation Phase, provision would continue until pupils left school - In the long term, would enable the school to operate more efficiently - Would enable school leadership to make more effective use of human resources - Would allow staff to focus on one linguistic delivery model - Would allow time for any necessary staff development and professional learning - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Meets the Council’s Strategy for Transforming Education in Powys - Potential financial saving to the authority - Would shorten the transition period slightly compared with Option 5A 	<ul style="list-style-type: none"> - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Possible impact on non-Welsh speaking staff in the longer term - Parents of pupils currently accessing English-medium in the Foundation Phase may not want their children to access Welsh-medium provision - May be unpopular with some members of the local community - Lengthy transition period for the school
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - Possible decrease in pupil numbers due to parental choice of language delivery

Option 5C: Welsh-medium provision to be phased in year by year, starting with Reception and Year 7

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would shorten the transition period to a new delivery model - Would enable the school to operate more efficiently - Would enable school leadership to make more effective use of human resources - Would allow staff to focus on one linguistic delivery model 	<ul style="list-style-type: none"> - In the short term, pupils attending English-medium provision in the primary phase would need to either transfer to Welsh-medium provision in the secondary sector or move to a different school - Possible reduction in secondary pupil numbers in the short term should English-medium pupils

<ul style="list-style-type: none"> - Would allow time for any necessary staff development and professional learning - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Meets the Council's Strategy for Transforming Education in Powys - Potential financial saving to the authority 	<ul style="list-style-type: none"> choose to transfer to different schools - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Possible impact on non-Welsh speaking staff in the longer term - May be unpopular with some members of the local community - Lengthy transition period for the school - More disruption to current pupils compared with option 5A and 5B
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - Possible decrease in pupil numbers due to parental choice of language delivery

Option 5D: Welsh-medium provision to be phased in year by year, starting by merging the Foundation Phase and phasing in from Year 7

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would shorten the transition period to a new delivery model - Would enable the school to operate more efficiently - Would enable school leadership to make more effective use of human resources - Would allow staff to focus on one linguistic delivery model - Would allow time for any necessary staff development and professional learning - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Meets the Council's Strategy for Transforming Education in Powys - Potential financial saving to the authority 	<ul style="list-style-type: none"> - In the short term, pupils attending English-medium provision in the primary phase would need to either transfer to Welsh-medium provision in the secondary sector or move to a different school - Possible reduction in secondary pupil numbers in the short term should English-medium pupils choose to transfer to different schools - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Parents of pupils currently accessing English-medium in the Foundation Phase may not want their children to access Welsh-medium provision - Possible impact on non-Welsh speaking staff in the longer term

	<ul style="list-style-type: none"> - May be unpopular with some members of the local community - Lengthy transition period for the school - More disruption to current pupils compared with option 5A, 5B and 5C
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - Possible decrease in pupil numbers due to parental choice of language delivery

Option 5E: Welsh-medium provision to be phased in year by year, starting with Reception. Merge secondary classes to create bilingual (Welsh-medium and English-medium) classes, until they become Welsh-medium classes.

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education at the school – provision would continue until pupils left school - Would shorten the transition period to a new delivery model - Would enable the school to operate more efficiently from implementation - Would enable school leadership to make more effective use of human resources - In the long term, would allow staff to focus on one linguistic delivery model - Would allow time for any necessary staff development and professional learning - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Potential financial saving to the authority 	<ul style="list-style-type: none"> - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Possible impact on non-Welsh speaking staff in the longer term - Challenges to staff from all secondary teaching being carried out bilingually - Impact on Welsh-medium provision during the transition period as all teaching is carried out bilingually - Would impact on all secondary aged pupils - May be unpopular with some members of the local community - Lengthy transition period for the school
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - Possible decrease in pupil numbers in the long term due to parental choice of language delivery

Option 5F: Welsh-medium provision to be phased in year by year, starting by merging the Foundation Phase. Merge secondary classes to create bilingual (Welsh-medium and English-medium) classes, until they become Welsh-medium classes.

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education at the school – apart from pupils in the Foundation Phase, provision would continue until pupils left school - Would shorten the transition period to a new delivery model - Would enable the school to operate more efficiently from implementation - Would enable school leadership to make more effective use of human resources - In the long term, would allow staff to focus on one linguistic delivery model - Would allow time for any necessary staff development and professional learning - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Potential financial saving to the authority 	<ul style="list-style-type: none"> - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Parents of pupils currently accessing English-medium in the Foundation Phase may not want their children to access Welsh-medium provision - Possible impact on non-Welsh speaking staff in the longer term - Challenges to staff from all secondary teaching being carried out bilingually - Impact on Welsh-medium provision during the transition period as all teaching is carried out bilingually - Would impact on all secondary aged pupils - May be unpopular with some members of the local community - Lengthy transition period for the school
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - Possible decrease in pupil numbers in the long term due to parental choice of language delivery

2. CRITICAL SUCCESS FACTORS

The options have also been assessed against the Critical Success Factors on pages 48/9 above. Each option has been assessed against the Critical Success Factors based on the following criteria:

✓ – Meets ? – Could meet x – Does not meet

The assessment for each option is as follows:

	Option 5A	Option 5B	Option 5C	Option 5D	Option 5E	Option 5F
1 – Strategic fit and business needs	✓	✓	✓	✓	x	x
2 – Value for money	✓	✓	X	x	✓	✓
3 – Potential achievability	✓	✓	?	?	x	x
5 – Potential affordability	✓	✓	X	x	✓	✓
Total ✓	4	4	1	1	2	2
Total x	0	0	2	2	2	2
Outcome	Preferred	Possible	Discount	Discount	Discount	Discount

APPENDIX D – RESPONSE FORM

PROPOSAL TO CHANGE THE LANGUAGE CATEGORY OF YSGOL BRO HYDDGEN

Powys County Council is consulting on the following proposals relating to Ysgol Bro Hyddgen:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

A consultation document which provides more information about the proposals is available on the Council's website at <http://www.powys.gov.uk/transformingeducation>. This consultation response form gives you the opportunity to let us know your view on the Council's proposal. The response form can also be completed online – a link to the online form is available by following the link above.

The closing date for this consultation is the **26 January 2021**. All responses must be received by this date.

For information on how the Transforming Education Team protects and uses personal information collected during consultation processes, please see the Transforming Education privacy notice, which is available via the following link:

<https://en.powys.gov.uk/article/9803/Transforming-Education-Privacy-Notice>

Part 1 – About You

1. Please indicate how you are associated with the schools affected by this consultation:

- | | |
|--|--|
| <input type="checkbox"/> Parent, carer or guardian | <input type="checkbox"/> Prospective parent, carer or guardian |
| <input type="checkbox"/> Governor | <input type="checkbox"/> Member of staff |
| <input type="checkbox"/> Member of the community | <input type="checkbox"/> Organisation e.g. Community Council |
| <input type="checkbox"/> No association | <input type="checkbox"/> Other |

If you said 'Other', please specify: _____

2. Please specify which school you are associated with:

- | | |
|--|---|
| <input type="checkbox"/> Ysgol Bro Hyddgen | <input type="checkbox"/> A feeder school of Ysgol Bro Hyddgen |
| <input type="checkbox"/> Another school | |

If you are associated with a feeder school of Ysgol Bro Hyddgen or another school, please specify which school: _____

3. Please provide your postcode: _____

Part 2 – Consultation Response

Please indicate your responses to the questions below.

4. Do you agree with the current proposal to change the language category of Ysgol Bro Hyddgen?

Yes

No

I don't know

Please provide any additional comments:

5. Do you think that the Council should be considering any other options for Ysgol Bro Hyddgen instead of the proposal to change the school's language category?

Yes

No

I don't know

Please provide any additional comments, including a description of the option(s) you think the Council should be considering:

Impact on the Welsh language

6. In your opinion, what positive effects would the proposal to change the language category of Ysgol Bro Hyddgen have on:

a) Opportunities for persons to use the Welsh language?

b) Treating the Welsh language no less favourably than the English language?

7. In your opinion, what adverse effects would the proposal to change the language category of Ysgol Bro Hyddgen have on:

a) Opportunities for persons to use the Welsh language?

b) Treating the Welsh language no less favourably than the English language?

8. How do you think the proposal to change the language category of Ysgol Bro Hyddgen could be formulated or revised so that it would have positive effects, or more positive effects on:

a) Opportunities for persons to use the Welsh language?

b) Treating the Welsh language no less favourably than the English language?

9. How do you think the proposal to change the language category of Ysgol Bro Hyddgen could be formulated or revised so that it would not have adverse effects, or less adverse effects on:

a) Opportunities for persons to use the Welsh language?

b) Treating the Welsh language no less favourably than the English language?

Impact on people with protected characteristics

10. Do you have any comments or concerns about the impact of the proposal to change the language category of Ysgol Bro Hyddgen on people with protected characteristics under the Equality Act 2010?

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Copy of Consultation Report

11. At the end of the Consultation Period, the Council will publish a Consultation Report, summarising the issues raised in the consultation responses received and providing the Council's response to these issues.

Would you like to be informed of the publication of the consultation report?

Yes

No

If you answered 'Yes', please provide an e-mail address or postal address:

Part 3 – Equalities Information (Optional)

We want to ensure that we include all sectors of the community in our consultation, and are requesting that you provide this information to enable us to identify whether the consultation has been inclusive. However, these questions are optional.

12. How old are you?

Under 16

16-24

25-34

35-44

45-54

55-64

65-74

75-84

85+

Prefer not to say

13. What is your gender?

<input type="checkbox"/>	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>	Gender Fluid
<input type="checkbox"/>	Non-Binary	<input type="checkbox"/>	Gender neutral	<input type="checkbox"/>	Prefer not to say

14. Can you understand, speak or write Welsh?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say
--------------------------	-----	--------------------------	----	--------------------------	-------------------

15. If you have school-aged children, are they entitled to receive free school meals?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say
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16. If you have school-aged children, do they have any additional learning needs?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say
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17. Do you consider yourself to be disabled?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say
--------------------------	-----	--------------------------	----	--------------------------	-------------------

18. What is your ethnic group?

<input type="checkbox"/>	White	<input type="checkbox"/>	Asian	<input type="checkbox"/>	Black, African or Caribbean
<input type="checkbox"/>	Mixed	<input type="checkbox"/>	Gypsy/Traveller	<input type="checkbox"/>	Other
<input type="checkbox"/>	Prefer not to say				

Thank you for completing this questionnaire.

Completed questionnaires should be sent to the following address, to arrive **no later than the 26 January 2021**.

Transforming Education Team, Powys County Council, County Hall, Llandrindod Wells, LD1 5LG

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

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Changing the language category of Ysgol
Bro Hyddgen
DRAFT Consultation Report



Consultation on changing the language category of Ysgol Bro Hyddgen, Machynlleth

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If you require a copy of the document in a different format, please contact the Transforming Education Team on 01597 826277, or e-mail school.organisation@powys.gov.uk.

Consultation on changing the language category of Ysgol Bro Hyddgen

1. OVERVIEW OF THE CONSULTATION

Powys County Council consulted on a proposal to change the language category of Ysgol Bro Hyddgen. The proposal was as follows:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022

The consultation took place from the 8th December 2020 to the 26th January 2021.

i) Consultation methods

The consultation documentation was available on the Council's website throughout the consultation period, and was distributed to stakeholders, as required by the School Organisation Code (2018). A separate version for pupils was also available on the Council's website throughout the consultation period.

Consultees were invited to respond to the consultation by either completing an online consultation form, filling in a paper copy of the form and returning it to the Transforming Education Team at County Hall, or by e-mailing / writing to the Transforming Education Team.

Meetings were held virtually with the following:

- Ysgol Bro Hyddgen School Council – 13th January 2020
- Staff of Ysgol Bro Hyddgen – 14th January 2020
- Governors of Ysgol Bro Hyddgen – 14th January 2020

ii) Responses received

A total of 440 respondents completed the consultation response form which was included in the consultation document. This included paper copies as well as responses submitted using the online response form.

In addition, 25 written responses by e-mail or post were received from respondents, including Estyn. The response received from Estyn is provided on page 18, in-line with the requirements of the School Organisation Code.

As well as responses from parents, governors, members of staff and members of the community, responses were received from the following organisations:

Cyngor Cymuned Corris
Cyngor Cymuned Mallwyd
Cyngor Cymuned Cadfarch
Rhieni Dros Addysg Gymraeg - RHAG
Mudiad Meithrin
Machynlleth Community Children's Project

iii) **Summary of issues raised**

The issues raised in the consultation responses are listed in detail in section 6 on page 23. This includes the Council's response to each issue. The following is a summary of the issues raised:

1. General support for the proposal
2. General disagreement with the proposal
3. Impact on pupils
4. Reference to the English language provision/skills
5. Reference to Post-16/Further/Higher Education
6. There is a need for choice
7. Concern about impact on pupil numbers at Bro Hyddgen
8. Additional support that would be needed to support the change of language category
9. Reference to transport arrangements
10. Comments about the current provision at Ysgol Bro Hyddgen
11. Financial impact
12. Impact on staff
13. Impact on the community
14. Impact on the Welsh language
15. Reference to Welsh-medium education delivery models
16. Reference to discrimination/inequality
17. Impact on protected characteristics groups
18. Comments about the consultation documents
19. Comments about the consultation process
20. Reference to the Council's Transforming Education Strategy
21. Criticism of the Council
22. Reference to alternative options

2. CONSULTATION RESPONSE FORM

184 respondents completed the English language consultation response form which was available online, and 178 respondents completed the Welsh language consultation response form which was available online.

In addition, 78 paper copies of the response forms were received by email or post, and 25 responses were received by email.

The quantitative findings of the questionnaire are summarised below.

Written comments were also provided in the consultation response forms. The issues raised in these comments are included in Section 6 of this report.

Part 1 – About you

1. Please indicate how you are associated with the schools affected by this consultation:

Response	No.	%
Parent, carer or guardian	131	29.8%
Prospective parent, carer or guardian	59	13.41%
Governor	9	2.05%
Member of staff	15	3.41%
Member of the community	163	37.01%
Organisation	17	3.86%
No association with either school	16	3.64%
Other	30	6.82%
Total responses	440	100.0%

2. Please specify which school you are associated with:

Response	No.	%
Ysgol Bro Hyddgen	268	60.91%
Glantwymyn, Llanbryn-mair, Carno Federation	97	22.05%
Another school	24	5.45%
No association with any school	51	11.59%
Total responses	440	100.0%

3. Please provide your postcode:

Response	No.	%
Machynlleth	313	71.13%
Llanbryn-mair	27	6.14%
Tywyn	8	1.82%

Aberystwyth	8	1.82%
Bow Street	8	1.82%
Welshpool	7	1.59%
Bangor	6	1.36%
Caersws	5	1.14%
Caernarfon	3	0.68%
Oswestry	3	0.68%
Ysbyty Ifan	3	0.68%
Bala	2	0.45%
Lampeter	2	0.45%
Newtown	2	0.45%
Llanymynech	2	0.45%
Cardiff	2	0.45%
Llandrindod	2	0.45%
Swansea	2	0.45%
Penrhyndeudraeth	1	0.23%
Llanidloes	1	0.23%
Llandysul	1	0.23%
Wrexham	1	0.23%
Lampeter	1	0.23%
Rhondda Cynon Taf	1	0.23%
Swansea	1	0.23%
Dolgellau	1	0.23%
Newtown	1	0.23%
Mold	1	0.23%
Bristol	1	0.23%
Nottingham	1	0.23%
Not answered	23	5.23%
Total responses	440	100.0%

Part 2 – Consultation Response

3. Do you agree with the current proposal to change the language category of Ysgol Bro Hyddgen?

Response	No.	%
Yes	269	61.14%
No	165	37.5%
Don't know	6	1.36%
Total responses	440	100.0%

4. Do you think that the Council should be considering any other options for Ysgol Bro Hyddgen instead of the proposal to change the school's language category?

Response	No.	%
Yes	102	23.18%
No	286	65%

Don't know	52	11.82%
Total responses	440	100.0%

Part 3 – About you

12. How old are you?

Response	No.	%
Under 16	12	2.73%
16-23	24	5.45%
25-34	77	17.5%
35-44	94	21.37%
45-54	81	18.41%
55-64	46	10.45%
65-74	23	5.23%
75-84	6	1.36%
85+	6	1.36%
Prefer not to say	16	3.64%
Not answered	55	12.5%
Total responses	440	100.0%

13. What is your gender?

Response	No.	%
Male	138	31.36%
Female	243	55.23%
Gender Fluid	1	0.23%
Non-Binary	0	0%
Gender neutral	2	0.45%
Prefer not to say	11	2.5%
Not answered	45	10.23%
Total responses	440	100.0%

14. Can you understand, speak or write Welsh?

Response	No.	%
Yes	357	81.13%
No	26	5.91%
Prefer not to say	12	2.73%
Not answered	45	10.23%
Total responses	440	100.0%

15. If you have school-aged children, are they entitled to receive free school meals?

Response	No.	%
Yes	10	2.27%
No	282	64.10%

Prefer not to say	39	8.86%
Not answered	109	24.77%
Total responses	440	100.0%

16. If you have school-aged children, do they have any additional learning needs?

Response	No.	%
Yes	30	6.82%
No	251	57.05%
Prefer not to say	36	8.18%
Not answered	123	27.95%
Total responses	440	100.0%

17. Do you consider yourself to be disabled?

Response	No.	%
Yes	19	1.8%
No	353	84.7%
Prefer not to say	19	11.7%
Not answered	49	1.8%
Total responses	440	100.0%

18. What is your ethnic group?

Response	No.	%
White	373	84.76%
Asian	0	0.0%
Black, African or Caribbean	0	0.0%
Mixed	1	0.23%
Gypsy/Traveller	1	0.23%
Other	4	0.91%
Prefer not to say	19	4.32%
Not Answered	42	9.55%
Total	440	100.0%

3. CONSULTATION WITH PUPILS

Comments received from pupils are outlined below. This include the notes of meetings held with primary pupils at Ysgol Bro Hyddgen and the notes of meetings held with secondary pupils at Ysgol Bro Hyddgen, as well as a summary of the written responses received from pupils to the consultation exercise.

i) **A virtual meeting with the School Council of Ysgol Bro Hyddgen – Primary Phase**

13th January 2021 – Held virtually on Microsoft Teams

Present: Huw Foster-Evans, Sarah Astley, Huw Rowlands – Powys County Council
Dafydd Jones, Haf ap Robert – Ysgol Bro Hyddgen

Officers from Powys County Council met virtually via Microsoft Teams with representatives from the School Council of the Primary Phase of Ysgol Bro Hyddgen to discuss the consultation to change the language category of Ysgol Bro Hyddgen from dual-stream to Welsh-medium.

The session was held with 3 pupils from the school council. The group were all in years 4 – 6.

The officers explained the proposals for changing the language category of Ysgol Bro Hyddgen, and that they would like to have the views of the pupils on the proposal. The pupils understood that the change would be phased over time and that the proposal would have no effect on existing pupils.

The pupils were asked several questions and their responses are summarised below:

What would be the advantages of the proposal?

- Lots of good things but also some bad things. If all pupils were taught in Welsh, children would have more opportunities and jobs in Wales, and they would have a better understanding of Wales and its history
- Enjoy learning through the medium of Welsh
- More people in the Machynlleth area would speak Welsh

What would be the disadvantages of the proposal?

- It might be hard for the Yr1 – Yr6 English-stream pupils to get used to the change

- The school might lose some pupils as they could move to another school which has an English-stream
- Incomers moving to the area with no knowledge of Welsh might find it difficult to learn a new language

Other questions asked:

- What about staff who don't speak Welsh, will they have to learn Welsh before being able to teach at the school if the language was changed to Welsh-medium? – It was explained that the Council would need to help the school to provide opportunities for teachers and other staff to learn Welsh.
- What happens if a non Welsh speaker comes to YBH in a few years' time. How would you help them understand Welsh? – It was explained that there would be immersion opportunities available for pupils, so pupils would have the chance to join an intensive Welsh course when they start at the school. This currently happens all over Wales, and we need to make sure that these opportunities are available for any children who don't speak Welsh that come to Ysgol Bro Hyddgen. We need to make sure that these opportunities are available to anyone that doesn't speak Welsh that moves to the primary or secondary phase of the school.

Other comments:

- I didn't find it difficult to learn in Welsh, my grandmother speaks Welsh and English and she helped me to speak Welsh. I wasn't worried about learning in Welsh, I was happy to be educated in Welsh even though both my parents spoke English.
- I speak English at home but I started learning Welsh at a young age with others speaking Welsh with me.

The pupils were thanked for their attendance, and were told if they or their friends did think of anything else, they were welcome to let the School Transformation Team know, and how to do this was explained.

ii) A virtual meeting with the School Council of Ysgol Bro Hyddgen – Secondary Phase

13th January 2021 – Held virtually on Microsoft Teams

Present: Huw Foster-Evans, Sarah Astley, Huw Rowlands – Powys County Council

Dafydd Jones, Anwen Pughe-Jones – Ysgol Bro Hyddgen

Officers from Powys County Council met virtually via Microsoft Teams with representatives from the School Council of the Secondary Phase of Ysgol Bro

Hyddgen to discuss the consultation to change the language category of Ysgol Bro Hyddgen from dual-stream to Welsh-medium.

The session was held with 12 pupils from the Secondary Phase School Council of Ysgol Bro Hyddgen. The group comprised of pupils in years 7 – 13.

The officers explained the proposals for changing the language category of Ysgol Bro Hyddgen, and that they would like to have the views of the pupils on the proposal. The pupils understood that the change would be phased over time and that the proposal would have no effect on existing pupils.

The pupils were asked several questions and their responses are summarised below:

What would be the advantages of the proposal?

- It would be a good idea, it's so important for children to be bilingual. It would be good for the Welsh language. It's a good idea to have children learning Welsh from an early age.
- I agree with the proposal, it's a fantastic idea. I think it had to happen. It is generally a good thing to make the change gradually over a number of years.
- I think that it's a good idea to have more Welsh in the school
- Having been through a Welsh-medium primary school where everything was in Welsh, I feel that Welsh-medium education from an early age is a really good idea. At that young age you don't realise how important the Welsh language is, and for those with parents that don't speak Welsh, perhaps they don't realise how important it is to learn the Welsh language fluently until they are older. Once they reach secondary school, it is far more difficult for them to learn Welsh fluently. Therefore it is far easier to learn from an early age.
- I think that we should have a Welsh school as Bro Ddyfi is a Welsh area, and people who are bilingual have better thinking skills. For example, they can concentrate better and have improved memory, and they can have better job opportunities in the future.
- I think that it's good that it's starting at a young age, as it's easier to learn languages when young, and it'll be picked up quicker.
- It's beneficial to be bilingual, and it would be good for others to have the same opportunities I had.

What would be the disadvantages of the proposal?

- If people move to the area who do not speak Welsh they will find it very hard. Some people who have joined my year in high school have found it hard. I feel that needs to be something which allows them to have space so they can pick it up.

- I think it's a good idea from a young age, but it's for parents to decide whether or not they want their children to go to English stream or Welsh stream, and if there were students moving from Birmingham or a place in England at a later stage, it would be very hard for them to move to a full Welsh school. Therefore it could make things harder for a lot of students.
- A lot of my friends are worried about the change to a Welsh-medium school.
- Concern that it might be difficult to find Welsh speaking teachers for some niche subjects e.g. business studies, and that this would limit the range of subjects available.

Other comments / queries

- It will take a long time to implement across the whole school, over 10 years. Is there a way to do it quicker? – It was explained that the change had been planned so that it wouldn't affect children attending Ysgol Bro Hyddgen at this moment in time – pupils attending the school now won't have to make a change, only those pupils attending the school in the future.
- What about years 10 to 13, which are important years, with exams being sat. Would it be possible to do subjects in Welsh or English? Studying A levels in English would be easier for pupils going to study in English at University, For GCSE and A level, sometimes I find that some subjects are easier in English – This concern was noted, however it was explained that in Welsh-medium schools across Wales, all of the learners studied all subjects through the medium of Welsh up until A levels. Many of these go on to attend university in England.
- Pupils who cannot speak Welsh will need additional support. For example, my Welsh teacher gave me additional support and this helped me a lot – It was agreed that additional support would be needed to support learners alongside any change. There are many examples of good practice across Wales, and the staff at Ysgol Bro Hyddgen will already be aware of good practice and will be experienced in supporting pupils.
- Will there be support for non-Welsh speaking families? – It was explained that it's important that support is there for pupils' families as well as the pupils themselves, for example Welsh lessons for parents, and ensuring that homework resources and school information are available in both Welsh and English so that parents do not feel that they don't understand or are losing out.

The pupils were thanked for their attendance and were told that the consultation period ends on 26th January. Information regarding the consultation and how to respond is available on the Powys County Council website.

The next steps in the consultation process were also explained, and it was explained that a final decision was expected by the end of the 2021 academic year.

iii) **Summary of other comments made by pupils**

In addition to the two School Council meetings mentioned above, 12 online responses and 7 written responses were received from pupils. Here is a summary of the issues raised in these responses:

Comments that support of the proposal

- I attended the English stream and feel that I was disadvantaged by this
- Support the intention to start with primary age and work up through the years
- It's a big advantage for children in Wales to learn through the medium of Welsh, especially for job prospects and keeping our younger generation here in Wales.
- Lots of positive effects especially that will have a good outcome in Powys with more Welsh speaking children.
- We live in Wales, which has its own language. We should be proactively working towards keeping our language by having Welsh medium schools.
- Job opportunities especially when children leave school. The Welsh education is a better system here in Wales, and I am all for that.
- The more bilingual young people Powys has, the more bilingual adults there would be, and there will be more bilingual adults to offer bilingual services to Powys residents in the future.
- Pupils who are fluent in more than one language perform better in their education.
- It will make pupils better aware of the culture of Wales.
- It will provide an opportunity for both languages to be treated equally, which is not currently the case because of the additional attention given to the English language.
- The Welsh stream pupils currently have to undertake all their core subjects through the medium of English (bilingual class) with far more attention being given to the English work.
- It would give pupils equal opportunity and jobs in Wales.
- I would like to go to a school where the Welsh language is treated equal to the English language, because that is not the case in my school.
- Bilingualism has a positive effect as it leads to twice the opportunities and increases equality.
- There is need to ensure that the school nurtures pupils who are totally fluent in both languages. This would help secure the future of the

Welsh language, and would help attain the target of 50,000 Welsh speakers.

Comments that do not support the proposal

- Many pupils struggle with Welsh and are happy in their current English classes, but if the school changes in the future to just Welsh they may have to move to another school
- Some pupils in the Welsh stream might start to struggle and need to move to the English class, but if there are no English classes they would have to move to a different school
- It may be great for more people to speak the Welsh language but it's outweighed by people struggling who can't speak the language and would either have to learn fluent to understand their lessons or move to another school. Many schools in Powys are only Welsh so it would be a struggle for them to find a suitable school.
- Many students/staff members would have no choice but to change schools/jobs if they struggle with the Welsh language.
- Although more people would be speaking the Welsh language which is brilliant, I do feel that more people would struggle with the language. Having the option to have my lessons in English has helped a lot, meaning that if the school did become Welsh medium students that struggle would have no choice but to change schools to one that does teach through the English medium.
- Many pupils have moved to the English stream for their GCSEs as they want to do their best in their exams.
- Classes taught bilingually are beneficial – the English medium pupils get to hear Welsh being used in the classroom everyday and this helps to develop their understanding of the Welsh language and their skills. The Welsh medium pupils also appreciate hearing some phrases and terminology in English as it also further develops their understanding of new vocabulary, especially in subjects such as Science. This bilingual approach works very well at YBH and I was surprised that this approach was criticised in PCC's report.
- The obvious adverse effect would be a decrease in the number of pupils attending Ysgol Bro Hyddgen. All pupils who are currently studying through the medium of English would be forced to attend another school, most likely in another county. I think PCC underestimates the number of pupils who do actually study through the medium of English.
- Many pupils attended secondary school in either Tywyn or Penglais as they thought Ysgol Bro Hyddgen was “too Welsh”. The proposal would further alienate pupils from non-Welsh speaking homes. The fact that all subjects would only be taught through the medium of Welsh would deter many pupils from Ysgol Bro Hyddgen.

- It concerns me that families who move to the area from outside of Wales, especially from Key Stage 3 onwards, will not be able to attend Ysgol Bro Hyddgen if it is a Welsh medium school. They will have no choice but to attend school elsewhere.
- Some pupils would choose a different high school to be able to study in English if YBH became a Welsh medium school.
- Since I have started in YBH, many pupils have joined the English stream from different schools and countries. None of these would've been able to attend our school if it was only a Welsh medium school

Other comments

- Have lessons in the core subjects taught through the medium of both Welsh and English, as using the English language has broadened my understanding.

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4. CONSULTATION MEETINGS WITH STAFF AND GOVERNORS

Consultation meetings were held with the staff and governors of both schools via Microsoft Teams. The issues raised at these meetings are summarised below:

iv) Consultation meeting with Staff of Ysgol Bro Hyddgen – 14th January 2021

- A number of pupils with ALN struggle to learn even through their first language, and I am concerned regarding what support will there be for pupils with emotional, social and behaviour problems, which are already educational barriers, without having to be educated in a language which is not their mother tongue.
- I agree that teaching ALN can work well in Welsh schools all around the country. But it is also true that almost all of those Welsh schools also have English provision nearby where parents can choose to send their children.
- Just to clarify, are you saying that if a child's needs could not be met if educated in the Welsh-medium, they would then be sent out of county or to a school which is quite a distance away? I'm just thinking about the rights of the child to be educated in his or her community.
- If a child needs a speech and language therapist, what happens if no Welsh speaker is available? It's difficult to get Welsh language speech and language therapists to help in Powys.
- A lot of people move into the area from England. What provision will there be for them? Will there be immersion – especially for KS2?
- Does Powys intend to have some form of marketing or promotional campaign in order to sell the benefits of Welsh and ensure that pupils and their parents understand what Welsh-medium education exactly is?
- You need to set this proposal in its national context. You said at the beginning that Powys is far behind as far as Welsh language education is concerned, and therefore when people are rather afraid to embrace change, it is important to emphasise that Powys is lagging behind what is happening successfully in other parts of Wales. Every educational establishment in Powys needs to educate pupils so that they are completely fluent in both languages. However, to ensure this Powys needs to educate parents so that they see the advantages of having their children being bilingual citizens. Parents and teachers need to have the confidence that any current provisions in Powys in respect of needs of every kind and immersion units are improved.
- I welcome the proposal, but emphasise that Powys has a duty to convince everyone of the benefits of Welsh-medium education. It is important that children in Powys have the same opportunities as children in other parts of Wales to be fluent in both Welsh and English.
- It's important to emphasise when promoting the benefits of bilingualism that Welsh-medium education will not have a negative effect on pupils'

standards in the English language. This is an important message that needs to be communicated and promoted.

- A designated Welsh-medium school does open the door for pupils to be able to attend Universities worldwide, whatever the language. Also, across all ability ranges, Welsh--medium education opens doors to pupils, including pupils with ALN, where the skill of being able to speak Welsh is of benefit. Therefore, it is not just the most able pupils who can benefit from Welsh-medium education.
- How secure are the jobs of staff members who cannot speak Welsh, and what arrangements will there be in place to help such staff learn Welsh?
- In the past we have had financial promises from Powys, in relation to changes to be made to the school, and those promises have been broken. What assurances can be made in relation to financial provision to support the school in the future?
- It's good to hear that YBH has a secure future. However, the question I have is in relation to language medium in A level and GCSE. Will all subjects only be available through the medium of Welsh? If you look at Penweddig and Tywyn Secondary schools, some subjects are offered in Welsh or English or taught bilingually. Will every subject be taught in Welsh?

v) Consultation meeting with Governors of Ysgol Bro Hyddgen – 14th January 2021

- Who can respond to the consultation? Is it anyone in Powys, or individuals what would be affected by the proposal, such as parents etc? I was asking the question because I know that there are a number of people who are originally from Bro Ddyfi but no longer live here, but would like to respond.
- How will you be able to respond to parents who are concerned about their children who are first language English and have special educational needs?
- How will you explain the difference between dual-stream and bilingualism?
- I understand the complexity and details necessary in the consultation document, but it is also then easy to lose some of the key messages which can then lead to confusion. Perhaps after this stage of the consultation we can have clear messages with real life examples about how it will affect children. The sort of questions you might have from non Welsh-speaking parents is for example, if their children are struggling at school can they take their exams in English?
- I think messages could be put out much more clearly, at this stage of the consultation and at the next stage. We need real life examples as to how it is going to affect children. The sort of questions you will have is will my child struggle as there is no backup after school. We know the support will be there but not every parent will know this.

- As a parent there has been some enthusiasm in relation to Bro Hyddgen from parents outside the County but they would not wish to send their child to an English-medium speaking school nor to a Welsh-medium school. So, I believe we need to get clear messages out to parents.
- Have you worked with the Coleg Cymraeg Cenedlaethol at all? At open days students are asking us about learning Welsh because maybe they have had some Welsh at school or have had no Welsh but see the potential of better job opportunities, but by the time they arrive in the University it is often too late. Is there anything being done for students wanting to study through the medium of Welsh at higher Education?
- One of the questions asked frequently by parents is regarding science subjects. Will pupils have to study such subjects through the medium of Welsh? It's those subjects which make parents afraid, and for example if they go to Liverpool University will they understand what's being taught? I think in Penweddig there is a choice of languages with some subjects. Is there a percentage of subjects which a bilingual school can offer in the English language? We need to allay the fears and show that there is an option for children. If the school is working to secure that pupils will have access to both languages, then the idea of fear that they perhaps wouldn't be able to have a certain subject in English or Welsh won't be there. If the school is committing to each pupil being confident in both languages, at this moment in time it may not be an issue worth raising but perhaps further down the line.
- What kind of immersion provision will there be so as to ensure that immersion is available to latecomers to the area? There was an immersion project a few years ago. We had two pupils here starting in year 7 with no Welsh whatsoever and they progressed through the school via the Welsh-medium stream, very successfully. We need funds in place in order to ensure that immersion is available. In the past Powys has promised funding but promises have been broken.
- I would ask that you locate any new immersion centre in Machynlleth. That would be a great help and would alleviate the concerns of the local community.
- As far as teaching sciences through the medium of Welsh is concerned, there are specific case studies I have seen of pupils who have had Welsh-medium education but who have then found work, usually in England, and also elsewhere, and perhaps they could be of interest, as far as showing what is possible as this proposal proceeds.
- As part of the marketing process we need to market the fact that we give an additional skill to every pupil, whatever their ability, and it offers them access to jobs that similarly able pupils would not get, because they have this additional skill. It's very important to market the opportunities available in Wales through the Coleg Cymraeg Cenedlaethol, but pupils are also available to study elsewhere. For example our Head girl last year decided to go to Goldsmiths in London to study and rejected Oxford. Therefore, we

have excellent examples in the school itself, and we don't always need to find examples from elsewhere of successful children.

- It's important that the school and the authority fully support non-Welsh speaking children, those that arrive in the school in Reception class and that we commit fully to teach them through the medium of Welsh not just at the beginning but through their journey through the school.
- If we can show that we can fully support children at Bro Hyddgen, then we are far more likely to see them stay at Bro Hyddgen and not leave for other schools.
- I agree that immersion is essential and I have heard good reports about Llanfyllin. Therefore, if we can learn from that, all the better.

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5. ESTYN

Estyn's response to the consultation is provided below:

Estyn's response to change the language category of Ysgol Bro Hyddgen, Machynlleth.

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

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

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

Introduction

This proposal is submitted by Powys County Council to change the language category of Ysgol Bro Hyddgen, making a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium. This would be introduced on a phased basis, year by year, starting with Reception in September 2022.

Summary/Conclusion

The proposer has provided useful information that explains the reasoning behind this proposal. It responds to a new strategy for Transforming Education in Powys, which identifies a number of aims and objectives to transform education in Powys over the coming years, in order to provide the best opportunities possible for learners in Powys now and in the future. One of the strategy's objectives is the aim to 'improve access to Welsh-medium provision across all key stages', in addition to the aim to 'move schools along the language continuum'.

Estyn believes that the proposal is likely to maintain, or improve, the existing standards in terms of education, provision, and leadership and management.

Description and benefits

The rationale for this proposal is methodical and the considerations have been identified clearly. Evidence is based on facts and valid considerations. The proposer has identified the expected advantages and disadvantages in comparison with the status quo appropriately. The proposer has considered the following:

- Maintain the status quo, and allow Ysgol Bro Hyddgen to continue to operate as a dual stream school
- Support the school to move foundation phase provision along the Welsh language continuum
- Support the school to move primary provision along the Welsh language continuum
- Support the school to move secondary provision along the Welsh language continuum
- Support the school to move all key stages along the Welsh language continuum
- Change the school's language category to Welsh-medium

Powys officials have conducted evaluations of these six options. The result of the activity is that the fifth option would provide the best standards, provision and leadership for the two existing schools. Further analyses have been undertaken on the implementation options, and the preferred option is to introduce Welsh-medium provision year-by-year, starting with Reception in September 2022.

The advantages of this proposal outline important issues, which include improving educational outcomes, educational provision, and leadership and management, and increasing the number of pupils who receive Welsh-medium education. Overall, the considerations are firmly in favour of this proposal. Based on the preferred option and implementation option, the council's aim is to support Ysgol Bro Hyddgen to move along the Welsh language continuum over time. According to the proposer, this would contribute towards implementing the Council's Welsh in Education Strategic Plan (WESP) and the Welsh Government strategy to ensure a million Welsh speakers by 2050.

The disadvantages of not accepting this proposal include important issues, such as the possible effect on the number of pupils at Ysgol Bro Hyddgen in the long term, the possible long-term effect on non-Welsh-speaking staff, local objection and a long transition period for the school. This proposal responds well to these issues.

The proposer has outlined the school's current challenges. The low number of English-medium pupils poses a challenge to Ysgol Bro Hyddgen in terms of

its ability to offer appropriate provision for these learners. In the primary sector, English-medium pupils are taught in small classes, with a high number of year groups in each class. In the secondary sector, in order to provide for Welsh-medium and English-medium pupils, many lessons are taught bilingually, with teaching taking place in both Welsh and English in the same class. The strengths of the proposal outweigh the weaknesses consistently in nearly all considerations.

Educational aspects of the proposal

The proposer has given appropriate consideration to the proposal's effect on the quality of outcomes, provision, and leadership and management.

The proposer suggests that there would not be much change for English-medium pupils who currently attend the school, as they would continue to receive this provision until they leave the school. Nor would the proposal have an effect on pupils who attend other primary schools in the Machynlleth catchment area, as they are all Welsh-medium schools, therefore pupils would all have the Welsh language skills necessary to access Welsh-medium secondary provision. The proposer states that pupils from primary schools outside the Machynlleth catchment area wishing to access English-medium secondary provision at Ysgol Bro Hyddgen would need to attend other schools. It is also noted that implementing the proposal would not lead to changing the governance arrangements at the school, and that the small number of staff who are not able to work through the medium of Welsh would be given an opportunity to improve and develop their Welsh language skills.

Another benefit in terms of teaching and learning experiences is that changing the school's language category would have a positive effect on provision, standards and all pupils' progress, including those in specific groups, such as those who speak English as an additional language, those who are eligible for free school meals, looked after children, and those with additional learning needs. It is also anticipated that changing the school's language category will have a positive effect on all pupils' skills, particularly their Welsh language skills, as pupils will be able to become fully bilingual. It is also noted that there will be no need for the school to duplicate provision, and that this should strengthen the curriculum that can be provided, ensure better cohesion across the school and meet the requirements of the new Curriculum for Wales. This is outlined in 'Our National Mission', which sets the ambition for all schools to develop as learning organisations.

In terms of the proposal's effect on 11-16 provision and post-16 provision, it is noted that changing the school's language category would enable it to work more efficiently, as there would be no need to duplicate provision in Welsh and English, and a wider range of courses would be able to be offered to pupils of all abilities. It is suggested that the change would also support the

school to develop better partnership arrangements with other Welsh-medium providers, which would further improve opportunities for learners. The proposal supports the local authority to meet the targets in the Welsh in Education Strategic Plan, and also to meet the council's aim of 'moving schools along the language continuum', which is described in the strategy for Transforming Education in Powys, and the Welsh Government strategy to ensure a million Welsh speakers by 2050.

It is suggested that a Welsh-medium all-age school would provide better opportunities to support pupils in vulnerable groups. It is anticipated that changing the school's language category would have a positive effect on providing a full curriculum in the foundation phase and all other key stages, as there would no longer be a need to duplicate provision in two language streams. The proposal anticipates some challenges during the transition period, as the school would need to accommodate decreasing numbers of English-medium pupils. However, the proposer assures that it would continue to support the school throughout the transition period, in order to ensure that an appropriate curriculum is provided to pupils in all key stages.

Another important consideration is the emphasis on better professional learning opportunities as a result of greater opportunities to collaborate with other Welsh-medium schools across Wales.

In terms of leadership, there would be an opportunity for robust and permanent, high quality leadership across all key stages. By operating as a single-stream school, Ysgol Bro Hyddgen would be able to operate more efficiently, and leaders and managers would have more time to focus on developing effective provision across the school.

It is suggested that there would be no negative effect on pupils from other primary schools in the catchment area that would attend the all-age school in Year 7.

Overall, the proposer states the standards and progress of all pupils across all departments, including those who belong to specific groups, would improve and that the proposal would have a positive effect over time.

It appears that this proposal to merge would create annual revenue savings of around £184k per year to the council, once the school is fully single-stream. There would be no savings in the first year, and although there would be an opportunity to make savings by introducing the change gradually, this would depend on pupil numbers. It is not anticipated that there would be any effect on transport costs or capital costs.

It is suggested that no building work would be needed in the short term, as pupils would be educated in the existing buildings.

Estyn judged standards to be 'Adequate' and 'Good' in February 2017, and the school was judged as being in need of Estyn review. Ysgol Bro Hyddgen was removed from Estyn review in December 2018.

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6. ISSUES RAISED DURING THE CONSULTATION PERIOD

The following tables list the issues raised during the consultation period and provide the local authority's response to these issues.

1. GENERAL SUPPORT FOR THE PROPOSAL

1.1	Welsh-medium secondary education has been on the Council's agenda for decades. It's time to move on and the Machynlleth area is an ideal starting place. If not in Machynlleth, where?	Comment noted.
1.2	I agree with the proposal, it's a shame that north Powys has had to wait so long for these discussions.	Comment noted.
1.3	It's time for the council to take responsibility for what the Welsh speakers in the area want to see. It's disgraceful that this hasn't happened sooner. Many are in favour, not just Welsh speakers.	Comment noted.
1.4	The issue of Welsh medium provision has for far too long been dictated to by those solely focussed on protecting the needs of the minority, mono-English community. This has been to the detriment of us parents who have been very pro such a strategic change and the benefits of bilingualism.	Comment noted.
1.5	This proposed development is long overdue both in terms of the strategic direction of Welsh medium education in Powys and the basic provision on offer in Bro Ddyfi.	Comment noted.
1.6	An opportunity for children of the area and the local areas to benefit from a Welsh-medium school instead of passing this	Comment noted.

	school to go to other areas to access Welsh-medium education. There has been too much 'brain drain' in the past because there isn't a Welsh-medium school in the area.	
1.7	The consultation on changing the language category of Ysgol Bro Hyddgen is to be welcomed and is a sign of change in Powys. With this proposal, the Council intends to establish the first Welsh-medium secondary school in Powys. This is good to see, hopefully this will be the first of many.	Comment noted.
1.8	The current bilingual approach does not equip children with enough time learning in Welsh to have confidence in the language to continue using it. Wales is its own country with its own language and this approach dilutes the language and creates a divide in the community. Long term I would like to see all members of the community graduating from the school able to converse in their native lands' language.	Comment noted.
1.9	Welsh language education is not a "niche" opportunity for parents to send their children for a "taster" of the language. It's our language in Wales and therefore education should be taught in this medium.	Comment noted.
1.10	The proposal is a big step forward, not only for the area and the county but for Wales. It would ensure a bilingual workforce in the future, and would ensure that people can communicate confidently in Welsh and English.	Comment noted.
1.11	The number of pupils attending the English stream means that staying as a dual stream school is financially unsustainable, and causes difficulties with the school's day to day organisation.	Comment noted.

1.12	People are always scared of change but I believe this change is for a better education and future for our children and the future of the Welsh language.	Comment noted.
1.13	This proposal is very inclusive – it gives pupils the opportunity to start developing their Welsh language skills when they start in the Foundation Phase, and does not exclude those pupils in the English stream who are already in the school.	Comment noted.
1.14	I am 100% in favour of Ysgol Bro Hyddgen becoming Welsh medium. In order for the Welsh language to thrive beyond primary schools and the homes of Welsh speakers, in order to stand a chance of it being spoken as a first language in public places and build a Welsh literacy at all academic levels we are in the position where we need to positively discriminate for the language.	Comment noted.
1.15	This is an essential change which needs to be made to Ysgol Bro Hyddgen. It will improve the provision which is available for pupils, and the support that will be available for them in school. It will offer stability of education locally, which will enable the provision to be developed and improved, and will enable the school to concentrate on the education. This is a development which will appropriately complement the exciting plans for a new building for the school.	Comment noted.
1.16	Excellence in all aspects of schooling - academic, learning support and global citizenship can be achieved in any language. Let's make it Cymraeg.	Comment noted.

1.17	I agree with the proposal, it's a fantastic idea. I think it had to happen. It is generally a good thing to make the change gradually over a number of years.	Comment noted.
1.18	I think that it's a good idea to have more Welsh in the school.	Comment noted.

2. GENERAL DISAGREEMENT WITH THE PROPOSAL

2.1	The current set-up is a real strength of the school in my opinion.	Comment noted, however as outlined in the consultation document issued in respect of this proposal, the dual stream nature of Ysgol Bro Hyddgen causes a number of challenges to the school, and also means that not all pupils attending the school have the opportunity to become fully bilingual in Welsh and English.
2.2	The proposal goes against the bilingual nature of the Bro Ddyfi area. The system of a Welsh, Welsh-learning, and English stream perfectly reflects the demographics of the area and serve the agenda of the growing the use of the Welsh language.	As above.
2.3	I can't see any advantages as the offer of Welsh education is there at the moment and can be accessed if a child chooses it.	As above.
2.4	Anyone who moves to this area can learn the language - many do. Students and their families can speak Welsh in shops, with friends etc, there are so many opportunities. There is no need to change the whole school.	As above.

2.5	Quite simply, drop the proposal and look at other ways to promote the Welsh language if that is the real agenda here. Stop messing with people's education and potentially hampering their future options.	The aim of the proposal is to improve the learning opportunities available to pupils and to improve their future options.
2.6	If you force people to learn something, they often tend to rebel against it. If Welsh was an option rather than compulsory, more English-speaking people would be drawn to it through interest rather than it being enforced.	<p>Comment noted. This has been the case in the Machynlleth area for many years, which has led to an increase in the proportion of pupils accessing Welsh-medium education, and a decrease in the proportion of pupils accessing English-medium education.</p> <p>As outlined in the consultation document issued in respect of this proposal, the dual stream nature of Ysgol Bro Hyddgen causes a number of challenges to the school, and also means that not all pupils attending the school have the opportunity to become fully bilingual in Welsh and English.</p>
2.7	It is absolutely ridiculous to change the language to Welsh only. Not just for the children but for the parents too. English is a much widely known and used language and Welsh isn't.	The Council fully acknowledges the need for pupils to be fluent in both English and Welsh. The aim of the proposal to change the school's language category to Welsh-medium is to ensure that all pupils are fully bilingual in both languages by the time they leave school.
2.8	I am totally opposed to any proposal to make Ysgol Bro Hyddgen a monolingual school. Just as it would wrong be to enforce an English-medium mandate on the school, the same goes for making it Welsh-only.	As above.
2.9	I agree that there is a need to keep the language alive, but I don't think this is the way to do it.	Comment noted.

2.10	I went to Machynlleth county school through the medium of English my best friend went through the medium of Welsh....we both left the area and both had good careers...It worked for us. Why change it...	The Council notes the successes of pupils that attend the schools in Machynlleth in the past. The aim of the proposal is to ensure that Ysgol Bro Hyddgen can continue to offer high quality provision to all learners in the future, and to ensure that all pupils have the opportunity to become fully bilingual in both languages.
2.11	People who went through the English stream in the past can understand and speak Welsh, there is nothing wrong with the system as it hasn't failed to give people the skills to speak both Welsh and English.	The Council is pleased to note that some pupils who accessed English-medium provision in Machynlleth in the past have managed to acquire Welsh language skills, however in general in dual stream schools, it is only pupils accessing the Welsh-medium stream who become fully bilingual. The aim of the proposal to change the school's language category to Welsh-medium is to ensure that all pupils have the opportunity to become fully bilingual in Welsh and English by the time they leave school.
2.12	The dual streams has worked well for decades... both my husband and myself went through the English stream in the 1990s/2000s as well as both of our mothers in the 1970s/1980s – why should it change now when it's provided education for so long?	As above.
2.13	I think this a very short sighted idea that the majority of Machynlleth people are against. Children coming out of the school at lunch break converse in English even if they are in the Welsh stream. It's what they choose to do and trying to turn the schoolchildren into monoglots is a bad idea and a waste of time and money.	<p>The majority of people that responded to the consultation response form in respect of the proposal to change Ysgol Bro Hyddgen's language category indicated that they supported the proposal.</p> <p>The Council is not 'trying to turn the schoolchildren into monoglots' – the aim of the proposal is to ensure that all pupils that attend Ysgol Bro Hyddgen have the</p>

		<p>opportunity to become fully bilingual in Welsh and English. The current dual stream provision enables Welsh-medium pupils to become fully bilingual in Welsh and English, however very few pupils educated through the medium of English develop full bilingual skills.</p>
2.14	<p>This is going to be detrimental and exclusive of the English community based in Machynlleth. Kids will have to travel longer time to access education and in time they will have fees when travelling between counties, as counties are less and less happy to cover those costs.</p>	<p>The proposal is to introduce any change to the school's language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school.</p> <p>Any new pupils starting school would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.</p>
2.15	<p>Suggesting that certain children in the community should attend a different school in a different community is not good enough. I would like to see a proposal to strengthen Welsh language education that embeds inclusivity within its processes and outcomes.</p>	<p>The Council is not proposing that any children should attend a different school in a different community. In order to minimise impact on any pupils currently accessing English-medium provision at Ysgol Bro Hyddgen, the proposal is to introduce any change to the school's language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school.</p> <p>Any new pupils starting school would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh</p>

		language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.
2.16	How is this so much more important than academic achievement of our children, adaptability of our children to different places in the world. The environmental crisis our children face is far more pressing and important than the preservation of the Welsh language.	<p>The aim of the proposal is to provide the best educational opportunities to all pupils, and to ensure that all pupils attending Ysgol Bro Hyddgen have the opportunity to become fully bilingual in Welsh and English.</p> <p>Alongside the proposal to change the school's language category, the Council is continuing to move forward with plans to build a new community campus to include early years, education, leisure and library facilities.</p> <p>Powys County Council is fully committed to the decarbonisation agenda and has declared a climate emergency.</p> <p>The Bro Hyddgen Community Campus building will be amongst the first 'passivhaus' building of its kind in Wales and wider in the UK. The scheme will also deliver a BREEAM Excellent building.</p> <p>As part of the Community Benefits Strategy, pupils will be offered unique opportunities to learn about how the new 'passivhaus' building is contributing towards the decarbonisation agenda.</p>
2.17	I believe that changing the school to an all through Welsh school will be detrimental to Machynlleth. It is simply a vanity	The aim of the proposal is to provide the best possible opportunities for learners attending Ysgol Bro Hyddgen. The proposal reflects the Council's aim to 'Improve

	project for a few politically motivated individuals who have been angling at this for many years.	access to Welsh-medium provision across all key stages.'
2.18	Those who are seeking to foist a Welsh language only school on Machynlleth have scant regard for our community's proud heritage – their motivation is purely political.	The aim of the proposal is to provide the best possible opportunities for learners attending Ysgol Bro Hyddgen. The proposal reflects the Council's aim to 'Improve access to Welsh-medium provision across all key stages.'
2.19	Education should be the priority, not using the school as a publicity stunt to trial a language stream.	The Council is not 'using the school as a publicity stunt to trial a language stream'. The aim of the proposal is to provide the best possible opportunities for learners attending Ysgol Bro Hyddgen. The proposal reflects the Council's aim to 'Improve access to Welsh-medium across all key stages.'
2.20	It would only benefit those fluent and possibly a small amount of learners, we have a variant community in Machynlleth and its the fact that we predominantly quite a bilingual town with such good schools is why attracts some people to move here.	<p>The aim of the proposal is to provide the best educational opportunities to all pupils, and to ensure that all pupils attending Ysgol Bro Hyddgen have the opportunity to become fully bilingual in Welsh and English.</p> <p>In order to minimise impact on any pupils currently accessing English-medium provision at Ysgol Bro Hyddgen, the proposal is to introduce any change to the school's language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school.</p> <p>Any new pupils starting school would be able to access Welsh-medium provision when they start school,</p>

		meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.
2.21	<p>The people I know who disagree with the proposal do so for the following reasons:</p> <p>They are from Welsh speaking families whose parents put them through the English stream thinking it would be better for them. They feel a loyalty to their parents beliefs, and feel that this proposal undermines them.</p> <p>They or their children have experienced anti English racism at school in Machynlleth.</p> <p>They or their children have not been given adequate learning support for dyslexia.</p> <p>You need to be very clear in addressing all 3 of these issues in order to gain support. In the case of reasons number 2 and 3 you need to be clear that past failures have been due to human error, and are not the fault of the language.</p>	Comment noted.

3. IMPACT ON PUPILS

3.1 Positive Impact on pupils

3.1.1 Positive impact of Welsh-medium education on pupils

3.1.1.1	Welsh-medium education creates children that are confident, and the language opens new doors and opportunities for them.	Comment noted.
3.1.1.2	Pupils would have more confidence to speak Welsh with each other as everyone in the class would learn in Welsh.	Comment noted.
3.1.1.3	All pupils would have an equal opportunity to learn the language instead of the inequality that currently exists.	Comment noted.
3.1.1.4	Pupils that aren't immersed and taught in Welsh are losing out – professionally and socially. The ability to use Welsh is a benefit for these pupils.	Comment noted.
3.1.1.5	It is important that as many young people as possible have the benefit of a *proper* Welsh-medium education.	Comment noted.
3.1.1.6	It would improve the linguistic skills of children.	Comment noted.
3.1.1.7	Pupils would be more experienced and competent in the use of Welsh.	Comment noted.
3.1.1.8	Bilingualism is a benefit for any pupil, in any language. Statistics show this throughout Europe. Educational results in Gwynedd area very high.	Comment noted.
3.1.1.9	By the use of bilingual teaching simple terms will be picked up by pupils and used in context which will improve their understanding of Welsh, as opposed to splitting both streams. This would integrate them and enable pupils to be taught together so that they learn English and Welsh.	Comment noted.

3.1.1.10	Some children could pick up the language relatively quickly and then go on use it.	Comment noted.
3.1.1.11	It would improve the Welsh language skills of all pupils to a good standard so that they are ready for the world of work.	Comment noted.
3.1.1.12	Bilingual children get better results.	Comment noted.
3.1.1.13	The proposal would give all pupils the Welsh language skills they need to be bilingual citizens, and will help them to contribute fully to their community, expanding their horizons to access a wide range of employment opportunities, in Wales and beyond, increasing their appreciation of their own culture and other cultures.	Comment noted.
3.1.1.14	It's the children that will benefit from this – this shouldn't be an argument for the parents.	Comment noted.
3.1.1.15	It would improve the opportunities to speak Welsh, not only for non-Welsh speaking children who may need a boost, but also for pupils from Welsh speaking homes who feel under pressure to speak English outside their classes as the majority of their friends choose to speak English although they can speak Welsh. It would encourage children in school and out of school, by improving their confidence in the language.	Comment noted.
3.1.1.16	Welsh-medium education to promote more Welsh speakers in rural Wales. Children should be encouraged to be part of the area's Welsh culture from the start, and parents that don't speak Welsh shouldn't have the option to change the language of their children's education. They will all be	Comment noted.

	pleased when the children leave school fluent in both languages.	
3.1.1.17	Entirely positive for a number of children who would come through this system and would learn the language to the standard where they would be fluent, and able to use it every day to socialise, at work, to improve employment opportunities, culture, to feel a sense of belonging to the community.	Comment noted.
3.1.1.18	If all pupils were taught in Welsh, children would have a better understanding of Wales and its history.	Comment noted.
3.1.1.19	I think that it's good that it's starting at a young age, as it's easier to learn languages when young, and it'll be picked up quicker.	Comment noted.
3.1.1.20	I feel that Welsh-medium education from an early age is a really good idea. At that young age you don't realise how important the Welsh language is, and for those with parents that don't speak Welsh, perhaps they don't realise how important it is to learn the Welsh language fluently until they are older. Once they reach secondary school, it is far more difficult for them to learn Welsh fluently. Therefore it is far easier to learn from an early age.	Comment noted.
3.1.1.21	It would be a good idea, it's so important for children to be bilingual. It would be good for the Welsh language. It's a good idea to have children learning Welsh from an early age.	Comment noted.

3.1.1.22	I didn't find it difficult to learn in Welsh, my grandmother speaks Welsh and English and she helped me to speak Welsh. I wasn't worried about learning in Welsh, I was happy to be educated in Welsh even though both my parents spoke English.	Comment noted.
3.1.1.23	People who are bilingual have better thinking skills. For example, they can concentrate better and have improved memory, and they can have better job opportunities in the future.	Comment noted.

3.1.2 Improved job opportunities for pupils

3.1.2.1	It would help children develop their language skills and obtain work opportunities that would otherwise not be open to them when leaving school.	Comment noted.
3.1.2.2	The ability to use Welsh will provide access to a wider range of job opportunities in the area or further afield.	Comment noted.
3.1.2.3	It would help children develop their language skills and obtain work opportunities that would otherwise not be open to them when leaving school.	Comment noted.
3.1.2.4	Possibly more job opportunities	Comment noted.
3.1.2.5	Learning another language gives pupils an advantage when looking for jobs and shows that they have understanding and respect towards other languages. This will help them all over the world.	Comment noted.

3.1.2.6	During a reasonably successful career, I was unable to apply for some interesting jobs as the ability to write Welsh was, quite rightly, considered essential.	Comment noted.
3.1.2.7	Continuity of education from early years through to post-16 / further education is essential with the demand for fluency in both languages for the workplace.	Comment noted.
3.1.2.8	As a local employer, I see this as a very positive change as it is likely to increase the number of pupils who can undertake a range of employment roles in Welsh.	Comment noted.
3.1.2.9	As a local employer in the manufacturing field which operates mainly in Welsh, we see the change in language policy as a way for children to develop practical skills (engineering and IT) throughout the medium of Welsh, as well as conventional academic qualifications. Whilst we have been lucky to attract some excellent young people from the Machynlleth area over the years, attracting people with the right essential technological skills has always been a problem. Therefore, we welcome the strengthening of Ysgol Bro Hyddgen's language policy as a step towards improving the situation.	Comment noted.
3.1.2.10	Ysgol Bro Hyddgen pupils are the workers of the future, and there is a responsibility to ensure that the school creates bilingual pupils who are confident in both languages. Statistics show that on average, bilingual workers earn 9% more than workers that speak only one language.	Comment noted.

3.1.2.11	Students that have studied in Welsh are more likely to get graduate jobs after graduating (see Aberystwyth University's website).	Comment noted.
3.1.2.12	If all pupils were taught in Welsh, children would have more opportunities and jobs in Wales.	Comment noted.

3.1.3 Positive impact on the provision for pupils currently accessing the English-medium stream

3.1.3.1	Children would be dispersed across a healthier range of classes, particularly when they transfer to the secondary sector.	Comment noted.
3.1.3.2	Currently, the children in the English stream are confined to the same cohort of children during lessons. It is misleading to think that Welsh medium and English medium have opportunities to mix in the same school; the opportunities to mix are very limited whilst the school remains dual stream.	Comment noted.
3.1.3.3	It would avoid duplicating classes unnecessarily for a small number of children, and would mean that primary aged pupils would be taught with their peers, instead of combining a number of years together. This will enable more focus on what they need to learn.	Comment noted.

3.1.4 Improved opportunities for pupils

3.1.4.1	This is the natural step to take considering the trends of the last few years, and it's a positive step which would improve	Comment noted.
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	the opportunities for all young people in the area in the future.	
3.1.4.2	It would increase the pool of young people in the area who will be able to use Welsh in work and socially.	Comment noted.
3.1.4.3	The proposal would provide additional opportunities for pupils by opening doors for their future and opening their eyes to experiences within a stronger community.	Comment noted.

3.1.5 Other

3.1.5.1	The pupils would be immersed in the Welsh language from a very young age, so it should be natural for them to continue with their education in Welsh when they are older without feeling that they are missing out by not studying in English.	Comment noted.
3.1.5.2	There is no benefit to pupils that have studied through the medium of Welsh from studying sciences in English only – in fact, studying these subjects in Welsh is beneficial to them as the children learn the English terms alongside the Welsh terms (most scientific terms are based on Latin). Learning the sciences bilingually leads to a better understanding of these subjects.	Comment noted.
3.1.5.3	Students that haven't studied A levels in Welsh are unlikely to study in Welsh at higher education level (see research by Aberystwyth University 2009 – 2011).	Comment noted.

3.2 Concerns about negative impact on pupils

3.2.1 Concern that pupils would struggle in Welsh-medium education

3.2.1.1	Concern that pupils will struggle.	<p>The Council notes these concerns regarding the impact of the proposal on pupils. In order to minimise impact on any pupils currently accessing English-medium provision at Ysgol Bro Hyddgen, the proposal is to introduce any change to the school's language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school.</p> <p>Any new pupils starting school would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.</p> <p>Across Wales, a significant proportion of pupils that access Welsh-medium education come from homes where no Welsh is spoken, and this does not impact on their ability to succeed in their education. Should the proposal be implemented, Welsh would eventually become the main language of communication within the school, which would enable all pupils to improve their Welsh language skills, and should enable those from non-Welsh speaking homes to develop more fluency in Welsh, ensuring that they are better able to thrive in Welsh-medium education.</p>
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		Alongside any change to the school's language category, the Council would ensure that additional provision such as immersion provision and additional language support would be available to support pupils and their families.
3.2.1.2	Having to learn a subject in Welsh when it is not a child's first language would leave them at a disadvantage to those children whose first language is Welsh. English speaking children should not be forced to accept lower grades because they are unable to be taught in their first language.	As above.
3.2.1.3	Children won't learn to their full potential.	As above.
3.2.1.4	This would cause huge anxiety in children who do not currently speak welsh fluently. Children have enough to deal with without having the added pressure to try to learn in a language which does not come naturally to them.	As above.
3.2.1.5	This would put some children at a disadvantage and hold them back in their education.	As above.
3.2.1.6	Concern that children would dread going to school because of fear of not being able to understand or even keep up with the assignments given in class.	As above.
3.2.1.7	Concern that there would be a detrimental impact on the children's education.	As above.
3.2.1.8	Concern that it would be confusing and overwhelming for pupils to be taught in another language.	As above.

3.2.1.9	Children should not lose out if they happen to struggle to pass exams in one language.	As above.
3.2.1.10	It may be great for more people to speak the Welsh language, but it's outweighed by people struggling who can't speak the language and would either have to learn fluent to understand there lessons or move to another school.	As above.
3.2.1.11	This would be totally unfair to non-Welsh speaking children and their parents.	As above.
3.2.1.12	Concern that pupils from homes where no Welsh is spoken will feel out of place.	As above.
3.2.1.13	Students who struggle academically who speak English at home will have their confidence shattered and it would be detrimental to their education.	As above.
3.2.1.14	Concern that children will feel stupid if they can't grasp subjects in Welsh and won't have any support at home to help them.	As above.
3.2.1.15	Every child is different and children with English speaking backgrounds shouldn't suffer or struggle with their education.	As above.
3.2.1.16	A significant proportion of students in Machynlleth are from English speaking homes. Being taught through the medium of Welsh is not ideal for all of these children. Many children will fall behind if taught through Welsh only.	As above.

3.2.1.17	The proposal to turn Ysgol Bro Hyddgen into a Welsh medium school would exclude many students from having a positive learning experience, in particular those who have moved to the area from abroad or from an English medium school, those who have learning difficulties, those who come from less supportive families.	As above.
3.2.1.18	A lot of my friends are worried about the change to a Welsh-medium school.	As above.
3.2.1.19	While bilingual children perform better than monolingual children in certain skill areas, such as languages and lateral thinking, there is also strong evidence that children who are educated and examined in their first language outperform those whose education is in their second language, overall, when assessed across the full range of subjects. These factors must be balanced on an individual basis by parents and pupils when deciding on the best approach to their schooling.	Evidence in Wales would indicate that pupils from non-Welsh speaking backgrounds accessing Welsh-medium education have educational outcomes which are at least equivalent to their peers in English-medium schools.
3.2.1.20	Concern that children would be frightened to speak English in school in case they have a row.	The school would support pupils speaking both languages.
3.2.1.21	This option will restrict future opportunities for pupils and be a disadvantage in later life for employment and further study.	The Council does not agree with this comment. The aim of the proposal is to provide the best educational opportunities to all pupils, and to ensure that all pupils attending Ysgol Bro Hyddgen have the opportunity to become fully bilingual in Welsh and English, and have the bilingual skills needed to take advantage of employment and study opportunities through the medium of Welsh or English.

3.2.1.22	Children's well-being is more important.	<p>The Council agrees that ensuring the well-being of children is essential. In order to minimise impact on any pupils currently accessing English-medium provision at Ysgol Bro Hyddgen, the proposal is to introduce any change to the school's language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school.</p> <p>Any new pupils starting school would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.</p> <p>In the longer term, the Council's view is that implementation would have a positive impact on pupil well-being as all pupils would be taught in the same classes and would have the opportunity to be fluent in both Welsh and English, therefore the proposal would lead to improved cohesion within the school and the community.</p>
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3.2.2 Concern about parents' ability to help with homework

3.2.2.1	Some children who do not have Welsh speaking parents at home would not be able to help with homework.	The Council notes these concerns about the ability of parents who don't speak Welsh to help with homework. Across Wales, Welsh-medium schools have introduced many strategies to help parents support their children
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		<p>with homework, ensuring that pupils who do not have Welsh speaking parents are not disadvantaged.</p> <p>In addition, it has been shown to be beneficial to children to be able to discuss their homework in English with their parents because bilingualism aids conceptual development.</p> <p>Should the proposal be implemented, the Council would work with the school to ensure that appropriate arrangements are put in place to support pupils and their families.</p>
3.2.2.2	Not all children have the ability to learn and go through school without a parent who can help with homework, very many may be Welsh learners themselves.	As above.
3.2.2.3	Some parents would find it difficult to help with homework if it was just in the Welsh language.	As above.
3.2.2.4	Provide extra homework support for children from English speaking homes so they don't struggle to understand the work.	As above.
3.2.2.5	Parents unable to help their children with homework etc, will result in parents taking their children out of the school.	As above.

3.2.3 Negative impact on Welsh-medium pupils

3.2.3.1	Welsh speaking pupils would be under a disadvantage as teachers will need to concentrate on non-Welsh speaking learners.	<p>The Council does not agree that the proposal would place Welsh speaking pupils under a disadvantage.</p> <p>The aim of the proposal is to ensure that all pupils are fully bilingual in Welsh and English and have the Welsh language skills needed to access Welsh-medium education. Across Wales, the majority of pupils attending Welsh-medium schools come from homes where no Welsh is spoken, however this is not detrimental to pupils from Welsh speaking homes.</p>
3.2.3.2	It will hold the current pupils who are first language Welsh back.	<p>The Council does not agree that the proposal would hold pupils who are first language Welsh back.</p> <p>The aim of the proposal is to ensure that all pupils are fully bilingual in Welsh and English, and have the Welsh language skills needed to access Welsh-medium education. Across Wales, the majority of pupils attending Welsh-medium schools come from homes where no Welsh is spoken, however this is not detrimental to pupils from Welsh speaking homes.</p>
3.2.3.3	The Welsh children will suffer as the language used will be diluted to accommodate the Welsh learners.	<p>The Council does not agree that the proposal would mean that Welsh speaking pupils would suffer.</p> <p>The aim of the proposal is to ensure that all pupils are fully bilingual in Welsh and English, and have the Welsh language skills needed to access Welsh-medium education. Across Wales, the majority of pupils attending Welsh-medium schools come from homes where no Welsh is spoken, however this is not detrimental to pupils from Welsh speaking homes.</p>

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3.2.4 Negative impact on English-medium pupils during transition period

3.2.4.1	Although an increasingly diminishing offering of English-medium education would remain for a few years (under option 5A), in reality there would be a process of attrition at the School, whereby teaching in the medium of English would gradually diminish, leading to those continuing English-medium students feeling increasingly predominated over and potentially also resulting in their seeking schools elsewhere, too.	<p>Comment noted.</p> <p>Should the Council proceed with the proposal, it would work with the school to ensure that appropriate provision is available to learners continuing to access English-medium provision at Ysgol Bro Hyddgen during the transition period.</p>
3.2.4.2	It might be hard for the Yr1 – Yr6 English-stream pupils to get used to the change.	In order to minimise impact on any pupils currently accessing English-medium provision at Ysgol Bro Hyddgen, the proposal is to introduce any change to the school's language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school.

3.2.5 Concern about impact on pupils that move to the area during their education

3.2.5.1	I have concerns about how it might affect children who come to live in the area during their school years if there isn't an English stream. Some way to ease children in might be good.	The Council notes these concerns regarding the possible impact on any children moving to the area during their school years if there isn't an English stream in Machynlleth. Any new pupils starting school would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language
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		<p>skills needed to access Welsh-medium provision throughout their time in school.</p> <p>Alongside any change to the school's language category, the Council would ensure that additional provision such as immersion provision and additional language support would be available to support pupils and their families, providing the opportunity for pupils moving to the area during their time in school to be immersed in the Welsh language, so that they would be able to access Welsh-medium education at Ysgol Bro Hyddgen.</p> <p>Pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply for a place in an alternative school which offers English-medium provision, should that be their preference.</p>
3.2.5.2	What about those who come from England and want to attend Ysgol Bro Hyddgen?	As above.
3.2.5.3	There is a need for clear, tested means of provision for non-Welsh speaking children and families to get additional help at all levels of the school to accommodate pupils who relocate to the area at any point in their school life.	As above.
3.2.5.4	Incomers moving to the area with no knowledge of Welsh might find it difficult to learn a new language.	As above.

3.2.5.5	If there were students moving from Birmingham or a place in England at a later stage, it would be very hard for them to move to a full Welsh school. Therefore it could make things harder for a lot of students.	As above.
3.2.5.6	If people move to the area who do not speak Welsh they will find it very hard. Some people who have joined my year in high school have found it hard. I feel that needs to be something which allows them to have space so they can pick it up.	As above.
3.2.5.7	If the proposal goes ahead, it would be utterly detrimental and insulting to all those who live in the area, as well affecting anyone who would move to the area in future.	<p>The Council disagrees that the proposal would be ‘utterly detrimental and insulting to all those who live in the area’. The number of respondents in favour of the proposal suggests that there is significant local support for the proposal.</p> <p>See above for the Council’s response to comments relating to the impact on anyone moving to the area in the future.</p>

3.2.6 Other

3.2.6.1	Pupils that choose to go to other schools to access English-medium provision will lose the opportunities for speaking Welsh in a school with a strong Welsh ethos such as Bro Hyddgen. This will negatively impact their use of the language as they become older.	<p>Comment noted, however the intention is to introduce the change to the school’s language category on a phased basis, which would minimise the number of pupils choosing to access English-medium provision in other schools.</p> <p>All schools in Wales are required to teach Welsh as a second language and to offer opportunities to use Welsh</p>
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		outside the classroom. Should pupils choose to attend English-medium provision at different schools instead of attending Ysgol Bro Hyddgen, they would continue to have opportunities to learn Welsh as a second language.
3.2.6.2	The young people and children of Machynlleth have, maybe more than most, been through a particularly challenging time in the last decade. They do not deserve to be used as guinea pigs in a political experiment at the potential expense of their future and their community's cherished unity.	<p>The Council acknowledges the challenges that have been faced by the children and young people of Machynlleth over recent years. It is not the case that the Council is using them as 'guinea pigs in a political experiment.'</p> <p>The aim of the proposal is to provide the best educational opportunities to all pupils, and to ensure that all pupils attending Ysgol Bro Hyddgen have the opportunity to become fully bilingual in Welsh and English, and have the bilingual skills needed to take advantage of employment and study opportunities through the medium of Welsh or English.</p> <p>The intention is that implementation of the proposal would improve community cohesion in the long term as all pupils would be taught in the same classes.</p>

4. REFERENCE TO ENGLISH LANGUAGE PROVISION / SKILLS

4.1 Some subjects should be available in English

4.1.1	When it comes to high school I think that a Welsh only approach could be detrimental, for example for maths and science subjects which have a language of their own.	Maths and science subjects are already taught through the medium of Welsh at Ysgol Bro Hyddgen. Developing an understanding of subject specific terminology in both
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		<p>English and Welsh is a natural part of a Welsh-medium education and adds to the students' understanding of the concepts involved.</p> <p>There is no evidence that pupil outcomes for these subjects through the medium of Welsh are worse than outcomes of pupils studying in the medium of English.</p>
4.1.2	The whole world speaks English – being able to learn science and maths and other subjects through the medium of English can only be a good thing if you're choosing a university somewhere outside Wales?	Pupils studying maths and science through the medium of Welsh also have an understanding of the terminology and concepts through the medium of English as well, therefore there is no reason that they cannot continue to study these subjects in universities outside Wales. Many generations of students from Welsh-medium schools from across Wales have successfully attended universities in England, Scotland and further afield as well as universities in Wales.
4.1.3	Pupils would benefit from learning science and maths terminology in English as well as Welsh.	As above
4.1.4	Better to learn maths in English instead of Welsh if you plan to study at university in English.	As above
4.1.5	Some A level and GCSE subjects should be offered in English, for example science – this would provide an option for pupils who will be studying science / English subjects at University later in their education.	As above
4.1.6	Will all subjects only be available through the medium of Welsh? If you look at Penweddig and Tywyn Secondary	As above

	schools, some subjects are offered in Welsh or English or taught bilingually. Will every subject be taught in Welsh?	
4.1.7	Is there a percentage of subjects which a bilingual school can offer in the English language? We need to allay the fears and show that there is an option for children. If the school is working to secure that pupils will have access to both languages, then the idea of fear that they perhaps wouldn't be able to have a certain subject in English or Welsh won't be there.	The Welsh Government is currently consulting on new language categories for schools.
4.1.8	A child wishing a career in Maths or science will need to study in English in further education. Therefore, a child in secondary school who needs to follow this career needs to understand these subjects in English while at secondary school especially ones from welsh speaking homes to avoid disadvantage at later in life.	<p>There is no need for a child wishing to have a career in maths or science to study in English in further education. There are significant opportunities to study these subjects through the medium of Welsh in further education in Wales. Many generations of students from Welsh-medium schools from across Wales have successfully attended universities in England, Scotland and further afield as well as universities in Wales.</p> <p>Developing an understanding of subject specific terminology in both English and Welsh is a natural part of a Welsh-medium education and adds to the students' understanding of the concepts involved.</p>
4.1.9	A child wishing a technical career (Doctor/Engineer) needs to be able to study through either the medium of English or Welsh in those specific subjects (maths / science)	As above
4.1.10	Options to take some subjects in English especially at A Level	As above

4.1.11	Pupils should carry on in core subjects in English as when they grow up and move away they will be studying in English.	As above
4.1.12	What about years 10 to 13, which are important years, with exams being sat. Would it be possible to do subjects in Welsh or English? Studying A levels in English would be easier for pupils going to study in English at University, For GCSE and A level, sometimes I find that some subjects are easier in English.	As above.
4.1.13	One of the questions asked frequently by parents is regarding science subjects. Will pupils have to study such subjects through the medium of Welsh? It's those subjects which make parents afraid, and for example if they go to Liverpool University will they understand what's being taught?	As above.

4.2 Skills in English are needed

4.2.1	English must always be used in Welsh schools. The option to study in English must not be taken away for those children who need it. We are global citizens educating only in Welsh is short-sighted and assumes that our children will stay in Wales. The ability to talk, read and write in English will always be far more valuable to our children in later life than to be able to do so in Welsh. There are only a small number of jobs that would require the Welsh language. English is a global language. Educating our children in French Spanish Mandarin or Russian would be more valuable.	<p>The Council fully acknowledges the need for pupils to be able to communicate effectively in English.</p> <p>The aim of Welsh-medium education is to ensure that pupils become bilingual, and are able to communicate effectively in both Welsh and English. Should the Council proceed with the proposal to change the school's language category, all pupils would continue to study English to GCSE level, and would be able to talk, read and write in English as well as Welsh.</p>
4.2.2	It is important to remember that English is a universal language recognised around the world and most employment	As above.

	or further education will be through the medium of and requires a sound understanding of English.	
4.2.3	First and foremost I wish my child to read and write well in English and if my child wishes to learn Welsh later on in life that's their choice.	As above.
4.2.4	Speaking English more fluently than Welsh would open a lot more doors than Welsh.	As above.
4.2.5	While I agree we certainly need more Welsh speaking we cannot deny that we are part of an island that the majority of people do speak English.	As above.
4.2.6	It is important that children have a good command of the English language.	As above.

5. REFERENCE TO POST-16 / FURTHER / HIGHER EDUCATION

5.1 Reference to sixth form provision

5.1.1	Gwynedd has no school based Sixth Forms in the area, meaning currently Gwynedd students wanting a Sixth Form provision have to travel to Machynlleth. English pupils from Dolgellau etc will be negatively impacted by the loss of this provision.	<p>Whilst the Council notes these concerns regarding the potential impact of the proposal to change the language category of Ysgol Bro Hyddgen on sixth form pupils in Gwynedd, this is not a matter for Powys County Council.</p> <p>Access to post-16 provision for pupils in Gwynedd is a matter for Gwynedd County Council and its post-16 partners.</p>
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5.1.2	Ysgol Bro Idris is Welsh medium also, so redesignating Bro Hyddgen as Welsh medium, and in particular teaching immersively through Welsh, will negatively impact pupils from that area.	As above.
5.1.3	English medium Sixth Form students (in particular students from Dolgellau college region) will no longer have access to more academic courses that Dolgellau college does not offer (e.g. Further Maths, Mathematics, etc.)	As above.
5.1.4	Sixth form students from Powys seeking an English provision would have to travel outside of county to Aberystwyth, which for some pupils is a very long journey. Also, as this is out of catchment, these pupils may have to pay out of pocket just to be educated in English.	<p>Pupils/parents are entitled to apply for a place in any school / post-16 provider they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply for a place in an alternative provider to access English-medium provision, should that be their preference.</p> <p>Transport would be provided in accordance with the home to school transport in operation at the time.</p>

5.2 Reference to further / higher education

5.2.1	Students going on to further education in maths and science subjects could be put at a disadvantage as they also need to learn new terms in the English language as well as the subject.	<p>The Council does not agree that students going on to further education in maths and science would be put at a disadvantage.</p> <p>Many generations of students from Welsh-medium schools from across Wales have successfully attended universities in England, Scotland and further afield as well as universities in Wales.</p>
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5.2.2	Why should a child go through all their education in the Welsh language, to then go on to university or a job in English.	<p>Being fluently bilingual in both English and Welsh would be an advantage in many situations.</p> <p>Many generations of students from Welsh-medium schools from across Wales have successfully attended universities in England, Scotland and further afield as well as universities in Wales, and have proceeded to secure jobs which require them to work in English, Welsh or both languages.</p>
5.2.3	Students would leave for university with a limited grasp of English in subjects that they wish to pursue. Are there any Welsh medium universities? English is the international language and as such is infinitely more useful to a young person's future than having A levels in subjects taught in the Welsh language.	<p>Students would not leave with a 'limited grasp of English' but rather they would be fluently bilingual.</p> <p>Many generations of students from Welsh-medium schools from across Wales have successfully attended universities in England, Scotland and further afield as well as universities in Wales.</p> <p>There are opportunities to study in Welsh at all universities in Wales. These are continually being developed. The 'Coleg Cymraeg Cenedlaethol', which was founded in 2011, plans and supports Welsh language Higher Education provision across Welsh universities, working with providers to ensure and develop more Welsh medium study opportunities for students in Wales.</p>
5.2.4	All children also need to be fluent in English as this would be the learning language in further education. Each child will have its own career path and we do need doctors and medical staff that could converse in the welsh language.	As above.

	However, the world medical and technical language is English.	
5.2.5	In further education, very few technical subjects are delivered in the medium of Welsh nor are the text books available in the Welsh language. Some students have had to have readers when taking exams as their command of English is so poor they do not understand the questions. The Welsh language should be preserved but not at the cost of some pupils struggling in further education and limiting their careers to Welsh speaking companies and institutions.	As above.
5.2.6	Starting at university could be a challenge for pupils if they've studied all subjects in Welsh as they wouldn't be familiar with the terms.	<p>Many generations of students from Welsh-medium schools from across Wales have successfully attended universities in England, Scotland and further afield as well as universities in Wales.</p> <p>Developing an understanding of subject specific terminology in both English and Welsh is a natural part of a Welsh-medium education and adds to the students' understanding of the concepts involved.</p>
5.2.7	Concern that students in further education studying to be doctors and technical/engineering careers could be put at a disadvantage as they do not understand English technical terms. Thus they would struggle in those subjects resulting in fewer qualified welsh doctors and engineers.	As above.
5.2.8	Medicine can only be studied in English in Cardiff – pupils wanting to study medicine would have to move to a school in Aberystwyth to study subjects in English.	Based on information on Cardiff University and the Coleg Cymraeg Cenedlaethol's websites, up to 73% of the medicine course at Cardiff is currently available through the medium of Welsh.

		It is untrue that pupils wanting to study medicine or any other subjects through the medium of English at university would need to move to a different school to study subjects in English – many generations of students from Welsh-medium schools from across Wales have successfully attended universities in England, Scotland and further afield as well as universities in Wales.
5.2.9	Have you worked with the Coleg Cymraeg Cenedlaethol at all? At open days students are asking us about learning Welsh because maybe they have had some Welsh at school or have had no Welsh but see the potential of better job opportunities, but by the time they arrive in the University it is often too late. Is there anything being done for students wanting to study through the medium of Welsh at higher Education?	The Council does work with the Coleg Cymraeg Cenedlaethol and will continue to develop this relationship to ensure that young people in Powys are aware of the Coleg Cymraeg Cenedlaethol and have access to the opportunities they offer.

6. THERE IS A NEED FOR CHOICE

6.1	I see the benefits to children being fully bilingual. I just also believe they should have choice.	<p>The Council notes these comments about the need for choice of Welsh-medium provision or English-medium provision. The majority of people in the Machynlleth catchment area choose Welsh-medium provision, and the proposal to change the school's language category to Welsh-medium reflects this choice.</p> <p>Pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply for a</p>
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		place in an alternative school which offers English-medium provision, should that be their preference.
6.2	The kids should have a choice in which language they feel confident in carrying their work out in. I do believe they should still learn Welsh but it won't help them in future.	As above.
6.3	No change should be introduced to continue the opportunity for parents to choose the medium in which their own child's future should be determined to the child's best advantage. Surely parents should have the choice.	As above.
6.4	Both languages are important. As long as the Welsh language is being taught it shouldn't be made compulsory for children. The choice of both Welsh language and English language streams is the much better option – works so far.	As above.
6.5	This infringes on the freedom of choice that is central to any democratic nation. The status quo allows parents and pupils to choose in which medium in that child is educated – why does the Council want to deprive them of this choice? Indeed, what right does it have, especially looking at the make-up of councillors who have benefitted from that choice to deprive it from others?	As above.
6.6	It would be great for more children to learn Welsh (or a second language in general), but the option of learning in what language is best for the child should not be taken away from them.	As above.
6.7	Give families a choice. Welsh language lessons are important to sustain the language, however as every other pupil up until	As above.

	2020 have had, a choice of what language they wish to learn in.	
6.8	Removing the use of English is not an appropriate way to encourage the use of Welsh. It is up to individuals how they communicate; pupils can currently use Welsh if they wish. Language should not be controlled by any authority.	As above.
6.9	Every child and their family have the right to make their own decision as to what medium their education is delivered through, so that their child can flourish to the best of their ability.	As above.
6.10	Everyone in Machynlleth needs the right to choose either Welsh or English streams so the town can continue to flourish as a bilingual society and not have the Welsh language being made compulsory with the only choice left to move area to where their children could be taught in their mother tongue.	As above.
6.11	Children / parents should have the option of both streams, the children will be the ones that suffer in the long run.	As above.
6.12	I think it's a good idea from a young age, but it's for parents to decide whether or not they want their children to go to English stream or Welsh stream.	As above.
6.13	The well-being of the children should come first, not letting the children have a language option is not fair.	As above.
6.14	The school should represent the current and future demographics of the area and promote the diversity of its	As above.

	community by providing an option for the families who would benefit from English taught streams.	
6.15	I'm concerned that the proposal to change the school's language category would mean that there would be no choice in terms of the language subjects would be taught in in future. These pupils would have to move to other schools to choose the language they feel comfortable with as the level of work gets more difficult to prepare for going to university.	As above.
6.16	It is the removal of that choice for future children which I am concerned about. For those children who choose to be educated in English at secondary level, they could have to travel over 40 miles in order to access English medium education. The travel distance/time for accessing English medium education must be taken into consideration and the impact that this will have on children of all ages.	<p>As outlined above, the majority of people in the Machynlleth catchment area choose Welsh-medium provision, and the proposal to change the school's language category to Welsh-medium reflects this choice.</p> <p>Pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply for a place in an alternative school which offers English-medium provision, should that be their preference.</p> <p>Whilst this would require additional travel for any pupils choosing to access alternative English-medium provision instead of accessing provision in Machynlleth, there are many areas of Powys where there is no local access to Welsh-medium provision in both the primary and secondary phases, meaning that pupils wishing to access Welsh-medium provision have to travel significant distances to be educated in the language of their choice.</p>

6.17	<p>By removing the option of English-medium education for children whose first language is English, you would be creating a disadvantage that did not previously exist. This is likely to become most evident for pupils who sit close to the thresholds of achievement, and in subjects where a high level of fluency is required to grasp complex or subtle concepts, such as the Sciences and Humanities.</p>	<p>The Council disagrees with this statement. Developing an understanding of subject specific terminology in both English and Welsh is a natural part of a Welsh-medium education and adds to the students' understanding of the concepts involved. There is no evidence that Welsh-medium education puts pupils of any ability at a disadvantage.</p>
6.18	<p>The United Nations Convention on the Rights of the Child states "Children have the right to education in their mother tongue". It continues to show that children educated in their first language have a demonstrable advantage over those learning in their second (or third) tongue.</p> <p>By removing the English Language Stream education stream, you will be placing non-Welsh Fluent students at a disadvantage to their peers, which will affect them for the rest of their lives.</p>	<p>In order to minimise impact on any pupils currently accessing English-medium provision at Ysgol Bro Hyddgen, the proposal is to introduce any change to the school's language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school.</p> <p>Any new pupils starting school would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.</p> <p>Pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply for a place in an alternative school which offers English-medium provision, should that be their preference.</p>

7. CONCERN ABOUT IMPACT ON PUPIL NUMBERS AT YSGOL BRO HYDDGEN

7.1	<p>Changing the language may lead to a decrease in opportunity, if parental preference leads to large numbers of children from Machynlleth and its environs being bussed to schools further afield.</p>	<p>The Council notes these concerns about the possible impact of changing the language category of Ysgol Bro Hyddgen on pupil numbers at the school in the future.</p> <p>Should the Council proceed with implementation of the proposal, the intention is that this would be introduced on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school, therefore minimising the impact on pupil numbers. Any new pupils starting school would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.</p> <p>As indicated in the consultation document issued in respect of this proposal:</p> <p><i>'It is possible that changing the school's language category could lead to a reduction in pupil numbers as pupils from out of county currently accessing English-medium provision at the school may no longer choose to attend the school, or pupils from the local area may choose to attend alternative English-medium providers.</i></p> <p><i>However, it is also possible that changing the school's language category could lead to an increase in pupil numbers in the longer term, as pupils from other areas</i></p>
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		<i>could choose to attend the school. This may be the case in respect of secondary provision in particular.'</i>
7.2	Parents will choose schooling elsewhere.	As above.
7.3	Local people will travel out of the county for education.	As above.
7.4	Less parents would be inclined to send their children to Ysgol Bro Hyddgen.	As above.
7.5	I believe this proposal would have a disastrous impact on pupil numbers.	As above.
7.6	I fear all those pupils who change from Welsh to English in the secondary phase would have no option other than to choose a different secondary school and, in the case of Machynlleth, this would mean in a neighbouring county.	As above.
7.7	Any change of language category would be disastrous for pupil numbers. Our community needs dual stream provision in order to retain enough pupils to make this school sustainable.	As above.
7.8	To keep an English stream would benefit the school by keeping pupil numbers up.	As above.
7.9	I strongly believe the switch to Welsh only will see a reduction in pupil numbers at the school.	As above.
7.10	The children that would start primary school in the Welsh class and then, when in high school, struggle with the language would have to move to another school. Currently	As above.

	these children have the choice to move class and not move to another school. They shouldn't have to travel for their education out of area, which would be the case under this proposal.	
7.11	With a new school being built, some parents would choose not to send their children to the school if there was no English provision; how would that affect the school numbers?	As above.
7.12	Parents will send their children to other schools therefore reducing the numbers in Bro Hyddgen because they won't have the language choice.	As above.
7.13	The obvious adverse effect would be a decrease in the number of pupils attending Ysgol Bro Hyddgen. All pupils who are currently studying through the medium of English would be forced to attend another school, most likely in another county. I think PCC underestimates the number of pupils who do actually study through the medium of English.	As above.
7.14	Any change of language category would be disastrous for pupil numbers. Our community needs dual stream provision in order to retain enough pupils to make this school sustainable.	As above.
7.15	If you take away lessons being in English, it will result in them moving schools and this will be very difficult if they're in the middle of their school years.	As above.
7.16	For those in the Welsh stream they will continue as normal. Those in the English stream are most likely to try and find provision elsewhere.	As above.

7.17	It would have a negative effect as parents choose to send their children across the border.	As above.
7.18	I can imagine people moving out of the area or choosing alternative schools.	As above.
7.19	Concern that English-only parents will vote with their feet and potentially send their children to Penglais. Presumably the likely scale of that effect can be predicted to an extent and is being taken into account. It would be a real shame to impact on the viability of what is a great local school.	As above.
7.20	Many pupils already go to school in Tywyn or Penglais because they feel Ysgol Bro Hyddgen is 'too Welsh'. This proposal would further alienate pupils from non-Welsh speaking homes, and would deter many pupils from Ysgol Bro Hyddgen.	As above.
7.21	Most pupils will go to neighbouring schools in Aberystwyth and Tywyn.	As above.
7.22	More children will go out of county, i.e. Aberystwyth or Tywyn resulting in smaller school numbers.	As above.
7.23	Such a decision is also going to be detrimental to the school and its staff: parents and pupils will vote with their feet. It will sadly bring less pupils to school as it will contribute to push the English kids towards Penglais, Newtown, Tywyn. Whilst in the past pupils would have been able to change streams in Ysgol Bro Hyddgen, the only alternative will be to move school.	As above.

7.24	Restricting the school to a single stream risks alienating potential pupils that will then seek alternative provision. This may impact the intake of the school in future years, potentially making the school unviable, which seems a less than optimal solution given the scale of the council's investment.	As above.
7.25	I noted with the projections that pupil numbers are in decline which unless addressed would result in surplus capacity at the school. Firmly believe that introducing the changes will make it less likely for 1st language English speakers to let their child attend a Bro Hyddgen school stream. Having a surplus in any organisation which requires public funding is an area where financial savings can be achieved. Therefore you have the risk that this surplus capacity is 'mothballed' or reduced to a level that is more suited to the need.	As above.
7.26	Families who don't want their children to be educated in Welsh will withdraw them and move them elsewhere. Thus the learning environment will be less diverse for those remaining. How can this be seen in any way as a positive thing in the 21st century world?	As above.
7.27	Less pupils means more pupils will be crammed in a class. Bleeding pupils after GCSE is already an issue in Ysgol Bro Hyddgen, outlined my Powys County Council in 2019. The biggest percentage of students in A level in YBH are coming from our own very GCSE. At so many levels it would be very short sighted and a big social and economical mistake to change the language category when other English school are not so far out of reach.	As above.

7.28	The school might lose some pupils as they could move to another school which has an English-stream.	As above.
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8. ADDITIONAL SUPPORT THAT WOULD BE NEEDED TO SUPPORT THE CHANGE OF LANGUAGE CATEGORY

8.1 Immersion provision

8.1.1	Immersion units in the primary school similar to neighbouring county councils. Also, why not for the secondary school? Why not offer language immersion to staff who want it as well?	<p>The Council notes these comments relating to the need for immersion provision to support any change to the language category of Ysgol Bro Hyddgen. The Council fully acknowledges the need for this type of provision in the area.</p> <p>The Council's 'Strategy for Transforming Education in Powys' includes a strategic objective to 'develop immersion opportunities', and work is underway to develop these opportunities in Powys. Online immersion provision was introduced in January 2021, and this will be developed further over the coming months.</p> <p>Should the Council proceed with the proposal to change the school's language category, officers would work with the school to identify and introduce the support needed to support any pupils already attending Ysgol Bro Hyddgen as well as any pupils that might move to the area in the future.</p>
8.1.2	Have an immersion centre in Machynlleth.	As above.

8.1.3	I would ask that you locate any new immersion centre in Machynlleth. That would be a great help, and would alleviate the concerns of the local community.	As above.
8.1.4	A lot of people move into the area from England. What provision will there be for them? Will there be immersion – especially for KS2?	As above.
8.1.5	What happens if a non Welsh speaker comes to YBH in a few years' time. How would you help them understand Welsh?	As above.
8.1.6	What kind of immersion provision will there be so as to ensure that immersion is available to latecomers to the area? There was an immersion project a few years ago. We had two pupils here starting in year 7 with no Welsh whatsoever and they progressed through the school via the Welsh-medium stream, very successfully. We need funds in place in order to ensure that immersion is available. In the past Powys has promised funding but promises have been broken.	As above.
8.1.7	Need to offer an opportunity for rapid language development, including support and an immersion programme.	As above.
8.1.8	It's very important that there is a transition centre in the school or the area which would help newcomers etc to receive support with their learning and would enable them to thrive through the medium of Welsh at the school.	As above.

8.1.9	Reassure local people that enough support will be provided, through immersion and through extra staff providing in class support and that this will be maintained into the future.	As above.
8.1.10	Immersion is essential and I have heard good reports about Llanfyllin. Therefore, if we can learn from that, all the better.	As above.
8.1.11	Ensure that children that move to the school's catchment area without sufficient understanding of the Welsh language, particularly in the secondary age, can access intensive courses of the highest quality to immerse them in the Welsh language before they join in with the school's usual activities.	As above.
8.1.12	Alongside the change to the language category, the Council needs to ensure that there are immersion centres available across Powys, ensuring that pupils can access Welsh-medium education whatever their background, or where in Powys they live.	As above.
8.1.13	Ensure that the framework to support this positive development includes an immersion centre and materials to support non-Welsh speaking parents to support their children with school work.	As above.
8.1.14	All non-Welsh speaking families to have time to be immersed in the language.	As above.
8.1.15	The Council needs to ensure that help and practical support is provided for latecomers e.g. by establishing an immersion class / centre similar to that provided in Gwynedd which	As above.

	would support the families of latecomers to understand the purpose and ethos of Welsh-medium education.	
8.1.16	Support needed for children who move to the area - Gwynedd has an excellent place in Porthmadog. Powys should consider how Gwynedd do this, the children leave fluent. Fantastic work.	As above.
8.1.17	The opportunity for children to have Welsh language immersion starting as early as possible is incredibly valuable, and the planned phasing should support those children who did not have that opportunity from the start.	As above.
8.1.18	Trochi (immersion) is referred to several times. What form will this take? Will there be funding for this and support for parents?	<p>The preferred option for the trochi provision would be through a 'Trochi Centre' approach where pupils attend an intensive Welsh language course for a period of 12 weeks, for example, for four days a week.</p> <p>The provision would be fully funded by the local authority. Communication with parents would be effective, and parents would be encouraged to access Welsh lessons in the community.</p>
8.1.19	In order to enable ALL pupils to be taught in Welsh medium classes, you propose additional Welsh language support for latecomers or pupils needing additional support. Do you honestly believe that such immersion programmes would enable ALL pupils to succeed in Welsh medium education and to undertake their GCSE courses in Welsh? If such immersion provision is as successful as you claim, why have you not introduced this support in area such as Newtown or Welshpool? I agree that immersion support can be	<p>The Council's 'Strategy for Transforming Education in Powys includes a strategic objective to 'develop immersion opportunities', and work is underway to develop these opportunities in Powys. Online immersion provision was introduced in January 2021, and this will be developed further over the coming months. Eventually, the intention is to provide opportunities for pupils across Powys to access immersion provision, to enable pupils to transfer into Welsh-medium education</p>

	<p>successful for supporting latecomers at a primary level but do you realistically believe that this would enable English speaking pupils to access Welsh medium education at a secondary level?</p>	<p>during their school careers. This would include areas such as Newtown or Welshpool as well as the Machynlleth area.</p> <p>Immersion provision exists in different forms across Wales. Whilst some programmes focus on primary aged pupils, there are successful programmes which provide opportunities for pupils to be immersed to Welsh-medium education on transfer to the secondary phase. There is no reason to believe that such provision could not be offered effectively at Ysgol Bro Hyddgen. However, in some situations – for example when learners are nearing the end of their time in school – this may not be appropriate.</p> <p>Pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen’s language category, pupils / parents would be able to apply for a place in an alternative school which offers English-medium provision, should that be their preference.</p>
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8.2 Additional Welsh language support for parents / families

<p>8.2.1</p>	<p>Access to a wide range of Welsh lessons for parents would be essential so that they can feel that there is support there for them to be able to support their children with their school work.</p>	<p>The Council notes these comments which outline the need to provide additional Welsh language support for parents / families alongside any change to the language category of Ysgol Bro Hyddgen.</p> <p>Should the Council proceed with implementation of the proposal, it would work with the school as part of the</p>
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		transition process to identify the support needed and to ensure that arrangements are made to offer appropriate provision to support parents / families. This could include Welsh lessons for parents, support with homework, opportunities to use Welsh in the community and other initiatives.
8.2.2	Support for parents and free lessons.	As above.
8.2.3	Significant importance placed on the provision of support to non Welsh speaking families on how to support their children's education.	As above.
8.2.4	A strong link is needed between the school and parents that don't speak Welsh. They are often concerned (without any reason in many cases) about their ability to help their children with homework. This is where friendly contact and technology are key.	As above.
8.2.5	The support available to English speaking households is imperative and has to be above and beyond for those families to trust the proposal.	As above.
8.2.6	Provide free Welsh education for English speaking parents to be able to support their child's learning.	As above.
8.2.7	Welsh lessons for those that don't speak Welsh.	As above.
8.2.8	Arrange for Aberystwyth University to provide intensive courses for parents in the Hyddgen building.	As above.

8.2.9	Provide access to high quality courses and techniques to learn second languages to residents of the area, with access to the required technology.	As above.
8.2.10	Offer language improvement courses so that parents and other people have the confidence to use the Welsh language orally and in writing.	As above.
8.2.11	Ensure that parents have the ability to help their children with homework and to use the language for reasons apart from learning – enjoyment / leisure e.g. sports.	As above.
8.2.12	A 'transition' system which offers support to individuals, e.g. free after school homework club during the transition period	As above.
8.2.13	Practical support for learners and their parents will be essential.	As above.
8.2.14	Ensure that there is support available for all pupils – and ensure that parents know where to turn if there are any problems or if they need more information.	As above.
8.2.15	Unfortunately there isn't the support for the parents who don't speak Welsh, yet put their children into Welsh streams, then having to seek help in the Facebook inboxes of other parents, which isn't an issue, however, it would be great if they were offered language courses.	As above.
8.2.16	Will there be support for non-Welsh speaking families?	As above.

8.3 Promotion of Welsh-medium education / the Welsh language

8.3.1	Arrange a promotional campaign in the local press, and on social media.	<p>Comment noted. The Council has been working with partners to develop promotional materials relating to Welsh-medium education, including a new webpage and information leaflets for parents. These materials have been launched recently, and are now available to be used by schools, parents and other organisations.</p> <p>In addition, the Council is working with headteachers in the Bro Hyddgen catchment on a more focussed campaign to share information with parents / other stakeholders in the local area.</p>
8.3.2	A marketing campaign to outline the benefits of Welsh-medium education and how this links with the Welsh Government's aim to ensure a million Welsh speakers, Powys' Strategy to Transform Education in Powys and the Estyn recommendations.	As above.
8.3.3	A robust PR campaign is needed to communicate the benefits of speaking Welsh, as well as a campaign to offer accessible (and if possible free) Welsh language classes to non-Welsh speakers in the community, similar to those English classes which are compulsory for non-Anglophone immigrants to Wales. Does Powys intend to have some form of marketing or promotional campaign in order to sell the benefits of Welsh and ensure that pupils and their parents understand what Welsh-medium education exactly is?	As above.
8.3.4	As a parent there has been some enthusiasm in relation to Bro Hyddgen from parents outside the County but they would not wish to send their child to an English-medium speaking	As above.

	school nor to a Welsh-medium school. So, I believe we need to get clear messages out to parents.	
8.3.5	Educate the community, meetings, guest speakers. Ensure that people see the value of both languages.	As above.
8.3.6	Powys needs to educate parents so that they see the advantages of having their children being bilingual citizens. Parents and teachers need to have the confidence that any current provisions in Powys in respect of needs of every kind and immersion units are improved.	As above.
8.3.7	I welcome the proposal, but emphasise that Powys has a duty to convince everyone of the benefits of Welsh-medium education. It is important that children in Powys have the same opportunities as children in other parts of Wales to be fluent in both Welsh and English.	As above
8.3.8	How will you explain the difference between dual-stream and bilingualism?	As above.
8.3.9	As part of the marketing process we need to market the fact that we give an additional skill to every pupil, whatever their ability, and it offers them access to jobs that similarly able pupils would not get, because they have this additional skill. It's very important to market the opportunities available in Wales through the Coleg Cymraeg Cenedlaethol, but pupils are also available to study elsewhere. For example our Head girl last year decided to go to Goldsmiths in London to study and rejected Oxford. Therefore, we have excellent examples in the school itself, and we don't always need to find examples from elsewhere of successful children.	Comment noted.

8.3.10	It's important to emphasise when promoting the benefits of bilingualism that Welsh-medium education will not have a negative effect on pupils' standards in the English language. This is an important message that needs to be communicated and promoted.	Comment noted.
8.3.11	As far as teaching sciences through the medium of Welsh is concerned, there are specific case studies of pupils who have had Welsh-medium education but who have then found work, usually in England, and also elsewhere, and perhaps they could be of interest, as far as showing what is possible as this proposal proceeds.	Comment noted.

8.4 Extra-curricular activities

8.4.1	Co-operate with other organisations e.g. Menter Iaith to provide activities out of school hours and raise awareness of Welsh language activities in the area.	<p>The Council notes these comments which outline the need to provide additional opportunities to use Welsh in the community alongside any change to the language category of Ysgol Bro Hyddgen.</p> <p>Should the Council proceed with implementation of the proposal, it would work with the school and other organisations as part of the transition process to identify the requirements and to put appropriate arrangements in place.</p>
8.4.2	Ensure that the school has enough support to be able to continue to provide opportunities for primary and secondary aged pupils to take part in Welsh language extra curricular activities such as the Urdd and Menter Maldwyn.	As above.

8.4.3	The Council should fund more positive projects to promote use of the language to keep the Welsh culture alive. Financial support could be provided to pupils from disadvantaged homes to learn Welsh and have experiences such as staying in the Urdd camps.	As above.
8.4.4	Ensure that the school is supported and funded to become a central hub for community use in developing the Welsh language for a number of users. Hub for the learning of Welsh for different groups of adults, young families with babies/children, newcomers who have moved to the areas but don't understand Welsh etc. I would also hope that it could be a focus for out of school activities during holidays and Welsh language based evening classes.	As above.

8.5 Reference to home schooling during Covid

8.5.1	Currently I am home learning with my eldest and I regret him being in the Welsh stream. He is now in year 3 and most of his work on teams is set in Welsh and when it is translated to English it is poor English. I am struggling to help him with his work as the support for English speaking parents of children in the Welsh stream is very poor.	<p>These concerns regarding difficulties parents who do not speak Welsh have experienced supporting home learning during the Covid pandemic are noted.</p> <p>Schools remain the first point of contact when it comes to children's' continued learning. Schools should be able to support or advise parents on the best way to support children to maintain their Welsh language skills and understand all set tasks. In addition to the work set by the school, parents can also help their children by encouraging them to engage in activities available through various media, e.g. listening to Welsh-language music, downloading Welsh-language apps, watching</p>
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		<p>Welsh-language television programmes and various online resources. The important thing is that children have contact with the language as often as possible.</p> <p>Additional support for parents is available through https://www.welsh4parents.cymru. Resources and guidelines are frequently updated.</p>
8.5.2	<p>Home learning shows that there is not enough support out there. No consideration is being given to children that struggle in the transition from primary to high school and transferring over from Welsh to English stream. Let's keep those classes bilingual as they are. It works. Children that would have to otherwise leave the Welsh classroom can remain in bilingual settings meaning they are still soaking up the language and culture whilst also having the opportunity to write and learn in a language they are comfortable with.</p>	As above.
8.5.3	<p>The home learning experience has caused significant problems for some families whose children are educated through the medium of Welsh with parents having difficulty supporting them at home due to their language barrier. Return to school following the summer lockdown resulted in many children delayed in their learning due to this, the Covid grant has had to be used to employ extra staff to support those children to get back some fluency in the language, this has inevitably led to other interventions having to take a back seat along with well being interventions.</p>	<p>Additional funding through the WG's Accelerated Learning Grant has enabled schools to prioritise support for affected cohorts. Learners in Welsh medium schools who live in non-Welsh speaking households are identified as part of Principle 1. This is additional funding and the impact on other planned interventions should be minimal.</p>
8.5.4	<p>The Covid crisis has shown the difficulties involved when children are educated in a language that isn't spoken at home.</p>	As above

8.5.5	<p>The home learning experience has caused significant problems for some families whose children are educated through the medium of Welsh with parents having difficulty supporting them at home due to their language barrier. Return to school following the summer lockdown resulted in many children delayed in their learning due to this, the Covid grant has had to be used to employ extra staff to support those children to get back some fluency in the language, this has inevitably led to other interventions having to take a back seat along with well being interventions. This information is evident that most parents rely solely on school for Welsh education and hence why so many children opt to move streams as the language becomes more challenging further up the school.</p>	As above
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8.6 Other

8.6.1	<p>The Menter laith to locate a community officer in the town.</p>	<p>Comment noted. Whilst the Council would support the suggestion that Menter Maldwyn should develop a greater presence in Machynlleth in order to support the transition to any new delivery model for Ysgol Bro Hyddgen, the work location of Menter Maldwyn staff would be a matter to be determined by Menter Maldwyn.</p>
8.6.2	<p>There needs to be more clarity on what extra help, resources and funding is available for those pupils that might struggle to receive their education in a second language.</p>	<p>Comment noted. Should the Council proceed with implementation of the proposal, it would work with the school as part of the transition process to identify any additional support needed and to ensure that arrangements are made to offer appropriate provision for pupils and their parents / families.</p>

8.6.3	It's important that the school and the authority fully support non-Welsh speaking children, those that arrive in the school in Reception class and that we commit fully to teach them through the medium of Welsh not just at the beginning but through their journey through the school.	As above.
8.6.4	If we can show that we can fully support children at Bro Hyddgen, then we are far more likely to see them stay at Bro Hyddgen and not leave for other schools.	As above.
8.6.5	Additional staff will be needed for the 'transition period' for those children currently in the English stream. 1 to 1 staff if needed with free homework clubs after school. A structure of positive support needs to be put in place for the children to feel happy, confident and reduce any concerns.	As above.
8.6.6	Regular opportunities for parents and families to visit the school (after the Covid restrictions have been relaxed); an open door policy.	As above.
8.6.7	A greater attempt should be made to intensify the teaching of Welsh as a community language in the current English stream in order to quicken the transition and communicate some of its benefits to current pupils.	As above.
8.6.8	Establish a community of parents and families – Friends of the School who will help the staff and governors to promote the school's aim and ethos.	Comment noted. Should the Council proceed with implementation of the proposal, it would work with the school as part of the transition process to identify any additional support needed and to ensure that arrangements are made to offer appropriate provision for pupils and their parents / families.

8.6.9	It's a concern that the ERW consortium will be coming to an end at the end of this financial year; ensuring that the effective Welsh-medium support which Powys County Council currently has in place is extended across the full range of provision to reflect the school's work, and that parents see that support and provision is available in Welsh beyond school. Within the field of ALN, this is essential as so many non-Welsh speaking parents are concerned that their pupils can't develop educationally in a language other than their first language; ensuring that this is addressed as part of this proposal would be a step towards easing the concerns of these parents.	The Council is currently developing a new structure of support for schools to replace that provided by ERW. This will include staff to support Welsh-medium education. The Council will also work with neighbouring authorities to ensure that support for pupils with ALN is available.
8.6.10	Parents need positive encouragement to send their children to the Welsh stream. Many don't do this because they are following a historic pattern or other examples. A lack of confidence is the reason for many of these decisions.	Comment noted.

9. REFERENCE TO TRANSPORT ARRANGEMENTS

9.1	Are Powys County council going to provide a school bus free of charge for all these children you are forcing out of education in their town – where their families have been living for generations – shame on you Powys CC	The Council is not forcing children out of education in Machynlleth. The aim of the proposal is to ensure that Ysgol Bro Hyddgen can continue to offer high quality provision to all learners in the future, and to ensure that all pupils have the opportunity to become fully bilingual in both languages.
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		<p>Free transport would be provided in accordance with the Council's Home to School Transport Policy which is in operation at the time.</p> <p>The Policy approved by Cabinet in September 2020 will come into operation in September 2021. This states that free home-to-school transport is provided to a learner's nearest suitable or catchment school, subject to the learner meeting the eligibility criteria. If an application for transport is refused, the applicant has the right to appeal that decision. The decision at all transport appeals are heard and decided upon on a case by case basis.</p>
9.2	Free bus travel/transport should be provided to the nearest school where the option to learn in English is given.	As above
9.3	Kids will have to travel longer time to access education AND in time they will have fees when travelling between counties, as Counties are less and less happy to cover those costs.	<p>The Home to School Transport Policy that becomes operation in September 2021 states the following: <i>'The Council recognises its obligations under the School Standards and Framework Act 1998 to comply with parental preference regarding choice of school. However, where parents/guardians exercise a preference for a school other than their nearest suitable school, the child/ren will not be entitled to free home to school transport. Parents must make their own transport arrangements and are wholly responsible for their child/rens to travel to the school of their choice and all associated transport costs.'</i></p>
9.4	Changing Ysgol Bro Hyddgen to a Welsh medium school would mean some children having to travel across county to reach that education a round trip of 36 miles.	As above

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10. COMMENTS ABOUT THE CURRENT PROVISION AT YSGOL BRO HYDDGEN

10.1 A large number of pupils currently move from the Welsh stream to the English stream

<p>10.1.1</p>	<p>Some children go through school in the Welsh language but struggle so move to the English stream later on.</p>	<p>The Council notes these comments regarding movement of pupils from the Welsh stream to the English stream during their time at Ysgol Bro Hyddgen.</p> <p>The Council's aim is that as far as possible, pupils that start in Welsh-medium education continue to do so throughout their education. This is the best way to ensure that pupils continue to develop their bilingual skills, so that they are bilingual in both Welsh and English when they leave school.</p> <p>Should the Council proceed with the proposal to change the school's language category, the school would benefit from an enhanced Welsh ethos, which should have a positive impact on pupils' Welsh language skills, meaning that they are better equipped to continue to access Welsh-medium provision throughout their time in school. The aim of the proposal is to ensure the best opportunities for all learners, and should the Council proceed with the proposal, staff at Ysgol Bro Hyddgen would continue to support pupils to ensure that they have the opportunity to fulfil their potential.</p> <p>Many pupils across Wales attend single stream Welsh-medium schools in the primary and secondary sector. In these schools, there is no English stream for pupils to</p>
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		move into. However, pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply to transfer to an alternative school which offers English-medium provision, should that be their preference.
10.1.2	Lots of children move over to the English stream.	As above.
10.1.3	Some pupils start in the Welsh stream but move to English medium because of the impact on their education and their wellbeing from not being able to keep up with learning in Welsh.	As above.
10.1.4	Pupils start in the Welsh stream but move to the English stream to ensure that they don't fall behind.	As above.
10.1.5	Some pupils have moved from the Welsh stream to the English stream as they weren't flourishing in the Welsh stream and this had a negative impact on their self-esteem.	As above.
10.1.6	Children are being moved from the Welsh stream into English because they cannot read etc – there are so many awful stories.	As above.
10.1.7	Some children move from the Welsh stream to the English stream which enables them to achieve better grades.	As above.
10.1.8	Many pupils have moved to the English stream once in High School which has enabled them to achieve their predicted	As above.

	grades – don't think they would have achieved these grades had they stayed in Welsh-medium education.	
10.1.9	The majority wish for their children to be bilingual. However, many parents from non-Welsh speaking homes put their children in Welsh-medium education in the safe knowledge that should they find it challenging they can change to the English-medium stream. The change from the Welsh to English stream becomes even more noticeable at the secondary school.	As above.
10.1.10	Pupils are able to study some secondary subjects in English which enables them to achieve the best results.	As above.
10.1.11	Various children have to move from the Welsh stream due to them being unable to understand and progress, what is the option for children moving forward if this continues?	As above.
10.1.12	The number of pupils starting in the Welsh stream is misleading as parents are encouraged to put children in the Welsh stream. You need to look at the amount of children that eventually move to the English stream – at least 8 children going into Year 7 this September moved from Welsh stream to English stream because their parents believed they were struggling.	As above.
10.1.13	There have been reports that the English numbers are diminishing, but this is because the school is not reporting figures accurately and don't show how many students who begin in the Welsh stream move across to the English stream later which I know to happen often.	As above.

10.2 Concerns about the current provision at Ysgol Bro Hyddgen

10.2.1	The Council should be considering improving education provision at the school, investing money and maintaining the school for the local population to benefit.	The local authority works closely with the school to provide and broker support for the school's identified areas for improvement as outlined in the school development plan. The school receives a delegated budget in line with the local authority's fair funding formula.
10.2.2	There are bigger problems within in the school that need addressing. Whilst I can understand the need for a consultation the problems within the school will remain regardless what language category is agreed for Ysgol Bro Hyddgen in the future.	As above
10.2.3	Is the current set up working within the school? Are children getting the correct help, specialist help? Staff shortages continue to hinder the development of our children.	As above
10.2.4	You have allowed the school to change its name after a poor inspection, when it still has the same headmaster etc. Try to improve the education and results per student before a drastic change.	In December 2018, Estyn judged that the school had made sufficient progress in addressing the recommendations from the Section 28 inspection. The school was removed from the list of schools requiring Estyn review. There will be no further monitoring activity in relation to this inspection.
10.2.5	There is a need to improve the level of teaching first, instead of it being about language. During the younger years they should be taught an additional language like German or Spanish to be trilingual.	The local authority works closely with the school to provide and broker support for the school's identified areas for improvement in the school development plan. There is no statutory requirement for schools to teach additional languages to younger pupils.

10.2.6	Improve the facilities they have not waste resources changing things. Have an appropriate head teacher with a business head on their shoulders.	Comment noted.
10.2.7	Ysgol Bro Hyddgen treats the Welsh language as its priority language and I feel the English stream kids are not thought of equally.	Comment noted.
10.2.8	There has been a concerted effort for years to down grade English streams at Ysgol Bro Hyddgen	Comment noted.
10.2.9	I don't like how as a parent of a reception class pupil I don't like how we were approached by Ysgol Bro Hyddgen to be persuaded to move our children over to the Welsh stream after applying for the English I think that was very underhanded of the school	Comment noted.
10.2.10	The teachers are kind and nice but basically ignore any indication of children struggling with Welsh medium in a thinly veiled effort to keep children from transferring to the English stream. So doing, keeping the English stream figures low (in preparation no doubt for this proposed change)	Comment noted.
10.2.11	From the time of early years / nursery age in Machynlleth, parents are told things like, the Welsh stream is better funded, all the nice children go in the Welsh stream etc. It really is very underhand and irresponsible when we really should be thinking what will help a child develop the best.	Comment noted.
10.2.12	As a non Welsh speaking parent I already struggle as the school will issue paperwork for its English stream students in Welsh only.	Comment noted.

10.2.13	The English support at the school is poor as it is, so I fear it will only get worse if the school changes to dual stream.	Comment noted.
10.2.14	It's important that the governors listen and have the opportunity to share the concerns of parents that support bilingual education as well as those that support mainly Welsh-medium education. Currently there isn't a wide cross section on the school's governing body. I feel that a negative attitude has been shown towards those that wanted more information, and these people have been called anti-Welsh.	Comment noted.
10.2.15	The preferences and prejudices of the school management are well known in the area - it would be better to put in place management that better understood the needs and demands of the community which the school serves, rather than imposing an ideological shift on the community using the reason of cost-savings. Machynlleth and its environs is a diverse area, provision in the community should reflect this.	Comment noted.
10.2.16	The school's leadership and management is out of step with community feeling on the matter. The renewal of the school may be a catalyst for renewal of the leadership and management to one with a more diverse, inclusive and internationalist outlook.	Comment noted.
10.2.17	This school already can't support children with ALN. Parents have had to take their children out – how will they support them with a different language?!	Comment noted.
10.2.18	The school already is struggling to support children with additional needs – pupils are leaving school with no	Comment noted.

	confidence and with low self-esteem because the school is failing them.	
10.2.19	I am concerned that there is a lack of commitment to finance a small school (post 11) effectively. It's as if we accept that Bro Hyddgen has a business case to stay open and the much warranted plan to upgrade facilities – but not it seems to fund it so that the children have access to a full subject choice – revenue funding seems to be based on a number of pupils – but unless we compensate for its smaller size it can't be run well. I am very concerned that pupils are expected to start a narrower choice of subjects from year 8, with only 1 full year of a wide curriculum against which to determine this choice. This I find far more worrying than whether teachers teach bilingually or just in Welsh.	Comment noted.

10.3 Other

10.3.1	Currently, pupils are being taught on Teams, and children are having their lessons almost entirely in Welsh. Pupils can speak Welsh confidently. If they went to Ysgol Bro Hyddgen as it currently is, many of them would choose to have lessons in English, and would move away from Welsh even though they are able to speak and write Welsh.	Comment noted.
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11. FINANCIAL IMPACT

11.1	Given that the school has had problems recruiting teachers, future surplus capacity and the potential of making teachers	The overarching aim of this proposal is meet the objectives of the Strategy for Transforming Education in
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	<p>redundant, the greater portion of the cost savings will come from the reduction of staff numbers and not by relocating pupils to another school. The consultation document shows that this school currently has an average spend per pupil that is in line with the counties average. Whilst I accept that the county has to make cost savings overall, the introduction of this policy will bring minimal cost savings to the overall Powys school budget simply because this school is already meeting its obligations. Greater savings can be made elsewhere, arguably where the cost per pupil exceeds the county average.</p>	<p>Powys to improve access to Welsh-medium provision and to move schools along the language continuum, rather than to drive cost savings, although the proposals are anticipated to result in a modest net saving to the authority.</p> <p>The Council's Transformation Programme is also considering schools across the county where cost per pupil exceeds the county average.</p>
11.2	It will save costs, having less teaching staff.	As above
11.3	I know that the school needs financial help but this is not the way to do it at the cost of the educational needs of non Welsh speaking children.	Many pupils across Wales attend single stream Welsh-medium schools in the primary and secondary sector. In these schools, there is no English stream for pupils to move into. However, pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply to transfer to an alternative school which offers English-medium provision, should that be their preference.
11.4	It is important that efficiency savings are put back to good use at the school to support the transition and maintain subject breadth.	Comment noted. However, any savings would be reinvested in the Council's corporate budget and any reinvestment in the schools' system would be agreed as part of the annual budget planning cycle.
11.5	The community has been promised 'support', 'extra help' for non Welsh speaking parents who have placed their children	Should the Council proceed with the proposal, it would work with the school to identify additional support

	<p>in Welsh streams over the last few years, there has been no help for them. This has definitely swayed people's opinions and feelings, because if there was no support available then, how can you guarantee this now, with over a million pounds in cuts to the language service being made annually, or at least this year.</p>	<p>required to support transition to the new operating model. This could include offering the opportunity for current pupils to access immersion provision which would enable them to transfer to Welsh-medium education earlier, which could enable the change to be fully implemented more quickly.</p> <p>This immersion provision is already being developed and expanded</p>
11.6	<p>I understand that the school being built a lot of the government funding is dependent on it being a Welsh speaking school</p>	<p>Funding for the new build planned for Ysgol Bro Hyddgen is not dependent on the school becoming a Welsh-medium school.</p>
11.7	<p>Concern that the proposal would reduce outside investment and make it harder to improve standards.</p>	<p>There is no anticipation that outside investment would reduce as a result of this proposal.</p> <p>The local authority works closely with the school to provide and broker support for the school's identified areas for improvement in the school development plan.</p>
11.8	<p>Fewer children (i.e. the % of English children choosing another school) will probably mean less funding and the same challenges which reduce subject choice so disastrously at the moment.</p>	<p>Changes in the number of learners in the English medium stream do not currently impact on the funding available for the Welsh medium stream. Should this change go ahead, funding will continue to be based on pupil numbers but costs should reduce as a result of all the pupils being in one stream and funding would reduce in line with this.</p>
11.9	<p>In the past we have had financial promises from Powys, in relation to changes to be made to the school, and those promises have been broken. What assurances can be made</p>	<p>Should the Council proceed with the proposal, it would work with the school to identify additional support required to support transition to the new operating</p>

	<p>in relation to financial provision to support the school in the future?</p>	<p>model. This could include offering the opportunity for current pupils to access immersion provision which would enable them to transfer to Welsh-medium education earlier, which could enable the change to be fully implemented more quickly.</p> <p>This immersion provision is already being developed and expanded.</p>
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12. IMPACT ON STAFF

12.1 Concern about the impact on staff that don't speak Welsh

12.1.1	<p>What will happen to non-Welsh speaking staff?</p>	<p>Should the Council proceed with the proposal to change the school's language category, a full staffing consultation would take place to look at the staffing required, and to identify any training needs for those staff who currently work in the English Stream.</p>
12.1.2	<p>What will happen to the staff who are currently teaching the English streams?</p>	<p>Should the Council proceed with the proposal to change the school's language category, a full staffing consultation would take place to look at the staffing required, and to identify any training needs for those staff who currently work in the English Stream.</p>
12.1.3	<p>What about staff who don't speak Welsh, will they have to learn Welsh before being able to teach at the school if the language was changed to Welsh-medium? – it was explained that the Council would need to help the school to provide opportunities for teachers and other staff to learn Welsh.</p>	<p>As above.</p>

12.1.4	How secure are the jobs of staff members who cannot speak Welsh, and what arrangements will there be in place to help such staff learn Welsh?	As above
12.1.5	Concern for the English speaking staff – it is not acceptable for staff to lose their jobs because they do not speak Welsh – this is discrimination.	As above.
12.1.6	Whilst the school will also happily make redundant any teacher unable to either speak Welsh or unable to show ability to multi-teach in a redundancy-skills audit, what will happen to the teachers teaching Welsh as a second language. 9 lessons a fortnight in Y7, Y8, Y9, Y10, Y11...?	Should the Council proceed with the proposal to change the school's language category, a review of the curriculum would need to take place, along with a review of the staffing requirements to support that curriculum. This would then enable decisions to be made on the required staffing moving forward and a full consultation with staff would take place.
12.1.7	There will be a requirement for the current staff to all speak Welsh and training will be provided for those who require it. However those teachers may not want to learn Welsh or fail to achieve the required standard and by doing so, have in effect made themselves surplus to requirements. In simple terms, either learn Welsh or you'll be made redundant. Should that happen then you have solved your surplus capacity and made the financial savings in mentioned earlier.	There are a significant number of processes which would need to be undertaken before staff were placed at risk of redundancy including staff consultations, potentially reviewing any fixed term posts and seeking volunteers for retirement. The Council would work with each individual member of staff to review options including training and development prior to any redundancy taking effect.
12.1.8	How can you expect a French teacher to teach through the medium of Welsh? Surely a French speaker would benefit the children more than a Welsh speaker attempting to learn French? Surely it is about the skills they have and not the language!	Comment noted and as above, should the Council proceed with the proposal to change the school's language category, a review of the curriculum and staffing needs would take place and consultations with staff would also ensure staff's views regarding the staffing structure were taken into account.

12.2 Concern about additional pressure on staff

12.2.1	Staff will be under more pressure than before because of increased class sizes.	Comment noted.
12.2.2	Already children are not getting enough support in the classroom as it is.	Comment noted.

12.3 Concern about impact on job opportunities

12.3.1	Such a language change will not bring more Welsh children. We are more likely to bleed English potential pupils than Welsh pupils. Thus less pupils simply means less classes, so less teachers will be needed.	<p>The Council notes these concerns about the possible impact of changing the language category of Ysgol Bro Hyddgen on pupil numbers at the school in the future.</p> <p>Should the Council proceed with implementation of the proposal, the intention is that this would be introduced on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school, therefore minimising the impact on pupil numbers. Any new pupils starting school would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.</p> <p>As indicated in the consultation document issued in respect of this proposal:</p>
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		<p><i>'It is possible that changing the school's language category could lead to a reduction in pupil numbers as pupils from out of county currently accessing English-medium provision at the school may no longer choose to attend the school, or pupils from the local area may choose to attend alternative English-medium providers.</i></p> <p><i>However, it is also possible that changing the school's language category could lead to an increase in pupil numbers in the longer term, as pupils from other areas could choose to attend the school. This may be the case in respect of secondary provision in particular.'</i></p>
12.3.2	Many teachers cannot afford to be employed part-time.	Comment noted.
12.3.3	There would be less need for specialist teachers which would eventually lead to less choice at GCSE for the children of this community and even less so at A level where already students have to video conference here and there for subjects lacking specialist teachers.	Should the Council proceed with the proposal to change the school's language category, a full staffing consultation would take place to look at the staffing required, and to identify any training needs for those staff who currently work in the English Stream.
12.3.4	Given that the school has had problems recruiting teachers, future surplus capacity and the potential of making teachers redundant, the greater portion of the cost savings will come from the reduction of staff numbers and not by relocating pupils to another school.	As above

12.4 Improved opportunities to recruit staff who can teach through the medium of Welsh

12.4.1	The proposal would give the school the power to insist that staff can speak Welsh when recruiting and appointing staff in future.	Comment noted.
12.4.2	The recruitment of teachers across the curriculum will improve as the need / expectation for them to teach bilingually will be reduced / removed. This can sometimes be a current barrier.	Comment noted.

12.5 Other

12.5.1	Concern that it might be difficult to find Welsh speaking teachers for some niche subjects e.g. business studies, and that this would limit the range of subjects available.	Comment noted.
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13. IMPACT ON THE COMMUNITY

13.1 Positive impact on the community

13.1.1 The proposal would improve community cohesion

13.1.1.1	This would unite the community in the long term.	Comment noted.
13.1.1.2	Over a long period, changing the language category would benefit the community, by enabling stronger links between the different sectors of the community. Keeping a handful of children separate because of the linguistic choices of their parents creates a barrier, having all children in one language stream would be a bridge.	Comment noted.

13.1.1.3	This would bring everyone in the area together and improve community spirit.	Comment noted.
13.1.1.4	Having one language stream would end the negative effects of the current situation of creating splits within the community.	Comment noted.
13.1.1.5	The recent situation with Covid-19, particularly the lockdown in early 2020, saw Machynlleth pull together as a community; the change of the school to Welsh medium will have further positive effects on strengthening and bringing together the community.	Comment noted.
13.1.1.6	Once the change has happened, it will help improve community cohesion in the school and the area, as everyone would pull together as part of the same provision rather than being split into two streams.	Comment noted.

13.1.2 Positive impact on the Welsh language in the community

13.1.2.1	This would reinforce the language of our community.	Comment noted.
13.1.2.2	The more people in the community we can get learning in the medium of Welsh can only be an advantage moving forward.	Comment noted.
13.1.2.3	More people in the Machynlleth area would speak Welsh.	Comment noted.

13.1.3 Other

13.1.3.1	Intuitively I think this offers huge advantages to children and young people, and to the community as a whole.	Comment noted.
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13.2 Negative impact on the community

13.2.1 Concern that the proposal would lead to community division

13.2.1.1	It will create conflict in the community	<p>Whilst the Council acknowledges that the proposal could cause some tensions within the local community in the short term, in the long term the Council would hope that the proposal would improve community cohesion, as all pupils would attend the same provision.</p> <p>As indicated in the Integrated Impact Assessment published as part of the consultation documentation:</p> <p><i>'In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.'</i></p>
13.2.1.2	Moving to a Welsh medium has the potential to foster resentment in the local English speaking only community.	As above.

13.2.1.3	A change could be seen as discriminatory and divisive in a town that has an integrated bilingual community.	As above.
13.2.1.4	I am concerned that consulting again on the language status of the school is causing division within the communities of Machynlleth.	<p>As above.</p> <p>The Council is not ‘consulting <u>again</u> on the language status of the school’ – no formal consultation has previously been carried out on the language category of Ysgol Bro Hyddgen.</p>
13.2.1.5	It feels like gentrification to rid the school of lower class English speaking children or “problem kids” and it’s full on obvious.	<p>The aim of the proposal is not ‘to rid the school of lower class English speaking children’. It is the Council’s view that all children, regardless of their background, should be able to have the opportunity to enhance their skills by becoming fully bilingual in Wales.</p> <p>In order to minimise impact on any pupils currently accessing English-medium provision at Ysgol Bro Hyddgen, the proposal is to introduce any change to the school’s language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school.</p> <p>Any new pupils starting school, including those from homes where no Welsh is spoken, would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh</p>

		language skills needed to access Welsh-medium provision throughout their time in school.
13.2.1.6	It's important that pupils from all backgrounds are welcome at the local schools. Losing the English stream would make these schools less inclusive in my opinion.	<p>Should the proposal be implemented, pupils from all backgrounds would continue to be welcome at Ysgol Bro Hyddgen.</p> <p>In order to minimise impact on any pupils currently accessing English-medium provision at Ysgol Bro Hyddgen, the proposal is to introduce any change to the school's language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school.</p> <p>Any new pupils starting school, including those from homes where no Welsh is spoken, would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.</p>
13.2.1.7	Being told your not welcome in this community anymore. It is disgusting and shameful.	Should the proposal be implemented, pupils from all backgrounds would continue to be welcome at Ysgol Bro Hyddgen. It is the Council's view that all children, regardless of their background, should be able to have the opportunity to enhance their skills by becoming fully bilingual in Wales.

		<p>In order to minimise impact on any pupils currently accessing English-medium provision at Ysgol Bro Hyddgen, the proposal is to introduce any change to the school’s language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school.</p> <p>Any new pupils starting school, including those from homes where no Welsh is spoken, would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.</p>
<p>13.2.1.8</p>	<p>Machynlleth has always had an inclusive and multicultural atmosphere which will now be threatened by a minority of middle class nationalists who want a society of Monoglots.</p>	<p>Should the proposal be implemented, pupils from all backgrounds would continue to be welcome at Ysgol Bro Hyddgen. It is the Council’s view that all children, regardless of their background, should be able to have the opportunity to enhance their skills by becoming fully bilingual in Wales.</p> <p>In order to minimise impact on any pupils currently accessing English-medium provision at Ysgol Bro Hyddgen, the proposal is to introduce any change to the school’s language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school.</p>

		<p>Any new pupils starting school, including those from homes where no Welsh is spoken, would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.</p> <p>The Council's aim is not to create 'a society of monoglots'. The aim of the proposal is to ensure that all pupils that attend Ysgol Bro Hyddgen have the opportunity to become fully bilingual in Welsh and English. The current dual stream provision enables Welsh-medium pupils to become fully bilingual in Welsh and English, however very few pupils educated through the medium of English develop full bilingual skills.</p>
13.2.1.9	The Dyfi area is a kind and welcoming community, made so by the actions of the eclectic mix of people that make up the population. Openness and inclusion are at the core of most Dyfi communities. For these community values and "feel" of the area to continue, the school must continue to provide Welsh and English education fairly and equally.	It is the Council's view that all children, regardless of their background, should be able to have the opportunity to enhance their skills by becoming fully bilingual in Wales and be able to participate fully in their local community.
13.2.1.10	This is going to be detrimental and exclusive of the English community based in Machynlleth.	As above
13.2.1.11	By removing the English stream there will be an obvious inequity between the two languages. The Welsh language will be seen to be prioritised over the needs of English	It is the Council's view that all children, regardless of their background, should be able to have the opportunity to enhance their skills by becoming fully

	speaking children, and this sense of unfairness and imposition is likely to result in a backlash against the Welsh language in some parts of the community. It is therefore doing the Welsh language a disservice to attempt to promote it in this way, when some of the most vulnerable children are the most likely individuals to suffer.	bilingual in Wales and be able to participate fully in their local community.
13.2.1.12	There is no question of Welsh-medium education being removed from the school, and yet the news of this consultation has triggered a trauma response from some members of the Welsh-speaking community, who still remember the historical suppression of the Welsh language. Language is so important, and so central to our culture and identity, that in these difficult times I fear this consultation could place strain on the usually tolerant and respectful nature of the town, and create unhelpful division between communities who would be better served by supporting each other.	Comment noted.
13.2.1.13	Never in my lifetime here, until recent years, were people side-lined or frowned upon for not speaking both languages. Sadly though that appears to be seeping in through the political protestations of a small but vociferous minority. As a first language Welsh speaker I am the last to allow my language to play second fiddle to any other. But first and foremost must come the welfare of our future generations, living in a warm, welcoming and loving community. That is being jeopardised for cheap political gain and must be resisted for the sake of our areas renowned togetherness. Please retain the school as dual stream, it is what our community needs and deserves. Machynlleth is an outward-looking community which is rightly proud of its UK-wide and	It is the Council's view that all children, regardless of their background, should be able to have the opportunity to enhance their skills by becoming fully bilingual in Wales and to participate fully in the community.

	indeed international cultural links, through its main cultural festivals, cultural facilities and wider outreach.	
13.2.1.14	Contrary to what some are currently claiming, the true definition of a bilingual area is not one where everyone can speak in both English and Welsh – it is one where each language is equally respected; one where people live together in harmony, side by side, speaking in whatever tongue they wish; where everybody is an equal stakeholder and each individual is valued for how they enrich our society.	It is the Council's view that all children, regardless of their background, should be able to have the opportunity to enhance their skills by becoming fully bilingual in Wales and to participate fully in the community.

13.2.2 The area would not be attractive to people looking to move in / new businesses

13.2.2.1	The proposal will make the area look closed to outsiders. Not only would this give the area a bad name but become reinforcing as the children are educated in an environment that is hostile to non-Welsh speakers. This is not the attitude of people in the area now, so why would Powys Council want to instil such an insular viewpoint in future generations?	<p>It is the Council's view that all children, regardless of their background, should be able to have the opportunity to enhance their skills by becoming fully bilingual in Wales and to participate fully in the community. All pupils would continue to be welcome at Ysgol Bro Hyddgen.</p> <p>Many areas of rural Wales have Welsh-medium schools and this does not make these areas look closed to outsiders.</p>
13.2.2.2	This policy is structured to disadvantage the area to newcomers in two different ways: firstly, how will the school help non-speakers who move to the area (for example, when their parents have to relocate for work or family breakdown), especially for those later in their education? In the middle of an already stressful relocation, the council	<p>The Council disagrees that the proposal will deter people from moving into the area. There is no evidence of this across Wales.</p> <p>Pupils will continue to be welcome at Ysgol Bro Hyddgen, regardless of their background, and</p>

	wants to force them to have their education in a language they do not understand, triggering mental health problems and setting them back in their education. Secondly, this could only exacerbate the “brain drain” Wales suffers, especially in rural areas like Bro Ddyfi, as it deters people from moving to area, bringing expertise, skills, and investment to an area badly in need of it.	<p>latecomers to Welsh medium education at Ysgol Bro Hyddgen will be provided with Welsh language development support to enable them to transition into Welsh medium education, for example through immersion programmes.</p> <p>Should the proposal be implemented, eventually all pupils attending Ysgol Bro Hyddgen would be fully bilingual in Welsh and English so that they are able to utilise these skills in the workplace, where there is a growing demand for fluency in both languages in Wales.</p> <p>It is anticipated that the proposal would lead to improved employment opportunities for all pupils in the area in the future, as all pupils would be fully bilingual in Welsh and English, and therefore able to take advantage of employment opportunities which require fluency in both languages.</p>
13.2.2.3	New families would not come to live here.	As above.
13.2.2.4	Machynlleth particularly welcomes new residents from beyond as well as those from within Wales. New residents have, over the years moved here and contributed to the town and Dyfi Valley district's economic base, alongside native Welsh speakers, by setting up and developing successful businesses which have enhanced the resilience of the local economy.	There is no evidence that having a Welsh-medium school affects the development of businesses. Should the proposal be implemented, eventually all pupils attending Ysgol Bro Hyddgen would be fully bilingual in Welsh and English so that they are able to utilise these skills in the workplace, where there is a growing demand for fluency in both languages in Wales.
13.2.2.5	How many new businesses are going to want to relocate to this area knowing that the only education available is Welsh	It is anticipated that the proposal would lead to improved employment opportunities for all pupils in the

	<p>medium? We will lose jobs that are sorely needed. If Scotland decided to have Gallic medium education only it would be absurd and cause jobs to move elsewhere so employees could have a choice of English education. The same will apply to Wales I fear and we desperately need incomers to bring work and jobs to the area as they have done in the past much to the benefit of the local economy.</p>	<p>area in the future, as all pupils would be fully bilingual in Welsh and English, and therefore able to take advantage of employment opportunities which require fluency in both languages.</p>
13.2.2.6	<p>Machynlleth is highly dependent on health care professional to move their families to the area to ensure we have an adequate GP to serve the area. Most often these families have travelled from other counties or countries and making this change will have a huge knock on effect for the area. In the long term we could see a lack of working professionals and lack of children in a local school.</p>	<p>As above.</p>
13.2.2.7	<p>The proposal would be disadvantaging families from moving to the area, some of which could provide vital roles to the community such as doctors, paramedics, vets and also teachers. How can their children be educated through the Welsh language only? Not everyone is fluent in the Welsh language to support their children.</p>	<p>As above.</p>
13.2.2.8	<p>Machynlleth needs to be able to employ people from outside the area for particular specialisms e.g. doctors, engineers etc. Some of these will come from non-Welsh speaking areas - and bring great benefit to the area. Again, enabling their children to have an English language education with support to become fully bilingual is surely better for the area.</p>	<p>As above. The pupils at Ysgol Bro Hyddgen will be fully bilingual by the time they leave the school at 16 years of age.</p>

13.2.2.9	This would encourage people to move out of the area, I know I would so that my children get the education they deserve!!	Comment noted.
13.2.2.10	Machynlleth is a multicultural society and this will alienate families who will move their children to other schools, e.g. Aberystwyth, and will discourage people from moving to the area when we are crying out for doctors, dentists and vets.	As above.
13.2.2.11	Local business people who provide income and employment to the local area will move	As above.
13.2.2.12	Who will want to relocate to Machynlleth when only Welsh is spoken in the high school? This is a long term policy to change the society here, which has long been criticized as being not Welsh enough. Such a shame that Nationalism is rearing its head again and using the school as an instrument	The aim of the proposal is to ensure that all pupils that attend Ysgol Bro Hyddgen have the opportunity to become fully bilingual in Welsh and English.
13.2.2.13	We may not be able to attract professional people to live here if we cannot provide a bilingual education for children.	As above.
13.2.2.14	Where parents chose to move home closer to alternative schools, there could be an impact on existing local businesses and the economy. Indeed new local businesses might not locate here from outside in the future , - unsure whether older non-Welsh speaking children would be able to cope within a single Welsh-medium teaching regime, - or alternatively with facing a daunting commute.	As above.
13.2.2.15	Also by removing the English Language stream you will create a barrier to people considering moving to the area.	As above.

	<p>While it is all well and good "preserving" the Welsh language, if this is done to the exclusion of others this will result in a population drain on an already sparsely populated area. The language will then, literally, die.</p> <p>For any community to thrive, it needs to adapt to retain its young people and attract others to start families within it. Through my involvement in promoting the area via the Dyfi Mountain Biking community interest company, I am aware of 8 couples (with families) who have moved to the area for the sport. All have made efforts to learn Welsh, but all were reassured that schooling was available in their child's first language.</p> <p>As COVID has redefined how we can work from home, more people are looking to live somewhere rural and pleasant, rather than within a fixed distance of their jobs. Mid Wales is seeing a boom in interest from young people and families which we must encourage, and not create barriers to. By making Machynlleth School Welsh Only, you will restrict its appeal only to those who consider themselves Fluent (11%) or able to speak "A Fair Amount" of Welsh (8%) (Welsh Language Use in Wales, 2013-15. Gov.Wales). This will directly result in fewer families moving to the area and the subsequent decline in population of young people. Ironically, this move to "save" the language could help to kill it!</p>	
13.2.2.16	If no English stream is available in future, no new incomers, many fulfilling important healthcare/professional roles. No placements for fostered children who are unable to access second language education.	As above.

	<p>No needs being met of the most vulnerable in our society... And all because you don't want to give our English speaking children an equal opportunity in education? The Welsh speaking already have theirs.</p>	
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13.2.3 Other

<p>13.2.3.1</p>	<p>Our language is widely, but far from universally, spoken in the town. Machynlleth is not, and never has been, defined by the language that is spoken here.</p>	<p>The Council fully acknowledges that not everyone in the Machynlleth area speaks Welsh.</p> <p>In order to minimise impact on any pupils currently accessing English-medium provision at Ysgol Bro Hyddgen, the proposal is to introduce any change to the school's language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school.</p> <p>Any new pupils starting school, including those from homes where no Welsh is spoken, would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.</p> <p>This would ensure that eventually, all pupils that attend Ysgol Bro Hyddgen would be fully bilingual in both Welsh and English, and would be able to use both languages, both in the community and beyond. The</p>
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		intention is that in the longer term, this would improve community cohesion in the area.
13.2.3.2	The overwhelming characteristic of our area's inhabitants is our community spirit, the collective will to bind together, both at times of jubilation and of severe adversity. It is being demonstrated in our togetherness right now during lockdown and countless times before. The language we speak comes secondary to all of that.	As above.
13.2.3.3	I think for this to be a sustainable option all of the community needs to be behind it.	<p>Whilst the findings of this consultation exercise have clearly illustrated the strength of feeling locally in respect of the proposal to change Ysgol Bro Hyddgen's language category, and have identified a number of concerns in respect of the proposal, overall a majority of responses to the consultation indicated support for the proposal.</p> <p>The Council acknowledges that the proposal could cause some tensions within the local community in the short term, in the long term the Council would hope that the proposal would improve community cohesion, as all pupils would attend the same provision. As indicated in the Integrated Impact Assessment published as part of the consultation documentation:</p> <p><i>'In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in</i></p>

		<i>language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.'</i>
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14. IMPACT ON THE WELSH LANGUAGE

14.1 Would lead to increased use of the Welsh language

14.1.1	Changing the school's language category would help to spread the language throughout the whole community. It would bring unity between pupils and would reduce any differences in their education. Children from different backgrounds would have the same start to their education.	The Council notes these comments, and agrees that implementation of the proposal would lead to increased use of the Welsh language in the area.
14.1.2	The boost to the Welsh language locally would be huge, as children from non-Welsh speaking homes would inspire their families to learn Welsh. As the children grow with the language, they would go on to Further Education and Higher Education through the medium of Welsh, and on to the workplace where they would have bilingual skills. This would only increase the benefits for the local economy.	As above.
14.1.3	It would be a huge boost to the Welsh language in the town. So many people in the town understand Welsh but don't have the confidence to speak it.	As above.
14.1.4	Welsh-medium education would promote more Welsh speakers in rural Wales. Children should be encouraged to be part of the Welsh culture in the area from the start, and non-Welsh speaking parents shouldn't have the option to	As above.

	change the language of their children's education. They will all be pleased when they leave the school fluent in both languages.	
14.1.5	It would be natural for the Welsh language to be used more, not only in school but within the children's families, and therefore in the wider community.	As above.
14.1.6	We should be encouraging as many Welsh speakers as possible in the Bro Ddyfi area. If people have chosen to live here in rural Wales, they should have no option apart from becoming fluent in both languages, and being confident to use the language with each other in the area once they have left school.	As above.
14.1.7	Changing the school's language category is the only way to ensure more opportunities to use Welsh – it wouldn't be possible to increase these opportunities by keeping the school as a bilingual school as it limits the number of people who can speak Welsh.	As above.
14.1.8	More opportunities for all to make use of the Welsh language within the local community.	As above.
14.1.9	Changing the school's language category will lead to a shift in language use socially, which will have a positive impact on use of the Welsh language.	As above.
14.1.10	More people would be able to take part in Welsh activities.	As above.
14.1.11	Changing the school's language category would strengthen the ethos of Welsh-medium education in the area, which	As above.

	would also impact on the community, and will undoubtedly increase the opportunities for people to use the Welsh language.	
14.1.12	Changing the language category of Ysgol Bro Hyddgen would have a positive impact on the opportunities for people to use Welsh e.g. all children and their families would have the opportunity to take part in Welsh language activities e.g. the Urdd.	As above.
14.1.13	A Welsh-medium school would create fully bilingual citizens by immersing pupils in the Welsh language. This would ensure that the Welsh language flourishes in the community, and would provide more opportunities for individuals to use Welsh in all aspects of their lives.	As above.
14.1.14	The proposal would improve the status of the Welsh language locally, especially in the town, where English tends to be more fashionable.	As above.
14.1.15	The language of the school yard will change to Welsh as friends will discuss everything in Welsh. Outside school hours the Welsh language will be used by children that live in homes where no Welsh is spoken, more opportunities for further education, jobs, socialising, to be part of the community.	As above.
14.1.16	Would lead to the pupils speaking Welsh in school every day.	As above.
14.1.17	Welsh would become the natural choice for pupils to communicate with each other as they would have been	As above.

	used to this from a young age. This would lead to more community use of Welsh in the wider community – not just in school.	
14.1.18	Strengthening the opportunities to use the Welsh language and particularly limiting the opportunities and excuses to use the English language will increase the likelihood of Welsh being the language of choice, in particular scenarios such as the school playground and social media. Under the current provision, there is a tendency for Welsh speaking pupils to resort to English as the mono English pupils are unable to converse in Welsh. What more is needed to highlight the benefits of being bilingual? When Welsh speaking pupils begin relating their accounts of the day in English (as the dominant language in their activities), this can cause tension between pupils and parents concerned that yet again, the use of Welsh is under threat.	As above.
14.1.19	There would be more opportunities to use the Welsh language as everyone would speak Welsh. There will be some challenge in getting some pupils to speak Welsh together instead of English, but with more practice, they will become confident to speak Welsh together.	As above.
14.1.20	The proposal would strengthen the Welsh provision in the community and would be a great opportunity to promote the Welsh identity in the area and ensure that our young people develop to be fully bilingual individuals in the Dyfi valley.	As above.

14.1.21	The proposal would normalise the Welsh language, and would be an opportunity to promote the language and educate people that the language isn't something to be scared of. It's an additional skill which will help pupils on their journey through life, not make it more difficult.	The Council notes these comments, and agrees that implementation of the proposal would contribute to normalising the Welsh language in the area, and would lead to increased use of the Welsh language.
14.1.22	Because of social media it's inevitable that children and young people are involved with English culture, and as a result there is huge pressure on the Welsh language. By changing the school's status the Council is also changing the status of the language, and stating that Welsh is equal to English and deserves equal status.	As above.
14.1.23	This change should be fantastic. A truly bilingual community especially here in mid-Wales where we can bridge the North-South dialect a little easier. Maybe we will begin to attract some administrative work out of Aberystwyth.	Comment noted.
14.1.24	Census statistics show that the numbers speaking Welsh is decreasing at an alarming rate. The Council needs to be ambitious and innovative when taking the lead on plans to strengthen and ensure a future for the Welsh language in Powys. Changing the school's language category would be a big step in the right direction.	The Council notes these comments, and agrees that implementation of the proposal would lead to an increase in the number of Welsh speakers and increased use of the Welsh language in the area.
14.1.25	This would protect the Welsh culture within the community.	The Council notes these comments, and agrees that implementation of the proposal would help promote the Welsh culture in the area.

14.1.26	I agree that this move is not only essential to save the Welsh language but is also beneficial to the community, and will help promote Welsh traditions and culture which is slowly disappearing.	The Council notes these comments, and agrees that implementation of the proposal would help promote the Welsh culture in the area.
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14.2 Comments about bilingualism

14.2.1	It's important to raise standards and bilingualism does this.	Comment noted.
14.2.2	Research shows that bilingual education gives pupils many benefits.	Comment noted.
14.2.3	Changing the school's language category would facilitate the process of ensuring equal opportunities for both languages by developing bilingual citizens who would use bilingualism for their jobs and to contribute to the country more generally.	Comment noted.
14.2.4	Bilingual, multilingual children perform better in exams and develop problem solving skills more quickly than children that only speak one language. Bilingualism also slows down the onset of dementia.	Comment noted.
14.2.5	Having an additional language is a massive benefit when applying for jobs in Wales, and being totally bilingual means that children will grow up feeling a full part of their community, especially in a Welsh area such as Bro Ddyfi. Being able to speak two languages opens so many doors, to a totally new world.	Comment noted.
14.2.6	Speaking two or more languages is a skill in itself, and helps the process of learning other languages. Ensuring equal	Comment noted.

	ability in Welsh and English is something to be promoted, enabling pupils to access social, educational and employment/business opportunities in the local area and further afield. Speaking more than one language confidently is a way to expand horizons effectively.	
14.2.7	Welsh-medium education is the fastest and best way to true bilingualism. The English will look after itself! Bro Ddyfi always was and always should be a heartland of Welsh speaking and I believe PCC ought to do everything within its power to support that.	Comment noted.
14.2.8	All children in a bilingual society need to be bilingual.	Comment noted.
14.2.9	It's essential that all children have a fair opportunity to have a bilingual education. In an area that sees many incomers, there is a need to ensure that the Welsh language is taught and spoken at all levels to retain the language and expand the horizons of children bilingually.	Comment noted.
14.2.10	Education should be provided in the medium of Welsh in Wales, the language needs to be protected at all costs. There is a health benefit also in being fluent in two or more languages, such as English and Welsh, has been scientifically proven that it can reduce the risk of developing dementia which one positive is taking pressure from the NHS.	Comment noted.
14.2.11	Many are unaware of the benefits of bilingualism and the wealth of opportunities and experiences available from speaking the local language. By offering Welsh-medium	Comment noted.

	education to everyone, it will be possible to change some of these attitudes.	
14.2.12	Promoting the Welsh language and bilingualism is hugely positive for children's understanding of their culture and history as well as promoting the use of the language throughout their lives e.g., increased job prospects, benefits of bilingualism etc.	Comment noted.
14.2.13	Developing the pupils to be bilingual will open doors to pupils across the ability range socially and in terms of employment / business. As the Welsh Government's priority to achieve a million Welsh speakers by 2050 develops, this plan will ensure that Ysgol Bro Hyddgen pupils will have access to the opportunities that will result from that, locally and beyond.	Comment noted.

14.3 Reference to 'Cymraeg 2050'

14.3.1	The proposal will contribute to the Welsh Government's policy to have a million Welsh speakers by 2050.	Comment noted. The Council agrees that the proposal to change Ysgol Bro Hyddgen's language category would contribute to the Welsh Government's aim to have a million Welsh speakers by 2050.
14.3.2	This will ensure that children are confident in both languages which will help to achieve the target of a million Welsh speakers.	As above.
14.3.3	The Welsh Government's policy aims to have a million Welsh speakers. There isn't a single Welsh-medium high school in Powys currently (the only county in Wales), so it's about time we had one.	As above.

14.3.4	The proposal will support the Welsh language and ensure its future as a community language and as part of the Welsh Government target to achieve a million Welsh speakers by 2050.	As above.
14.3.5	It will help to protect and develop the Welsh language in the Dyfi Valley, and in Powys more generally, by increasing the number of Welsh speakers, and contributing to the Government's aim to ensure a million Welsh speakers by 2050.	As above.
14.3.6	It will support the Welsh language and ensure its future as a community language and will contribute to achieving the Welsh Government's target of a million Welsh speakers by 2050.	As above.
14.3.7	The Welsh Government has a million Welsh speakers plan, the only way to achieve this is to significantly increase access to Welsh-medium education. There is a need to normalise bilingualism and the way to do this is to learn from birth, which is exactly what is being recommended here.	As above.
14.3.8	Part of the Welsh Government's strategy to achieve a million Welsh speakers.	As above.
14.3.9	It won't be easy to achieve the targets of 'Cymraeg 2050' without having a Welsh language continuum available to pupils from birth to University. It's essential that structural and systematic changes such as these happen urgently. Steps need to be taken and practical changes need to take place in	As above.

	order to achieve these targets. This is the Council's own policy (as set out in the latest WESP).	
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14.4 Other

14.4.1	With regard to the further promotion of a thriving Welsh language, more widely spoken, a major obstacle has been the non-availability of face-to-face teaching of Welsh outside Wales itself, unlike English and other European languages. There is no reason why Welsh should not be available as a taught language in the rest of the UK, perhaps starting with the English border-counties and other direct travel corridors including the West Midlands, Merseyside and Avon areas. Many Welsh-speaking sons and daughters of Wales already teach in schools in those areas and could be relied upon to volunteer to teach Welsh in schools and evening classes beyond the border.	Comment noted.
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15. REFERENCE TO WELSH-MEDIUM EDUCATION DELIVERY MODELS

15.1 Welsh-medium provision

15.1.1 Support for Welsh-medium provision

15.1.1.1	A Welsh medium school is a better environment to facilitate the use of Welsh in all aspects of school life. Often having an English stream impedes the natural development of Welsh outside the classroom.	Comment noted.
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15.1.1.2	The available resource and experience would be richer if the school was Welsh medium rather than dual stream.	Comment noted.
15.1.1.3	The creation of a designated Welsh medium school would also have a very positive impact on the development of the Welsh language in the valley and local communities and would enable the school to focus even more on Welsh language and cultural initiatives.	Comment noted.
15.1.1.4	Welsh schools create bilingual citizens, that can use both languages equally. It's only possible to do this by raising the status of the minority language so that they are equal. Official Welsh schools are the only places that do this. The current model does not provide language equality. The English language will always be used more.	Comment noted.
15.1.1.5	Powys has a strategic plan to develop Welsh medium education. A designated Welsh school at Bro Hyddgen would help to meet its strategic commitments to support the development of the Welsh language across Powys and would be meeting Welsh Government priorities to ensure more people across Wales are able to speak Welsh.	Comment noted.
15.1.1.6	This is now an appropriate time to introduce such a change as there will be a new build on one site. In addition it will meet Powys CC Welsh language policy and commitment to extend Welsh medium education. Many other local authorities across Wales (even communities where Welsh is not a majority language) have for some time set up designated Welsh medium schools.	Comment noted.

15.1.1.7	Changing the language status will mean that there would not be divides by language within the school.	Comment noted.
15.1.1.8	A Welsh medium school must be established as soon as possible.	Comment noted.
15.1.1.9	The change in status will ensure that the school can plan for a more sustainable future for Welsh medium education, it will be in a better place to manage staff and resources and focus and developing the Welsh language across the communities that see Machynlleth as a focal point to a wider society in mid Wales.	Comment noted.
15.1.1.10	A designated Welsh-medium school does open the door for pupils to be able to attend Universities worldwide, whatever the language. Also, across all ability ranges, Welsh-medium education opens doors to pupils, including pupils with ALN, where the skill of being able to speak Welsh is of benefit. Therefore, it is not just the most able pupils who can benefit from Welsh-medium education.	Comment noted.

15.1.2 Criticism of Welsh-medium provision

15.1.2.1	I am not convinced of the benefits of a Welsh only school – can the same results be achieved with a stronger and more defined Welsh language ambition?	<p>As outlined in the consultation document issued in respect of this proposal, the current dual stream arrangement at Ysgol Bro Hyddgen creates a number of challenges for the school.</p> <p>The Council's view is that gradually changing the school's language category on a phased basis to enable the school to operate as a single stream school</p>
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		would ensure that the school is able to provide the best possible opportunities to learners in the future.
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15.2 Dual Stream provision

15.2.1 Support for dual stream provision

15.2.1.1	Dual stream encourages the learning and use of Welsh throughout the school.	This is not correct. In a dual stream school some learners are enabled to become fully bilingual while other learners in the school study in English only. The learners in the Welsh stream study Welsh and English as first languages and are expected to be fully bilingual, Learners in the English stream study English to first language standard and Welsh as a second language, and it is not designed for them to become fully bilingual by the end of their time at school.
15.2.1.2	Having dual streams avoids any favouritism being shown to either language and offers a more inclusive education with all pupils given the opportunity to learn and use the Welsh language during their studies.	As above.
15.2.1.3	Although dual-language classroom instruction is criticised by the report and by Estyn, the reality is that this phenomenon at High School level and either part-split or doubled-up year groups at Primary schools, are an essential compromise in rural areas if relatively local education is to continue on a widespread basis. One cannot expect conditions prevailing in large urban centres to be possible in smaller rural settings. However, larger urban centres tend to have their own particular problems and it should be remembered that	It is recognised that Ysgol Bro Hyddgen is a small rural all-age school with two streams of varying cohort size and balance of language. Operating as a single stream school would address these issues, over time, and would be a more efficient model of delivery. As noted in the Consultation Document, one of the reasons for the proposal is to improve educational outcomes:

	the people of the County of Powys were recently found to be the happiest in the UK, by pollsters on Well-being!	<ul style="list-style-type: none"> ○ Children would no longer be taught in mixed language classes in the secondary phase ○ Children would no longer be taught in mixed age classes in the primary phase ○ There will be more pupils who are fluent and confident in using the Welsh and English language equally
15.2.1.4	<p>The current dual stream provision serves ALL the children in our community:</p> <ul style="list-style-type: none"> - If you currently wish for your child to receive Welsh-medium provision, they can study all subjects through the medium of Welsh. - If you currently wish for your child to receive English-medium provision, they can study all subjects through the medium of English. - If you currently wish for your child to continue studying some subjects in Welsh but have access to some subject through English, YBH offers this provision too. 	As above.
15.2.1.5	Parents absolutely support the dual-stream provision at YBH. It provides flexibility for parents and pupils and provides the opportunity for ALL children to succeed. It actually allows pupils to continue in Welsh-medium education for longer – as the greatest change from Welsh to English happens at key stage 4 with the start of GCSEs.	As above.
15.2.1.6	In the past, the strength and quality of the Welsh stream at Bro Ddyfi tended to persuade English speaking families to send their children into Welsh streams – which seems to do	Should the proposal be implemented, the strength and quality of the Welsh stream would be available to all pupils – the dual stream model perpetuates a segregated approach.

	more for developing a cohesive community than a segregated approach.	
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15.2.2 Criticism of dual stream provision

15.2.2.1	I have championed a change to Welsh medium since the first of my 5 children entered the education provision in Powys some 30 years ago. The status quo of a dual stream school has always limited the potential of effective learning in Bro Ddyfi.	Comment noted.
15.2.2.2	Over time, compounded resource has been unnecessarily diverted to sustaining a dual stream provision, scarce resource that could have been utilised to provide an improved and possibly broader provision for mine, and others' children.	Comment noted.
15.2.2.3	I can see that the English stream is not sustainable. The numbers that join each year are small, and a number of years are taught together. This has led to a situation where difficult decisions have to be made about class sizes in order to stay within the budget. For example, to avoid combining too many year groups in the English stream, there was a need to create a Welsh-medium class which was too big.	Comment noted.
15.2.2.4	I can appreciate the difficulties and extra challenges that dual stream schools face on an ongoing basis. This includes the financial implications in maintaining two streams. In addition, it reduces flexibility in managing class sizes and deployment of staff and resources.	Comment noted.

15.2.2.5	Dual stream schools don't develop the Welsh language skills of children as well, and children are less likely to feel that they belong to the local community (see Cunnington Wynn 2019).	Comment noted.
15.2.2.6	Dual stream schools don't work. They are expensive to maintain, and children aren't really immersed in the Welsh language. The lack of subjects available in Welsh as children get older is disgraceful. It's almost embarrassing to call them 'Welsh streams', as only a very small fraction of subjects are available in Welsh in other schools.	Comment noted.
15.2.2.7	As a family we intend to send our children to school in Ceredigion unless the situation improves. Dual stream schools do not develop children's Welsh language skills as well, and children are less likely to feel that they belong to the local community (see Cunnington Wynn 2019).	Comment noted.
15.2.2.8	Children in the English stream often leave school without being fluent in Welsh. This places them under a disadvantage when moving to higher education: there are significant financial incentives available to learners studying in Welsh (see www.colegcyfraeg.ac.uk for the details of Welsh-medium scholarships and the websites of Aberystwyth, Bangor, Trinity St David's Universities for information about Welsh-medium scholarships offered by these organisations).	Comment noted.

16. REFERENCE TO DISCRIMINATION / INEQUALITY

16.1	This proposed change in instruction would be discriminatory for those unable to speak Welsh fluently leaving prospective pupils very limited options regarding choice of secondary schools.	<p>The Council does not agree that it is discriminating against English speakers. Should the Council proceed with the proposal, the intention is that the change is introduced on a phased basis, from the Reception year up, in order to minimise the impact on pupils currently accessing English-medium provision in the school. Pupils from homes where no Welsh is spoken would be immersed in the Welsh language, and would become fully bilingual in Welsh and English.</p> <p>Pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply for a place in an alternative school which offers English-medium provision, should that be their preference.</p>
16.2	Changing the language to only Welsh is 100% discrimination. Our children are the ones that will suffer and are being told you're not welcome in this school.	As above.
16.3	It could be argued that families and individuals who can only speak English would be unlawfully discriminated against by the move to Welsh medium. There are no English medium schools in the area.	As above.
16.4	English is one of the official languages of Wales so should not discriminate against English speakers.	As above.
16.5	Removing the English Language stream will prevent children having their UN-sanctioned right to education in their first	As above.

	language. This feels a lot like racial discrimination for "not being Welsh, or Welsh enough"!	
16.6	There would be no equality if English is taken away.	<p>This comment is noted, however the Council's view is that the current situation does not provide equality as not all pupils accessing education in Machynlleth have the opportunity to become fully bilingual in Welsh and English during their time in school.</p> <p>The proposal to change the school's language category would ensure that all pupils in Machynlleth would have the opportunity to become fluent in Welsh and English in the future.</p> <p>Pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply for a place in an alternative school which offers English-medium provision, should that be their preference.</p>
16.7	Just as it is important to offer education in Welsh it is equally important to offer provision in English. Those who wish to receive their education in Welsh already can, by moving the provision to Welsh only it only reduces opportunities and equality rather than creating more.	As above.
16.8	Equal rights is needed here not a society of monoglots.	The aim of the proposal is to ensure that all pupils that attend Ysgol Bro Hyddgen have the opportunity to become fully bilingual in Welsh and English, therefore implementation of the proposal would not lead to 'a society of monoglots'.

		The current dual stream provision enables Welsh-medium pupils to become fully bilingual in Welsh and English, however very few pupils educated through the medium of English develop full bilingual skills.
16.9	Removing the English stream will be a massive loss for the community and the children coming through education, in 2020 we work for equal opportunities and YBH has done the opposite.	The aim of the proposal is to ensure that all pupils that attend Ysgol Bro Hyddgen have the opportunity to become fully bilingual in Welsh and English. The current dual stream provision enables Welsh-medium pupils to become fully bilingual in Welsh and English, however very few pupils educated through the medium of English develop full bilingual skills.
16.10	It smacks of social cleansing.	The Council does not agree with this statement. Should the Council proceed with implementation of the proposal, pupils from all linguistic backgrounds would be welcome to attend Ysgol Bro Hyddgen.
16.11	The Council would rightly be castigated is it were making YBH an English-medium school – why does it not recognise the gross hypocrisy and Anglophobic prejudice behind the proposal?	<p>The Council does not agree that there is ‘gross hypocrisy and Anglophobic prejudice’ behind the proposal. The trend in the Machynlleth area over recent years is an increase in the proportion of pupils choosing to access Welsh-medium education, including pupils from a non-Welsh speaking background. The current proposal reflects this trend.</p> <p>Should the Council proceed with the proposal, the intention is that the change would be introduced on a phased basis, from the Reception year up, in order to minimise the impact on pupils currently accessing English-medium provision in the school. Pupils from</p>

		<p>homes where no Welsh is spoken attending the school in the future would be immersed in the Welsh language when they start school, and would become fully bilingual in Welsh and English.</p>
16.12	<p>The proposal is completely unfair. By introducing this policy you are in effect creating an exclusivity element to the pupils, where those who are moved elsewhere could be regarded as failures by their peers.</p>	<p>The Council does not agree that the proposal is ‘completely unfair’, or that it would create an ‘exclusivity element’.</p> <p>Should the Council proceed with the proposal, the intention is that the change would be introduced on a phased basis, from the Reception year up, in order to minimise the impact on pupils currently accessing English-medium provision in the school. Pupils from homes where no Welsh is spoken attending the school in the future would be immersed in the Welsh language when they start school, and would become fully bilingual in Welsh and English.</p> <p>The Council’s intention is that pupils would be able to continue to access Welsh-medium provision throughout their time in school, however ultimately, pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen’s language category, pupils / parents would be able to apply for a place in an alternative school which offers English-medium provision, should that be their preference, however this would be their choice.</p>

<p>16.13</p>	<p>I believe this proposal will discriminate against pupils with learning difficulties and not allow them equal opportunities. They will not have an equal access to education. Most importantly, I believe it discriminates against children and young people who may choose to learn in the English language and be denied this essential freedom of choice.</p>	<p>The Council does not agree that the proposal to change the language category of Ysgol Bro Hyddgen discriminates against pupils with learning difficulties.</p> <p>Children with ALN in Welsh-medium schools all over Wales receive excellent support as required. Should the Council proceed with the proposal, the Council would work with the school to ensure that appropriate support was provided to any pupils with ALN, and will work with neighbouring authorities to develop best practice and additional support if needed.</p> <p>Should the Council proceed with the proposal, the intention is that the change is introduced on a phased basis, from the Reception year up, in order to minimise the impact on pupils currently accessing English-medium provision in the school. Pupils from homes where no Welsh is spoken would be immersed in the Welsh language, and would become fully bilingual in Welsh and English.</p> <p>Pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen’s language category, pupils / parents would be able to apply for a place in an alternative school which offers English-medium provision, should that be their preference.</p>
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17. IMPACT ON PROTECTED CHARACTERISTIC GROUPS

17.1 Concern about the impact on pupils with ALN

17.1.1	<p>Children with ALN may struggle if Welsh isn't their first language. How is Powys going to overcome this issue?</p>	<p>Across Wales there are children with SEN/ALN who are educated successfully in Welsh-medium schools, whether they are from Welsh-speaking homes, English-speaking homes or homes where other languages are spoken. Ysgol Bro Hyddgen, along with other schools, can benefit from learning from best practice.</p> <p>The Powys SEN/ALN strategy, agreed by Cabinet in November 2021, is committed to improving the provision for all pupils with SEN/ALN, whatever their first language. This includes pupils who can be educated in mainstream classes as well as pupils who require specialist provision.</p> <p>As part of the strategy, the local authority is developing and improving its range of specialist provision, including specialist centres and satellites of special schools, in order to make sure that the needs of all pupils in Powys can be met effectively. The design of the new building planned for Ysgol Bro Hyddgen includes significantly improved facilities for pupils with SEN/ALN which will enable them to receive high quality support.</p> <p>The school will not change from Welsh medium to English medium over night. There will be a transition period for those pupils already in the school. During this transition period, pupils with SEN/ALN who are currently attending the English stream at Ysgol Bro Hyddgen will continue to receive their education through the medium</p>
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		<p>of English as outlined in the proposal. Pupils who attend the specialist centre at Ysgol Bro Hyddgen will continue to attend the centre, whatever their first language – English, Welsh or other.</p> <p>If the proposal goes ahead, pupils with SEN/ALN will be taught through the medium of Welsh. A key part of the strategy is that pupils with SEN/ALN have the right to be educated in mainstream schools alongside their peers.</p> <p>Under the Additional Learning Needs and Education Tribunal (Wales) Act 2018, pupils with ALN will have individual development plans (IDPs) which will set out their needs and the support that they will receive. This could include support from school staff as well as specialist support from the local authority. Where appropriate, interventions may take place through the medium of English. This will be determined in line with the needs of the individual pupil. Similarly, if a pupil arrives at the school with no English, a level of support may be provided in their own language.</p>
17.1.2	How will you be able to respond to parents who are concerned about their children who are first language English and have special educational needs?	Please refer to the comment above.
17.1.3	A number of pupils with ALN struggle to learn even through their first language, and I am concerned regarding what support will there be for pupils with emotional, social and behaviour problems, which are already educational barriers,	As part of the new build planned for Ysgol Bro Hyddgen, there will be improved facilities for pupils with a range of needs, including emotional, social and behaviour problems.

	without having to be educated in a language which is not their mother tongue.	<p>The local authority is currently working with a number of high schools on developing wellbeing centres where pupils can be supported when they are experiencing anxiety of any kind. It is intended that all schools should have effective wellbeing provision.</p> <p>The local authority provides a range of training for schools on strategies and programmes to address the needs of pupils with emotional, social and behaviour problems. In addition, the pupil referral unit and special schools have outreach services which provide advice, guidance and training to mainstream schools.</p>
17.1.4	Children with additional learning needs with an English background will not have the support that they should.	Please refer to the comment above.
17.1.5	Children with learning difficulties will suffer, either from having to travel elsewhere and be separated from their community or from receiving their education in a language that is not their spoken one.	<p>A key feature of the ALN Strategy is that pupils should receive a high quality education that meets their needs as near as possible to their local community. We fully recognise the importance of children being able to attend school with their siblings and friends.</p> <p>A very few pupils with very significant needs may require more specialist facilities, for example in a special school. In order to reduce the amount of time spent by a few children travelling to special schools, the local authority is setting up satellites of the specialist schools in areas of Powys where there is no special school.</p>

17.1.6	Children with Additional Learning Needs from English language homes will be forced to travel far in order to have an education in English.	<p>Across Wales, there are pupils with SEN/ALN from English speaking homes who are educated successfully in Welsh medium schools. The language is not a barrier to them achieving their potential. The ability to speak two or more languages actually improves pupils' cognitive functioning.</p> <p>Schools are very sensitive to the needs of pupils with SEN/ALN. If some support is required in English, this would be provided.</p> <p>Within the specialist centre, which provides for the pupils with the highest level of need, teaching and support will continue to be provided in both English and Welsh according to the need of each individual child.</p>
17.1.7	I think this will discriminate people with ALN because of lack of support, resources and create yet another barrier to their learning.	<p>There will not be a lack of support or resources. See previous comments on support and training.</p> <p>The local authority has purchased Welsh medium resources for pupils with SEN/ALN and will continue to work with schools to ensure that they have appropriate resources.</p>
17.1.8	SEN learners have enough problems without adding a language restriction to the mix.	<p>Language is not a restriction. It actually enhances a child's learning.</p> <p>An important feature of education in Wales under the ALN Act is person centred planning. Where a pupil does not make appropriate progress, support will be provided. In some cases, this may be through the medium of English.</p>

17.1.9	I worry about those children for whom Welsh is not a first language and for whom they have learning issues and would be struggling in a Welsh medium only school.	Please see the response to comments above It should be remembered that the aim of a Welsh medium school is to ensure that pupils leave school with highly developed skills in both English and Welsh.
17.1.10	For some children, even grasping their own first language can be difficult enough, without the added pressure of being in a new environment and being expected to learn in what may be to them, a completely different language to what they are used to. How will this enable and empower them to reach the best of their ability?	Please see the response to comments above.
17.1.11	I know that there is huge concern amongst parents about teaching children that have additional learning needs through the medium of Welsh. I believe there is a need to ease their concerns by ensuring that this is possible and that appropriate support is available. Don't ignore their concerns – they are valid concerns.	The Council fully recognises these concerns. The school and local authority will work with parents over the coming months and years to discuss their concerns and reassure them that their children will be supported to achieve their potential. There is evidence across Wales that pupils with SEN/ALN from English speaking homes can achieve very good outcomes in both English and Welsh medium schools.
17.1.12	I am however quite concerned how this will effect children with additional learning needs who aren't able to learn in Welsh. I hope that in these circumstances that there would be a relaxation to ensure they are not discriminated against.	Teachers and support staff are extremely sensitive to the needs of children with SEN/ALN and will make sure that they grasp all concepts. At times, this might require an explanation in English. There will be no discrimination.
17.1.13	A high percentage of pupils that are on the ALN register attend the English stream. The development of these pupils	The proposal will be implemented on a phased basis therefore if pupils are already in the English stream they will remain in that stream.

	will be seriously impacted if they aren't taught in their mother tongue.	
17.1.14	There is a need to look seriously at Powys' SEN provision. This is the cohort that will be most affected by the change in status. Hopefully this will be a small percentage.	The local authority has produced a detailed ALN strategy which was consulted upon and which is available on the Powys website. This strategy is extensive and is being implemented at pace. We will continue to evaluate the impact of the our new SEN/ALN strategy.
17.1.15	ALN pupils often need extra IT resources and media to access the curriculum and these are not always available in Welsh e.g. PECS and alternative communication models which are not generally available in Welsh.	We recognise this. We will work with the inclusion team in Powys and in other neighbouring authorities to procure these resources and the support needed. The planned new build for Ysgol Bro Hyddgen will have intensive investment in technology.
17.1.16	The ability of ALN pupils to access a fully inclusive and supportive education will be severely limited if they are not comfortable or able to communicate in Welsh.	Please see the response to the comments above.
17.1.17	We must consider and prioritise children who have Additional Learning Needs too, I am certain those who work in the ALN department of Powys will surely have voiced their concerns to this proposal, that by limiting the choice of language to a child with ALN will no doubt add another barrier to their learning. I urge you to think of the individual child.	The focus on the individual child is paramount. This will not change with the proposals. Effective practice in other local authorities across Wales shows that pupils from English speaking homes can achieve very well in Welsh medium schools.
17.1.18	It seems unfair that some in the community would have to look further afield for a school that caters for their child's needs, especially those with learning difficulties. A lot of these children's families choose the English stream to reduce the pressure of an extra language which so many find	Most pupils with SEN/ALN from English speaking homes learn very successfully in Welsh medium schools.

	extremely difficult. It would be a shame for Machynlleth to lose a big part of their community should this go ahead.	In a very few cases, pupils may require special school provision. This is the only time that we would expect a child to have to travel any distance.
17.1.19	Many ALN pupils have very significant difficulties in social situations and with communication, they can also have behavioural difficulties, all of which will be made more difficult to overcome if they are required to carry out their education in an environment that they don't feel 100% able to communicate and feel nurtured in.	We recognise this. Should the proposal be implemented, support from the school and from the Athrawon Bro team (who provide trochi/immersion provision) will be provided to strengthen the Welsh language acquisition of learners with SEN/ALN.
17.1.20	It is taking away the rights of the child to learn in their language spoken at home and will create obstacles to learning for some, especially those with ALN. Having spoken with sensory therapists, physiotherapists and speech and language therapists extensively about the proposed changes I know that the impact on some pupils will be hugely negative and create further inequalities to learning.	Please see the response to previous comments. Speech and language therapists will often advise that specialist programmes should be delivered in a child's mother tongue. Expert advice from the therapist would always be sought.
17.1.21	If a child has special educational needs that require that they learn exclusively through English would that be provided through SEN provision? Just wondering about the detailed plan for the few who may suffer.	Please see the response to previous comments The school's additional needs co-ordinator and local authority officers, including specialist teachers and educational psychologists, will assess the pupil's needs and provide advice. Person centred planning will ensure that provision meets the needs of the pupil.
17.1.22	Whilst there are compelling reasons for encouraging bilingual education, this does not suit all children, especially those with additional educational needs, some of which find it challenging to thrive in this environment. Given that the school serves a large catchment it should aim for an inclusive style that accommodates all learners.	It is the intention that all pupils should leave school with effective skills in both English and Welsh.

17.1.23	<p>I am concerned about children who are unable to pick up Welsh due to speech and language issues, dyslexia and other SEN. I do not trust the school to give them sufficient help. Some children struggle with one language, let alone two.</p>	<p>The school and the Council are able to provide support for pupils with dyslexia through the medium of Welsh and English.</p> <p>Pupils with significant difficulties may be placed at the specialist centre within Bro Hyddgen.</p> <p>As part of the ALN Strategy, the local authority has funded 14 teachers to undertake specialist post-graduate diplomas in a range of SEN/ALN and intends to fund more teachers next year.</p> <p>The local authority has also recently employed a team of specialist teachers who will work with schools on areas of SEN/ALN such as specific learning difficulties (dyslexia) and speech and language.</p> <p>The local authority is working with the special schools to develop Powys Autism Service. The three special schools and the pupil referral unit provide outreach support to schools.</p> <p>All of the above will mean that staff across Powys develop skills and expertise in a range of SEN/ALN.</p>
17.1.24	<p>Pupils with Asperger's may not be able to cope with going into the Welsh stream in high school so would have to travel on a bus for 18 miles which may not be possible for them.</p>	<p>Comment noted.</p> <p>The council is in the process of developing a Powys Autism Service to support pupils with autism, including Asperger Syndrome.</p>

		Many children with autism experience a high level of anxiety. This needs to be addressed by the school through the development of a wellbeing centre.
17.1.25	Removing the English stream will impact on those children from English-speaking families who have Learning Disabilities, particularly those with Disabilities of language acquisition and understanding, such as Autism. An Autistic child may be capable of mainstream schooling and high academic achievement in their first language, while being unable to tolerate the cognitive challenges of a second language environment. In addition, for Autistic children with sensory processing difficulties, the impact of having to travel longer distances to access a suitable education is likely to be more profoundly negative. An autistic child who is taken out of the local area for schooling will be far less likely to be able to build social relationships with local peers and is more likely to suffer from isolation and reduced opportunities to develop social skills as a result. Rates of autism in Wales are growing, with over 1% of the UK population having the condition. In a school the size of Ysgol Bro Hyddgen you would expect 4-5 pupils to be affected, and potentially disadvantaged by the removal of the English-medium option.	<p>Comment noted. Please see comment above.</p> <p>The council is in the process of developing a Powys Autism Service to support pupils with autism.</p>
17.1.26	Pupils with Autism, in particular, need a very familiar learning environment, not one that isolates and creates further uncertainty about the world that surrounds them. School should be a place of safety and inclusion for them.	The Council agrees with this comment. The council is in the process of developing a Powys Autism Service to address these issues. This will include working with schools to develop wellbeing centres which will be safe areas where they can go when they are feeling anxious.

1.1.27	There are many children with dyslexia and other difficulties who wouldn't be able to learn effectively in an all Welsh language school.	The school and the Council are able to provide support for pupils with dyslexia through the medium of Welsh and English. There are many pupils with dyslexia who achieve well in Welsh medium schools.
17.1.28	How will the school cater for children with speech and language difficulty, that come from English speaking households? They will have difficulty in their first language, teaching them through their second language is not going to help. Will they have to travel to Aberystwyth?	Please see the response to comments above. The only time we would envisage children having to travel would be if they require special school provision.
17.1.29	I believe that Ysgol Bro Hyddgen should be looking at specialised support for children with additional needs rather than having to travel to either a different local authority or different location in order to access the support they require. There is a need for an SEN unit to ensure these children also feel a part of the community they live in. Education for all is what is necessary.	There is currently a specialist centre at Bro Hyddgen in the primary phase. However, this is not replicated in secondary. Plans for the new build include SEN/ALN facilities for both the primary and secondary aged pupils.
17.1.30	The school has a specialist unit which is exceptional in meeting and supporting the needs of the current children in attendance and the staff work extremely hard. My concern is this proposal will put significant added pressure on that unit. The unit will become overwhelmed and not fit for purpose.	The Council will work with the school to strengthen the support for the specialist unit. As part of the ALN Strategy, the Council is reviewing the needs of the pupils and the staffing ratios in the specialist centres to make sure that they are fit for purpose.
17.1.31	It is evident that the support services available to children on the ALN register such as Speech and language therapists, CAMHS and Educational Psychologists through the medium of Welsh are very limited within Powys. How can you be so assured that you will be able to meet the needs of these	Specialists such as speech and language therapists and educational psychologists will advise as to whether their input should be through the medium of English or Welsh.

	children with such a drastic implementation and no alternative provision in the catchment area? Surely it is of paramount importance to all involved in Education and ALN that it needs a person centred approach to fully support them, here you are proposing another barrier to learning for some children, it is unethical and wrong.	Where Welsh medium provision is required, the local authority will arrange this.
17.1.32	The Governors, Management Team and the area SEN Unit would have an important role in discussing any concerns from parents that are concerned about the impact of any change in language category on conditions such as Dyslexia.	We are keen to work with all stakeholders in developing SEN/ALN provision at the school, to make sure that it meets the needs of all pupils.
17.1.33	Concern about the impact on pupils with dyslexia.	The school and the Council are able to provide support for pupils with dyslexia through the medium of Welsh and English.
17.1.34	There are no appropriate intervention programmes in the Welsh language to help struggling learners, only basic childish versions. These are no good for secondary aged pupils, which is the age where most pupils would change to take the subjects and exams through the English language.	We recognise that Welsh medium interventions are limited. The local authority inclusion team will work with neighbouring authorities to procure these resources and the support needed.
17.1.35	It's vital that the Council ensures that additional support is offered to children who are covered by the Equality Act 2010. It's also essential that parents receive support.	The types of support available have been outlined above. Support for parents is also crucial. The local authority fully recognises this.
17.1.36	The language of care supersedes the language of instruction; any disabled child coming from an English speaking home would be provided for, supported and cared	Please see the response to comments above.

	for according to their level of need. The language spoken would not stand in the way of their programme of care.	
17.1.37	I agree that teaching ALN can work well in Welsh schools all around the country. But it is also true that almost all of those Welsh schools also have English provision nearby where parents can choose to send their children.	Please see the response to comments above.
17.1.38	Are you saying that if a child's needs could not be met if educated in the Welsh-medium, they would then be sent out of county or to a school which is quite a distance away? What about the rights of the child to be educated in his or her community?	If a child had a high level of need, they would be considered for placement at the specialist centre within the school. This is to ensure that their needs can be met within the community.
17.1.39	If a child needs a speech and language therapist, what happens if no Welsh speaker is available? It's difficult to get Welsh language speech and language therapists to help in Powys.	The Council will work with neighbouring authorities to procure the support needed.

17.2 Other concerns about the impact on pupils belonging to the protected characteristic groups

17.2.1	Foster parents in the area will be unable to put non Welsh speaking children into the local school.	<p>Any new pupils starting school would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.</p> <p>Across Wales, a significant proportion of pupils that access Welsh-medium education come from homes where no Welsh is spoken, and this does not impact on</p>
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		<p>their ability to succeed in their education. Should the proposal be implemented, Welsh would eventually become the main language of communication within the school, which would enable all pupils to improve their Welsh language skills, and should enable those from non-Welsh speaking homes to develop more fluency in Welsh, ensuring that they are better able to thrive in Welsh-medium education.</p> <p>Alongside any change to the school's language category, the Council would ensure that additional provision such as immersion provision and additional language support would be available to support pupils and their families.</p>
17.2.2	I also believe the proposal would limit the opportunities for looked-after children to attend the school in the future and thereby be fostered within the community. In a personal capacity this decision would affect my family's potential to provide a foster care placement to a young person in the future.	As above.
17.2.3	Looked after children coming from the south of the county could not be given a home in Machynlleth if they didn't have English medium in school. Too much upheaval for any child, taken from home and then expected to put in school of different language.	As above.
17.2.4	Children will be forced to either have a Welsh only education or travel to Aberystwyth, the latter discriminates against people with disabilities who find travel hard.	The Council does not agree that the proposal is discriminating against pupils. Should the Council proceed with the proposal, the intention is that the change is introduced on a phased basis, from the

		<p>Reception year up, in order to minimise the impact on pupils currently accessing English-medium provision in the school. Pupils from homes where no Welsh is spoken would be immersed in the Welsh language, and would become fully bilingual in Welsh and English.</p> <p>Pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply for a place in an alternative school which offers English-medium provision, should that be their preference.</p>
17.2.5	All children have a right to an education. Many children have disability needs and taking away a language they use would be wrong and cause them discrimination.	As above.
17.2.6	Under Part 6, Chapter 1 of the Equality Act (Education and schools) accessibility for disabled pupils would be reduced.	As above.
17.2.7	Children with mental health issues will be negatively affected by being pushed out of community.	As above.
17.2.8	Concern about the impact on pupils from socio-economically deprived backgrounds, that may need school meals and go hungry or neglected at home. They are more likely to have concentration problems. They may 'play up' in their first language, because of hunger or feelings of dissatisfaction, under appreciation or low self-worth. If they struggle with communication through the medium of their first language, I suspect that communication will be even more challenging through the medium of their second language.	<p>The Council has a duty to provide adequate support to all pupils, including those belonging to protected characteristic groups.</p> <p>It is the Council's view that all children, regardless of their background, should be able to have the opportunity to enhance their skills by becoming fully bilingual in Wales and to participate fully in the community.</p>

17.2.9	I'm concerned about children from disadvantaged non-Welsh speaking families – will they suffer more than everyone else for the middle class agenda to protect the Welsh language? Everything is against them already and if their parents aren't supportive will they lose out? For example those that will fill posts where language qualifications aren't relevant, such as those in the 'gig economy'.	<p>Across Wales, a significant proportion of pupils that access Welsh-medium education come from homes where no Welsh is spoken, and quite often these schools are in socio-economically challenged areas, and this does not impact on their ability to succeed in their education. Should the proposal be implemented, Welsh would eventually become the main language of communication within the school, which would enable all pupils to improve their Welsh language skills, and should enable those from non-Welsh speaking homes to develop more fluency in Welsh, ensuring that they are better able to thrive in Welsh-medium education.</p> <p>Alongside any change to the school's language category, the Council would ensure that additional provision such as immersion provision and additional language support would be available to support pupils and their families.</p>
17.2.10	I also have concerns about low-income households and their levels of literacy and therefore their ability to support Welsh only education when they don't have Welsh at home. I worry that these children will be at a further disadvantage in the future because they perhaps just haven't understood some of their basic education.	As above.
17.2.11	I feel changing the language will have an adverse affect on pupils under any protected characteristic as it takes away their independence and freedom of choice of being taught in the language of their choice. This could impact their attainment levels, and their right to an inclusive education.	The Council has a duty to provide adequate support to all pupils, including those belonging to protected characteristic groups.

		It is the Council's view that all children, regardless of their background, should be able to have the opportunity to enhance their skills by becoming fully bilingual in Wales and to participate fully in the community.
17.2.12	You could also make the case that English speaking Welsh people are a specific minority ethnic group within the UK, and that removing the English-medium option from the school therefore discriminates against them on the basis of race.	<p>The Council does not agree that the proposal is discriminating against English speaking Welsh people. Should the Council proceed with the proposal, the intention is that the change is introduced on a phased basis, from the Reception year up, in order to minimise the impact on pupils currently accessing English-medium provision in the school. Pupils from homes where no Welsh is spoken would be immersed in the Welsh language, and would become fully bilingual in Welsh and English.</p> <p>Pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply for a place in an alternative school which offers English-medium provision, should that be their preference.</p>
17.2.13	A full and comprehensive risk assessment and equalities impact assessment need to take place, in addition to my response above before moving ahead with proposals. The community needs to be sure this is the right move, and all children will be supported.	A number of impact assessments have been carried out and published as part of the consultation documentation. This includes an equalities impact assessment and consideration of risks associated with the proposal. The impact assessments will be updated to reflect feedback received during the consultation period, and the updated versions will be considered by Cabinet when determining whether or not to proceed with the proposal.

7.2.14	<p>The proposals will impact Section 85, Part (2) (a, b, c and f), the responsible body of a school must not discriminate against a pupil – In the way it provides education for the pupil, in the way it affords the pupil access to a benefit, facility or service, by not providing education for the pupil and by subjecting the pupil to any other detriment. All of these will apply; pupils wanting and needing an education through English will be discriminated against and at a disadvantage to their peers and the whole effect of this discrimination will be a detriment to their learning, acquisition of skills and general development.</p>	<p>The Council does not agree that the proposal is discriminating against pupils. Should the Council proceed with the proposal, the intention is that the change is introduced on a phased basis, from the Reception year up, in order to minimise the impact on pupils currently accessing English-medium provision in the school. Pupils from homes where no Welsh is spoken would be immersed in the Welsh language, and would become fully bilingual in Welsh and English.</p> <p>Pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply for a place in an alternative school which offers English-medium provision, should that be their preference.</p>
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17.3 Don't think the proposal would have a negative impact

17.3.1	<p>The benefits of Welsh medium provision can be beneficial to people across all protected characteristics.</p> <p>It will be a beneficial lever to improving other provisions through the medium of Welsh for people across all protected characteristics.</p>	Comment noted.
17.3.2	<p>Providing the opportunity to access Welsh-medium education to minority groups would be a very positive thing, and would be a way to include and welcome them to the local community.</p>	Comment noted.

17.3.3	The needs of people belonging to protected characteristic groups will need to be considered and the implications will need to be discussed	Comment noted.
17.3.4	With the correct support in place, I don't think there should be a problem with this.	Comment noted.
17.3.5	Having the opportunity to speak and use two languages is priceless to everyone, including those belonging to protected characteristic groups. The Welsh language is for everyone whatever their background or status.	Comment noted.
17.3.6	Children with dyslexia benefit from being in Welsh-medium/bilingual education.	Comment noted.
17.3.7	The needs and rights of pupils with protected characteristics are protected in other Welsh-medium/bilingual schools across Wales.	Comment noted.
17.3.8	<p>Ensuring natural bilingualism for all pupils in the school would enable the school to move forward and spend more time and resources solving problems associated with the protected characteristics.</p> <p>Race is one of the protected characteristics. Race isn't defined here. Genetic legacy is core, but I consider that 'racism' also includes other aspects such as religion and culture. Language is the main medium to share and transfer culture. Bilingualism is a huge step towards reducing cultural racism.</p>	Comment noted.

17.3.9	Need to ensure a thorough package of support for parents who could feel disadvantaged, to ensure support to the school.	Comment noted.
17.3.10	<p>If the child has been taught in Welsh from the start, there shouldn't be an impact in relation to equality.</p> <p>Care and the standard of learning is the most important thing here, not the language in which it takes place.</p> <p>Having said this, it's essential that the school is aware what language a child with needs speaks at home, and also the family, and that they are sensitive about this.</p>	Comment noted.
17.3.11	<p>I have no concerns. A member of my family is disabled with learning difficulties and they have been through Welsh-medium education, this hasn't had a negative impact on them. Welsh-medium education has helped them to flourish and has opened so many doors to them in respect of work opportunities because they are bilingual.</p> <p>Changing the school's language category will not affect the school's ability to tailor provision to pupils with protected characteristics if needed, nor will it impact on the school's ability to offer support to those individuals, because they are already doing that.</p>	Comment noted.
17.3.12	<p>School policies already ensure that the following categories are protected.</p> <p>In my experience designated Welsh schools already understand the importance of working closely with families</p>	Comment noted.

	and members of the community whose language is not Welsh. All the Welsh designated school I have worked with during my career and inspected as an Estyn inspector always work very hard to make their school and activities fully inclusive whatever people's background. Knowing Bro Hyddgen well this has always been their priority and I'm confident that this will continue to part of their ethos and priorities.	
17.3.13	In Welsh-medium schools across Wales, there are children, young people, school staff, parents etc who have protected characteristics under the Equality Act 2010. No problems have occurred due to language!	Comment noted.

17.4 Other comments about the impact on pupils belonging to protected characteristic groups

17.4.1	It will be essential to research good practice in similar situations in other Welsh-medium schools throughout Wales. Any excellent practice identified by Estyn should be incorporated, and used to support families and pupils with specific needs.	Comment noted.
17.4.2	I worry that the county will not provide adequate support or will start by promising plenty of support and that this will not be maintained.	The Council has a duty to provide adequate support to all pupils, including those belonging to protected characteristic groups.

18. COMMENTS ABOUT THE CONSULTATION DOCUMENTS

18.1	The SWOT analysis should carry the following analysis under 'Strengths' – Likely to be popular with large sections of the local community.	Comment noted.
18.2	<p>You have stated the challenges to YBH in providing appropriate provision for the low number of English-medium pupils:</p> <p>You report that primary pupils are taught in small classes, with a high number of year groups in each class. This is no different to the situation in many small primary school across the county. Your data shows that there are 52 English-medium primary pupils at YBH. Carno has only 43 pupils and Llanbrynmair and Glantwymyn have 61 and 63 respectively. I therefore cannot see how this is considered a greater challenge to YBH than to these other feeder schools. Would you also consider removing the provision in these schools due to low pupil numbers?</p> <p>You also report that in the secondary sector, in order to accommodate both Welsh and English medium pupils, many classes are taught bilingually and that this is not a desirable model. I think this is disrespectful to the teaching staff at YBH who do this effectively and with great success. It truly is a model to promote bilingualism. The data from YBH does not show that any pupils are disadvantaged or under perform from this approach.</p>	<p>The Council's new Strategy for Transforming Education in Powys, which was approved in April 2020, acknowledges that there are too many schools in Powys. Alongside the proposal to change the language category of Ysgol Bro Hyddgen, the Council has also been reviewing small schools in Powys, and is taking forward a number of proposals to close small schools.</p> <p>As indicated in the consultation document, the current dual stream provision at Ysgol Bro Hyddgen causes a number of challenges to the school. Operating as a single stream school would enable the school to operate more efficiently, which would benefit all learners.</p> <p>The statement in the consultation document that classes being taught bilingually (i.e. in both Welsh and English) is not a desirable model is not a criticism of the teaching staff at Ysgol Bro Hyddgen.</p>
18.3	You have provided a table with current pupil numbers in each year group. This table tries to demonstrate the low number of English medium pupils. However, there is an obvious discrepancy with these numbers. As far as I can see, the	The Council disagrees with the statement that there is a discrepancy with the pupil numbers in the consultation document and were accurate at the time of publication.

	<p>table categorises the pupils according to whether they study first language Welsh or second language Welsh. Any pupil who attended a Welsh-medium feeder school automatically continues to study Welsh as a first language. So if a child enters YBH in Year 7 from a Welsh-medium feeder but now chooses to change to study all subjects through the medium of English, they remain in this table as a Welsh-medium pupil. This ability to change from Welsh to English is welcomed by many parents – it allows their child to study subjects in English whilst maintaining their first language Welsh. The change from Welsh medium to English medium is even more apparent in KS4 when pupils start their GCSE options. So the data provided does not reflect the true linguistic nature of the teaching and learning at the school.</p> <p>Why have you not also included data to show, for example, the numbers of pupils entered for GCSE first language Welsh and for at least 5 further subjects through the medium of Welsh? You have to question the data provided for this consultation and question if you have given a fair representation of the current provision. From our own experience, in my children's year groups, there is a significant move from Welsh to English at GCSE level.</p>	<p>All pupils would be counted in accordance with their language stream regardless of whether they attended a Welsh-medium feeder primary school.</p> <p>The Council acknowledges that some parents have a positive view of the ability to change language streams, although the Council does not encourage this practice.</p> <p>The Council is aware that a number of lessons are delivered in a bilingual setting, i.e. the lesson is taught in both languages simultaneously. The Council does not believe that this model of delivery is the best linguistically for pupils.</p> <p>This information is provided in the previous point.</p>
18.4	<p>The figures that I am seeing regarding those children who have entered the Welsh and English stream are worrying and I know for a fact that September 2020 figures that have been posted are incorrect – I think more focus should be on those who have completed their GCSEs – what language are they completing them in? – then you will have your true facts.</p>	<p>As above.</p>

18.5	<p>The document says that the benefits of bilingual education will need to be explained carefully to the community. This has not been the case at all! To begin with there was confusion over the category of the school. The head of governors said in a letter to the parents that it was to be a bilingual school (which people took to be 50/50) but the consultation is for a Welsh medium school.</p>	<p>The consultation documentation published as part of this proposal is very clear that the proposal being consulted on is as follows:</p> <ul style="list-style-type: none"> • <i>To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.</i> • <i>This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.</i> 						
18.6	<p>In your 'Impact Assessments' you report: 'Following implementation of the proposal, there could be a negative impact on pupils moving to the area from outside the area/outside Wales. In particular, this could mean that secondary aged pupils moving to the area would attend English-medium provision in alternative locations, which would not support their integration into the community'. Where exactly do you suggest for this alternative location? Do PCC actually think this acceptable?</p>	<p>The Community Impact Assessment which was included in the Draft Impact Assessments document published as part of the consultation documentation lists the nearest alternative English-medium providers to Ysgol Bro Hyddgen.</p> <p>The nearest alternative English-medium secondary provision would be in the following schools:</p> <p>Secondary</p> <table border="1" data-bbox="1227 1015 2029 1278"> <thead> <tr> <th>School name</th> <th>Distance from Ysgol Bro Hyddgen</th> </tr> </thead> <tbody> <tr> <td>Ysgol Penglais, Aberystwyth</td> <td>17 miles</td> </tr> <tr> <td>Llanidloes High School</td> <td>26.7 miles</td> </tr> </tbody> </table> <p>Should the Council proceed with implementation of the proposal to change Ysgol Bro Hyddgen's language</p>	School name	Distance from Ysgol Bro Hyddgen	Ysgol Penglais, Aberystwyth	17 miles	Llanidloes High School	26.7 miles
School name	Distance from Ysgol Bro Hyddgen							
Ysgol Penglais, Aberystwyth	17 miles							
Llanidloes High School	26.7 miles							

		<p>category, the Council's preference would be for all pupils living in the Machynlleth area to access Welsh-medium provision at Ysgol Bro Hyddgen. However, the Council acknowledges that in some cases that may not be the best option for the individual learner, particularly in the case of secondary aged learners moving to the area. In these cases, pupils may prefer to attend alternative English-medium provision.</p> <p>Pupils/parents are entitled to apply for a place in any school they choose. Should the Council proceed with the proposal to change Ysgol Bro Hyddgen's language category, pupils / parents would be able to apply for a place in an alternative school which offers English-medium provision, should that be their preference.</p> <p>Whilst acknowledging that this would require additional travel for the learner, there are many areas of Powys where there is no access to Welsh-medium provision, and therefore pupils living in these areas who wish to access Welsh-medium provision are required to travel to access provision in the language of their choice.</p>
18.7	<p>You also report: 'it is possible that the proposal ... could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing'. Having acknowledged this in your impact report, I think it would be disgraceful for you to approve this proposal.</p>	<p>It is correct that the Council acknowledges in the draft impact assessment document published as part of the consultation process that <i>'In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing.'</i></p>

		<p>However, the assessment goes on to state that <i>‘Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.’</i></p>
18.8	<p>Using the term the area “was traditionally Welsh speaking” actually highlights that the area has changed. The demographics show that this is an area that has had an influx of diverse people settling and being employed and educated. This influx of incomers has brought with it increases in tourism opportunities, treehouses, unique shops, cafes, world renowned mountain bike park and BMX tracks, CAT and the students who live and join the community. If YBH is to represent the current and future demographics (which may see an increase of incomers due to better home working opportunities) we suggest that the school remains dual stream to benefit all children. Segregating the non welsh speaking children and expecting them to travel out of the county on a 50 minute bus journey not only adds additional costs, environmental pollution, it will isolate friends and also prevent these children from attending after school activities in their own communities due to the commute.</p>	<p>It is the Council’s view that all children, regardless of their background, should be able to have the opportunity to enhance their skills by becoming fully bilingual in Wales and to participate fully in the community.</p> <p>The Council is not planning to ‘segregate the non Welsh speaking children or expect them to travel out of county. The aim of the proposal to change the school’s language category is to ensure that all pupils attending the school have the opportunity to become fully bilingual in Welsh and English during their time in school. All pupils, regardless of background, would continue to be welcome at Ysgol Bro Hyddgen.</p>
18.9	<p>I am concerned about the lack of clarity and information on the potential impact on pupils with additional learning needs who might struggle to receive an education in a second language. With the percentage of pupils with ADL in the</p>	<p>As of the 6th of May 2021¹, the current figure stands at 37% of pupils in the English stream of the primary phase.</p>

¹ Teacher Centre – 6th May 2021

	<p>primary school currently at 26% it would be useful to have some sort of breakdown of how many of those pupils are in the English stream.</p>	<p>Overall, in the primary phase, there is 28.7% of learners with ALN.</p> <p><u>Teacher Centre – 6th May 2021</u></p> <p>English Stream – 54 pupils in primary English Stream ALN – 20 pupils (37.0%) School Action – 11 pupils School Action Plus – 7 pupils Statement - 2 pupils</p> <p>Overall – 167 pupils in primary Overall ALN – 48 pupils (28.7%) School Action – 9 pupils School Action Plus – 15 pupils Statement – 3 pupils</p>
18.10	<p>I think PCC underestimates the number of pupils who do actually study through the medium of English. The table presented by PCC showing the number of English medium pupils does not accurately reflect the true number of pupils choosing to study subjects through the medium of English. The table records only 6 English medium pupils in year 12. However, to give just one example, there are 15 pupils undertaking the Welsh Baccalaureate course through the medium of English.</p>	<p>Comment noted.</p>
18.11	<p>You have stated in your report: 'The school is located in a traditionally Welsh speaking area, and YBH's English-medium stream is the only English-medium feeder primary provider in the catchment area.'</p>	<p>Comment noted.</p>

	Estyn, in fact, reported in 2017 that 62% of pupils come from non-Welsh speaking homes. It is a great credit to the community and the school that parents have committed to Welsh-medium education.	
18.12	It would have helped to see in more detail what plans and resources would be in place for those pupils that struggle to learn in a second language, and how much funding would be provided to aid their learning. Without this information I cannot support the proposal.	Comment noted. Should the Council proceed with the proposal to change the school's language category, officers would work with the school to identify and introduce the support needed to support any pupils already attending Ysgol Bro Hyddgen as well as any pupils that might move to the area in the future.

19. COMMENTS ABOUT THE CONSULTATION PROCESS

19.1 Criticism that the process has been carried out during the Covid pandemic

19.1.1	This is a very sneaky response of Powys CC to do this in the middle of an epidemic...	The Council has been developing its Strategy for Transforming Education since Estyn's inspection of Powys Education Services in 2019. Whilst acknowledging that it would have been preferable for the consultation process to have taken place at a time when there wasn't a global pandemic, the consultation has been carried out in line with Welsh Government requirements.
19.1.2	This is a ludicrous proposal and one that should be halted on its timing alone! Never should such a community changing decision be allowed to take place until such a time all stake holders can meet safely to fully discuss matter within their communities. It is despicable that Powys have continued with	The Council has been developing its Strategy for Transforming Education since Estyn's inspection of Powys Education Services in 2019. Whilst acknowledging that it would have been preferable for the consultation process to have taken place at a time when

	<p>this consultation during a global pandemic. May you hold your heads in shame.</p>	<p>there wasn't a global pandemic, the consultation has been carried out in line with Welsh Government requirements.</p>
19.1.3	<p>I am disappointed that this consultation has been brought at a time of such unprecedented stress for both adults and children. Machynlleth is characterised by its tolerance and acceptance of people from diverse backgrounds and communities.</p>	<p>The Council has been developing its Strategy for Transforming Education since Estyn's inspection of Powys Education Services in 2019. Whilst acknowledging that it would have been preferable for the consultation process to have taken place at a time when there wasn't a global pandemic, the consultation has been carried out in line with Welsh Government requirements.</p>
	<p>It is already questionable that you have chosen to conduct this consultation whilst schools are closed and we are in lockdown.</p>	<p>The Council has been developing its Strategy for Transforming Education since Estyn's inspection of Powys Education Services in 2019. Whilst acknowledging that it would have been preferable for the consultation process to have taken place at a time when there wasn't a global pandemic, the consultation has been carried out in line with Welsh Government requirements.</p>
19.1.4	<p>It's appalling that Powys County Council have decided to do this consultation in a middle of a pandemic. Resources and finances would have been better directed to support the staff and pupils of the school with their mental health and wellbeing during this scary time.</p>	<p>The Council has been developing its Strategy for Transforming Education since Estyn's inspection of Powys Education Services in 2019. Whilst acknowledging that it would have been preferable for the consultation process to have taken place at a time when there wasn't a global pandemic, the consultation has been carried out in line with Welsh Government requirements.</p>

19.1.5	I question the consultation's promotion of and focus upon a 'language continuum' over what might be termed a 'wellbeing continuum', especially in the middle of a pandemic.	Comment noted.
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19.2 Reference to consultation meetings

19.2.1	We need a public meeting.	<p>The consultation has been carried out in accordance with the requirements of the School Organisation Code, which does not require public meetings to take place.</p> <p>As indicated on page 26 of the School Organisation Code, <i>'There is no requirement for proposers to hold consultation meetings although there will be circumstances where proposers will consider that meeting with certain groups of consultees will assist greatly in the dissemination of information and provide a suitable platform for the consultees to make their views known.'</i></p> <p>During the consultation period, on-line meetings were held with staff, governors and pupils at Ysgol Bro Hyddgen.</p>
19.2.2	Many in the community feel aggrieved that there has been no opportunity for a public meeting or any opportunity to discuss this proposal with PCC.	As above.
19.2.3	How can you fully gather the information needed when face to face meetings can not be held. You are relying on social media, not everyone is on social media. You are missing out on the whole community's feedback.	It is not true that the Council is relying on social media in order to gather responses to the consultation. As required by the School Organisation Code, information about the consultation was distributed to a wide range of

		stakeholders, including parents, staff and governors at Ysgol Bro Hyddgen, parents of pupils attending feeder schools, early years providers and community councils.
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19.3 It's unclear what is being consulted on

19.3.1	Inaccurate information was given to parents assuring us that this would remain a bilingual school, however, Powys have told us it would be a Welsh medium. How can locals make a true judgement without the facts. This MUST be looked into at the earliest convenience.	<p>The consultation documentation published as part of this proposal is very clear that the proposal being consulted on is as follows:</p> <ul style="list-style-type: none"> • <i>To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.</i> • <i>This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.</i>
19.3.2	The Council needs to be clearer what their intention is in terms of the high school's language category. Currently it's a bilingual school, the children share classes as a Welsh stream and English stream so have the best of both worlds. A letter was sent to parents by the Chair of governors at Ysgol Bro Hyddgen saying that Ysgol Bro Hyddgen would follow the example of schools such as Cardigan and Lampeter High Schools. These towns are very different to Machynlleth. I'm concerned that there won't be as many subject options for Welsh classes as currently exists at Ysgol Bro Hyddgen if we follow these examples.	<p>The consultation documentation published as part of this proposal is very clear that the proposal being consulted on is as follows:</p> <ul style="list-style-type: none"> • <i>To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.</i> • <i>This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.</i>

19.4 Other

19.4.1	I feel the consultation is easily lead and very daunting to read. During a time when the whole country is home schooling, who is going to have time to read this document and concentrate on completing it – extremely bad timing.	The documentation published as part of the consultation was prepared in accordance with the requirements of the School Organisation Code.
19.4.2	I cannot speak for the surrounding area but I know that many people of Machynlleth a) did not realise there was going to be a consultation b) did not know when the consultation would take place and many don't realise we are in the middle of it! c) don't know what they are being consulted about d) don't know how to respond or even realise there is an opportunity to respond!	As required by the School Organisation Code, information about the consultation was distributed to a wide range of stakeholders, including parents, staff and governors at Ysgol Bro Hyddgen, parents of pupils attending feeder schools, early years providers and community councils. Nearly 500 consultation responses have been received, which suggests that people in the local area were aware that the consultation was ongoing and how to respond.
19.4.3	Who can respond to the consultation? Is it anyone in Powys, or individuals what would be affected by the proposal, such as parents etc?	This is an open consultation, anyone who wishes to respond is able to do so.
19.4.4	I understand the complexity and details necessary in the consultation document, but it is also then easy to lose some of the key messages which can then lead to confusion. Perhaps after this stage of the consultation we can have clear messages with real life examples about how it will affect children. The sort of questions you might have from non Welsh-speaking parents is for example, if their children are struggling at school can they take their exams in English?	Comment noted. The consultation document has been prepared in accordance with the requirements of the School Organisation Code, however the Council notes that the content which must be included is complex. The Council has been working with partners to develop promotional materials relating to Welsh-medium education, including a new webpage and information leaflets for parents. These materials have been launched recently, and are now available to be used by schools, parents and other organisations.

		In addition, the Council is working with headteachers in the Bro Hyddgen catchment on a more focussed campaign to share information with parents / other stakeholders in the local area.
19.4.5	I think messages could be put out much more clearly, at this stage of the consultation and at the next stage. We need real life examples as to how it is going to affect children. The sort of questions you will have is will my child struggle as there is no backup after school. We know the support will be there but not every parent will know this.	As above.

20. REFERENCE TO THE COUNCIL'S TRANSFORMING EDUCATION STRATEGY

20.1	In the 'Strategy for Transforming Education in Powys', you express in the foreword your desire to 'deliver change that will benefit all of our learners'. I hope that the Cabinet will not approve the proposal for YBH and recognise that, not only will it not have any impact on access to Welsh-medium education in the Dyfi valley, it most certainly will not benefit all of our learners and will be to the detriment of many pupils.	<p>The current proposal in respect of the language category of Ysgol Bro Hyddgen is being taken forward with the aim of improving learning opportunities for learners in the future.</p> <p>The Council's Strategy for Transforming Education sets out a clear aim to 'Improve access to Welsh-medium provision across all key stages.' The current proposal in respect of Ysgol Bro Hyddgen is being taken forward in order to implement this aim, and the strategy's objective to 'Move schools along the language continuum.'</p>
20.2	I understand that this proposal is part of your 'Strategy for Transforming Education in Powys'. In this document you identify the challenges facing education in Powys and recognise the inequality in access to Welsh-medium	The Council notes the comments in respect of Newtown High School and Welshpool High School. These two schools are single stream English-medium high schools, therefore it is no surprise that no pupils at these schools

	<p>education. You acknowledge that the level of Welsh-medium provision available is a postcode lottery and it is quite clear from your data that there is a huge difference in the percentage of Welsh medium pupils in Powys secondary schools. However, we are delighted to see that Ysgol Bro Hyddgen has the highest percentage of Welsh medium pupils at 76%. I was surprised to see Newtown HS and Welshpool HS in the lowest ranked secondary schools and appear to have 0%.</p> <p>When YBH were inspected in 2017, Estyn reported: There are appropriate opportunities for pupils in the Welsh stream to study all subjects, other than French, through the medium of Welsh in key stage 3 and key stage 4.</p> <p>So with this in mind, I am absolutely dumbfounded as to why PCC are targeting YBH to achieve their aim of improving access to Welsh medium provision across all key stages. YBH provides excellent provision for Welsh medium pupils. Moving the school along the language continuum would therefore not improve provision for Welsh medium pupils as they already have full access to study all subjects in Welsh. Are PCC genuine about this strategic aim? If you were, surely you would be focusing on those areas which provide little or no Welsh medium provision and move these schools along the language continuum. It almost seems farcical that you are targeting Ysgol Bro Hyddgen.</p>	<p>are taught through the medium of Welsh. Pupils living in the traditional catchment areas of Newtown High School and Welshpool High School wishing to access Welsh-medium secondary provision travel to access this provision at schools in other towns, in particular Caereinion High School and Llanidloes High School, both of which are dual stream schools.</p> <p>The Council notes the comments from Estyn's inspection of Ysgol Bro Hyddgen in 2017. The Welsh-medium subject provision at Ysgol Bro Hyddgen is not the reason why the Council is proposing to change the school's language category.</p> <p>As well as the current proposal to change the language category of Ysgol Bro Hyddgen, the Council is currently developing a number of other proposals in order to take forward the aims and objectives to develop Welsh-medium provision in Powys which are outlined in the Strategy for Transforming Education in Powys. If implemented, these proposals would lead to improved opportunities to access dedicated Welsh-medium provision in the primary and secondary phase across Powys.</p>
20.3	<p>Ysgol Bro Hyddgen should be used as a pilot before introducing the same changes across Powys schools. I would like to see the Council giving a strong commitment to implementing similar proposals across the county. This will</p>	<p>Comment noted. The Council's Strategy for Transforming Education in Powys include an aim to 'Improve access to Welsh-medium education across all key stages'. Within this aim, the Council sets out Strategic Objectives to</p>

	lead to an increase in the opportunities, jobs, subjects and social activities available in Welsh.	<p>'Move schools along the language continuum' and to 'Develop new primary and secondary provision'.</p> <p>As well as the current proposal to change the language category of Ysgol Bro Hyddgen, the Council is currently developing a number of other proposals in order to take forward these aims and objectives. If implemented, these proposals would lead to improved opportunities to access dedicated Welsh-medium provision in the primary and secondary phase across Powys.</p>
20.4	The council should be looking to move all high schools and primary schools along the continuum towards Welsh-medium education.	As above.
20.5	<p>I fully agree with the Council's strategy to transform education in Powys (following Estyn's recommendations) to improve access to Welsh-medium education across all key stages and across the language continuum.</p> <p>This will give pupils from all backgrounds the opportunity to be bilingual, and will contribute to the Welsh Government's aim to see a million Welsh speakers by 2050.</p>	Comment noted.

21. CRITICISM OF THE COUNCIL

21.1 General Criticism of the Council

21.1.1	The proposal appears the first of likely similar piecemeal approaches across Powys. This will, no doubt, be denied. However the Council previously denied that that there were	It is not the case that the proposal is 'the first of likely similar piecemeal approaches across Powys'. This proposal, and other proposals being taken forward, is
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	any such plans when the setting up of Bro Hyddgen was so recently proposed and consulted upon. Either that denial was wrong or it was an unreliable statement as to short or medium-term intentions.	being taken forward in order to implement the Council's Strategy for Transforming Education in Powys. The language category of Ysgol Bro Hyddgen was an issue which arose during the consultation carried out in 2013 to merge Machynlleth C.P. School and Ysgol Bro Ddyfi. Whilst the Council did not propose any change to the school's language category at the time, the paper considered by Cabinet on the 1 st October 2013 stated that 'it is the intention of the Council, as stated within the current Welsh in Education Strategic Plan (WESP), to assess the possibility of progressing to a Category 2A school.' The intention to review the school's language category has continued to be included in the Council's Welsh in Education Strategic Plan ever since.
21.1.2	Powys CC failed to honour promises made when the schools merged and now, as a community, we have our hands tied with little choice other than to go to Welsh Medium to ultimately save our local education provision.	As above.
21.1.3	Powys CC should honour fulfil the promises it made when the Schools merged to a bilingual all-through.	As above.
21.1.4	Inaccurate information was given to parents assuring us that this would remain a bilingual school, however, Powys have told us it would be a Welsh medium. How can locals make a true judgement without the facts. This MUST be looked into at the earliest convenience.	The consultation documentation published as part of this proposal is very clear that the proposal being consulted on is as follows: <ul style="list-style-type: none"> <i>To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.</i>

		<ul style="list-style-type: none"> <i>This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.</i>
21.1.5	The Council would like to express our concern over the lack of clarity in the way in which the proposed changes have been presented, and apparently conflicting statements that have been made by PCC. This has led to some difficulty for parents and the community in expressing their views in regard of the proposed changes.	As above.
21.1.6	Powys Council have been cutting opportunities and services in Machynlleth continuously over recent years, and this will be the final nail in the coffin.	The Council does not accept this statement. Alongside the current proposal to change the school's language category, the Council is continuing to develop plans for a new community campus in Machynlleth to replace the current buildings of Ysgol Bro Hyddgen and to provide new community facilities. This will be the first community campus of its kind in Powys with an approved funding envelope of £48,250,369.
21.1.7	We know your plan is to close smaller schools – make the all Welsh school be in Carno Leave our school alone ... we already have to travel to Aberystwyth for health and wealth – Now you are making our children travel on a bus for 20 miles each way each day.... So you can have a large shiny new super all Welsh EMPTY school	<p>In April 2020, the Council agreed a new 'Strategy for Transforming Education in Powys', which was developed to reflect concerns identified by Estyn in respect of school reorganisation activity in Powys.</p> <p>The Council is taking forward a range of proposals affecting schools across Powys. These include a proposal to establish an all-age school, proposals to merge 3 mid-size schools to create one larger school, proposals affecting small schools across the county, and proposals to change school's language category. All of these proposals are being taken forward in order to</p>

		<p>implement the Strategy for Transforming Education in Powys, and to address the concerns raised by Estyn.</p> <p>The proposal is to introduce any change to the school's language category on a phased basis, year by year. This would mean that pupils currently accessing English-medium provision at the school would be able to continue to access this provision until they leave school. Any new pupils starting school would be able to access Welsh-medium provision when they start school, meaning that they would be fully immersed in the Welsh language, and would have the Welsh language skills needed to access Welsh-medium provision throughout their time in school.</p> <p>The Council does not agree that the proposal to change the school's language category would result in a 'large shiny new super all Welsh empty school'. As indicated in the consultation document issued in respect of this proposal:</p> <p><i>'It is possible that changing the school's language category could lead to a reduction in pupil numbers as pupils from out of county currently accessing English-medium provision at the school may no longer choose to attend the school, or pupils from the local area may choose to attend alternative English-medium providers.</i></p> <p><i>However, it is also possible that changing the school's language category could lead to an increase in pupil numbers in the longer term, as pupils from other areas</i></p>
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		<i>could choose to attend the school. This may be the case in respect of secondary provision in particular.'</i>
21.1.8	The Welsh language doesn't have a very high status at Powys County Council, this is an important step forward for the Council which shows that they are starting to treat the language with more respect than it has shown it in the past.	Comment noted.
21.1.9	<p>Powys Council should be focussed on increasing educational standards and outputs (especially considering Wales' dire PISA rankings) rather than this social engineering. The Machynlleth area is completely capable of growing the Welsh language without this imposition, demonstrated in its relatively high level of Welsh proficiency.</p> <p>The Welsh language shouldn't have to rely on the state to protect it – it is the duty of all those who want the language to prosper to act themselves through usage outside of an educational establishment. Research shows that use of the Welsh language drops off when people leave school, including with speakers like myself. Post-education use of Welsh is what needs tackling, not this virtue signalling that will only hurt others.</p>	<p>The Council disagrees that this proposal is 'social engineering'. The aim of the proposal is to ensure that Ysgol Bro Hyddgen can continue to offer high quality provision to all learners in the future, and to ensure that all pupils have the opportunity to become fully bilingual in both languages.</p> <p>Estyn inspected the Council's Education Service in 2019, following which the Council has developed a Post-Inspection Action Plan focused on improving the issues raised by Estyn, which includes standards and outcomes. The Council's Strategy for Transforming Education in Powys is focused on improving learner entitlement and experience across all sectors.</p> <p>The Welsh Language is an official language of Wales, and the Welsh Government has an aspiration to create a million Welsh speakers by 2050. The Council fully supports this aspiration and agrees that there is a need to ensure that there are opportunities outside schools for people to continue to use the Welsh language.</p>

21.1.10	I worry that the county will not provide adequate support or will start by promising plenty of support and that this will not be maintained.	If this proposal is implemented, the Council will continue to provide support to the school.
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21.2 Comparison between Powys and other Councils / areas

21.2.1	It's time for Powys to catch up with the rest of Wales	The Council is fully aware that access to Welsh-medium education in Powys is lacking when compared with other areas of Wales. The Council's Strategy for Transforming Education in Powys includes an aim so 'Improve access to Welsh-medium provision across all key stages', which aims to improve access to Welsh-medium provision in Powys, to ensure that the provision available is comparable to that available to learners in other areas of Wales.
21.2.2	There is no Welsh medium high school in Powys and no Welsh-medium primary school in Machynlleth. Parents need to send their children to Ceredigion to access this provision.	As above.
21.2.3	It's about time that the Council followed other nearby counties such as Gwynedd, otherwise in the future parents will choose schools outside Powys e.g. Gwynedd.	As above.
21.2.4	We need to follow Gwynedd, they have a system that works and is priceless.	As above.
21.2.5	Consider the success of Welsh-medium schools in other areas.	As above.

21.2.6	Look at examples of good practice in other areas, and share examples of these successes with those that live in the Bro Ddyfi area to ensure support to this change.	As above.
21.2.7	Promoting bilingualism is important, Welsh-medium schools in other areas of Wales are successful in doing this.	As above.
21.2.8	You need to set this proposal in its national context. You said at the beginning that Powys is far behind as far as Welsh language education is concerned, and therefore when people are rather afraid to embrace change, it is important to emphasise that Powys is lagging behind what is happening successfully in other parts of Wales. Every educational establishment in Powys needs to educate pupils so that they are completely fluent in both languages.	As above.

21.3 Criticism of Cllr Elwyn Vaughan

21.3.1	Remove the Toxic Governor Elwyn Vaughan who sent home an awful letter in our children's school bags – who informs parents who don't speak welsh to learn the language if you move here.... Or go back to where you come from...	Any complaints against any governor must be addressed by following the appropriate complaints procedure. Any complaints about a county councillor would need to be referred to the Public Services Ombudsman for Wales.
21.3.2	I think Councillor Elwyn Vaughan misled parents when he allegedly sent a letter to parents of children from the school; that there would be teaching through the medium of both English and Welsh.	This would be a matter for Cllr Vaughan.

21.3.3	Remove the Governor Elwyn Vaughan who sent home an awful letter in our children's school bags.	As above.
21.3.4	It is wrong on all levels and this Councillor Vaughan you have going around lying to the public is a disgrace. He is bringing nothing but division with his speeches it must stop now.	As above.

22. REFERENCE TO ALTERNATIVE OPTIONS

22.1 Retain the Status Quo

22.1.1	Maintaining the current status quo would give people opportunities to learn in the language of their preference. At the moment, there is equal opportunity for all.	These comments are noted. However, the current dual stream model poses a number of challenges to Ysgol Bro Hyddgen, which are outlined in the consultation document issues in respect of this proposal.
22.1.2	I think Ysgol Bro Hyddgen should continue to operate as a Dual stream school. This is appropriate provision for an area where more than half of families are English-medium, and nearly one third of pupils are currently choosing to be educated in the English medium stream.	As above.
22.1.3	The school currently provides for both Welsh and English speakers, there is a real benefit to the supporting students in either language. Why narrow the scope of the school when it is being used throughout.	As above.
22.1.4	I believe there is a place for dual stream schools and dual stream provision, especially if there are no other English medium schools within a reasonable distance. I appreciate and value the bilingual and supportive nature of the school as	As above.

	it currently is; where there is an option to have a fully Welsh-medium education if it is desired and appropriate.	
22.1.5	If dual stream remains, children will still learn through the Welsh stream. And they will learn Welsh in the English stream.	<p>Comment noted. However, the current dual stream model poses a number of challenges to Ysgol Bro Hyddgen, which are outlined in the consultation document issued in respect of this proposal.</p> <p>Whilst pupils accessing English-medium provision do learn Welsh as a second language, very few pupils become fluent in Welsh from studying Welsh as a second language. The aim of the proposal to change the school's language category is to ensure that all pupils attending the school have the opportunity to become fully bilingual in Welsh and English during their time in school.</p>
22.1.6	Welsh medium education is safe and to be celebrated in the school, in fact the percentage of children accessing is satisfactory to meet the Estyn expectations. It would be more beneficial for Powys to implement more Welsh language provision in areas of less populated Welsh areas, Machynlleth cannot and should not be a tick box exercise for Powys!	<p>These comments are noted. However, the current dual stream model poses a number of challenges to Ysgol Bro Hyddgen, which are outlined in the consultation document issues in respect of this proposal.</p> <p>The Council's Strategy for Transforming Education in Powys includes a strategic aim to 'Improve access to Welsh-medium provision across all key stages.' Within this aim, the Council sets out Strategic Objectives to 'Move schools along the language continuum' and to 'Develop new primary and secondary provision'.</p> <p>As well as the current proposal to change the language category of Ysgol Bro Hyddgen, the Council is currently developing a number of other proposals in order to take</p>

		forward these aims and objectives. If implemented, these proposals would lead to improved opportunities to access dedicated Welsh-medium provision in the primary and secondary phase across Powys.
22.1.7	To maintain its current status and review the teacher recruitment process at this school, making sure that there isn't a bias in favour of only Welsh speaking teachers being recruited.	<p>The current dual stream model poses a number of challenges to Ysgol Bro Hyddgen, which are outlined in the consultation document issues in respect of this proposal.</p> <p>Teachers at the school are bilingual, and able to communicate in both Welsh and English.</p>
22.1.8	Make the current provisions sustainable and more effective, with more English language teachers and stronger support for those in the English stream who wish, and are able, to become bilingual.	<p>The current dual stream model poses a number of challenges to Ysgol Bro Hyddgen, which are outlined in the consultation document issues in respect of this proposal.</p> <p>Teachers at the school are bilingual, and able to communicate in both Welsh and English, therefore there should be no need for additional English language teachers in the school.</p> <p>Whilst pupils accessing English-medium provision do learn Welsh as a second language, very few pupils become fluent in Welsh from studying Welsh as a second language. The aim of the proposal to change the school's language category is to ensure that all pupils attending the school have the opportunity to become fully bilingual in Welsh and English during their time in school.</p>

22.2 Implement the change sooner

22.2.1	The phasing-in process, as it will take so long, is surely going to slow the realisation of benefits to Welsh language capacity and capability.	<p>The Council notes these concerns regarding the length of time it would take to fully implement the change to the school's language category, should the Council decide to proceed with the proposal.</p> <p>The proposal is to introduce any change to the school's language category on a phased basis in order to minimise impact on pupils currently accessing English-medium education at Ysgol Bro Hyddgen, by ensuring that they can continue to access provision at the school.</p> <p>Should the Council proceed with the proposal, it would work with the school to identify additional support required to support transition to the new operating model. This could include offering the opportunity for current pupils to access immersion provision which would enable them to transfer to Welsh-medium education earlier, which could enable the change to be fully implemented more quickly.</p>
22.2.2	This is the only option, but it is a long process.	As above.
22.2.3	It's a shame that it will take so long.	As above.
22.2.4	The proposal is good but the process is far too long.	As above.
22.2.5	I'm concerned that the process is so long, can it be done more quickly.	As above.

22.2.6	I'm concerned about how long it will take. It will be 2035 before having full 7-13 provision in the town.	As above.
22.2.7	It's important that every opportunity is taken to speed up the process of changing the school's language status. As it currently stands, children will have to wait too long.	As above.
22.2.8	It will take a long time to implement across the whole school, over 10 years. Is there a way to do it quicker?	As above.
22.2.9	Speed up the process. Currently, lots of children will miss out and the children currently in the area won't benefit from a Welsh-medium Secondary School.	As above.
22.2.10	I would prefer a more rapid and less of a phased approach, but understand why it has been approached and appreciate its utility in assuaging the worries of parents of current pupils.	As above.
22.2.11	The long transition period threatens the efficiency of Welsh-medium education. Perhaps this could happen more quickly with additional support?	As above.
22.2.12	The change could happen more quickly, so that children currently in the catchment could benefit from the change and have the provision and exciting opportunities that will be available to children in the area in the future.	As above.
22.2.13	It's a shame that if approved, changing the language category of Ysgol Bro Hyddgen would take around 9 years until years 7-9 on the secondary campus would see a difference. In my opinion, this is far too long. The children and their parents are ready for this change now, not in	As above.

	another 9 years.	
22.2.14	Change the language category of Ysgol Bro Hyddgen to Welsh-medium immediately or much more quickly than the current proposal.	As above.
22.2.15	It's a shame that it will take around 10 years for the secondary campus to see a difference, and that schools like Llanbrynmair and Glantwymyn will have to take a backwards step until the primary phase of Ysgol Bro Hyddgen catches up. This is a great shame. I would recommend that the Council goes a step further and allows the Welsh stream pupils have their education in their first language from 2022 when they start Year 7.	The option to change the language medium of the secondary phase in parallel to the primary phase was considered when developing the current proposal, however this was not identified as the preferred option due to the potential impact on pupils already accessing English-medium provision at Ysgol Bro Hyddgen.
22.2.16	Change the language category of the high school immediately.	As above.
22.2.17	After looking at reading the available options, I consider that option 5C should also be fully considered. If there are children who attend local schools who are fluent in Welsh and are about to go to high school, why isn't there an opportunity for them to benefit from this opportunity in Year 7?	As above.
22.2.18	Make the change a year earlier – Reception year in 2021.	It is unlikely that the statutory process which needs to be followed in order to change the school's language category will be concluded by September 2021, therefore it will not be possible to start to introduce the change from September 2021.

22.3 Additional funding

22.3.1	Fund the English stream fairly so that Welsh and English don't need to be taught together.	The Council funds schools according to a funding formula agreed with our schools, to ensure that funding is distributed across all schools based on robust and objective data, such as pupil numbers. Dual stream schools are effectively funded as two small schools for the teaching and learning element of the formula, with the only reduction being in relation to the shared costs such as the Headteacher.
22.3.2	Open a primary school for English-medium/Welsh learners and fund an English unit in the high school. How does Llanidloes High School fund its Welsh unit?	Llanidloes High School is a dual-stream school similar to Ysgol Bro Hyddgen. It is funded according the Council's funding formula for schools, in the same way as Ysgol Bro Hyddgen.
22.3.3	Must also consider what can be done with more funding (revenue) so that children are offered the breadth of subjects, and given the chance to thrive.	Comment noted.
22.3.4	It should be looking at better funding and better opportunities for Bro Hyddgen, albeit this may mean smaller schools in the catchment having to close.	Comment noted.
22.3.5	Fund both streams fairly. Currently, the school can fund 1 teacher for every 30 pupils regardless of the language they need to be taught in. If the English stream was a small rural school there would be more money for the pupils.	The Council funds schools according to a funding formula agreed with our schools, to ensure that funding is distributed across all schools based on robust and objective data, such as pupil numbers. Dual stream schools are effectively funded as two small schools for the teaching and learning element of the formula, with the only reduction being in relation to the shared costs such as the Headteacher.

22.3.6	To fund the 2 language streams sufficiently to continue to operate the dual stream status of the school. To stop the coercion of welsh medium education to new prospective parents.	As above The Council does not have any evidence that prospective parents are coerced into Welsh medium education.
22.3.7	Powys agrees to fund it properly.	As above.
22.3.8	To fund the dual stream status of the school fairly to stop the governing body having to be bullied into having to push for extreme decisions like this.	As above. The Council does not have any evidence that the governing body has been bullied to 'push for extreme decisions like this'.
22.3.9	I think the Council should consider awarding the school adequate funding to give the school, the pupils and their families to the opportunity to decide through which combination of languages individual pupils should receive their education.	As above.
22.3.10	If the council is truly committed to the educational development of its young people – then this will only work if the school is adequately funded (revenue, as well as capital) so that children have access to the full breadth of choices and subjects to develop their education. This system of teaching on a shoe string is killing the school. As a parent with children in a feeder school, I am very concerned that inadequate funding at Bro Hyddgen will damage their education.	As above.
22.3.11	Fund the school based on pupil needs – not 'one size fits all'	As above.

22.4 Improve the Welsh Second Language provision

22.4.1	More Welsh lessons in the English class and help the children have Welsh as a second language, have it duly spoken in classes. They shouldn't have to struggle to learn and be educated in Welsh only, a lot will struggle without the support at home wouldn't get the grades that potential they could of if they had been able to study in a language they understand more.	Studying Welsh as a second language does not enable learners to become fully bilingual.
22.4.2	Should the council wish to promote Welsh more in our community then perhaps they should teach Welsh second language at a higher level from a younger age for the English stream. Perhaps provide after school facilities where English speaking children can go with their English speaking parents to be taught Welsh at a higher level	As above.
22.4.3	From the numbers this is not something being accessed by a dwindling minority – according to your figures 30% of pupils are in the English stream. Surely it would be better to strengthen Welsh language support for those in the English stream to become fully bilingual rather than force them to be schooled elsewhere.	It is the Council's view that all children, regardless of their background, should be able to have the opportunity to enhance their skills by becoming fully bilingual in Wales and to participate fully in the community.

22.5 Provide an English-medium school

22.5.1	To provide an English only school within the Dyfi valley, there are currently numbers within the primary campus that in fact have more pupils than some current small primary schools offering Welsh medium.	The numbers currently accessing English-medium primary provision in the catchment area do not support the need for an English-medium school in the catchment.
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22.5.2	Would it not make sense to move Glantwymyn school pupils to Machynlleth and the operate Glantwymyn school as an English medium primary with the option of going to Llanidloes for Dual stream secondary education?	As above.
22.5.3	Open a primary school for English-medium/Welsh learners.	As above.
22.5.4	Providing English language education for the 50% of families that want children to be taught in in their mother tongue.	As above.

22.6 Other bilingual options

22.6.1	A bilingual school, and by that I mean truly bilingual 50/50 where both languages are respected and utilised to benefit all children in the area.	<p>This is the model which is currently in operation at Ysgol Bro Hyddgen.</p> <p>The current dual stream model poses a number of challenges to Ysgol Bro Hyddgen, which are outlined in the consultation document issues in respect of this proposal.</p>
22.6.2	Perhaps the primary school should be only Welsh. But the high school should remain both? Or at least have some kind of option to learn things through the medium of English if required!	Comment noted. The option to retain English-medium provision in the secondary phase was considered in the consultation document in respect of this proposal, however this was not identified as the preferred option for the school.
22.6.3	Instead of getting rid of the English stream in the primary school, it could be called a 'bilingual / language unit'. The unit would be available for pupils that live in the area temporarily, or for pupils with additional needs who would be unable to cope with two languages.	Should the Council proceed with the proposal to change the school's language category, officers would work with the school to identify and introduce the support needed to support any pupils already attending Ysgol Bro Hyddgen as well as any pupils that might move to the

	<p>Core subjects could continue to be taught in English whilst the practical subjects (music, PE and art) could be taught in Welsh, as well as Christmas shows, concerts, assemblies, sports clubs and Urdd activities. A middle ground would be needed for other subjects such as RE, history and geography.</p> <p>The high school should continue to be bilingual, with pupils choosing if they want to learn in Welsh or English or a combination of both.</p>	<p>area in the future, whether temporarily or on a permanent basis. This could include immersion provision and other Welsh language support to support pupils to develop the Welsh language skills needed to access provision at the school.</p>
22.6.4	<p>Humanities subjects to be taught in Welsh. Other subjects such as sciences and maths to be taught in English as it is the universal language for these subjects.</p>	<p>Maths and science subjects are already taught through the medium of Welsh at Ysgol Bro Hyddgen. Developing an understanding of subject specific terminology in both English and Welsh is a natural part of a Welsh-medium education and adds to the students' understanding of the concepts involved.</p>

22.7 Establish a Welsh-medium secondary school in a different location

22.7.1	<p>If Powys are required to have a Welsh speaking school for political reasons make it central to the county so pupils wishing to have education in Welsh only school are catered for throughout the county</p>	<p>The Council's Strategy for Transforming Education in Powys includes a strategic aim to 'Improve access to Welsh-medium provision across all key stages.' Within this aim, the Council sets out Strategic Objectives to 'Move schools along the language continuum' and to 'Develop new primary and secondary provision'.</p> <p>As well as the current proposal to change the language category of Ysgol Bro Hyddgen, the Council is currently developing a number of other proposals in order to take forward these aims and objectives. If implemented,</p>
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		these proposals would lead to improved opportunities to access dedicated Welsh-medium provision in the primary and secondary phase across Powys.
22.7.2	Move the Welsh medium school, to the middle of Powys to enable equality, there is a Welsh medium school 18 miles from Mach, where is the nearest Welsh medium school to Llandrindod?	As above.

22.8 Other suggestions

22.8.1	It's important that funded education for 3 and 4 year olds changes to reflect the school's language status. This is a step which needs to be implemented immediately if the Council wishes to introduce this change from September 2022. There would be no need for English education for 3 and 4 year olds in the town at all, and Cylch Meithrin Machynlleth would need additional support so that they can accept more children following this change.	<p>The Early Years settings have a contract to deliver Early Years education which is due to expire in August 2022. In preparation for the new contracts, the Council will determine the type of provision that will be funded in Machynlleth from that time on.</p> <p>Up to the end of the current contract, any amendments to the current provision would need to take account of the terms and conditions of the contract.</p>
22.8.2	A well managed school with equal priority given to both languages and to stop the current downgrading of the English classes which has been going on for years now with virtually a policy of intimidation to make parents put children into the Welsh stream.	Comment noted.
22.8.3	Is there scope to teach children in combined year groups so that classes are bigger- and given that the curriculum is modular, this should allow children to complete a wider curriculum basis and also enable Welsh only and English only	Comment noted.

	classes? E.g. Year 7 induction year then (yr 8 + yr 9) (10 and 11) and (12 and 13).	
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Appendix C – Minutes of meetings with Staff, Governors and School Council

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1. Consultation meeting with staff of Ysgol Bro Hyddgen

14th January 2021

Present

Staff:

A Elias	E Wyn	M Williams
A Jones	G James	N Bleddyn-Jones
A Jones	G Phillips	N Jones
A Jones	H ap Robert	N Zjalik
A Thomas	I Thomas	P Kenny
A Williams	J Price	R Law
C Lloyd-Williams	L Evans	S Rees-Griffiths
C Morgans	M Evans	S Roberts
D Brown	M Griffiths	T Owen
D Jones	M Jones	T Rowlands
E Holt	M Lewis	

Officers:

Geraint Rees, Strategic Lead, Schools Service
Huw Foster Evans, Education Improvement Consultant
Sarah Astley, Schools Transformation and Welsh-medium Education Programme Manager
Huw Rowlands, Programme Officer, Schools Transformation
Sarah Christoforou, Powys Human Resources
Yan James, Challenge Adviser

Dafydd Jones, Headteacher of Ysgol Bro Hyddgen welcomed everyone to the meeting and introduced Powys officials.

Geraint Rees introduced himself and made it clear that the intention was to use both the Welsh and English languages in the meeting, and parties were welcome to use whichever language they preferred. Huw Foster Evans would be available to answer questions especially in relation to Welsh-medium education and bilingualism.

Geraint Rees said that he hoped to have opinions on how Powys should proceed to try and create an entitlement for every learner to be entirely versatile in both English and Welsh.

It was explained that the consultation is a statutory process proposing to change the language category of Ysgol Bro Hyddgen from its current dual-stream to Welsh-medium.

Sarah Astley gave a presentation giving an overview of the background and history of the proposal. It was explained that Estyn inspected Powys County Council's Education services in summer 2019 and made a number of recommendations. This resulted in Powys County Council implementing a new Strategy for Transforming Education in Powys, including the objective of creating and developing Welsh-medium education in the County and to improve access to Welsh-medium education across all key stages within Powys.

In November 2020, Powys County Council's Cabinet gave approval for a consultation to be carried out in respect of proposals to change the language category of Ysgol Bro Hyddgen.

Those in attendance were reminded of the proposal:

"To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium. This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022."

Consultation started on 8 December 2020 and will continue until 26 January 2021.

All information in relation to the consultation is available on the Council's website and paper copies can be sent out if required. A comprehensive consultation document for the proposal has been drafted, which explains the reasoning for the proposal. The various options in relation to responding to the consultation were then explained, being via the Council's website, by email to Powys County Council or by post to County Hall.

An overview was then given on the next steps ahead. Once the consultation is complete, the responses that have been received will be analysed, and a report will be prepared summarising the responses. The report will be published and considered by the Council's Cabinet, who will decide whether or not to proceed with the process. If they decide not to proceed with the proposal, then that will be the end of the matter. However, if they decide to proceed with the proposal, a Statutory Notice will then be issued, to which there is a 28 day objection period. At the end of the objection period, a further report would be prepared outlining any objections received, and Cabinet would consider this report and make a final decision.

The aim is for Cabinet to have made a final decision by the end of the 2021 academic year.

Staff were then invited and encouraged to ask any questions, and the questions asked were as follows:

Member of staff: I work at the ALN unit in Ysgol Bro Hyddgen. I see a number of pupils who struggle to learn even through their first language, and I am concerned regarding what support will there be for pupils with emotional, social and behaviour

problems, which are already educational barriers, without having to be educated in a language which is not their mother tongue.

Geraint Rees: You will be aware of the range of schools already in Wales who have Welsh language ALN and SEN provision. Evidence shows that ALN and SEN pupils can be taught successfully through the medium of Welsh, with a high percentage making good progress. I would be more than happy to support YBH to be part of the network of Welsh ALN and SEN schools that currently exists. It is not impossible for children with special needs to learn bilingually. It is important that there are discussions regarding this and as far as special needs are concerned, the new campus will have a purpose built SEN unit. Therefore, it works elsewhere and we would need to provide all necessary support for Ysgol Bro Hyddgen to ensure that it works here as well.

Member of staff: I agree with you that teaching ALN can work well in Welsh schools all around the country. But it is also true that almost all of those schools you mention also have English provision nearby that parents choose to send them there.

Geraint Rees: That is often the case and you're right to say that. One of the things we would need to look at here would be working on a case by case basis with learners, but the hope would be that Bro Hyddgen could provide the framework needed with the support of the local authority including the ALN service which we are boosting quite considerably at the moment.

Member of staff: Just to clarify, are you saying that if a child's needs could not be met if educated in the Welsh-medium, they would then be sent out of county or to a school which is quite a distance away. I'm just thinking about the rights of the child to be educated in his or her community.

Geraint Rees: You are right to raise the issue regarding the rights of the child, which is a key driver in the new ALN legislation. We will need to apply the new ALN legislation across all of Powys and applying the resource to the child and ensuring that settings can work for children is a key part of that and this would be a key area of work that would need developing if the transition happens. But it's not impossible for children even with significant needs to be operating in bilingual environments and settings, this happens across Wales and beyond Wales where two languages are in common use in the community. The resource needs to be allocated in order to ensure that the child is properly supported, and that's why the discussions regarding the new ALN facility in the new Bro Hyddgen building is also an important one.

Member of staff: I teach special needs. If a child needs a speech and language therapist, what happens if no Welsh speaker is available? I have found it difficult to get Welsh language speech and language therapists to help in Powys.

Geraint Rees: There is no doubt that we need to improve the ALN provision in Powys, including provision through the medium of Welsh. A new ALN strategy has

recently been agreed in Powys. Recently we sponsored 14 people to attend a postgraduate ALN course at the University of Birmingham, and we did say that we needed bilingual applicants. Another course will start in September 2020 in Birmingham, and the intention is that every year there will be a cohort so that we have expertise, including expertise in the Welsh language throughout the authority. Therefore if you know of anybody suitable, please ask them to put their name forward. It's also important that ALN staff work from the actual school and not from County Hall, as has sometimes been the case in the past.

Member of staff: I teach in the primary phase. A lot of people move into the area from England. What provision will there be for them? Will there be immersion – especially for KS2?

Huw Foster Evans: I agree that immersion is important and there is a strong track record in Wales of ensuring that immersion works well so that latecomers can participate successfully and benefit from Welsh-medium education. Powys is currently working with Ceredigion to improve immersion provision in Powys.

Member of Staff: I work at the secondary campus. Does Powys intend to have some form of marketing or promotional campaign in order to sell the benefits of Welsh and ensure that pupils and their parents understand what Welsh-medium education exactly is?

Geraint Rees: Certainly, a number of people misunderstand what Welsh-medium education and ensuring bilingualism for young people is. Many people have thought that dual-stream schools lead to bilingualism, but it is rarely the case that those in the English stream rarely become fully bilingual in Welsh or English. The aspiration is that every learner should become fully competent in both Welsh and English, and that is the intention of Welsh-medium education. It is true to say that Powys has not made much progress in this regard, but Powys is working on this at the moment.

Sarah Astley: There is an intention for there to be work by Powys County Council to promote bilingualism, following the launch of the Welsh in Education Strategy in Powys before Christmas. We have been working with Mudiad Meithrin, RHAG, Mentrau Iaith, and an internal group meets weekly. At the moment we are discussing the promotion of the pilot immersion project, and you will soon see this being promoted on social media.

Geraint Rees: It would be good if people shared on social media anything they receive from Powys County Council, in relation to bilingualism, immersion and so on, to reach a wider audience.

Member of staff: I work on the Secondary Campus. I think you need to set this proposal in its national context. You said at the beginning that Powys is far behind as far as Welsh language education is concerned, and therefore when people are rather afraid to embrace change, it is important to emphasise that Powys is lagging behind

what is happening successfully in other parts of Wales. I think that every educational establishment in Powys needs to educate pupils so that they are completely fluent in both languages. However, to ensure this Powys needs to educate parents so that they see the advantages of having their children being bilingual citizens. Parents and teachers need to have the confidence that any current provisions in Powys in respect of needs of every kind and immersion units are improved. Therefore I welcome the proposal, but emphasise that Powys has a duty to convince everyone of the benefits of Welsh-medium education. It is important that children in Powys have the same opportunities as children in other parts of Wales to be fluent in both Welsh and English.

Geraint Rees: I agree that Powys has a duty to support any change. I would also say that the proposal for Ysgol Bro Hyddgen is part of a wider momentum and strategy to ensure that every young person in whatever part of Powys they live can see their education right through to have every opportunity to become fully bilingual. That is something we do not currently have, and there are whole areas of the county where no Welsh-medium primary provision is available.

Member of staff: It's important to emphasise when promoting the benefits of bilingualism that Welsh-medium education will not have a negative effect on pupils' standards in the English language. This is an important message that needs to be communicated and promoted.

Geraint Rees: I agree, it is part of our vision that bilingualism of quality is what we are striving to achieve. Being proficient in Welsh does not mean being any less proficient in English. We need to make sure that we communicate this with parents and the public.

Huw Foster-Evans: Just to add to that last point, it is true to say in relation to Welsh-medium education that it is an expectation and a fact that the development of the English language is totally essential to the success of the Welsh-medium sector. Without this success the sector would not have succeeded as it has. I see that Yan James, Powys County Council is here, and he's shared with us charts of examples of promotional material available. These include references to the success of the Welsh-medium sector in relation to teaching English. Pupils should be in a position to apply at the end of their secondary education for entry to Universities in, Wales, Scotland, England and further afield.

Member of staff: I just want to add to what has been said, which is that a designated Welsh-medium school does open the door for pupils to be able to attend Universities worldwide, whatever the language. Also, across all ability ranges, Welsh--medium education opens doors to pupils, including pupils with ALN, where the skill of being able to speak Welsh is of benefit. Therefore, it is not just the most able pupils who can benefit from Welsh-medium education.

Geraint Rees: I agree, and in the context of local employment, there is a need all over Wales, for bilingual language skills for a wide range of jobs.

Member of Staff: How secure are the jobs of staff members who cannot speak Welsh, and what arrangements will there be in place to help such staff learn Welsh?

Geraint Rees: The proposal is that of a phased introduction of any change of language category, starting at the lower end of the school. We need a supportive programme that enables any adult who is working in the school who would like to acquire the Welsh language and to be able to transition neatly with the school for that to happen and there is evidence all around Wales of people who have arrived with little or no Welsh but who have acquired fluency over a period of time. Therefore, we need to support that, but obviously it needs a commitment from both sides for this to succeed, and that's how it's usually best achieved. We'll need to sit around with you to see what are the perceived needs around that, who expresses that interest and how we work that through, but we'll be keen to adopt a supportive approach in getting that done.

Sarah Christoforou: Just to say that corporately in Powys we are supporting staff to learn or improve their Welsh, so there is already something set up that would be quite easy to expand with discussions with the staff here, to see what their needs are. So it's not something we would have to start from scratch, there is something already in Powys to expand the Welsh language within the staff group there as well.

Geraint Rees: In addition to that, there is a national programme of sabbaticals for people to be able to acquire the skills needed for teaching a subject that links to language acquisition as well, that Welsh Government will support in the teaching profession. So between the corporate Powys, the school itself and the wider community and the area and Welsh Government we hope that we will be able to reach all the buttons.

Member of staff: In the past we have had financial promises from Powys, in relation to changes to be made to the school, and those promises have been broken. What assurances can be made in relation to financial provision to support the school in the future?

Geraint Rees: It is perhaps true to say that in the past promises have not been kept. However, except for Brecon High School, Ysgol Bro Hyddgen will be the first new secondary campus in Powys for some 30-40 years. Therefore the capital investment of over £40m places the Ysgol Bro Hyddgen at the heart of its community. Powys has a number of old and deteriorating school buildings, and therefore Powys has a challenge to ensure that we have the resources to support every school. We need to develop Welsh language, Post 16 and new campuses for both primary and secondary schools and early years provision and hopefully the resources will stabilise around those.

Member of staff: It's good to hear that YBH has a secure future. However, the question I have is in relation to language medium in A level and GCSE. Will all subjects only be available through the medium of Welsh? If you look at Penweddig and Tywyn Secondary schools, some subjects are offered in Welsh or English or taught bilingually. Will every subject be taught in Welsh?

Geraint Rees: The proposal is that provision moves towards Welsh-medium and there are a number of areas in Wales where every subject is taught through the medium of Welsh, but there are other areas, where some subjects are taught through the medium of English because of a number of factors; some being local factors. Generally speaking, it is a matter for the local authority and Governing Bodies to decide how to plan matters, but generally, the expectation is that the shift from KS4 and beyond would be for more Welsh-medium teaching. However, it wouldn't be appropriate to answer whether or not every subject would have to be taught through the medium of Welsh, as there are occasions in every school where the need for a specialist in a subject is such that there is need to operate slightly differently.

However, the point is if most children are naturally bilingual it is possible then at least to have a discussion regarding this. If pupils are not naturally bilingual then that is when the problem arises and you cannot have that discussion. Wales is generally moving towards having an increased percentage of subjects taught through the medium of Welsh, even in the sort of schools just mentioned. That is what appears naturally throughout Wales and that is why the shift has happened and also that pupils' bilingualism is strengthened along each step of the way.

Huw Foster Evans: I would just like to add I had a chance yesterday to have the privilege of speaking with members of the School Council of Ysgol Bro Hyddgen, and one question asked was why was it going to take so long, and having to wait until 2022 before fully changing Ysgol Bro Hyddgen to Welsh-medium were this proposal to proceed. This is a long time, but it is therefore a long time to plan and this is an advantage, but it also has its disadvantages. However, I will agree with Geraint that the trend to offer more courses through the medium of Welsh is in place, but there might well be a need to be flexible, depending on local needs, but to do so from a position of strength and not from a position of weakness.

Geraint Rees: The proposal will take time to implement, but it does give planning time. Also, you may have learners in the school who might want more rapid transition, who may have chosen the English stream, but might start thinking that they would prefer to be in the Welsh stream but do not have the language skills to be there. With an immersion unit, it may be that we could facilitate at any part of a pupils' education journey, a transition with proper support. There is evidence in Wales of pupils transitioning quite strongly with no challenges or issues at all to Welsh-medium teaching.

Thank you very much for your time this evening. We will also be meeting with the school governors later this evening and I hope that they will also ask questions as well.

Dafydd Jones, Headmaster: Thank you for attending. I believe that it's an exciting prospect for the area and I personally feel that educational standards will improve. I think it's important that staff respond to the consultation. I will share the Powys County Council link with everybody so that they can respond.

2. Consultation meeting with governors of Ysgol Bro Hyddgen

14th January 2021

Present

Governors:

Cllr Elwyn Vaughan
Cllr Michael Williams
Gwilym Fychan
Tamsin Davies
Nia Roberts
Alun Jones
Sarah Lewis
Danielle Armstrong
Julie Price
Angharad Behnan
Rob Goodsell
Alwyn Jones
C Lloyd Williams

School Staff:

Dafydd Jones
Anwen Pughe-Jones
Haf ap Robert

Officers:

Geraint Rees, Strategic Lead, Schools Service
Huw Foster Evans, Education Improvement Consultant
Sarah Astley, Programme Manager, Transforming Education

Huw Rowlands, Programme Officer, Transforming Education

Mari Thomas, Finance Manager

Cllr Phyl Davies, Portfolio Holder for Education

Sarah Astley welcomed all to the consultation meeting. All officers introduced themselves. It was explained that there would be a brief presentation with an opportunity for discussion, comments, and questions for the officers.

It was explained that Estyn investigated Powys County Council's Education services in summer 2019 and made a number of recommendations. This resulted in Powys County Council implementing a new Strategy for Transforming Education in Powys,

including the objective of creating and developing Welsh-medium education in the County and to improve access to Welsh-medium education across all key stages within Powys.

In November 2020, Powys County Council Cabinet gave approval for a consultation to be carried out in respect of proposals to change the language category of Ysgol Bro Hyddgen.

Those in attendance were reminded of the proposal:

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An overview was then given on the next steps ahead. Once the consultation is complete, the responses that have been received will be analysed, and a report will be prepared summarising the responses. The report will be published and considered by the Council’s Cabinet, who will decide whether or not to proceed with the process. If they decide not to proceed with the proposal, then that will be the end of the matter. However, if they decide to proceed with the proposal, a Statutory Notice will then be issued, to which there is a 28 day objection period. At the end of the objection period, a further report would be prepared outlining any objections received, and Cabinet would consider this report and make a final decision. The aim is for Cabinet to have made a final decision by the end of the 2021 academic year.

Geraint Rees also explained that there has been an interesting dialogue around dual-stream, Welsh-medium and bilingual terminology. There is generally inconsistent and confused use of the terminology. He explained that in a bilingual school, the ambition is for all pupils to become bilingual by time they leave the school, but at the moment this isn’t the case, in dual-stream schools across Powys, but it is an intention for those in the Welsh-stream. We therefore need to differentiate between the different terms, and the intention with the proposal here is to have pupils who are competent and bilingual in both English and Welsh, by having Ysgol Bro Hyddgen to be a Welsh-medium school.

Governors were then invited and encouraged to ask any questions, and the questions asked were as follows:

Governor: Who can respond to the consultation? Is it anyone in Powys, or individuals what would be affected by the proposal, such as parents etc?

Sarah Astley: There are no rules on who can respond to the consultations. In the past we have had people respond that live miles away from the area. When we create the consultation responses report, we will do our best to highlight who is responding by reference to the type of respondent, e.g. parent, staff member, organisation and so forth and where they are responding from by reference to a post code.

Governor: Thank you. I was asking the question because I know that there are a number of people who are originally from Bro Ddyfi but no longer live here, but would like to respond.

Cllr Michael Williams: What I would like to know is how will you be able to respond to parents who are concerned about their children who are first language English and have special educational needs? The other question is how will you explain the difference between dual-stream and bilingualism?

Geraint Rees: In response to the first question, it is one of the challenges that Powys has, because its educational system has historically been built around dual-stream. We don't exactly have a model in Powys which we can share with people, and show how Welsh-medium schools work. However, there are a number of schools across Wales which are Welsh-medium. We have schools elsewhere in Wales where 95% of learners have never heard a word of Welsh at home, who will leave school entirely bilingual and who tend to pick up other languages easier too.

It seems to be the case with Bro Hyddgen having changed to be an all-through school, that the parents of younger children have been largely making their own choice in any event by making the choice to send their children to Welsh-medium Education, as last year there were very few who did not choose the Welsh-stream.

The choice is a strange one really, and with time, bilingualism being the norm will hopefully resolve concerns, but it doesn't take away the anxiety people on the streets have now. All I can say is that it works well all over Wales, Europe and beyond for children whatever the language at home, pretty much in the same way as entirely Welsh speaking families in the past have only received education through the medium of English, and have managed to progress well.

The issue around special needs is interesting. Huw and I have been Headteachers of secondary schools where parents were overwhelmingly not Welsh speaking, and where we had special needs pupils.

Huw Foster Evans: We need to be aware that parents who have children with special needs will be extremely worried about this proposal. It is a significant change.

It was a privilege for me to meet yesterday evening students from Ysgol Bro Hyddgen and one of the things they mentioned is the time delay in implementing this

proposal. They were concerned about that. However, the advantage of this is that we have more time to plan and get things right.

It is important that we emphasise that the support available throughout Wales for Welsh ALN support has increased. Welsh-medium schools have developed a significant expertise in this area, because there is a lack of provision in many areas. It is important that the expertise is shared with Ysgol Bro Hyddgen and the community. There is a lot of expertise out there. There are a lot of learners from English speaking homes who have significant special needs who have succeeded very very well, and have benefited from having two languages. I have a personal direct experience of that.

Geraint Rees: Powys has to be committed to improving Special Needs teaching. This would show that Powys is serious in supporting schools to work through the Welsh language. This is an important agenda now and we need to make sure that we have expertise in English and Welsh for pupils with special needs. Otherwise, this question will be raised again in a few years' time. That's not an option for Powys.

We have at the moment a cohort of some 14 teachers enrolled at the University of Birmingham gaining a postgraduate qualification in additional learning needs. We will be advertising fairly soon for a similar number. Therefore, we hopefully will have increased expertise in special needs as time goes by, including in the Welsh language, as our current expertise is patchy.

We have to deliver so that people who are concerned on the streets will not be concerned in 5 years' time.

Geraint Rees: In response to Councillor Williams' second question, that many people do not understand the difference between dual-stream education and bilingualism, Sarah and the team are creating a range of materials which make it clear what the expectation is regarding Welsh-medium education, including raising questions such as will my child if educated in Welsh, can they be educated in a University anywhere in the world and what are their job prospects? When these are published we need them spread far and wide. We need to give clarity around dual-stream offering bilingualism for some, whereas the option that is being put forward for Bro Hyddgen is that each student will become fully bilingual.

Sarah Astley: We have been working with other stakeholders such as Mudiad Meithrin, Menter Maldwyn. There is a lot of material already out there, but we need them to be shared and for people to see them, so we encourage you to share any such material when they are available.

Geraint Rees: And we do need clarity which is that dual-stream offers bilingualism for some, but monolingualism for others. The option being put forward for Bro Hyddgen is that all learners will be bilingual.

Languages are not caught and you have to learn the language. There is a planned bilingualism for part of the population but not for the other part. The aim here is that every youngster in Machynlleth and the surrounding area will be confident in their use of both the Welsh and English language.

Cllr Elwyn Vaughan: It is important to note that there are examples in Powys where there is success from similar situations. I'm talking specifically about Ysgol Dafydd Llwyd where 98% of children come from non-Welsh families, some from the poorest ward in Powys. And there are other examples in Barmouth where 95% of pupils come from non-Welsh language homes, in what is an economically deprived area. Therefore I can't see that Machynlleth should be an exception to this.

Geraint Rees: Your facts are correct.

Governor: I have the same concerns as Cllr Michael Williams. I understand the complexity and details necessary in the consultation document, but it is also then easy to lose some of the key messages which can then lead to confusion. Perhaps after this stage of the consultation we can have clear messages with real life examples about how it will affect children. The sort of questions you might have from non Welsh-speaking parents is for example, if their children are struggling at school can they take their exams in English?

So, I think messages could be put out much more clearly, at this stage of the consultation and at the next stage. We need real life examples as to how it is going to affect children. The sort of questions you will have is will my child struggle as there is no backup after school. We know the support will be there but not every parent will know this.

As a parent there has been some enthusiasm in relation to Bro Hyddgen from parents outside the County but they would not wish to send their child to an English-medium speaking school nor to a Welsh-medium school. So, I believe we need to get clear messages out to parents.

Geraint Rees: I'm sure that there are suitable examples, some in Bro Hyddgen itself, and we need to use those examples.

Governor: Can I just ask, have you worked at all with the Coleg Cymraeg Cenedlaethol. I work at Aberystwyth University for the Coleg Cymraeg. At open days students are asking us about learning Welsh because maybe they have had some Welsh at school or have had no Welsh but see the potential of better job opportunities, but by the time they arrive in the University it is often too late. Is there anything being done for students wanting to study through the medium of Welsh at higher Education?

Huw Foster Evans: We had a meeting with the Coleg Cymraeg Cenedlaethol just before Christmas about the same matter and we are working towards developing

more Welsh language provision in further education colleges and in the school sector. Therefore, making sure that children and young people are aware of the Coleg Cymraeg Cenedlaethol, and that there are opportunities is important. I agree with what has been said, and it is something which we are looking at.

Headmaster: I totally agree,

Governor: One of the questions asked frequently by parents is regarding science subjects. Will pupils have to study such subjects through the medium of Welsh? It's those subjects which make parents afraid, and for example if they go to Liverpool University will they understand what's being taught?

I think in Penweddig there is a choice of languages with some subjects. Is there a percentage of subjects which a bilingual school can offer in the English language? We need to allay the fears and show that there is an option for children.

If the school is working to secure that pupils will have access to both languages, then the idea of fear that they perhaps wouldn't be able to have a certain subject in English or Welsh won't be there. If the school is committing to each pupil being confident in both languages, at this moment in time it may not be an issue worth raising but perhaps further down the line.

Geraint Rees: I think that you as a governing body needs to cross these bridges if and when they happen. It wouldn't be appropriate for the authority to set out expectations at this point in respect of something which the school itself will need to develop, and in respect of something which might not be a difficulty.

We are in a situation where Penweddig offers some subjects in the English language. I also understand that some Gwynedd schools teach some subjects through the medium of English even though they are Welsh-medium schools.

The aim of the authority is that all children in Bro Hyddgen grow to use both the English and Welsh languages with confidence and without fear, which could include teaching some subjects through the medium of English, although the school would still be regarded as Welsh-medium

Cllr Elwyn Vaughan: In Ysgol y Preseli, Crymych, for a number of years maths and sciences were being taught in English, and it was only fairly recently that they changed to teach these subjects through the medium of Welsh. Therefore, there is no need to be too worried.

Geraint Rees: And I'm sure if this matter was raised 20 years ago at Ysgol y Preseli people would have been worried.

We also need to consider the need for Welsh language teachers to be able to teach science subjects through the medium of Welsh, so there is a need to be practical in

relation to this point, although the Coleg Cymraeg Cenedlaethol will help to alleviate shortage in the future.

Huw Foster Evans: I agree with what has been said, but it is of course a matter for the governing body to decide. I do understand the concerns here, but we need to allay those concerns. Maths is no more difficult if taught through the medium of Welsh than it is through the medium of English, nor is any other subject.

Governor: What kind of immersion provision will there be so as to ensure that immersion is available to latecomers to the area? There was an immersion project a few years ago. We had two pupils here starting in year 7 with no Welsh whatsoever and they progressed through the school via the Welsh-medium stream, very successfully. We need funds in place in order to ensure that immersion is available. In the past Powys has promised funding but promises have been broken.

Geraint Rees: Immersion is absolutely crucial to this project. This proposal is only realistic if there are proper immersion facilities. There are models of immersion units in Wales which shows that immersion can work.

In the past the school may have felt let down because of promises by the local authority which were not kept. We're now taking a longer term view, so the resources are more secure, as currently the distribution of resources are so wide and the margins so small, but that will change so that we can ensure that promises made are kept.

This isn't a flash in the pan project. This is an area where there will always latecomers moving in. COVID might encourage more of a move from towns to rural areas like Powys, and therefore we have to make sure that immersion works.

Mari Thomas: There has been a change over the last year, year and a half as to how education is proceeding in Powys. There has been a lack of resources, and difficult decisions have had to be made in the past. However, there is commitment to the new Powys Education Strategy and the whole Council must support it.

Geraint Rees: To commit to a new school in Machynlleth at a cost of over £40m, and not to give it the support it needs to succeed would be nonsensical. This project needs to succeed and would be a flagship project of the local authority

Sarah Astley: Introducing immersion is one of the objectives of the new education strategy. Therefore, there is certainly an intention by Powys to improve the immersion provision in the county which is available to latecomers. As it happens a new pilot immersion scheme has commenced this week. It's taking place on-line due to COVID, but it is something that can be developed, and a first step along the journey and we would like to work with you as a governing body in relation to this.

Headmaster: I would ask that you locate any new immersion centre in Machynlleth. That would be a great help, and would alleviate the concerns of the local community.

Geraint Rees: That is the challenge the authority has set itself.

Governor: As far as teaching sciences through the medium of Welsh is concerned, there are specific case studies I have seen of pupils who have had Welsh-medium education but who have then found work, usually in England, and also elsewhere, and perhaps they could be of interest, as far as showing what is possible as this proposal proceeds.

Geraint Rees: I studied through the medium of Welsh until sixth form and then studied in a University in England, and had no problems with the language. As part of the marketing process we need to have specific examples, of children who succeed at age 16 and 18 having had a Welsh-medium education.

Deputy Headteacher: As part of the marketing process we need to market the fact that we give an additional skill to every pupil, whatever their ability, and it offers them access to jobs that similarly able pupils would not get, because they have this additional skill. It's very important to market the opportunities available in Wales through the Coleg Cymraeg Cenedlaethol, but pupils are also available to study elsewhere. For example our Head girl last year decided to go to Goldsmiths in London to study and rejected Oxford. Therefore, we have excellent examples in the school itself, and we don't always need to find examples from elsewhere of successful children.

Geraint Rees: The role of a school is not to export children to the world, but to enable pupils to achieve what they want, be it locally or further afield. There is a problem in rural Wales with recruiting people with Welsh language skills to a variety of types of employment.

Deputy Headteacher: It's important that the school and the authority fully support non-Welsh speaking children, those that arrive in the school in Reception class and that we commit fully to teach them through the medium of Welsh not just at the beginning but through their journey through the school.

Governor: It's important that children that receive immersion do so in a small class. That appeals to parents.

Deputy Headteacher: If we can show that we can fully support children at Bro Hyddgen, then we are far more likely to see them stay at Bro Hyddgen and not leave for other schools.

Geraint Rees: We need to normalise the Welsh language as a medium of education which opens the door to natural bilingualism, and only by doing it can that happen. We can philosophise about this but it is something which we need to be implemented

on a practical basis. If the proposal is implemented then it is a challenge for you as a school community to ensure that it is implemented well.

Cllr Elwyn Vaughan: I agree that immersion is essential and I have heard good reports about Llanfyllin. Therefore, if we can learn from that, all the better.

Thank you everyone for attending tonight. Good night.

3. Meeting with the School Council of Ysgol Bro Hyddgen – Primary Phase

A meeting with the School Council of Ysgol Bro Hyddgen – Primary Phase

13th January 2021 – Held virtually on Microsoft Teams

Present: Huw Foster-Evans, Sarah Astley, Huw Rowlands – Powys County Council
Dafydd Jones, Haf ap Robert – Ysgol Bro Hyddgen

Officers from Powys County Council met virtually via Microsoft Teams with representatives from the School Council of the Primary Phase of Ysgol Bro Hyddgen to discuss the consultation to change the language category of Ysgol Bro Hyddgen from dual-stream to Welsh-medium.

The session was held with 3 pupils from the school council. The group were all in years 4 – 6.

The officers explained the proposals for changing the language category of Ysgol Bro Hyddgen, and that they would like to have the views of the pupils on the proposal. The pupils understood that the change would be phased over time and that the proposal would have no effect on existing pupils.

The pupils were asked several questions and their responses are summarised below:

What would be the advantages of the proposal?

- Lots of good things but also some bad things. If all pupils were taught in Welsh, children would have more opportunities and jobs in Wales, and they would have a better understanding of Wales and its history
- Enjoy learning through the medium of Welsh
- More people in the Machynlleth area would speak Welsh

What would be the disadvantages of the proposal?

- It might be hard for the Yr1 - Yr6 English-stream pupils to get used to the change
- The school might lose some pupils as they could move to another school which has an English-stream
- Incomers moving to the area with no knowledge of Welsh might find it difficult to learn a new language

Other questions asked:

- What about staff who don't speak Welsh, will they have to learn Welsh before being able to teach at the school if the language was changed to Welsh-

medium? – It was explained that the Council would need to help the school to provide opportunities for teachers and other staff to learn Welsh.

- What happens if a non Welsh speaker comes to YBH in a few years' time. How would you help them understand Welsh? – It was explained that there would be immersion opportunities available for pupils, so pupils would have the chance to join an intensive Welsh course when they start at the school. This currently happens all over Wales, and we need to make sure that these opportunities are available for any children who don't speak Welsh that come to Ysgol Bro Hyddgen.

We need to make sure that these opportunities are available to anyone that doesn't speak Welsh that moves to the primary or secondary phase of the school.

Other comments:

- I didn't find it difficult to learn in Welsh, my grandmother speaks Welsh and English and she helped me to speak Welsh. I wasn't worried about learning in Welsh, I was happy to be educated in Welsh even though both my parents spoke English.
- I speak English at home but I started learning Welsh at a young age with others speaking Welsh with me.

The pupils were thanked for their attendance, and were told if they or their friends did think of anything else, they were welcome to let the School Transformation Team know, and how to do this was explained.

4. Meeting with the School Council of Ysgol Bro Hyddgen – Secondary Phase

A meeting with the School Council of Ysgol Bro Hyddgen – Secondary Phase

13th January 2021 – Held virtually on Microsoft Teams

Present: Huw Foster-Evans, Sarah Astley, Huw Rowlands – Powys County Council
Dafydd Jones, Anwen Pughe-Jones – Ysgol Bro Hyddgen

Officers from Powys County Council met virtually via Microsoft Teams with representatives from the School Council of the Secondary Phase of Ysgol Bro Hyddgen to discuss the consultation to change the language category of Ysgol Bro Hyddgen from dual-stream to Welsh-medium.

The session was held with 12 pupils from the Secondary Phase School Council of Ysgol Bro Hyddgen. The group comprised of pupils in years 7 – 13.

The officers explained the proposals for changing the language category of Ysgol Bro Hyddgen, and that they would like to have the views of the pupils on the proposal. The pupils understood that the change would be phased over time and that the proposal would have no effect on existing pupils.

The pupils were asked several questions and their responses are summarised below:

What would be the advantages of the proposal?

- It would be a good idea, it's so important for children to be bilingual. It would be good for the Welsh language. It's a good idea to have children learning Welsh from an early age.
- I agree with the proposal, it's a fantastic idea. I think it had to happen. It is generally a good thing to make the change gradually over a number of years.
- I think that it's a good idea to have more Welsh in the school
- Having been through a Welsh-medium primary school where everything was in Welsh, I feel that Welsh-medium education from an early age is a really good idea. At that young age you don't realise how important the Welsh language is, and for those with parents that don't speak Welsh, perhaps they don't realise how important it is to learn the Welsh language fluently until they are older. Once they reach secondary school, it is far more difficult for them to learn Welsh fluently. Therefore it is far easier to learn from an early age.
- I think that we should have a Welsh school as Bro Ddyfi is a Welsh area, and people who are bilingual have better thinking skills. For example, they can concentrate better and have improved memory, and they can have better job opportunities in the future.

- I think that it's good that it's starting at a young age, as it's easier to learn languages when young, and it'll be picked up quicker.
- It's beneficial to be bilingual, and it would be good for others to have the same opportunities I had.

What would be the disadvantages of the proposal?

- If people move to the area who do not speak Welsh they will find it very hard. Some people who have joined my year in high school have found it hard. I feel that needs to be something which allows them to have space so they can pick it up.
- I think it's a good idea from a young age, but it's for parents to decide whether or not they want their children to go to English stream or Welsh stream, and if there were students moving from Birmingham or a place in England at a later stage, it would be very hard for them to move to a full Welsh school. Therefore it could make things harder for a lot of students.
- A lot of my friends are worried about the change to a Welsh-medium school.
- Concern that it might be difficult to find Welsh speaking teachers for some niche subjects e.g. business studies, and that this would limit the range of subjects available.

Other comments / queries

- It will take a long time to implement across the whole school, over 10 years. Is there a way to do it quicker? – It was explained that the change had been planned so that it wouldn't affect children attending Ysgol Bro Hyddgen at this moment in time – pupils attending the school now won't have to make a change, only those pupils attending the school in the future.
- What about years 10 to 13, which are important years, with exams being sat. Would it be possible to do subjects in Welsh or English? Studying A levels in English would be easier for pupils going to study in English at University, For GCSE and A level, sometimes I find that some subjects are easier in English – This concern was noted, however it was explained that in Welsh-medium schools across Wales, all of the learners studied all subjects through the medium of Welsh up until A levels. Many of these go on to attend university in England.
- Pupils who cannot speak Welsh will need additional support. For example, my Welsh teacher gave me additional support and this helped me a lot – It was agreed that additional support would be needed to support learners alongside any change. There are many examples of good practice across Wales, and the staff at Ysgol Bro Hyddgen will already be aware of good practice and will be experienced in supporting pupils.
- Will there be support for non-Welsh speaking families? – It was explained that it's important that support is there for pupils' families as well as the pupils themselves, for example Welsh lessons for parents, and ensuring that

homework resources and school information are available in both Welsh and English so that parents do not feel that they don't understand or are losing out.

The pupils were thanked for their attendance, and were told that the consultation period ends on 26th January. Information regarding the consultation and how to respond is available on the Powys County Council website.

The next steps in the consultation process were also explained, and a final decision was expected by the end of the 2021 academic year.

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Proposal to change the language category of Ysgol Bro Hyddgen

Impact Assessments

Updated April 2020

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Proposal to change the language category of Ysgol Bro Hyddgen

Impact Assessments

1. Introduction

Powys County Council is consulting on a proposal to change the language category of Ysgol Bro Hyddgen. The proposal is as follows:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

In line with the Council's policy, an Integrated Impact Assessment has been carried out which incorporates the Welsh Language, Equalities, Well-being of Future Generations Act, Sustainable Development Principles, Communication and Engagement, Safeguarding, Corporate Parenting, Community Cohesion and Risk Management.

In addition, the Welsh Government's School Organisation Code (2018) requires local authorities to carry out an Equality Impact Assessment and Community Impact Assessment in relation to all school reorganisation proposals. For proposals which affect teaching through the medium of Welsh, local authorities are also required to carry out a Welsh Language Impact Assessment.

These impact assessments were provided in draft form during the consultation period and have been updated following the consultation. The Equality Impact Assessment has been carried out based on the latest PLASC information available. The Community Impact Assessment and Welsh Impact Assessment has been carried out with input from the affected schools.

2. Integrated Impact Assessment

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

Service Area	Schools Service	Head of Service	Lynette Lovell	Portfolio Holder	Cllr Phyl Davies
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Proposal

To support Ysgol Bro Hyddgen to move along the language continuum over time, by phasing in fully Welsh bilingual (Welsh-medium) provision year by year, starting with Reception in September 2022.

Outline Summary / Description of Proposal

The Council carried out consultation on the following proposal in order to move Ysgol Bro Hyddgen along the language continuum over time:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen from Bilingual (dual-stream) to Welsh-medium
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

This would mean that:

- English-medium provision would be phased out gradually year by year, starting with Reception in September 2022 – pupils would be taught in Welsh-medium classes and become fully bilingual i.e. fluent in both Welsh and English
- Additional Welsh language support would be introduced alongside the change in language category for latecomers and those pupils needing the additional support. This would include immersion provision which has been very successful in other authorities.

Should this be implemented, the change would start to be phased in from September 2022.

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

Version	Author	Date
1	Developed at a workshop attended by the following: <ul style="list-style-type: none"> - Sarah Astley, Programme Manager, Transforming Education Team - Richard Williams, Programme Officer, Transforming Education Team - Bedwyr Fychan, Welsh Language Officer 	16/10/2020
2	Amended following Cabinet meeting for inclusion as part of consultation documentation	12/11/20
3	Amended following consultation	22/04/21

2. Profile of savings delivery (if applicable)

2020-21	2021-22	2022-23	2023-24	2024-25	TOTAL
£	£	£	£	£	£

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Public consultation required	Consultation in accordance with the School Organisation Code was carried out between 8/12/21 and 26/01/21

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**

The proposal has the potential to impact the following services:

- Children’s Services
- Digital Services
- Education
- Finance

Data Protection Impact Assessment

Would the proposal involve processing the personal details of individuals? Yes

Is Powys County Council the data controller? Yes

If you have answered yes to either of the above you would 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.

4a Geographical Locations

What geographical area(s) will be impacted by the proposal? (Chose all those applicable)

The following geographical areas would be impacted by the proposal:

- North Powys
- Machynlleth

5. How does your proposal impact on Vision 2025?

Council’s Well-being Objective	How does the proposal impact on this Well-being Objective?	<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>The Economy</p> <p>We would develop a vibrant economy</p>	<p>Should the proposal be implemented, eventually all pupils attending Ysgol Bro Hyddgen would be fully bilingual in Welsh and English so that they are able to utilise these skills in the workplace, where there is a growing demand for fluency in both languages in Wales</p>	<p>Good</p>		
<p>Health and Care</p> <p>We would lead the way in providing effective, integrated health and care in a rural environment</p>	<p>No impact</p>	<p>Neutral</p>		
<p>Learning and skills</p> <p>We would strengthen learning and skills</p>	<p>The proposal would eventually provide a more sustainable model for delivering education in Ysgol Bro Hyddgen, ensuring that all pupils are fully bilingual in Welsh and English when they leave the school.</p> <p>As the change is phased in, it is expected that implementation would lead to more effective and efficient use of resources as the school would no longer need to duplicate provision, which would enable improved opportunities for learners across all ages.</p>	<p>Good</p>		
<p>Residents and Communities</p> <p>We would support our residents and communities</p>	<p>In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the</p>			

	<p>proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p> <p>Following implementation of the proposal, there could be a negative impact on pupils moving to the area from outside the area / outside Wales. In particular, this could mean that secondary aged pupils moving to the area would attend English-medium provision in alternative locations, which would not support their integration into the community.</p>	<p>Neutral</p>	<p>Additional Welsh language support to be introduced at Ysgol Bro Hyddgen alongside any change in language category e.g. Trochi, additional Welsh language support. Whilst this would ensure that primary aged pupils from outside the area would be able to attend the school, it is possible that this may not be attractive to older, secondary aged pupils.</p> <p>The Council's 'Strategy for Transforming Education in Powys includes a strategic objective to 'develop immersion opportunities', and work is underway to develop these opportunities in Powys. Online immersion provision was introduced in January 2021, and this will be developed further over the coming months. Eventually, the intention is to provide opportunities for pupils across Powys to access immersion provision, to enable pupils to transfer into Welsh-medium education during their school careers. This would include areas such as Newtown or Welshpool as well as the Machynlleth area.</p> <p>Immersion provision exists in different forms across Wales. Whilst some programmes focus on primary aged pupils, there are successful programmes which provide opportunities for pupils to be immersed to Welsh-medium education on transfer to the secondary phase. There is no reason to believe that such provision could not be offered effectively at Ysgol Bro Hyddgen. However, in some situations – for</p>	<p>Neutral</p>
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			example when learners are nearing the end of their time in school – this may not be appropriate.	
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Source of Outline Evidence to support judgements

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

<p>A prosperous Wales:</p> <p>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The proposal is to phase any change in the school's language category in over a number of years. This would ensure that no additional transport would need to be provided, as English-medium pupils currently attending the school would be able to continue to access this provision until they leave school.</p> <p>It is anticipated that the proposal would lead to improved employment opportunities for all pupils in the area in the future, as all pupils would be fully bilingual in Welsh and English, and therefore able to take advantage of employment opportunities which require fluency in both languages.</p>	Good		
<p>A resilient Wales:</p> <p>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>	No impact	Neutral		
<p>A healthier Wales:</p> <p>A society in which people's physical and mental well-being is maximised and in which choices</p>	<p>In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. This could have a negative impact on people's well-being.</p>		<p>The proposal includes additional Welsh language support to be introduced alongside the change in</p>	

<p>and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017:</p> <p>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>	<p>Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p>	Neutral	language category e.g. Trochi, additional Welsh language support	Neutral
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities</p>	<p>In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p> <p>Following implementation of the proposal, there could be a negative impact on pupils moving to the area from outside the area / outside Wales. In particular, this could mean that secondary aged pupils moving to the area would attend English-medium provision in alternative locations, which would not support their integration into the community.</p>	Neutral	Additional Welsh language support to be introduced at Ysgol Bro Hyddgen alongside any change in language category e.g. Trochi, additional Welsh language support. Whilst this would ensure that primary aged pupils from outside the area would be able to attend the school, it is possible that this may not be attractive to older, secondary aged pupils.	Neutral

<p>A globally responsible Wales:</p> <p>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) UN Convention on the Rights of the Child:</p> <p>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 proposal would ensure that all pupils accessing Ysgol Bro Hyddgen in the future will develop bilingual skills in Welsh and English. Being fully bilingual in Welsh and English contributes to the cultural wellbeing of Wales, and would enable pupils to take part in local, national and global activities through the medium of Welsh and English.</p> <p>It is anticipated that implementation of the proposal would have a positive impact on the use of resources, as it would enable the school to operate more efficiently as a single stream school, and would enable resources to be focussed on delivering education through the medium of Welsh.</p> <p>Should the Cabinet agree to proceed, a consultation exercise would be carried out, which would include consultation with children and young people affected by the proposal, ensuring that all affected by the plans have the opportunity to give their views.</p>	<p>Good</p>		
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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.

Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards

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
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				drop down box below
<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 proposal is to change the school’s language category over time, so that eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English.</p> <p>As well as ensuring that all pupils are fully bilingual, this would ensure a fully Welsh-medium ethos, leading to enhanced opportunities to use the Welsh language throughout the school, and increased opportunities for participation in Welsh language extra-curricular activities and opportunities.</p> <p>Implementing the proposal would strengthen and broaden Welsh medium provision by improving the breadth of Welsh medium options at all key stages and ensuring stronger transition and progress for pupils. As a result, pupils would develop into fully bilingual pupils that would be better placed to support the local and national economic and community needs.</p> <p>As well as a full Welsh-medium curriculum, it is likely that establishing a Welsh-medium all-age school would also result in increased opportunities for pupils to access Welsh language activities, including activities provided by the school and activities provided by other organisations e.g. Menter Maldwyn, the Urdd.</p> <p>Implementing the proposal would raise the profile of Welsh-medium education in the area,</p>	<p>Very Good</p>		

	and create more fluent Welsh speakers who will be able to use the language within the community, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050.			
Opportunities to promote the Welsh language	<p>The proposal is to change the school's language category over time, so that eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English. This would lead to enhanced opportunities to promote the Welsh language within the school and beyond, for example through the "Siartr Iaith" (Welsh Language Charter) and through improved opportunities to provide Welsh language cluster activities.</p> <p>As well as a full Welsh-medium curriculum, it is likely that establishing a Welsh-medium all-age school would also result in increased opportunities for pupils to access Welsh language activities, including activities provided by the school and activities provided by other organisations e.g. Menter Maldwyn, the Urdd</p>	Very Good		
People are encouraged to do sport, art and recreation	<p>Currently, some sport, art and recreation activities which take place in Welsh in the local area may not be considered accessible to pupils.</p> <p>Should the proposal be implemented, all pupils would be fully bilingual in Welsh and English, which would allow students to participate in these activities.</p>	Good		

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).

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
Age	<p>The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen regardless of their age, including the opportunity for all pupils to become fully bilingual in Welsh and English.</p> <p>Initially the proposal would mainly impact younger pupils as the intention is that the change would be phased in, starting with Reception aged pupils.</p>	Neutral		
Disability	<p>The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, including any pupils with disabilities. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.</p> <p>The Consultation Report shows that there is a significant concern about the impact of the proposal on pupils with ALN.</p> <p>The parents of some pupils with disabilities or pupils with ALN may choose for them to be educated in English. This would require additional travel for these pupils</p>	Neutral	<p>Across Wales there are children with SEN/ALN who are educated successfully in Welsh-medium schools, whether they are from Welsh-speaking homes, English-speaking homes or homes where other languages are spoken. Ysgol Bro Hyddgen, along with other schools, can benefit from learning from best practice.</p> <p>The Powys SEN/ALN strategy, agreed by Cabinet in November 2021, is committed to improving the provision for all pupils with SEN/ALN,</p>	Neutral

			<p>whatever their first language. This includes pupils who can be educated in mainstream classes as well as pupils who require specialist provision.</p> <p>As part of the strategy, the local authority is developing and improving its range of specialist provision, including specialist centres and satellites of special schools, in order to make sure that the needs of all pupils in Powys can be met effectively. The design of the new building planned for Ysgol Bro Hyddgen includes significantly improved facilities for pupils with SEN/ALN which will enable them to receive high quality support.</p> <p>The school will not change from Welsh medium to English medium over night. There will be a transition period for those pupils already in the school. During this transition period, pupils with SEN/ALN who are currently attending the English stream at Ysgol Bro Hyddgen will continue to receive their education through the medium of English as outlined in the proposal. Pupils who attend the specialist centre at Ysgol Bro Hyddgen will continue to attend the centre, whatever their first language – English, Welsh or other.</p>	
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			<p>If the proposal goes ahead, pupils with SEN/ALN will be taught through the medium of Welsh. A key part of the strategy is that pupils with SEN/ALN have the right to be educated in mainstream schools alongside their peers.</p> <p>Under the Additional Learning Needs and Education Tribunal (Wales) Act 2018, pupils with ALN will have individual development plans (IDPs) which will set out their needs and the support that they will receive. This could include support from school staff as well as specialist support from the local authority. Where appropriate, interventions may take place through the medium of English. This will be determined in line with the needs of the individual pupil. Similarly, if a pupil arrives at the school with no English, a level of support may be provided in their own language.</p>	
Gender reassignment	No impact	Neutral		
Marriage or civil partnership	No impact	Neutral		
Race	The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, regardless of their race. This would include the			

	opportunity for all pupils to become fully bilingual in Welsh and English	Neutral		
Religion or belief	The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, regardless of their religion or belief. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		
Sex	The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, regardless of their sex. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		
Sexual Orientation	The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, regardless of their sexual orientation. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		
Pregnancy and Maternity	No impact	Neutral		
Socio-economic duty	<p>Concerns were raised during the consultation about the proposal being a barrier to attracting incomers, professional people and new businesses to the area.</p> <p>The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, including any learners from economically disadvantaged backgrounds. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.</p> <p>It is anticipated that the proposal would lead to improved employment opportunities for all pupils</p>	Neutral		Neutral

	<p>in the area in the future, as all pupils would be fully bilingual in Welsh and English, and therefore able to take advantage of employment opportunities which require Welsh language skills.</p>			
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Source of Outline Evidence to support judgements

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

Sustainable Development Principle (5 ways of working)

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>Long Term: Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</p>	<p>The proposal would provide a more sustainable model of delivering education in Machynlleth, which would enable the school to operate more efficiently through not having to duplicate provision.</p> <p>As a single language school, there would be no need for the school to duplicate provision in two</p>	<p>Good</p>		

	languages, which would also ensure effective use of resources in the long term.			
Collaboration: Working with others in a collaborative way to find shared sustainable solutions.	Should Cabinet agree to implement the proposals the Council would work in collaboration with key stakeholders associated with the current school, and external partners such as Mudiad Meithrin to transition to the new delivery model.	Neutral		
Involvement (including Communication and Engagement): Involving a diversity of the population in the decisions that affect them including: Unpaid Carers: Ensuring that unpaid carers views are sought and taken into account	Full consultation was carried out with stakeholders in accordance with the School Organisation Code, which provided an opportunity for all interested parties to give their views. The findings of this exercise is reported to Cabinet and is taken into consideration when determining how to proceed. This impact assessment has been updated to reflect feedback received. The percentage in favour of the proposal suggests that a majority of respondents are in favour All stakeholders have had the opportunity to give their views as part of this process, including any unpaid carers in the area.	Good		
Prevention: Understanding the root causes of issues to prevent them from occurring including: Safeguarding: Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.	The proposal would provide a more sustainable model of delivering education in Machynlleth, which would enable the school to operate more efficiently through not having to duplicate provision. It is not anticipated that there would be an impact on safeguarding arrangements.	Good		

<p>Integration: Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives</p>	<p>An integrated approach would be taken in order to implement the proposal, which would include other Council service areas and other partners as required.</p>	Neutral		
<p>Powys County Council Workforce: What Impact would this change have on the Workforce?</p>	<p>Implementation of the preferred way forward would have a positive impact on Welsh-medium staff by enabling them to work in a fully Welsh-medium environment.</p> <p>In the longer term, as the change in language category is phased in across the school, there may be an impact on school staff who cannot work through the medium of Welsh, however the number of affected staff is low.</p> <p>If the proposal was implemented, Welsh would be the primary, main language of the school. It is anticipated that this this would support the development of a fully Welsh ethos across the school.</p> <p>Implementing the proposal may have an additional impact on Council staffing services such as Children’s Services, Catering, Payroll, ALN as there would be an expectation for services to be provided in Welsh. This would have a positive impact on opportunities for Council staff to use the Welsh language.</p>	Neutral	The Council will work with the school to support staff to develop their language skills.	Neutral
<p>Payroll: How would this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female</p>	<p>The proposal complies with Powys CC’s Single Status Terms and Conditions. The proposal would have no impact on PCC staff salaries/enhanced payments.</p>			

dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?		Neutral		
Welsh language impact on staff	<p>Implementation of the preferred way forward would have a positive impact on Welsh-medium staff by enabling them to work in a fully Welsh-medium environment.</p> <p>In the longer term, as the change in language category is phased in across the school, there may be an impact on school staff who cannot work through the medium of Welsh, however the number of affected staff is low.</p> <p>If the proposal was implemented, Welsh would be the primary, main language of the school. It is anticipated that this this would support the development of a fully Welsh ethos across the school.</p> <p>Implementing the proposal may have an additional impact on Council staffing services such as Children’s Services, Catering, Payroll, ALN as there would be an expectation for services to be provided in Welsh. This would have a positive impact on opportunities for Council staff to use the Welsh language.</p>	Good		
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on	No impact	Neutral		

Apprenticeships within the service?				
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Source of Outline Evidence to support judgements

8. What is the impact of this proposal on our communities?

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
Machynlleth	In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the	Moderate	The proposal includes additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support. However, this support may not be attractive to older, secondary school aged pupils. The benefits of a bilingual education will need to be	Minor	

	<p>area would be fluent in both Welsh and English.</p> <p>Following implementation of the proposal, there could be a negative impact on pupils moving to the area from outside the area / outside Wales. In particular, this could mean that secondary aged pupils moving to the area would attend English-medium provision in alternative locations, which would not support their integration into the community.</p>		<p>explained carefully to the community.</p>		
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9. What are the risks to service delivery or the council following implementation of this proposal?

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)
Parents don't want their children to attend a Welsh-medium school, so choose for them to move to alternative schools	Medium	<p>Change to be phased in to minimise the impact on current pupils</p> <p>Engagement with parents to take place throughout the process</p>	Low
Risk that pupil numbers at Ysgol Bro Hyddgen could reduce if parents choose not to send their children to Ysgol Bro Hyddgen if they preferred an English-medium provision, which could have an impact on the school's budget and increase surplus places.	Medium	A promotional campaign is required to help parents understand the benefits of a bilingual education, and the support available to them e.g. Trochi	Low

10. Overall Summary and Judgement of this Impact Assessment?

This impact assessment has been updated following the consultation exercise. A number of concerns were raised during the consultation about the impact of the proposal on pupils with ALN. The Council proposes to mitigate this by ensuring that any pupil with SEN/ALN who requires targeted support through the medium of English at Ysgol Bro Hyddgen is provided with this support as part of the agreed alternative learning provision under the new Additional Learning Needs and Education Tribunal (Wales) Act 2018.

Following consultation, it is judged that the impact of the proposal remains positive overall. The proposal would eventually provide a more sustainable model for delivering education in Ysgol Bro Hyddgen, ensuring that all pupils are fully bilingual in Welsh and English when they leave the school. The proposal is to change the school's language category over time, which minimises the impact on pupils currently attending Ysgol Bro Hyddgen, but would also ensure that, eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English. This would lead to enhanced opportunities to promote the Welsh language within the school and within the community and would provide those pupils with bilingual skills to take into the workplace.

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

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

Stakeholder engagement with representatives from the school

12. On-going monitoring arrangements?

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

The Transforming Education Programme Board will continue to monitor impact over time.

Please state when this Impact Assessment will be reviewed.

This impact assessment will be reviewed at each stage of the process

13. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Astley		16/10/20
Head of Service:	Lynette Lovell / Emma Palmer		

Portfolio Holder:	Cllr Phyl Davies		
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14. Governance

Decision to be made by	Cabinet	Date required	18 th May 2021
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3. Equality Impact Assessment

Powys County Council

Equality Impact Assessment (EqIA)



Proposal	To change the language category of Ysgol Bro Hyddgen
Service Area	Schools Service
Date of Assessment	Initial Assessment November 2020 Updated Assessment April 2021
Lead Person undertaking the assessment	Richard Williams
Relevant Head of Service who has agreed this assessment	Lynette Lovell

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

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

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

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

1. AIM or PURPOSE

<p>Briefly describe the aim or purpose of the change proposal being assessed.</p> <p>Powys County Council is consulting on a proposal to change the language category of Ysgol Bro Hyddgen. The proposal is as follows:</p> <ul style="list-style-type: none">• To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.• This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

2. OBJECTIVES

Please state the current business objectives of the change proposal.

The Council is proposing to change the language category of Ysgol Bro Hyddgen for the following reasons:

- To improve educational outcomes
 - Children would no longer be taught in mixed language classes in the secondary phase
 - Children would no longer be taught in mixed age classes in the primary phase
 - There will be more pupils who are fluent and confident in using the Welsh and English language equally
- To improve educational provision
 - Opportunities to develop a broader curriculum to meet the needs of pupils
 - Having one language stream would make it easier to track and target the progress of pupils and their well-being
- To improve leadership and management
 - The school's management team could work more efficiently
- To improve efficiency in the delivery of education
 - Potential for the school to operate more efficiently through more efficient deployment of staff and resources
- To increase the number of pupils accessing Welsh-medium education
 - More pupils would be fluent in both Welsh and English, therefore contributing to the Welsh Government's aim to achieve a million Welsh speakers by the year 2050.

3. BENEFITS and OUTCOMES

i) What are the intended benefits or outcomes from the change proposal?

The benefits of the proposal are:

- Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school
- In the long term, would enable the school to operate more efficiently
- Would enable school leadership to make more effective use of human resources
- Would allow staff to focus on one linguistic delivery model
- Would allow time for any necessary staff development and professional learning
- More opportunities could be offered through the medium of Welsh
- Increase in pupils studying through the medium of Welsh
- Meets the Council’s Strategy for Transforming Education in Powys
- Potential financial saving to the authority

4. CORPORATE RELEVANCE

How does this change proposal relate to Vision 2025?

Learning and Skills is one of the four priorities outlined in Corporate Improvement Plan 2020-25: Vision 2025. Within this priority, the Plan includes a commitment to increasing the number of pupils educated through the medium of Welsh.

5. DATA USED

5.1. What data has been used to conduct this assessment?

Tick/shade boxes as appropriate.

Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.	✓
Service user satisfaction rates, broken down by the protected characteristics.	
Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.	
Qualitative data gathered from those that are not currently using the service.	
Complaints monitoring against the protected characteristics.	
Wider research reports and findings.	
Relevant service based Equality Impact Assessment.	

5.2. Are there any gaps in the data?

Yes No

Please state the gaps:

- No qualitative data is currently available

How will the gaps be addressed going forward?

- Qualitative data will be collected as part of the forthcoming consultation process.

6. DATA ANALYSIS

<p>6.1 Quantitative Summarise the key quantitative data analysis results, providing key headline statistics. Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.</p> <p>Key questions:</p>	<p><u>PLASC January 2020</u></p> <p><u>Ysgol Bro Hyddgen</u></p> <p>Based on the information provided in the school’s PLASC return in January 2020, the following pupils belong to the protected characteristic groups:</p> <ul style="list-style-type: none"> - Free school meals: 13.5% of pupils are eligible for Free School Meals
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<p>i) Are certain groups currently underrepresented in service user figures? Will a change affect this?</p> <p>ii) How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?</p>	<ul style="list-style-type: none"> - ALN: 17.1% of pupils at the school have special educational needs. Of these, 50 pupils are on School Action, 28 pupils are on School Action Plus and 3 pupils have statements - ALN: The % of pupils at the school that have special educational needs can be broken down further by phase. 26.0% of primary pupils and 12.0% of secondary pupils have special educational needs. - Disabilities: 17.1% of pupils have additional learning needs - English as an Additional Language: 0.4% of pupils are identified as EAL pupils. - Ethnicity: The ethnic group of 91.4% of pupils at the school is White British. 3.2% of pupils belong to ethnic groups other than White British. - Looked after Children: 1.1% of pupils are looked after. <p>This information shows that a proportion of pupils that belong to the protected characteristic groups will be affected by this proposal. In particular:</p> <ul style="list-style-type: none"> - 13.5% of pupils at Ysgol Bro Hyddgen are eligible for Free School Meals. - 26.0% of primary pupils at Ysgol Bro Hyddgen have additional learning needs. This is higher than the Powys average for primary schools (18.8%) <p>The proposal to change the language category of Ysgol Bro Hyddgen would not impact pupils currently attending the school, as the change in the school’s language category would be phased in on a year-by-year basis. However, over time, pupils attending Ysgol Bro Hyddgen would be affected, including those pupils belonging to protected characteristic groups.</p> <p>Nevertheless, the aim of the proposal is to improve the educational opportunities for all pupils attending Ysgol Bro Hyddgen, including any pupils belonging to the protected characteristic groups.</p>
<p>6.2 Qualitative Summarise the key qualitative data analysis, providing key themes or patterns.</p>	<p>Concerns were raised during the consultation about the impact of the proposal on children with additional learning needs. The authority’s response is as follows:</p>

<p>Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics focus group on the proposal.</p> <p>Key questions:</p> <ul style="list-style-type: none"> i) Do certain groups have a different service user experience? How will a change affect this? ii) Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views? iii) What are the reasons behind some groups not using the service? How will a change affect this position? iv) What has consultation on your proposals revealed about impact on the protected characteristics? 	
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7. EqIA RESULT

Based on an analysis of the available qualitative and quantitative data, please tick/shade the appropriate box opposite to provide the EqIA assessment result.

The proposal does not present any adverse impact on equality. [Proceed to question 10]	
The proposal presents some adverse impact on equality. [Proceed to question 8]	✓
The proposal presents significant impact on equality [Proceed to question 8]	

8. AREAS for IMPROVEMENT

<p>Please provide detail of weak or sensitive areas of the proposal identified by the assessment.</p> <p>i) Which protected characteristic groups are particularly affected? ii) Will people on low incomes be affected? iii) Will Welsh speakers be affected?</p>	<p>i) The proposal could impact on pupils with additional learning needs, pupils that belong to ethnic groups other than White British, have English as an Additional Language or are Looked After Children. 26.0% of primary pupils attending Ysgol Bro Hyddgen have special educational needs.</p> <p>Concerns were raised about the impact of the proposal to change the school's language category on any pupils with disabilities, including additional learning needs, attending the school in the future, therefore the protected characteristic group that would potentially be most affected would be pupils with disabilities.</p> <p>ii) 13.5% of pupils attending Ysgol Bro Hyddgen are eligible for free school meals.</p> <p>iii) Ysgol Bro Hyddgen is a dual stream school, therefore the proposal would affect Welsh speakers. As required by the Welsh Government's School Organisation Code, a separate Welsh Language Impact Assessment will be carried out.</p>
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9. EQUALITY IMPROVEMENT

<p>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</p> <p><i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i></p> <p>i) Can the impact be mitigated, and how will this be done? ii) Does the proposal require modification to reduce or remove this impact?</p>	<p>Should the proposal be implemented, the medium of instruction of Ysgol Bro Hyddgen would change to Welsh-medium. This would be phased in, year on year, starting with Reception pupils. There would be no impact on existing pupils.</p> <p>The proposal aims to improve the educational opportunities offered to all pupils in the Machynlleth catchment, including pupils that belong to the protected characteristic groups.</p> <p>It is noted that there could be concern about the impact of the proposal to change the school's language category to Welsh-medium on any pupils with additional learning needs attending the school in the future. To mitigate this concern, the school would need to provide enhanced support to pupils with ALN as needed in order to meet their needs. The authority's mitigation is as follows:</p>
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<p>iii) Should the proposal be considered for removal, owing to the degree of impact it is likely to have?</p>	<p>Across Wales there are children with SEN/ALN who are educated successfully in Welsh-medium schools, whether they are from Welsh-speaking homes, English-speaking homes or homes where other languages are spoken. Ysgol Bro Hyddgen, along with other schools, can benefit from learning from best practice.</p> <p>The Powys SEN/ALN strategy, agreed by Cabinet in November 2021, is committed to improving the provision for all pupils with SEN/ALN, whatever their first language. This includes pupils who can be educated in mainstream classes as well as pupils who require specialist provision.</p> <p>As part of the strategy, the local authority is developing and improving its range of specialist provision, including specialist centres and satellites of special schools, in order to make sure that the needs of all pupils in Powys can be met effectively. The design of the new building planned for Ysgol Bro Hyddgen includes significantly improved facilities for pupils with SEN/ALN which will enable them to receive high quality support.</p> <p>The school will not change from Welsh medium to English medium over night. There will be a transition period for those pupils already in the school. During this transition period, pupils with SEN/ALN who are currently attending the English stream at Ysgol Bro Hyddgen will continue to receive their education through the medium of English as outlined in the proposal. Pupils who attend the specialist centre at Ysgol Bro Hyddgen will continue to attend the centre, whatever their first language – English, Welsh or other.</p> <p>If the proposal goes ahead, pupils with SEN/ALN will be taught through the medium of Welsh. A key part of the strategy is that pupils with SEN/ALN have the right to be educated in mainstream schools alongside their peers.</p> <p>Under the Additional Learning Needs and Education Tribunal (Wales) Act 2018, pupils with ALN will have individual development plans (IDPs) which will set out their needs and the support that they will receive. This could include support from school staff as well as specialist support from the local authority. Where appropriate, interventions may take place through the medium of English. This will be determined in line with the needs of the individual pupil. Similarly, if a pupil arrives at the school with no English, a level of support may be provided in their own language.</p>
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	<p>It is not considered that the proposal requires modification to reduce or remove the impact.</p> <p>It is not considered that the proposal should be considered for removal, owing to the degree of impact it is likely to have.</p>
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9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?

<p>Yes <input type="checkbox"/></p> <p>Date added.....</p> <p>Reference.....</p>	<p>No <input checked="" type="checkbox"/></p> <p>If no, please explain why not:</p> <p>Need was not identified at time of writing Service Strategy</p>
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4. Community Impact Assessment

4.1 Ysgol Bro Hyddgen

i) Information on the proportion of pupils from the catchment area and outside the catchment area that attend the school

Welsh-medium Secondary

School	% of Pupils
Ysgol Bro Hyddgen	89.2%
Llanidloes High School	3.8%
Ysgol Uwchradd Caereinion	2.8%
Ysgol Bro Idris, Dolgellau	1.9%
Ysgol Penweddig, Aberystwyth	1.4%
Ysgol Godre'r Berwyn, Y Bala	0.9%

This suggests that 89.2% of pupils attending the school's secondary Welsh-medium stream were attending their closest Welsh-medium provider, whilst 10.8% of pupils attending the school's secondary Welsh-medium stream live closer to other Welsh-medium providers.

English-medium Secondary

School	% of Pupils
Ysgol Bro Hyddgen	93.2%
Ysgol Penglais, Aberystwyth	4.5%
Ysgol Uwchradd Tywyn	2.3%

This suggests that 93.2% of pupils attending the school's secondary English-medium stream were attending their closest English-medium provider, whilst 6.8% of pupils attending the school's secondary English-medium stream live closer to other English-medium providers.

Welsh-medium Primary

School	% of Pupils
Ysgol Bro Hyddgen	93.5%
Ysgol Glantwymyn	4.9%
Ysgol Gynradd Carno	0.8%
Ysgol Henry Richard, Tregaron	0.8%

This suggests that 93.5% of pupils attending the school's primary Welsh-medium stream were attending their closest Welsh-medium provider, whilst 6.5% of pupils attending the school's primary Welsh-medium stream live closer to other Welsh-medium providers.

English-medium Primary

School	% of Pupils
Ysgol Bro Hyddgen	91.6%
Caersws Community Primary School	6.3%
Ysgol Dyffryn Trannon, Trefeglwys	2.1%

This suggests that 91.6% of pupils attending the school's primary English-medium stream were attending their closest English-medium provider, whilst 8.4% of pupils attending the school's primary English-medium stream live closer to other English-medium providers.

ii) **After-school clubs and extra-curricular activities provided by the school**

The school provides the following after-school clubs and extra-curricular activities:

- Urdd
- Sports clubs – rugby, football, athletic, cross country, netball, hockey clubs
- Computer Club

iii) **Any other facilities or services the school accommodates or services the school provides**

The school accommodates or provides the following other facilities or services:

- Karate and Yoga lessons for the benefit of the community
- Computer lessons for the benefit of the community
- Welsh lessons for adults
- Sporting facilities for Machynlleth Hurricanes junior football team
- Sporting facilities for adult football and rugby

iv) Other use by the community of the school building

The following have made use of the school building:

- Annual Merched y Wawr conference in May
- Machynlleth Comedy Festival
- Local car rally
- Cymdeithas Carafanwyr Cymru

v) Other links between the school and the community

The school has links with the following community groups:

- Y Cylch Meithrin
- MCCP
- St Peter's Church
- Gerddi Bro Ddyfi Gardens
- Mach Maethlon
- Siop Pen'rallt
- Save the Children shop
- CREDU
- Transport for Wales
- Tuffins
- Co-op
- Town library
- Y Tabernacl
- Owain Glyndŵr Centre
- Ynys-hir Nature Reserve
- Centre for Alternative Technology
- Dulas Engineering
- New Dyfi Players
- Aberystwyth Arts Centre

vi) If accommodation, facilities or services are provided by a school, where would they be provided in the event of closure?

The proposal will not close or affect in any way any accommodation, facilities or services provided by Ysgol Bro Hyddgen.

vii) Distance and travelling time involved in attending an alternative school of the same language category

Should the proposal be implemented, there would be no impact on distance and travelling time for current pupils at Ysgol Bro Hyddgen. All pupils currently receiving English-medium education at the school would be able to continue to access this provision until they leave the school.

In the future, pupils wishing to access English-medium education would need to travel to alternative provision. In respect of primary provision, the nearest alternative schools would be as follows:

School name	Distance from Ysgol Bro Hyddgen
Ysgol Comins Coch (Ceredigion)	16 miles
St Padarn Primary School (Ceredigion)	17.8 miles
Plascrug Primary School (Ceredigion)	18.1 miles
Llwyn yr Eos Primary School (Ceredigion)	18.2 miles
Caersws C.P. School	23.2 miles
Llanidloes C.P. School	26.6 miles

In respect of secondary provision, the nearest alternative schools would be as follows:

School name	Distance from Ysgol Bro Hyddgen
Ysgol Penglais, Aberystwyth	17 miles
Llanidloes High School	26.7 miles

viii) How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported

Should the proposal be implemented, all current pupils would be able to continue to receive education through the medium of Welsh or English at Ysgol Bro Hyddgen throughout their time in the school, therefore there

would be no change in terms of parents' and pupils' engagement with the school.

ix) Any wider implications e.g. impact on public transport provision, wider community safety issues

The implementation of the proposal would not impact on public transport provision or community safety.

4.2 Conclusion

As the proposal only relates to changing the language category of Ysgol Bro Hyddgen, it is not anticipated that the proposal's impact on the community would be minimal. Primary and secondary provision would continue to be available in Machynlleth, and community facilities associated with the school would continue to be available, and would be enhanced following the planned new building.

It is acknowledged that the proposal would eventually lead to additional travel for pupils wishing to access English-medium education, however by phasing in the change in language category over a number of years, the intention is that all pupils living in the catchment area would have the Welsh language skills needed to continue to study through the medium of Welsh throughout their time in school. Therefore the number of pupils travelling to access English-medium education should be small.

5. Welsh Language Impact Assessment

This Welsh Language Impact Assessment should be read in conjunction with the Integrated Impact Assessment and Equality Impact Assessment earlier on in this document.

5.1 Ysgol Bro Hyddgen

Ysgol Bro Hyddgen

i) Standards in the Welsh language

Language, literacy and communication skills in Welsh (LCW)

Foundation Phase

	Number of Year 2 pupils	No. Outcome 5+	% Outcome 5+	No. Outcome 6+	% Outcome 6+
2017	14	14	100.0%	6	42.9%
2018	26	26	100.0%	8	30.8%
2019	16	16	100.0%	5	31.3%

No Teacher Assessment in 2020 due to Covid-19

Welsh First Language

Key Stage 2

	Number of Year 6 pupils	No. Level 4+	% Level 4+	No. Level 5+	% Level 5+
2017	15	14	93.3%	7	46.7%
2018	19	18	94.7%	6	31.6%
2019	19	19	100.0%	7	36.8%

No Teacher Assessment in 2020 due to Covid-19

End of Key Stage 3

	Number of Year 9 pupils assessed	No. Level 5+	% Level 5+	No. Level 6+	% Level 6+
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	in Welsh 1st lang				
2017	33	31	93.9%	19	57.6%
2018	26	25	96.2%	23	88.5%
2019	34	32	94.1%	23	67.6%

No data in 2020 due to Covid-19

End of Key Stage 4

	Total number of GCSE Welsh 1st lang. entries	Number of pupils that achieved grades A* - C	% of pupils that achieved grades A* - C
2017	34	27	79.4%
2018	76	38	50.0%
2019	32	20	62.5%

No data in 2020 due to Covid-19

Welsh Second Language

Key Stage 2

	Number of Year 6 pupils	No. Level 4+	% Level 4+	No. Level 5+	% Level 5+
2017	13	12	92.3%	8	61.5%
2018	11	10	90.9%	4	36.4%
2019	16	11	68.8%	8	50.0%

No Teacher Assessment in 2020 due to Covid-19

End of Key Stage 3

	Number of Year 9 pupils assessed in Welsh 2nd lang	No. Level 5+	% Level 5+	No. Level 6+	% Level 6+
2017	6	2	33.3%	2	33.3%
2018	10	10	100.0%	4	40.0%
2019	16	11	68.8%	8	50.0%

No data in 2020 due to Covid-19

End of Key Stage 4

	Total number of GCSE Welsh 2 nd lang. entries	Number of pupils that achieved grades A* - C	% of pupils that achieved grades A* - C
2017	25	24	96.0%
2018	25	24	96.0%
2019	24	20	83.3%

No data in 2020 due to Covid-19

ii) **After school / extra-curricular activities which provide additional opportunities for pupils to use Welsh**

All of the after-school clubs provided by the school provide opportunities for pupils to use Welsh, either as a first or second language. These include the following:

- Urdd – various activities, but includes practising for the Urdd Eisteddfod and attending the Urdd camps at Llangrannog and Glanllyn
- Rugby, football, athletic, cross country, netball, hockey clubs
- Computer Club

The school also provides various extra-curricular activities which provide additional opportunities for pupils to use Welsh and these include visits to or from various organisations such as the Centre of Alternative Technology, Eco Dyfi, Ynys Hir Nature Reserve, Aberystwyth University.

iii) **Opportunities provided by the school for members of the community to learn Welsh, or undertake activities through the medium of Welsh**

The school does not provide opportunities for members of the community to learn Welsh. However, the secondary campus has been used for Welsh learning classes provided by outside providers.

The school also regularly communicates information to parents and guardians as to opportunities to learn Welsh and the support available.

iv) **Other links between the school and the Welsh language community**

The school has strong links with the following Welsh language organisations and individuals:

- Cylch Meithrin
- Ennyn Cymru
- Sioeau *Mewn Cymeriad*
- Cyngor Llyfrau Cymru
- Merched y Wawr
- Participation in Urdd Eisteddfodau at a local and regional level
- Authors, artists and poets as needed e.g. Elin Crowley, Ruth Jên, y *Welsh Whisperer*, Eurig Salsibury, Candelas, Aneurin Karadog, Mererid Hopwood, Anni Llŷn

5.2 Other considerations

i) Whether it might be appropriate to provide additional after school facilities at any alternative school to further secure standards in the Welsh language

Should the proposal be implemented, the use of the Welsh language would increase and there would be enhanced opportunities for pupils across all age ranges to take part in Welsh language activities, including after school activities.

There is therefore no need to consider providing additional after school facilities at any alternative school in order to further secure standards in the Welsh language.

ii) How parents' and pupils' engagement with any alternative school and any specific language enhancement it offers could be supported

Should the proposal be implemented, all current pupils would be able to continue to receive education through the medium of Welsh or English at Ysgol Bro Hyddgen throughout their time in the school, therefore there would be no change in terms of parents' and pupils' engagement with the school.

iii) Observations provided by the local authority's Welsh medium Education Forum

The following is a summary of observations provided by the local authority's Welsh medium Education Forum at a meeting held on 20th November 2020:

“The Welsh-medium Education Forum fully supports the proposal to change the language category of Ysgol Bro Hyddgen to Welsh-medium, on a phased basis, year-by-year, starting with Reception in September 2022.

The proposal supports the Council’s strategy to improve access to Welsh-medium-education in the county, and it is sensible and natural that consideration is given to the language category of Ysgol Bro Hyddgen. This is especially so, bearing in mind the Welsh language nature of the catchment, and that the three other primary schools that feed Ysgol Bro Hyddgen are Welsh-medium.

The Forum’s view is that the proposal will improve educational provision. It will provide the opportunity for pupils to be educated in more appropriately sized classes, without the need to mix age groups in the primary phase of Ysgol Bro Hyddgen, and in classes where there is no need to duplicate language provision in the secondary phase.

Alongside the consultation, the Forum recommends that the Council should also share information about the benefits of bilingualism and Welsh-medium education, and that the Council includes responses to questions that are being asked in the local area in respect of the proposal.

The Forum also recommends that the Council works in partnership with those providing early years provision in Welsh or English in the catchment, including cylchoedd meithrin and any other providers.

If the proposal is implemented, the Welsh-medium Education Forum would be happy to work with Ysgol Bro Hyddgen, to support the school to move along the language continuum, to ensure that the best possible opportunities are offered to Powys pupils by providing Welsh-medium provision which will create bilingual citizens.”

iv) How does the proposal fit with the authority’s Welsh in Education Strategic Plan

The Council’s Welsh in Education Strategic Plan (WESP) for 2017-20 sets out the Council’s aim to provide equality of provision for Welsh-medium learners in Powys, and includes a specific objective to ‘Support Ysgol Bro Hyddgen, Machynlleth to move along the language continuum.’ The WESP goes on to state that ‘The authority will support Ysgol Bro Hyddgen to move along the language continuum in order to provide a more viable model of delivery for the school, and to ensure

that all pupils in the catchment area are fully bilingual by the time they leave school.'

Since the Council's WESP for 2017-20 was developed, the Council has agreed a new Strategy for Transforming Education in Powys 2020-2030. This Strategy includes a strategic aim to 'improve access to Welsh-medium provision across all key stage' and a strategic objective to 'move schools along the language continuum'. The proposal for Ysgol Bro Hyddgen aligns with this.

v) Any future actions that will be needed in consequence of the change to continue to comply with the scheme or meet targets in the scheme.

The proposal to change the language category of Ysgol Bro Hyddgen will have a positive effect on the Welsh language. It is not therefore anticipated that any future action will be needed in order to continue to comply with the scheme or its targets.

However, the Council recognises that if the proposal is implemented, it will need to actively monitor progress of the implementation of the change of language category at Ysgol Bro Hyddgen, especially as it is happening on a year-by-year basis, in order to ensure its success.

5.3 Conclusion

Implementation of the proposal would have a positive impact on the Welsh language, as in time, it would ensure that all pupils in the Machynlleth catchment would access Welsh-medium education, and would become fully bilingual in Welsh and English, leading to an increase in the number of pupils able to use the Welsh language confidently, and contributing to the Welsh Government's Strategy to achieve a million Welsh speakers by 2050.

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CYNGOR SIR POWYS COUNTY COUNCIL

CABINET EXECUTIVE

18th May 2021

REPORT AUTHOR: County Councillor Phyl Davies
Portfolio Holder for Education and Property

REPORT TITLE: Strategy for Transforming Education in Powys – Strategic Aim 2
'To improve learner entitlement and experience for post-16 learners'

REPORT FOR: Decision

1. Purpose

- 1.1. This report presents the outcome of the work carried out by the Council's Post-16 Workstream in relation to Strategic Aim 2 of the Strategy for Transforming Education in Powys 2020-30 – 'To improve learner entitlement and experience for post-16 learners'. The report also requests Cabinet's approval to establish a new structure for the strategic management of the Powys Post-16 provision in accordance with the Proposal document (appendix 1).
- 1.2. This report outlines the process followed and options considered.
- 1.3. The report is supported by the following appendices:
 - Appendix 1 – Proposal for Strategic Management of Powys Post-16 Provision
 - Appendix 2 – Integrated Impact Assessment
 - Appendix 3 - Options Evaluation – Investment Objectives
 - Appendix 4 - Options Evaluation – SWOT analysis
 - Appendix 5 – [September 2019 Cabinet Report "Review of Sixth Form Provision 2019"](#)

2. Note

- 2.1. Reference to "Powys post-16 provision" in this document pertains to all provision (educational, pastoral, enrichment and careers advice and guidance) from "Powys post-16 centres" (Powys Sixth Forms and Powys Special Schools which support learners aged 16+).

3. Background: Strategy for Transforming Education in Powys

- 3.1. On the 14th April 2020, a new Strategy for Transforming Education in Powys was approved by the Leader via a delegated decision.

- 3.2. The Strategy was developed following extensive engagement with a range of stakeholders during two separate periods between October 2019 and March 2020.
- 3.3. The Strategy sets out a new vision for education in Powys, which is as follows:
'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.'
- 3.4. The Strategy also sets out a number of guiding principles which will underpin the transformation of education in Powys. These 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

4. The Post-16 context and the case for change

- 4.1. The council's Transforming Education Strategy sets out a number of Strategic Aims and Objectives to shape the council's work to transform the Powys education system over the coming years.
- 4.2. The requirement to improve post-16 provision falls under Strategic Aim 2: "we will improve learner entitlement and experience for post-16 learners".
- 4.3. The purpose of Strategic Aim 2 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 section in Powys is sustainable”.

- 4.4. The initial focus of Strategic Aim 2 is to: “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.”
- 4.5. The core challenges facing post-16 provision which must be addressed are identified in the strategy, in the [Powys Post-16 Review Paper](#) presented to Cabinet in September 2019; and are also evidenced by the associated data sets hosted on the council’s website alongside the strategy document. These challenges are outlined in the following section.

5. Post-16 finance – the current situation:

- 5.1. Powys sixth forms are funded annually by the Welsh Government’s Local Authority Post-16 Education Provision grant (herein referred to as the “post-16 funding”).
- 5.2. The council’s allocation for 2021-22 is £4,691,633. Of this £35,000 is to be retained by the council to fund marketing and other central costs with the remainder being distributed to sixth forms by a formula based on year 13 courses provided and year 12 pupil numbers, with uplifts for deprivation, sparsity and Welsh Medium provision (based on the formula used by Welsh Government to distribute funding to Welsh local authorities).
- 5.3. The post-16 funding is based on learner numbers and Powys has seen a trend of reducing funding allocations since 2013-14 due to its declining learner population. This in turn leads to a decrease in the number of subjects that can be offered.
- 5.4. There is a statutory minimum offer of 30 “level 3” subjects (AS / A level and equivalent), including 5 vocational subjects. To meet this statutory requirement, the council has been operating a North and South Powys Post-16 Partnership for a number of years, where schools collaborate to provide a joint timetable. Learners can choose to study a subject at more than one school and the council funds the inter-school transport. The cost of this in 2017/18 was £240k, which is in addition to the council’s home-to-school transport budget.
- 5.5. The review of sixth form provision (September 2019, appendix 5) shows that despite this collaboration there remained significant duplication of courses, with many subjects available at 9 or 10 of the 11 Powys sixth forms. This duplication is unsustainable and reduces further the choices available to learners; leading them to seek alternative provision elsewhere. In turn this leads to a reduction of funding for Powys sixth forms.

6. The Post-16 workstream approach

- 6.1. The council established the “Post-16 Workstream” in June 2020 to take forward Strategic Aim 2 of the Strategy. The workstream membership includes a Workstream Lead, two Powys Secondary Headteachers, two Challenge Advisors, ALN advisors, the HR and finance business partners and project management and communications officer support.
- 6.2. The workstream has followed the council’s Transformation Approach to ensure that the customer remains the central focus and that any proposals are tested and refined as the work progresses.
- 6.3. The workstream first worked with all Powys Secondary Headteachers to set out the Learner Entitlement criteria (appendix 1).
- 6.4. The workstream then explored three potential models of post-16 provision and evaluated the models against the learner entitlement criteria (appendix 3).
- 6.5. To ensure that any proposal supports learners with Additional Learning Needs (ALN), a post-16 ALN report was produced outlining the current situation and future post-16 ALN requirements. The requirements formed part of the proposal evaluation and are an integral part of the final proposal.
- 6.6. The evaluation process identified a preferred option and this was ratified by the Transforming Education Programme Board ahead of further stakeholder engagement.
- 6.7. Informal engagement was undertaken with key stakeholders from January to March 2021 inclusive. Stakeholders included all Powys Post-16 Centre Headteachers (Secondary and Special Schools) as well as other key groups including Governors and the Welsh Government (table 1 lists the key stakeholders). Learner Focus groups with current Powys sixth form students have helped to test assumptions and to gain learner insight.
- 6.8. The final proposal has been developed following this engagement period. Stakeholder feedback has contributed significantly to the final proposal and to the drafting of the Frequently Asked Questions section of the proposal (appendix 1). The Learning and Skills Scrutiny Committee was engaged at this stage to ensure that feedback from the Committee could be fully incorporated into the final proposal.

Table 1. Informal stakeholder engagement, January – March 2021, included:

Stakeholder	Meeting Date
Secondary Head Teachers Group (+ regular informal updates from the 2 Head Teacher Post-16 w/s representatives to the group)	19/01/2021, 24/03/2021
Education Transformation Board	20/01/2021
Governors Consultative Committee	20/01/2021
Powys Public Service Board (written update)	20/01/2021

Briefing with the Leader and Portfolio Holder	22/01/2021
Briefing with the Deputy Leader and Portfolio Holder	25/01/2021
Cabinet Management Team	26/01/2021
Learner Focus Group: Llanfyllin	23/02/2021
Informal Learning & Skills Scrutiny Committee	26/02/2021
Learner Focus Group: Llanfair Caereinion	09/03/2021
Schools Budget Forum	09/03/2021
Welsh Government	02/03/2021
Schools Service: Service Manager for Inclusion & Youth Services & ALN Manager	18/03/2021
Learner Focus Group: Crickhowell	23/03/2021

7. Post-16 Options

- 7.1. The workstream has focused on improvements to post-16 provision delivered by Powys post-16 providers (sixth forms and special schools). Whilst the proposals do not directly impact on partner providers at this stage, the proposals take account of how more co-ordinated and strategic partnership working could be facilitated by the proposal going forward with a view to providing the required breadth of courses for Powys post-16 learners.
- 7.2. Three core models for post-16 provision were identified and options papers were produced accordingly. The papers detailed how each model could operate and whether it could deliver against the core Learner Entitlement criteria. A summary of each proposal is provided below.
- 7.3. **Do Nothing:**
This model reflects the current situation wherein current post-16 providers continue to manage provision independently of each other and collaboration between centres and with other partners is arranged on an informal basis.
- 7.4. **Establish a single Powys Post-16 provider:**
Under this model a new, single Powys post-16 provider would be introduced. The provider would be responsible for post-16 provision across the county and would replace provision currently offered by Powys secondary schools. The option does not make assumptions about where the provision would be delivered or the number of locations it would be delivered from. The option would mean that there would be one single provider operating from one or multiple sites across the county.
Under this model there would be a level of input from Powys secondary head teachers however the new provider would have its own governance structure.

7.5. Introduce a new structure for the strategic management of Powys post-16 provision (Preferred Option):

This is the preferred option and as such the option has evolved, following stakeholder feedback, since the original proposal paper was written. A summary of the proposal is written below. The full proposal document is provided at appendix 1. The document provides more detail about the proposal and also sets out terms of reference for the proposed Boards. An FAQs section is also provided within the full proposal document.

This model would introduce a new structure for the strategic management of Powys post-16 provision. This would comprise a high-level Strategic Management Board (SMB) and two “Powys Post-16 Centre” cluster groups (north and south) with Operational Management Boards (OMBs). All secondary head teachers (including special school headteachers) would be represented on the OMBs.

The SMB would have delegated authority for determining how the Powys post-16 grant funding is spent. No provider would be able to obtain post-16 funding to run a course if it has not had the approval of the SMB.

The OMBs would be required to submit annual post-16 provision proposals to the SMB. The proposals would be collaborative proposals between all providers in the OMB cluster groups. The proposals would need to meet specific requirements as set out in appendix 1 and which would be further detailed by the SMB once established.

Strategic management of provision will enable the council to meet its aim of ensuring post-16 provision has a broad and balanced curriculum offered through the mediums of Welsh and English and that Additional Learning Needs (ALN) support is properly catered for.

Underpinning the proposal is the concept that there is a “whole-Powys” Post-16 provision on offer for learners. Under the proposal learners will have a “home base” (most likely at their local Post-16 centre) but will also be able to access all Powys Post-16 centres for their studies. The provision on offer will also be county-wide and where learners are geographically unable to travel to attend a course they would be “distance learners” taking the course via e-sgol from their home base.

8. Options evaluation

- 8.1. The options outlined above have been studied in detail and evaluated by the post-16 workstream. Evaluation papers are provided at appendixes 3 and 4.
- 8.2. Evaluation of the “Do Nothing” option supports the view that change is necessary. Whilst there are some examples of excellence in current post-16

provision and some elements that need to be kept; overall there remain to be significant weaknesses and threats in the “Do Nothing” option.

- 8.3. Option 2 (Establish a single Powys Post-16 provider) presents a radical and hard-hitting change which is not supported by the workstream and which is not considered to be necessary in the current climate. The weaknesses and threats of this option outweigh the strengths and opportunities.
- 8.4. Option 3 (introduce a new structure for the strategic management of Powys post-16 provision) is the most suitable and appropriate option. This model is progressive and builds upon the growing collaborative environment that has been fostered between schools during the Covid-19 outbreak. The model can deliver the necessary improvements whilst retaining local ownership of provision, ensuring there is coordination of delivery across the county and importantly also ensuring that our most valuable resource (our headteachers and staff) play a crucial role in leading the change. The model also enables the council to build stronger and better co-ordinated strategic partnerships with providers including but not limited to: colleges; universities; businesses; the PTHB; Mudiad Meithrin; Coleg Cymraeg Cenedlaethol and the Regional Learning and Skills Partnership.
- 8.5. The preferred option addresses the weaknesses and threats of the “Do Nothing” option whilst also introducing additional strengths and opportunities. The strengths of the model are wide ranging and greater in number than those of Option 2 whilst the weaknesses and threats are fewer.
- 8.6. Strengths and opportunities of the Preferred Option:
 - Maintains local ownership.
 - Current providers remain central to decision making.
 - Familiar format for pupils and parents.
 - Post-16 centres remain in a broad range of locations geographically.
 - Strategic co-ordination of provision, quality and partnerships.
 - Financially sustainable.
 - Commissioning model will enhance the curriculum offer especially for Welsh Medium and ALN.
 - Two levels of quality assurance - locally and strategically.
 - Staff employment remains with individual providers.
 - Provision will continue to be supported by knowledgeable, engaged and professional Head Teachers and staff.
 - No consultation requirement or disruptive school re-organisation.
 - Covid-19 has enhanced the appetite for collaboration amongst Head Teachers and staff; offering the opportunity and willingness to formalise this.
 - Extends an ethos of professional learning and collaborative working.
 - e-sgol and blended learning uptake has accelerated due to Covid-19, providing an opportunity to extend this further.

9. Resource implications

- 9.1. Moving to a funding delivery model under the direction of the Strategic Management Board will minimise duplication which will in turn lead to more choice for learners and better value for money. The two cluster groups (North and South) would propose a curriculum offer for their cluster for review and approval by the SMB. The SMB will have delegated authority to determine how the post-16 funding is allocated, based on the approved curriculum offer. Initially there will be no change to the way in which premises costs are allocated from the post-16 funding by the council.
- 9.2. It is expected that the membership of the SMB would be part of the substantive role of those members and any additional costs would be absorbed within their current roles, with the exception of any expenses as a result of travelling to meetings. It is anticipated that these would be minimised by holding meetings virtually (virtual meetings are written into the Terms of Reference for the SMB and OMBs).
- 9.3. The SMB would require some officer support that would also manage the marketing of the post-16 offer. It is anticipated that in total the officer support and potential expenses would cost approximately £55,000 per annum. During the initial stages of establishing the SMB it is proposed that these additional costs would be included within the current transformation budget for the post-16 workstream and thereafter, would be self-funded by the increased post-16 grant allocations as a result of an increase in the number of learners accessing post-16 education within Powys post-16 centres.
- 9.4. Development and implementation of the proposal would require involvement from a number of service areas, including staff from the Schools Service, Finance, HR and ICT. These service areas will be kept informed of the development of the proposal throughout the process.

10. Section 151 officer implications

- 10.1. The Head of Finance (Section 151 Officer) notes the content of the report. As post-16 provision is entirely grant funded, the proposals must be entirely self funding and should provide the most cost-effective model for delivering post-16 education provision to the learners of Powys.

11. Legal implications

- 11.1. The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: The recommendation can be supported from a legal point of view.

12. Comment from local member(s)

- 12.1. N/A

13. Integrated Impact Assessment

- 13.1. An initial impact assessment in respect of the recommendation has been completed. The impact assessment considers the proposal's impact on the Welsh Government's well-being goals, as outlined in the Well-being of Future Generations Act.

The summary of the impact assessment is as follows:

- 13.2. The aim of the proposal is to improve learner entitlement and experience for post-16 learners across Powys through establishing a new structure for the strategic management of post-16 provision and this impact assessment suggests that the impact is generally good or very good, with no negative impact.
- 13.3. Should Cabinet approve the commencement of the statutory process in respect of the recommendation, the impact assessment would be updated throughout the process, to take account of feedback received.

14. Recommendation

- 14.1. It is recommended that Cabinet approves the establishment of a new structure for the strategic management of Powys post-16 provision, from the end of May 2021, in accordance with the proposal document at appendix 1.

Contact Officer:	Marianne Evans
Tel:	01597 826155
Email:	Marianne.evans@powys.gov.uk
Head of Service:	Emma Palmer – Head of Transformation & Communications
	Lynette Lovell – Interim Chief Education Officer
Corporate Director:	Dr Caroline Turner

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**Transforming Education Programme - Post-16 Workstream - 18th May 2021 Cabinet Paper
- Appendix 1 - Proposal for Strategic Management of Powys Post-16 Provision**

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Introductory Section

Definitions

ALN	Additional Learning Needs
FAQs	Frequently Asked Questions
FE	Further Education
HE	Higher Education
OMB	Operational Management Board
PL	Professional Learning
Powys post-16 provision	All provision (educational, pastoral, enrichment and careers advice and guidance) by “Powys post-16 centres” (Powys Sixth Forms and Powys Special Schools which support learners aged 16+)
Powys post-16 centres	Powys Sixth Forms and Powys Special Schools which support learners aged 16+
RLSP	Regional Learning and Skills Partnership
SEN	Special Educational Needs
SMB	Strategic Management Board
The council	Powys County Council
The post-16 funding	Welsh Government Post-16 Education Provision Grant for Powys

Document Navigation

For ease of access this document uses document navigation providing a clickable menu to the left of the screen which enables the reader to navigate quickly to the required section. If the menu is not visible move your cursor to “View” in the top ribbon and check the box next to “Navigation Pane”.

Document Purpose

This document sets out the proposal for the Strategic Management of Powys Post-16 provision. The document also includes the [Post-16 Learner Entitlement criteria](#), terms of reference for the proposed [Strategic Management Board](#) and [Operational Management Boards](#) and a set of [Frequently Asked Questions](#).

Note

Reference to “Powys post-16 provision” in this document pertains to all provision (educational, pastoral and wellbeing, enrichment and careers advice and guidance) from “Powys post-16 centres” (sixth form provision in both mainstream and special schools).

This proposal does not seek to determine how other providers (colleges etc.) deliver their post-16 provision in Powys. There is, however, scope and encouragement to work in partnership with other providers where collaboration or avoidance of duplication is in the interest of the Powys learner.

Introduction

Powys County Council (the council), as part of its role under the terms and conditions of the Welsh Government Post-16 Grant Funding (herein referred to as “the post-16 funding”), is proposing to establish a new strategic management process to manage the post-16 funding in order to deliver enhanced post-16 [learner entitlement](#). This will comprise a high-level Strategic Management Board (SMB) and two “Powys Post-16 Centre” (Powys Sixth Forms and Powys Special Schools which support learners aged 16+) cluster groups with Operational Management Boards (OMBs). This document sets out how the SMB and OMBs will operate respectively and provides terms of reference for both groups.

The current situation and the case for change

The council’s Transforming Education Strategy sets out a number of Strategic Aims and Objectives to shape the council’s work to transform the Powys education system over the coming years.

The requirement to improve post-16 provision falls under Strategic Aim 2: “we will improve learner entitlement and experience for post-16 learners.”

The purpose of Strategic Aim 2 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.

The initial focus of Strategic Aim 2 is to: “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 core challenges facing post-16 provision which must be addressed are identified in the Transforming Education Strategy and the September 2019 Cabinet Report (Review of Sixth Form Provision) and are evidenced by the associated data sets hosted on the council’s website alongside the strategy document.

Proposal for the Strategic Management of Powys Post-16 Provision

Proposal

The proposal is to introduce a new structure for the strategic management of Powys post-16 provision. This will comprise a high-level Strategic Management Board (SMB) and two “Powys Post-16 Centre” cluster groups with Operational Management Boards (OMBs).

The cluster groups will operate in the north and south of the county and will be attended by Headteachers (or their deputies) from each Powys post-16 centre in the cluster area. Cluster areas and members of the cluster OMBs is set out below.

The proposal will revise the strategic oversight and management of post-16 provision in Powys. This will ensure that no learner is detrimentally impacted because of their post code. This will also ensure that post-16 provision maximises the opportunities afforded within the post-16 funding received from Welsh Government by removing duplication of provision and ensuring the number of courses is efficiently matched to demand.

Strategic management of provision will enable the council to meet its aim of ensuring that post-16 provision has a broad and balanced curriculum offer through the mediums of Welsh and English and that Additional Learning Needs (ALN) support is properly met.

It is proposed that post-16 provision remains at all current Powys post-16 centres. Under this model it is proposed that all post-16 learners will have a “home base”. It will be the choice of the learner as to which post-16 centre they elect to be their home base however it is expected that in most cases learners will opt to either remain with the centre that has been the base of their studies through years 7 to 11 or to choose the post-16 centre which is the closest travel distance to their home.

1. Strategic Management Board (SMB)

The SMB will determine how the post-16 funding for Powys will be allocated. For the avoidance of doubt, no sixth form will be granted post-16 funding to run any course which is not commissioned by the SMB.

The primary function of the SMB is to commission providers (sixth forms, colleges and other providers) to deliver high quality academic and vocational provision. The secondary function of the SMB will be to oversee quality assurance of the provision it commissions to ensure that provision is of the highest calibre. To achieve these ends the SMB will publish policy and guidance documents which will set parameters around provision and value for money.

The SMB shall also be responsible for forging strong partnerships with other organisations, including universities, colleges, Powys Teaching Health Board (PTHB), Coleg Cymraeg Cenedlaethol, Mudiad Meithrin, businesses, the Regional Learning and Skills Partnership and the Public Service Board.

The SMB will be comprised of Powys County Council officers and Powys post-16 centre Head Teacher, Governor and learner representatives. Included in this representation will be Additional Learning Needs (ALN) specialists. The SMB will be a collaborative decision-making body with a strong strategic overview of provision across the county.

2. Operational Management Boards (OMBs)

The OMBs for each cluster will submit annual curriculum proposals to the SMB for post-16 provision in their area. The proposals will include educational, pastoral, enrichment and careers advice and guidance and must comply with the guidance issued by the SMB.

The OMBs for each cluster will be comprised of one nominated senior leader from each of the Powys post-16 centres within that cluster. The OMBs will also have ALN representation and will be supported by a council Challenge Advisor.

The Powys post-16 centres will operate in two cluster groups as defined below:

- **Cluster Group North:**
Bro Hyddgen, Brynllwarch, Caereinion, Cedewain, Llanfyllin, Llanidloes, Newtown, Welshpool
- **Cluster Group South:**
Brecon, Calon Cymru, Crickhowell, Gwernyfed, Maesydderwen, Penmaes

Figure 1 provides a high-level diagram of the proposed strategic management structure.

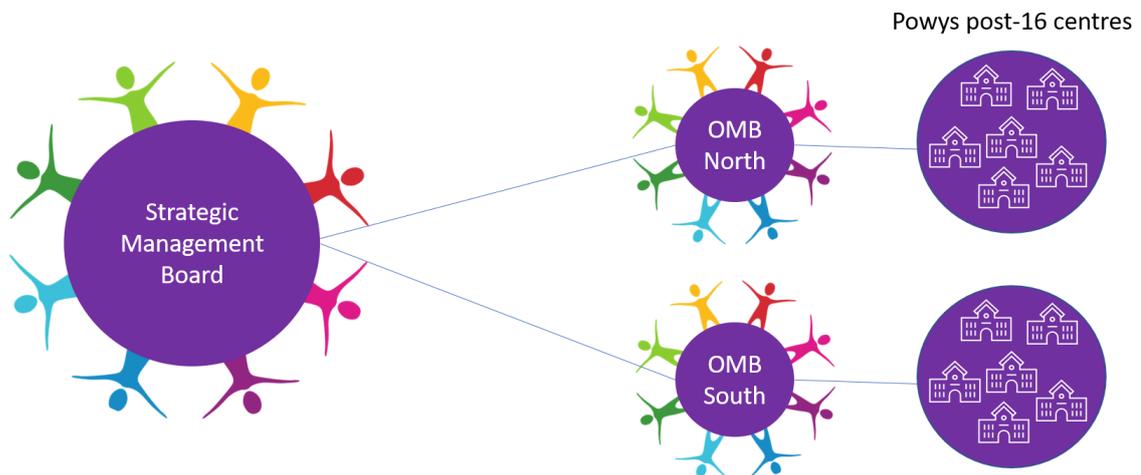


Figure 1 Strategic Management Structure Diagram

3. Powys Post-16 Provision

“Powys Post-16 Provision” in this proposal means all provision (educational, pastoral, enrichment and careers advice and guidance) from all “Powys post-16 centres” (Powys Sixth Forms and Powys Special Schools which support learners aged 16+).

A core underpinning element of the proposal is the concept that there is a “whole-Powys” Post-16 provision on offer for learners.

Under the new proposal learners will have a “home base” (see next section) but will also be able to access all Powys Post-16 centres for their studies. The provision on offer will also be county-wide and where learners are geographically unable to travel to attend a course they would be “collaborative learners” taking the course via e-sgol.

The SMB will have a core role in promoting the Powys post-16 provision and with this will be a central handbook, application and information website (Powys Learning Pathways), Powys Post-16 learner identification badge and Powys Post-16 branding.

4. Home bases

It is proposed that post-16 provision remains at all current Powys post-16 centres. Under this model it is proposed that all post-16 learners will have a “home base”. It will be the choice of the learner as to which post-16 centre they elect to be their home base however it is expected that in most cases learners will opt to either remain with the centre that has been the base of their studies through years 7 to 11 or to choose the post-16 centre which is the closest travel distance to their home.

Included within this proposal is the acknowledgement that facilities at all post-16 centres will be required to be brought up to a minimum level for a “home base” as well as for learning provision. The SMB will make recommendations to the council, which will then be considered by the council’s Transforming Education Programme Board, where any capital spending may be required to improve accommodation or to provide specialist facilities to deliver specialist provision in a particular post-16 centre.

5. Impact on learners

The new proposal would enable learners from each cluster to access courses locally and across the county via face-to-face teaching delivered from within the cluster, or through the online delivery of lessons (e-sgol) across the county. Learners would also be able to access additional courses through partnership agreements between each cluster and other local partner providers (e.g. the college, PTHB, Mudiad Meithrin etc.). Learners who are being taught remotely (“collaborative learners”) will be expected to access their lessons from one of the designated Powys post-16 centres. This may be their home base but could also any one of the post-16 centres across Powys. Each learner will discuss the options with staff from their home base to find a solution which best suits their needs.

Learner wellbeing is central to the post-16 offer and as such it is important that learners attend a Powys post-16 centre wherever possible and to avoid studying at home. This will help learners to become part of the post-16 community and will provide the opportunity to socialise with their peers and to meet with supporting staff and teachers.

If geographically possible, learners would travel at least once per week to the centre that is providing their lessons. If this is not possible it would be expected that the learners would travel at least once per half term to meet with their teachers.

To supplement the distance / blended learning approach the SMB will expect provision proposals to include opportunities for subject cohorts from across the county to be brought together for enrichment days at least once per half term. These days may be run in partnership with further education providers, businesses and other partners.

Learners will also have access to an improved extra-curricular offer. Regular extra-curricular activities such as the opportunity to be part of a sports team, a choir, orchestra, theatre production, chess club, debating team etc. will be coordinated at the cluster level and will form part of the proposals to the SMB. Learners have noted a desire to take part in extra-curricular activities such as these however with some Powys Post-16 centres currently hosting only small numbers of learners the opportunities to establish these activities are rare. The new proposal will mean that the cohort for activities is bigger and therefore that the opportunities to run the activities will be greater.

6. Course funding and quality management

If a course which has been commissioned ultimately is not delivered the SMB shall have the right to claw back any funding which has already been issued to the provider for the delivery of that course.

The SMB shall have delegated authority to determine how 97% or more (as determined by the council annually) of the post-16 grant funding shall be spent. Under the terms and conditions of the post-16 funding the council has the right to retain 3% of the funding.

The post-16 funding will follow the learner whilst teaching and teaching support staff will remain employed by the providers.

All post-16 providers are required to run the Welsh Baccalaureate. Funding for this will be issued as standard.

Where courses are supported by alternative funding arrangements (e.g. Confucius Classrooms) these courses would need to form part of the cluster offer and must be open to all Powys post-16 learners.

7. Course proposals and quality management

All commissioning decisions made by the SMB would be based on ensuring delivery of the learner entitlement objectives, maintaining the highest standards and ensuring value for money.

Courses would only be commissioned from Powys post-16 centres and other providers who are able to evidence the delivery of high-quality teaching and learning which has led to consistently good outcomes in terms of learner progress.

As part of their proposals, the OMB Clusters may propose to offer courses which have their delivery split across two or more providers. This would be in the event that different providers offer different strengths for different modules of a course. For example, for the delivery of a Modern Foreign Language course “Centre A” may offer excellent provision in writing whereas “Centre B” may offer excellent provision in speaking. The two providers may wish to split the course between them in this instance to ensure that the learners receive the best quality of provision.

Consequently, the model makes no assumption that any post-16 centre with a high number of learners on roll is necessarily the best provider.

8. Course proposals to support learners studying through the medium of Welsh

Developing post-16 Welsh medium provision will be a priority for the SMB. In line with the learner entitlement statement, the SMB will pay particular attention to each cluster’s proposals to develop and enhance the opportunities for learners to follow their courses through the medium of Welsh.

The SMB will ensure that all of the Welsh medium element of the post-16 grant is utilised for this purpose. The SMB will set clear and ambitious targets to improve the Welsh medium offer, vocational and academic, aligned to the expectations of Powys’ Welsh in Education Strategic Plan.

The SMB will also expect support, guidance and well-being activities to be available in Welsh in both Clusters and will work with Powys Council to support the development of full Welsh medium post-16 provision in line with the Council’s Vision for Welsh Medium Education.

The SMB will also develop strategic partnerships with the Coleg Cymraeg Cenedlaethol, Mudiad Meithrin and other partners as appropriate in order to maximise the Post-16 Welsh medium offer in Powys.

9. Course proposals to support learners with ALN

The proposals must include for ALN provision. Involvement of Additional Learning Needs Co-ordinators (ALNCOs) from each cluster in the planning process is essential. The proposals must meet the requirements of the ALN Post-16 review undertaken in 2020 to support the Transforming Education Programme Post-16 workstream. This includes the following requirements:

- Appropriate entry requirements and support for ALN learners
- An offer which includes a range of courses at foundation level and level 1 and 2
- An offer which includes vocational courses and apprenticeships
- A collaborative offer which identifies specialist vocations that can be offered by post-16 centres in the cluster according to need, local facilities and support from local businesses.
- Collaborative working with Careers Wales to identify appropriate courses and to certify employers and businesses that could support work-based learning programmes.

10. Information, advice and guidance

Strategic management of post-16 provision provides greater opportunity to strengthen the information, advice and guidance offer to all learners.

The SMB will coordinate and quality assure the provision of post-16 enrichment for all post-16 learners to ensure greater consistency, quality and opportunity.

Learner-specific support will be provided by each home base. For example this will include but not be limited to: support with career guidance, UCAS, job and other further education / training applications; positive mental health and wellbeing; coaching and mentoring; and life skills including financial awareness training.

The SMB will also maintain a strategic overview and input into the consistency of information, advice and transition for learners in years 7 to 11 regarding post-16 provision. This will particularly important during the options process where learners are considering their GCSE/level 2 qualifications choices.

Powys Post-16 Learner Entitlement Criteria

The Learner Entitlement criteria set out below has been written by Powys Secondary Headteachers.

In Powys we believe that all learners, regardless of their location, background, language, or ability should flourish and grow without any barriers into capable, healthy, confident, and ethically informed citizens. Every learner will be effectively prepared to contribute fully as ambitious, enterprising, and independent individuals for the ever-changing local, national, and global social and economic demands of the 21st century.

Powys post 16 provision will provide an inclusive and flexible academic and vocational provision for all learners, regardless of their language or ability, so that all learners can access a broad, balanced and appropriate curriculum offer through the medium of Welsh and English.

Learners will be effectively supported to thrive through well-planned enrichment activities and through bespoke wellbeing, academic, vocational and career support and guidance. Strong partnerships will be forged between other higher education partners and employers to ensure that all learners can be appropriately advised on their next steps. Purposeful opportunities will be developed to positively respond to pupil and key stakeholder voice.

Provision will be sustainable and deliver value for money through excellent, state of the art, outstanding and modern facilities that will support all learners throughout their lives and meet the needs of the local economy.

Innovative use of digital learning opportunities will support and supplement the offer available to ensure the quality and breadth of provision is sustained.

The leadership and governance will ensure that all provision is of the highest standard and delivered by passionate specialist, and reflective practitioners with a proven track record of excellence, where all staff and learners are highly valued as part of the learning organisation. Outstanding academic, vocational, and extra-curricular outcomes of the highest level will ensure that all Powys learners will have access to their appropriate, meaningful and aspirational pathway.

Powys post 16 provision will foster and develop close links with all Powys schools and learners to develop a strong sense of belonging through effective transitional arrangements and unified pupil centred advice and guidance. Support will be available to ensure all learners make well considered and informed choices, with valuable communications and links formed with all parents and carers.

Strategic Management Board (SMB) Terms of Reference

1. Parties

The Parties to which these Terms of Reference relate are as follows:

- Powys County Council (the council)
- Governing Body: The Governing Bodies of the following Schools (Powys Post-16 Centres):
 - Brecon High School
 - Brynllwarch Hall School
 - Cedewain School
 - Crickhowell High School
 - Gwernyfed High School
 - Llanidloes High School
 - Newtown 6th Form Partnership
 - Penmaes School
 - Welshpool High School
 - Ysgol Bro Hyddgen
 - Ysgol Calon Cymru
 - Ysgol Llanfyllin
 - Ysgol Maesydderwen
 - Ysgol Uwchradd Caereinion

2. Delegations

The council receives income to provide Post-16 education from the Welsh Government in the form of a grant (“post-16 funding”). The council is legally responsible for determining the way the post-16 funding is spent or distributed to provide Post-16 provision in Powys.

In accordance with the Powys County Council Schools Partnership Agreement, the council will provide delegated authority to the SMB to determine how the post-16 funding is allocated.

As the SMB will comprise of both post-16 centre and council representation this will mean that the process is both open and collaborative.

As permitted under the Terms and Conditions of the Welsh Government Post-16 Grant funding Powys County Council agrees to delegate the following functions to the Strategic Management Board:

- Delegated authority to determine through evidence-based decision making which post-16 courses will be commissioned from the Powys Post-16 Centres (secondary and special schools) and other providers to meet the learner entitlement criteria.
- Delegated authority to determine how 97% or more (as determined by the council¹) of the post-16 grant funding will be spent.
- For the avoidance of doubt, this delegation to the SMB means that no Powys post-16 centre will be granted Post-16 funding to run any post-16 course which is not commissioned by the SMB.

¹ The council has the right to hold back 3% of the Post-16 grant funding each year. The council will need to confirm with the SMB what percentage will be retained. This should be done on an annual basis.

As per the partnership agreement, the council will:

- Agree with the decisions of the Strategic Management Board and its Members in conjunction with the SMB and OMB Terms of Reference, so as ensure the funding is allocated to meet the needs of all learners in Powys.

As per the partnership agreement, the schools will

- Agree with the decisions of the Strategic Management Board and its Members in conjunction with the SMB and OMB Terms of Reference, so as to secure post 16 education funding and to meet the needs of all learners in Powys.

Each provider will remain responsible for the quality of provision in their centre as is currently the case. The quality of learning and teaching and the attainment of learners on commissioned courses will be scrutinised by the SMB on behalf of the council.

For the avoidance of doubt this proposal will not alter current governance arrangements or effect the legal duties or responsibilities of governors in schools.

3. Principles and Conduct

That the SMB will undertake the process in a democratic, transparent and fair fashion, encouraging widespread participation and giving equal consideration to opinions and ideas from all SMB members.

Members of the SMB commit to the following principles:

- Selflessness – members shall act solely in terms of the learner interest
- Integrity – members should avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work
- Objectivity – members should act and take decisions impartially, fairly and on merit and for the widest benefit of the learner
- Accountability – every member is accountable to the public for their decisions and must submit themselves to scrutiny if necessary
- Openness – Members should act and take decisions in an open and transparent manner
- Honesty – every member should be truthful
- Confidentiality – every member should respect confidentiality, and where relevant ensure that confidential material is protected and that it is not use without permission from the SMB (as a collective) or for private purposes
- Declarations – every member should declare any interest that could influence discussions or decisions taken by the SMB, and they will be recorded by the secretariat
- Promoting equality and respect for others – every member should undertake their responsibilities with due regard to the need to promote equal opportunity for all and demonstrate respect and consideration towards others

4. Changes to the Terms of Reference

- The Terms of Reference may be amended in accordance with Section 10 “Meeting Operations” and with the approval of the Chair.

- Annual reviews will take place by January of each year ahead of the review of these Terms of Reference in May of each year.

5. Purpose and function of the SMB

The main purpose of the SMB is to ensure that post-16 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 and meets the learner entitlement criteria.

The primary function of the SMB is to commission providers (Powys post-16 centres, colleges and other providers) to deliver the high quality academic and vocational post-16 provision in line with the learner entitlement criteria. In carrying out this function the SMB will on an annual basis receive a provision proposal for consideration and approval from each OMB which is in accordance with the requirements of section 12 “Assessment of Provision Proposals” of these Terms of Reference.

The SMB will retain strategic oversight of all provision across Powys and will, as a key part of its strategic function, identify additional courses or provision required to broaden and improve the current offer. In doing so the SMB will make recommendations to the council, which will then be considered by the council’s Transforming Education Programme Board, where any capital spending may be required to improve accommodation or to provide specialist facilities to deliver specialist provision in a particular post-16 centre.

The secondary function of the SMB is to oversee the quality assurance of the provision it commissions to ensure that learning and teaching is of the highest calibre by benchmarking learner outcomes against national and international standards.

To achieve these ends the SMB will develop and publish policy and guidance documents which will set parameters around provision and value for money. This will include, for example, guidance on minimum and maximum average class sizes.

Providers commissioned to deliver courses on behalf of the SMB will receive funding to enable them to deliver the courses that have been commissioned.

6. Roles and Responsibilities

- Be accountable for steering and providing strategic management of the post-16 offer in Powys in order to deliver the agreed learner entitlement
- To decide the number and range of courses that run across each cluster
- To be responsible for delivering value for money of the post-16 funding
- To develop and publish policy and guidance documents which will set parameters around provision and value for money
- To monitor quality of provision using Alps Education and other quality assurance data
- Courses will only be commissioned from Powys post-16 centres and other providers who are able to evidence the delivery of high-quality teaching and learning which has led to consistently good outcomes in terms of learner progress
- The SMB shall be responsible for forging strong partnerships with all potential post-16 providers, businesses and the Regional Learning and Skills Partnership (RLSP)
- To be responsible for setting and managing the Terms of Reference of the OMB

7. Membership

Membership of the SMB will be as follows:

- The Head of School Service (or their nominated representative) (Chair)
- 2 x Governor representatives (one from each cluster area)*
- The nominated representative Cluster Lead (see next section “Cluster Leads”) from each cluster (one from the North and one from the South*)
- The council’s nominated Lead Officer for Post 16
- The council’s Post-16 Support Officer (secretariat function, no voting right)
- The council’s nominated post-16 Finance Officer
- The council’s nominated ALN Officer
- 1 x Associate Learner representative from each cluster (non-voting)

*In any three year cycle no school can have both their governor representative and their senior leader representative as a SMB member.

8. Cluster Leads

- Each OMB shall appoint one Cluster Lead as their representative SMB member.
- The Cluster Lead must be a Head Teacher.
- The Cluster Lead will chair the OMB for the academic year and will be elected at the end of the previous academic year.
- The Cluster Leads are required to maintain and facilitate communication between the SMB and the OMB.
- The Cluster Leads are required to keep the nominated cluster area Governor representative for the SMB apprised of cluster and OMB activity and decisions.

9. Meeting Frequency

It is proposed that the SMB should meet four times a year.

- Meeting 1 (October)
 - Review examination outcomes.
 - Establish the provisional Powys Pathways offer for the next academic year (VA ALPS etc).
- Meeting 2 (December)
 - Review proposals submitted by each OMB and confirm courses that will be commissioned. The course offer for the next academic year should be finalised and ready for applications to open before Christmas.
- Meeting 3 (January)
 - Consider wellbeing and enrichment provision.
 - Review grant funding income for Post-16 provision (if available).
 - Forward planning (to ensure future academic years are considered).
 - Review of the Terms of Reference for the SMB and OMBs.
- Meeting 4 (May)
 - Review of provision, policy and guidance, protocol documents, special projects, capital spending recommendations; learner needs, digital resources, data reporting systems, LP support, Learning Coach support etc.
 - Agree any changes to the Terms of Reference for the SMB and OMBs.

10. Meeting Operations

- All meetings of the SMB will be held virtually.
- The SMB will be Chaired by a Powys Council Officer, the council will also provide the Secretariat support.
- The Secretariat shall keep a record of meetings and circulate notes to SMB members in a timely fashion.
- At least 5 working days' notice of meetings shall be sent to members via email [or an alternative agreed communication method].
- All minutes and papers shall be held by Powys County Council and made available to all Members via the council's SharePoint site.
- Decisions made by the SMB should normally be by consensus at the Board meetings. Where a vote is required each member shall have one vote.
- A minimum of 5 members shall be present where matters are presented for decisions to be taken. The quorum for voting must also include at least 2 Headteacher representatives and 2 council representatives. A simple majority vote will be required to support any motion. In the event that there is an equal balance in the vote and therefore no clear resolution can be reached, the Chair shall have a second casting vote.

11. Finance

- The SMB shall have delegated authority to determine how 97% or more (as determined by the council) of the Welsh Government Post-16 grant funding ("the post-16 funding") shall be spent.
- Operational management and distribution of the post-16 funding shall remain with the council.
- No courses will be awarded the post-16 funding in any centre without the SMB's approval which will be based on the agreed principles which place the learner first, ensure high standards and are cost effective.
- The post-16 funding will follow the learner to the post-16 centre or other provider commissioned to deliver the course.
- All courses commissioned by the SMB will receive the necessary post-16 funding.
- If a course which has been commissioned ultimately is not delivered the SMB shall have the right to claw back any funding which has already been issued to the provider for the delivery of that course.
- Staff remain employed by Powys post-16 centres or by partner organisations (such as local colleges).
- The council requires that all Powys post-16 centres run the Welsh Baccalaureate. Funding for this will be issued as standard.

12. Assessment of Provision Proposals

This section of the Terms of Reference shall remain in place until such time that the SMB has prepared and issued the requisite policy and guidance documents for Provision Proposals.

Each OMB shall submit an annual proposal to the SMB to deliver high quality academic and vocational post-16 provision in line with the learner entitlement criteria.

The proposals will include educational, pastoral, enrichment and careers advice and guidance opportunities. The SMB will review proposals for provision from the OMB in each cluster and, where appropriate, from other strategic partners.

The OMB will be required to ensure there is a strong balance of Welsh and English medium academic and vocational course provision.

The proposals must meet the requirements of the policy and guidance documents published by the SMB.

The proposals must evidence need (including learner numbers from straw polls and historical precedent) and value for money by demonstrating how post-16 centres within the cluster propose to work together to deliver the offer.

Provision will only be commissioned from providers who are able to evidence the delivery of high-quality teaching and learning which has led to consistently good outcomes in terms of learner progress.

Developing post-16 Welsh medium provision will be a priority for the SMB. In line with the learner entitlement statement, the SMB will pay particular attention to each cluster's proposals to develop and enhance the opportunities for learners to follow their courses through the medium of Welsh.

The SMB will ensure that all of the Welsh medium element of the post-16 grant is utilised for this purpose. The SMB will set clear and ambitious targets to improve the Welsh medium offer, vocational and academic, aligned to the expectations of Powys' Welsh in Education Strategic Plan.

The SMB will also expect support, guidance and well-being activities to be available in Welsh in both Clusters and will work with Powys Council to support the development of full Welsh medium post-16 provision in line with the Council's Vision for Welsh Medium Education.

The SMB will also develop strategic partnerships with the Coleg Cymraeg Cenedlaethol, Mudiad Meithrin and other partners as appropriate in order to maximise the Post-16 Welsh medium offer in Powys.

As part of their proposals, the OMB Clusters may propose to offer courses which have their delivery split across two or more providers. This would be in the event that different providers offer different strengths for different modules of a course. For example for the delivery of a Modern Foreign Language course "Centre A" may offer excellent provision in writing whereas "Centre B" may offer excellent provision in speaking. The two providers may wish to split the course between them in this instance to ensure that the learners receive the best quality of provision.

The proposals must include for ALN provision. Involvement of Additional Learning Needs Co-Ordinators (ALNCOs) from each cluster in the planning process is essential. The proposals must meet the requirements of the ALN Post-16 review undertaken in 2020 to support the Transforming Education Programme Post-16 workstream. This includes the following requirements:

- Appropriate entry requirements and support for ALN learners
- An offer which includes a range of courses at foundation level and level 1 and 2
- An offer which includes vocational courses and apprenticeships
- A collaborative offer which identifies specialist vocations that can be offered by post-16 centres in the cluster according to need, local facilities and support from local businesses.
- Collaborative working with Careers Wales to identify appropriate courses and to certify employers and businesses that could support work-based learning programmes.

Where any provider wishes to run a course using alternative funding arrangements (such as Confucius Classroom) the course would need to form part of the cluster offer to the SMB and must be open to learners across the cluster and across Powys.

The proposals should evidence how learners from each cluster will be able to access courses locally and across the county via face-to-face teaching delivered from within the cluster, or through the online delivery of lessons (e-sgol) across the county.

To supplement the blended learning approach the SMB will expect proposals to include opportunities for subject cohorts from across the county to be brought together for enrichment days at least once per term. These days may be run in partnership with further education providers, businesses and other partners.

The proposals must also include for how OMB cluster-level enrichment activities will be organised throughout the cluster. It is expected that enrichment activities such as sporting activities, trips and visits, careers events, and university taster sessions will be delivered on a cluster basis. It is also expected that some activities and events will also be organised and delivered by the home base as part of its localised provision.

Operational Management Board (OMB) Terms of Reference

1. Parties

The Parties which this Terms of Reference relate are as follows:

- Powys County Council (the council)
- Governing Body: The Governing Bodies of the following Schools (Powys Post-16 Centres):
 - Brecon High School
 - Brynllwarch Hall School
 - Cedewain School
 - Crickhowell High School
 - Gwernyfed High School
 - Llanidloes High School
 - Newtown 6th Form Partnership
 - Penmaes School
 - Welshpool High School
 - Ysgol Bro Hyddgen
 - Ysgol Calon Cymru
 - Ysgol Llanfyllin
 - Ysgol Maesydderwen
 - Ysgol Uwchradd Caereinion

2. Principles and Conduct

That the OMBs will undertake the process in a democratic, transparent and fair fashion, encouraging widespread participation and giving equal consideration to opinions and ideas from all OMB members.

Members of the OMBs commit to the following principles:

- Selflessness – members shall act solely in terms of the learner interest
- Integrity – members should avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work
- Objectivity – members should act and take decisions impartially, fairly and on merit and for the widest benefit of the learner
- Accountability – every member is accountable to the public for their decisions and must submit themselves to scrutiny if necessary
- Openness – Members should act and take decisions in an open and transparent manner
- Honesty – every member should be truthful
- Confidentiality – every member should respect confidentiality, and where relevant ensure that confidential material is protected and that it is not use without permission from the OMB (as a collective) or for private purposes
- Declarations – every member should declare any interest that could influence discussions or decisions taken by the OMB, and they will be recorded by the secretariat
- Promoting equality and respect for others – every member should undertake their responsibilities with due regard to the need to promote equal opportunity for all and demonstrate respect and consideration towards others

3. Changes to the Terms of Reference

The Terms of Reference shall be set by the SMB to ensure that strategic management of the post-16 offer continues. Suggestions for alterations to the terms of reference may be submitted to the SMB and should be issued for consideration in December to the SMB.

4. Purpose and function of the OMBs

There will be two Operational Management Boards (OMBS) – one for the north cluster of Powys post-16 centres and one for the south cluster of Powys post-16 centres. The OMBs will bring together all Powys post-16 centres in their cluster areas to prepare the post-16 provision proposal for their cluster.

The main purpose of the OMBs is to ensure that post-16 learners are able to access a broad range of subjects within the OMB cluster and across Powys, with a blended offer of academic and vocational provision, and to ensure that the post-16 offer meets the learner entitlement criteria.

The primary function of the OMB is to provide a platform for Powys post-16 centres (and other post-16 providers where relevant) within the cluster to work collaboratively on agreeing what the post-16 offer will be for the cluster and how educational, pastoral, enrichment and careers advice and guidance will be delivered by the cluster members in a coordinated and sustainable way.

The secondary function of the OMBs will be to discuss operational issues, quality assurance, enrichment activities, professional learning, post-16 improvement, and to review transport arrangements, review learner wellbeing, work experience, UCAS, careers advice etc.

In carrying out these functions the OMB will on an annual basis submit a provision proposal for consideration and approval by the SMB and which is in accordance with requirements set out in the OMB Terms of Reference.

5. Roles and Responsibilities

- To work in collaboration with all cluster members to design a curriculum which meets the needs of learners in the cluster and across Powys
- To ensure there is a curriculum offer which offers a breadth of academic and vocational provision in both Welsh and English
- To ensure there is a curriculum offer which meets the needs of ALN learners
- To ensure there is a pastoral, enrichment and careers advice and guidance offer which meets the learner entitlement criteria
- To ensure that the Welsh Baccaulaureate offer is provided by all schools
- To work in collaboration to share best-practice and improve standards of teaching across the cluster
- To work in collaboration to ensure that the offer submitted to the SMB is sustainable, avoids duplication and makes the best use of the post-16 funding for Powys learners
- To work in collaboration to ensure that the offer submitted to the SMB is available to learners across the cluster and across Powys and that no school is delivering a post-16 course which is not accessible to other Powys learners.

6. Membership

Membership of the OMBs will be as follows:

- Head Teacher and a Senior Leader from each Powys post-16 centre in the cluster

- Local Authority ALN representative
- A representative Challenge Advisor
- The council's nominated Lead Officer for Post 16
- The council's Post-16 support officer (secretariat function, no voting right)

The Powys post-16 centres will operate in two cluster groups as defined below:

- **Cluster Group North:**
Bro Hyddgen, Brynllwarch, Caereinion, Cedewain, Llanfyllin, Llanidloes, Newtown, Welshpool
- **Cluster Group South:**
Brecon, Calon Cymru, Crickhowell, Gwernyfed, Maesydderwen, Penmaes

7. Cluster Leads

- Each OMB shall appoint one Cluster Lead as their representative SMB member.
- The Cluster Lead must be a Head Teacher.
- The Cluster Lead will chair the OMB for the academic year and will be elected at the end of the previous academic year.
- The Cluster Leads are required to maintain and facilitate communication between the SMB and the OMB.
- The Cluster Leads are required to keep the nominated cluster area Governor representative for the SMB apprised of cluster and OMB activity and decisions.

8. Meeting Frequency

It is proposed that the OMBs meet 6 times a year; once every half-term. The SMB will issue an annual meeting plan which will align OMB and SMB meetings.

9. Meeting Operations

- All meetings of the OMB will be held virtually.
- The Secretariat shall keep a record of meetings and circulate notes to SMB members in a timely fashion.
- At least 5 working days' notice of meetings shall be sent to members via email [or an alternative agreed communication method].
- All minutes and papers shall be held by Powys County Council and made available to all OMB members via the council's SharePoint site.
- Decisions made by the OMB should normally be by consensus at the Board meetings. Where a vote is required each member shall have one vote.
- A minimum of 5 members shall be present where matters are presented for decisions to be taken. A simple majority vote will be required to support any motion. In the event that there is an equal balance in the vote and therefore no clear resolution can be reached, the Chair shall have a second casting vote.

10. Finance

- The SMB shall have delegated authority to determine how 97% or more (as determined by the council) of the Welsh Government Post-16 grant funding ("the post-16 funding") shall be spent.
- Operational management and distribution of the post-16 funding shall remain with the council.

- No courses will be awarded the post-16 funding in any centre without the SMB's approval which will be based on the agreed principles which place the learner first, ensure high standards and are cost effective.
- The post-16 funding will follow the learner to the school or other provider commissioned to deliver the course.
- All courses commissioned by the SMB will receive the necessary post-16 funding.
- If a course which has been commissioned ultimately is not delivered the SMB shall have the right to claw back any funding which has already been issued to the provider for the delivery of that course.
- Schools staff remain employed by schools or by partner organisations (such as local colleges).
- The council requires that all post-16 providers run the Welsh Baccalaureate. Funding for this will be issued as standard.

11. Submission of Provision Proposals

This section of the Terms of Reference shall remain in place until such time that the SMB has prepared and issued the requisite policy and guidance documents for Provision Proposals.

Each OMB shall submit an annual proposal to the SMB to deliver high quality academic and vocational post-16 provision in line with the learner entitlement criteria.

The proposals will include educational, pastoral and enrichment opportunities. The SMB will review proposals for provision from the OMB in each cluster and, where appropriate, from other strategic partners.

The OMB will be required to ensure there is a strong balance of Welsh and English medium academic and vocational course provision.

The proposals must meet the requirements of the policy and guidance documents published by the SMB.

The proposals must evidence need (including learner numbers from straw polls and historical precedent) and value for money by demonstrating how schools within the cluster propose to work together to deliver the offer.

Provision will only be commissioned from providers who are able to evidence the delivery of high-quality teaching and learning which has led to consistently good outcomes in terms of learner progress.

As part of their proposals, the OMB Clusters may propose to offer courses which have their delivery split across two or more providers. This would be in the event that different providers offer different strengths for different modules of a course. For example for the delivery of a Modern Foreign Language course "Centre A" may offer excellent provision in writing whereas "Centre B" may offer excellent provision in speaking. The two providers may wish to split the course between them in this instance to ensure that the learners receive the best quality of provision.

Developing post-16 Welsh medium provision will be a priority for the SMB. In line with the learner entitlement statement, the SMB will pay particular attention to each cluster's proposals to develop and enhance the opportunities for learners to follow their courses through the medium of Welsh.

The SMB will ensure that all of the Welsh medium element of the post-16 grant is utilised for this purpose. The SMB will set clear and ambitious targets to improve the Welsh medium offer, vocational and academic, aligned to the expectations of Powys' Welsh in Education Strategic Plan.

The SMB will also expect support, guidance and well-being activities to be available in Welsh in both Clusters and will work with Powys Council to support the development of full Welsh medium post-16 provision in line with the Council's Vision for Welsh Medium Education.

The SMB will also develop strategic partnerships with the Coleg Cymraeg Cenedlaethol, Mudiad Meithrin and other partners as appropriate in order to maximise the Post-16 Welsh medium offer in Powys.

The proposals must include for ALN provision. Involvement of Additional Learning Needs Co-ordinators (ALNCOs) from each cluster in the planning process is essential. The proposals must meet the requirements of the ALN Post-16 review undertaken in 2020 to support the Transforming Education Programme Post-16 workstream. This includes the following requirements:

- Appropriate entry requirements and support for ALN learners
- An offer which includes a range of courses at foundation level and level 1 and 2
- An offer which includes vocational courses and apprenticeships
- A collaborative offer which identifies specialist vocations that can be offered by post-16 centres in the cluster according to need, local facilities and support from local businesses.
- Collaborative working with Careers Wales to identify appropriate courses and to certify employers and businesses that could support work-based learning programmes.

Where any provider wishes to run a course using alternative funding arrangements (such as Confucius Classroom) the course would need to form part of the cluster offer to the SMB and must be open to learners across the cluster and across Powys.

The proposals should evidence how learners from each cluster will be able to access courses locally and across the county via face-to-face teaching delivered from within the cluster, or through the online delivery of lessons (e-sgol) across the county.

To supplement the blended learning approach the SMB will expect proposals to include opportunities for subject cohorts from across the county to be brought together for enrichment days at least once per term. These days may be run in partnership with further education providers, businesses and other partners.

The proposals must also include for how OMB cluster-level enrichment activities will be organised throughout the cluster. It is expected that enrichment activities such as sporting activities, trips and visits, careers events, and university taster sessions will be delivered on a cluster basis. It is also expected that some activities and events will also be organised and delivered by the home base as part of its localised provision.

Frequently Asked Questions (FAQs)

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Jargon Buster

ALN	Additional Learning Needs
Course provider	Any “Powys Post-16 centre” (Powys Sixth Forms and Powys Special Schools which support learners aged 16+) college or other organisation commissioned by the Strategic Management Board to deliver “Powys post-16 provision” (educational, pastoral, enrichment and careers advice and guidance).
Collaborative learner	A “Collaborative learner” is a learner who is being taught away from their “home base” (the Powys post-16 centre they are registered with) at another centre (either a Powys post-16 centre or another SMB-commissioned partner provider location such as a college) for all or some of their lessons.
FAQs	Frequently Asked Questions
FE	Further Education
HE	Higher Education
Home base	The learner’s “home base” is the Powys post-16 centre they are registered with. The home base post-16 centre will be primarily

responsible for the pastoral care, the academic oversight and the management of their “home learners”.

Home learner	A “home learner” is the term given to learners who are on roll with a Powys post-16 centre as their “home base”
OMB	Operational Management Board
PL	Professional Learning
Powys post-16 provision	All provision (educational, pastoral, enrichment and careers advice and guidance) by “Powys post-16 centres” (Powys Sixth Forms and Powys Special Schools which support learners aged 16+)
Powys post-16 centres	Powys Sixth Forms and Powys Special Schools which support learners aged 16+
RLSP	Regional Learning and Skills Partnership
SEN	Special Educational Needs
SMB	Strategic Management Board
The council	Powys County Council
The post-16 funding	Welsh Government Post-16 Grant Funding for Powys

Introduction

This Frequently Asked Questions (FAQs) section has been developed in anticipation of questions which may arise from the proposal and also from feedback following the informal stakeholder engagement undertaken between January and March 2021 inclusive.

Proposal

1. What is the proposal?

The proposal is to introduce a new structure for the strategic management of Powys post-16 provision. This will comprise a high-level Strategic Management Board (SMB) and two “Powys Post-16 Centre” cluster groups with Operational Management Boards (OMBs).

The cluster groups will operate in the north and south of the county and will be attended by Headteachers (or their deputies) from each Powys post-16 centre in the cluster area. Information regarding cluster areas and members of the cluster OMBs can be found in the “Clusters and Operational Management Boards” section of the FAQs.

The proposal will revise the strategic oversight and management of post-16 provision in Powys. This will ensure that no learner is detrimentally impacted because of their post code. This will also ensure that post-16 provision maximises the opportunities afforded within the post-16 funding received from Welsh Government by removing duplication of provision and ensuring the number of courses is efficiently matched to demand.

Strategic management of provision will enable the council to meet its aim of ensuring post-16 provision has a broad and balanced curriculum offered through the mediums of Welsh and English and that Additional Learning Needs (ALN) support is properly catered for.

It is proposed that post-16 provision remains at all current Powys post-16 centres. Under this model it is proposed that all post-16 learners will have a “home base”. It will be the choice of the learner as to which post-16 centre they elect to be their home base however it is expected that in most cases learners will opt to either remain with the centre that has been the base of their studies through years 7 to 11 or to choose the post-16 centre which is the closest travel distance to their home.

2. How was this decided?

The council launched a new strategy for Transforming Education in April 2020. The strategy was developed following extensive engagement with a range of stakeholders during two separate periods between October 2019 and March 2020.

The strategy sets out a new vision for education in Powys: “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.”

To achieve this vision the strategy has 4 Strategic Aims; Strategic Aim 2 is “we will improve learner entitlement and experience for post-16 learners”. The initial focus of this aim is to focus on enhanced collaboration between schools to ensure a high-quality post-16 provision that is accessible to all learners, and maximises the opportunities afforded within the post-16 funding received from Welsh Government. This will include more digital learning opportunities where learners are taught via video-conferencing across more than one school.

To achieve this aim the council established the “Post-16 Workstream” in June 2020. The workstream membership includes two Powys Secondary Headteachers as well as key education officers, ALN advisors, human resources, finance and project management support. The workstream first worked with all Powys Secondary Headteachers to set out the Learner Entitlement criteria. From here the workstream then explored three potential models of post-16 provision and evaluated the models against the learner entitlement criteria. Informal consultation was then undertaken with stakeholders from January 2021 to March 2021 inclusive. Stakeholders have included all Powys Post-16 Centre Headteachers (Secondary and Special Schools) as well as other key groups including Governors. Learner Focus groups have also been held with current Powys 6th Form students in order to test assumptions and to gain learner insight. The final proposal has been developed following this consultation period.

3. How does this new model differ from what currently happens in Powys?

The proposal will ensure there is strategic oversight of post-16 provision in Powys. Currently providers identify their course provision either independently or in smaller self-initiated partnerships. Whilst there are examples of exceptional provision across the county there is a need to ensure that all learners have equal access to high-quality provision and to a broad offer of both vocational and academic provision in the mediums of Welsh and English.

Learners will have an equal entitlement to access provision regardless of their postcode. The new model will also ensure that the provision provides good value for money from the post-16 funding. This model will also introduce enhanced county-wide enrichment and extra-curricular opportunities for learners.

The case for change

4. Why should we support what is being proposed?

The proposed changes are designed to transform post-16 education in Powys in response to the demands of the 21st Century in line with the council's Strategy for Transforming Education. The proposal sets out a way in which Powys post-16 centres can work together to maximise the curriculum offer, improve the wider enrichment activities and ensure high quality support is available to all our learners. Taken together these changes will give our learners a passport of opportunity to become active global citizens in line with the ambitions set out in the Curriculum for Wales. As such the initiative reflects the intentions of the National Mission.

The geographical distribution of the Powys population presents a unique educational challenge. This proposal seeks to ensure that all learners, regardless of their postcode, can access the same post-16 opportunities available to other young people across the country through the medium of Welsh and English in line with Powys Strategy for Transforming Education which has as its core purpose a determination to ensure "that post-16 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."

5. Why is there a need to change things the current provision?

Despite the continued hard work and dedication from the teachers and senior leaders in our post-16 centres, the current arrangements are not working for all learners in Powys and do not provide good value for money. The current provision limits the courses our learners can access and is not allowing post-16 education to move forward and adapt to the needs of the 21st Century in all our post-16 centres. This has resulted in a fall in the number of post-16 learners choosing to study in Powys and a corresponding reduction in the range of courses on offer in parts of the county. The proposed changes represent an opportunity to refresh and reinvigorate the provision, for staff as well as learners, reflecting current population trends as well as maximising the opportunities arising from the latest technological developments and reducing the environmental and individual burden of excessive travel.

6. Does this proposal address the latest Estyn recommendations?

In addition to addressing the specific recommendations arising from the Powys Estyn inspection of 2019, these proposals have been developed in line with the recommendations from the Estyn Post-16 Partnerships Report January 2021².

Impact on Learners

7. How will these changes affect the learners?

The proposal will over time transform the experiences of Powys learners by providing them with much improved provision and by giving them all access to high quality teaching. If adopted these changes will see many of our young people being taught in post-16 centres across Powys. Included within the proposal is the ambition to update post-16 accommodation and facilities in all post-16 centre to bring them in line with those available to learners in colleges across the country and the

² [Thematic survey report \(gov.wales\)](#)

UK. Our intention is to provide our post-16 learners with access to facilities and accommodation that is in keeping with their young adult status and will allow them to work and socialise appropriately.

8. What does the term Learner's "Home Base" mean?

The learner's "home base" is the post-16 centre they are registered with. The home base post-16 centre will be primarily responsible for the pastoral care, the academic oversight and the management of their "home learners".

The home base will also deliver the Welsh BaccaLaureate to all its home learners (alternative arrangements may be made for individual learners where this provision is more accessible via another post-16 centre). Some learners will be taught all of their subjects in their home base whilst many will be taught in other post-16 centres either face-to-face or remotely alongside learners from other post-16 centres.

9. What is a "Collaborative Learner"?

A "Collaborative learner" is a learner who is being taught away from their home base at another centre (either a Powys post-16 centre or another SMB-commissioned partner provider location such as a college) for all or some of their lessons. These lessons may be a mixture of face to face and virtual learning, including e-sgol. All Powys learners will have the opportunity to access all SMB-commissioned courses offered within Powys. This new arrangement will provide learners with access to a much wider range of courses than currently on offer.

Welsh-Medium Provision

10. What provision will be made for learners who choose to study through the medium of Welsh?

Developing post-16 Welsh medium provision will be a priority for the SMB. In line with the learner entitlement statement, the SMB will pay particular attention to each cluster's proposals to develop and enhance the opportunities for learners to follow their courses through the medium of Welsh.

The SMB will ensure that all of the Welsh medium element of the post-16 grant is utilised for this purpose. The SMB will set clear and ambitious targets to improve the Welsh medium offer, vocational and academic, aligned to the expectations of Powys' Welsh in Education Strategic Plan.

The SMB will also expect support, guidance and well-being activities to be available in Welsh in both Clusters and will work with Powys Council to support the development of full Welsh medium post-16 provision in line with the Council's Vision for Welsh Medium Education.

The SMB will also develop strategic partnerships with the Coleg Cymraeg Cenedlaethol, Mudiad Meithrin and other partners as appropriate in order to maximise the Post-16 Welsh medium offer in Powys.

Additional Learning Needs (ALN)

11. Has consideration been given to how the needs of learners with Additional Learning Needs (ALN) will be met under this proposal?

Provision for learners with Additional Learning Needs (ALN) is a key focus of the proposal. This proposal has been developed together with ALN council officers and includes their key requirements

for ALN learners. The Cluster groups will be required to submit an annual proposal for post-16 provision to the Strategic Management Board for approval and funding.

The proposals must include for ALN provision. Involvement of Additional Learning Needs Co-ordinators (ALNCOs) from each cluster in the planning process is essential. The proposals must meet the requirements of the ALN Post-16 review undertaken in 2020 to support the Transforming Education Programme Post-16 workstream. This includes the following requirements:

- Appropriate entry requirements and support for ALN learners
- An offer which includes a range of courses at foundation level and level 1 and 2
- An offer which includes vocational courses and apprenticeships
- A collaborative offer which identifies specialist vocations that can be offered by post-16 centres in the cluster according to need, local facilities and support from local businesses.
- Collaborative working with Careers Wales to identify appropriate courses and to certify employers and businesses that could support work-based learning programmes.

Strategic Management Board (SMB)

1. What is the Strategic Management Board?

The Strategic Management Board (SMB) is the body which will determine how the Welsh Government Post-16 Grant Funding for Powys is spent.

The main purpose of the SMB is to ensure that post-16 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 and meets the learner entitlement criteria.

The primary function of the SMB is to commission providers (Powys post-16 centres, colleges and other providers) to deliver the high quality academic and vocational post-16 provision in line with the learner entitlement criteria. In carrying out this function the SMB will on an annual basis receive a provision proposal for consideration and approval from each Operational Management Board (OMB) which is in accordance with the SMB Terms of Reference.

The SMB will retain strategic oversight of all provision across Powys and will, as a key part of its strategic function, identify additional courses or provision required to broaden and improve the current offer. In doing so the SMB will make recommendations to the council, which will then be considered by the council's Transforming Education Programme Board, where any capital spending may be required to improve accommodation or to provide specialist facilities to deliver specialist provision in a particular post-16 centre.

The secondary function of the SMB is to oversee the quality assurance of the provision it commissions, to ensure that learning and teaching is of the highest calibre, by benchmarking learner outcomes against national and international standards.

To achieve these ends the SMB will develop and publish policy and guidance documents which will set parameters around provision and value for money. This will include, for example, guidance on minimum and maximum average class sizes.

Providers commissioned to deliver courses on behalf of the SMB will receive funding to enable them to deliver the course.

2. Who will sit on the Strategic Management Board?

The Strategic Management Board (SMB) will consist of the following representative members:

- The Head of School Service (or their nominated representative) (Chair)
- 2 x Governor representatives from each cluster area*
- The nominated representative Cluster Lead from each cluster (one from the North and one from the South*)
- The council's nominated Lead Officer for Post 16
- The council's Post-16 Support Officer (secretariat function, no voting right)
- The council's nominated post-16 Finance Officer
- The council's nominated ALN Officer
- 1 x Associate Learner representative from each cluster (none-voting)

*In any three year cycle no school can have both their governor representative and their senior leader representative as a SMB member.

3. How often will the Strategic Management Board meet?

It is proposed that the Strategic Management Board (SMB) should meet four times a year.

- Meeting 1 (October)
 - review examination outcomes
 - establish the provisional Powys Pathways offer for the next academic year (VA ALPS etc)
- Meeting 2 (December)
 - review proposals submitted by each Operational Management Board (OMB) and confirm courses that will be commissioned. The course offer for the next academic year should be finalised and ready for applications to open before Christmas
- Meeting 3 (January)
 - consider wellbeing and enrichment provision
 - review grant funding income for Post-16 provision (if available)
 - forward planning (to ensure future academic years are considered)
 - review of the Terms of Reference for the SMB and OMBs
- Meeting 4 (May)
 - Review of provision, policy and guidance, protocol documents, special projects, capital spending recommendations; learner needs, digital resources, data reporting systems, LP support, Learning Coach support etc.
 - Agree any changes to the Terms of Reference for the SMB and OMBs

4. What legal structure sits behind the Strategic Management Board (SMB)?

The council receives income to provide Post-16 education from the Welsh Government in the form of a grant ("post-16 funding"). The council is legally responsible for determining the way the post-16 funding is spent or distributed to provide Post-16 provision in Powys.

In accordance with the Powys County Council Schools Partnership Agreement, the council will provide delegated authority to the SMB to determine how the post-16 funding is allocated.

As the SMB will comprise of both post-16 centre and council representation this will mean that the process is both open and collaborative.

As permitted under the Terms and Conditions of the Welsh Government Post-16 Grant funding Powys County Council agrees to delegate the following functions to the Strategic Management Board:

- Delegated authority to determine through evidence-based decision making which post-16 courses will be commissioned from the Powys Post-16 Centres (secondary and special schools) and other providers to meet the learner entitlement criteria.
- Delegated authority to determine how 97% or more (as determined by the council³) of the post-16 grant funding will be spent.
- For the avoidance of doubt, this delegation to the SMB means that no Powys post-16 centre will be granted Post-16 funding to run any post-16 course which is not commissioned by the SMB.

As per the partnership agreement, the council will:

- Agree with the decisions of the Strategic Management Board and its Members in conjunction with the SMB and OMB Terms of Reference, so as ensure the funding is allocated to meet the needs of all learners in Powys.

As per the partnership agreement, the schools will

- Agree with the decisions of the Strategic Management Board and its Members in conjunction with the SMB and OMB Terms of Reference, so as to secure post 16 education funding and to meet the needs of all learners in Powys.

Each provider will remain responsible for the quality of provision in their centre as is currently the case. The quality of learning and teaching and the attainment of learners on commissioned courses will be scrutinised by the SMB on behalf of the council.

For the avoidance of doubt this proposal will not alter current governance arrangements or effect the legal duties or responsibilities of governors in schools.

Clusters and Operational Management Boards

5. What is the Operational Management Board (OMB)?

There will be two Operational Management Boards (OMBS) – one for the north cluster of Powys post-16 centres and one for the south cluster of Powys post-16 centres. The OMBs will bring together all Powys post-16 centres in their cluster areas to prepare the post-16 provision proposal for their cluster.

The main purpose of the OMBs is to ensure that post-16 learners are able to access a broad range of subjects within the OMB cluster and across Powys, with a blended offer of academic and vocational provision, and to ensure that the post-16 offer meets the learner entitlement criteria.

The primary function of the OMB is to provide a platform for Powys post-16 centres (and other post-16 providers where relevant) within the cluster to work collaboratively on agreeing what the post-16

³ The council has the right to hold back 3% of the Post-16 grant funding each year. The council will need to confirm with the SMB what percentage will be retained. This should be done on an annual basis.

offer will be for the cluster and how educational, pastoral, enrichment and careers advice and guidance will be delivered by the cluster members in a coordinated and sustainable way.

The secondary function of the OMBs will be to discuss operational issues, quality assurance, enrichment activities, professional learning, post-16 improvement, and to review transport arrangements, review learner wellbeing, work experience, UCAS, careers advice etc.

In carrying out these functions the OMB will on an annual basis submit a provision proposal for consideration and approval by the SMB and which is in accordance with requirements set out in the OMB Terms of Reference.

6. Who will sit on the Operational Management Boards for each cluster?

Membership of each Operational Management Board (OMB) will be as follows:

- Head Teacher and a Senior Manager from each Powys post-16 centre in the cluster
- ALNCO representative
- A representative Challenge Advisor
- The council's Post-16 Support Officer (secretariat function, no voting right)

7. What is a Cluster Lead?

- Each OMB shall appoint one Cluster Lead as their representative SMB member
- The Cluster Lead must be a Head Teacher
- The Cluster Lead will chair the OMB for the academic year and will be elected at the end of the previous academic year
- The Cluster Leads are required to maintain and facilitate communication between the SMB and the OMB
- The Cluster Leads are required to keep the nominated cluster area Governor representative for the SMB apprised of cluster and OMB activity and decisions

8. How often will the Operational Management Boards meet?

It is proposed that the cluster Operational Management Boards (OMBs) should meet six times a year, once every half-term. The SMB will issue an annual meeting plan which will align OMB and SMB meetings.

9. Who will be the link between the Operational Management Boards and the Strategic Management Board?

Each Operational Management Board (OMB) shall appoint one Cluster Lead as their representative Strategic Management Board (SMB) member. The Cluster Lead will sit on the SMB and will have voting rights on the SMB.

10. Which Powys post-16 centres are in which cluster?

The Powys post-16 centres will operate in two cluster groups as defined below:

- **Cluster Group North:**
Bro Hyddgen, Brynllwarch, Caereinion, Cedewain, Llanfyllin, Llanidloes, Newtown, Welshpool
- **Cluster Group South:**
Brecon, Calon Cymru, Crickhowell, Gwernyfed, Maesydderwen, Penmaes

11. How will Powys-wide provision work? Will the timetables and option blocks be aligned?

Timetables and option blocks will be aligned across the county to allow for whole county collaborative work. Lessons in two option blocks will be running each day; one morning and one afternoon. There will be a travel period in the middle of the day to allow learners to move between centres if travel is required. The intention would be to promote a “travel once – travel smart” approach.

Welsh Baccalaureate lessons will be delivered in each “home base” (alternative arrangements may be made for individual learners where this provision is more accessible via another post-16 centre).

12. How will the views of my school / Powys post-16 centre be represented?

- Each cluster will have one representative (the Cluster Lead) on the SMB; one governor representative from the Cluster area will also sit on the SMB
- All Powys post-16 centres (Secondary and Special Schools which support learners aged 16+) will be represented on the Cluster Operational Management Board

13. Can my school / Powys post-16 centre work with post-16 centres outside my cluster?

Whilst the proposal does not prevent post-16 centres from working with other post-16 centres or providers which are outside of their cluster such arrangements would need form part of the OMB proposal to the Strategic Management Board.

14. How does my school’s self-evaluation and School Development Plan (SDP) reflect the cluster working arrangement?

Any school may aspire to add additional courses to the cluster offer based on the identified needs of their learners. The school could identify this need through its own self-evaluation and then submit a proposal to the Cluster Operational Management Board for consideration. If the OMB is in agreement this could then be included in the annual proposal to the SMB.

Staffing

15. Who is responsible for procuring and managing teaching and teaching support staff?

The responsibility of staff recruitment and management will remain with each post-16 centre. There would be no change to how this is currently managed.

16. How do the proposals affect staffing requirements?

It will be for the post-16 centres to work collaboratively to identify a high-quality and sustainable post-16 offer for the cluster including the associated staffing requirements.

The Strategic Management Board (SMB) will work with the clusters to ensure that the annual post-16 calendar allows for appropriate forward planning with clear deadlines to enable post-16 centres to make timely decisions around staffing.

Should standards from a particular provider not meet the approval criteria then the SMB would have a responsibility to find an alternative provider from within the cluster, or in extreme cases from across Powys via virtual delivery. It will be for providers to ensure that high-quality standards are met and maintained.

17. How will the proposals impact Professional Learning (PL)?

The Strategic Management Board (SMB) will take a strategic role in planning for joint professional learning activities together with each cluster and other key partners.

Working with partners

18. Can I work with colleges apart from the Neath Port Talbot Group of Colleges?

Yes. Clusters are encouraged to enhance and broaden their offer through partnership working with other providers. This may include further education and higher education providers as well as local businesses, training providers, voluntary organisations, the Powys Teaching Health Board, Mudiad Meithrin etc. Any proposal to offer collaborative provision with other partners would need to form part of the Operational Management Board (OMB) annual proposal to the Strategic Management Board (SMB).

The SMB will have a strategic role in engaging and working with partners to quality assure the breadth of provision. As such the SMB would welcome active communication from the OMBs to help to avoid duplication in approaching partners and to ensure there is a Powys-wide offer for learners.

It should be noted that this proposal does not replace or remove any duty from school governing bodies in their safeguarding responsibilities in working with partners.

19. How will the proposal align with the work of the Regional Learning and Skills Partnership (RLSP)?

The Strategic Management Board (SMB) will have a key role in working with the RLSP in achieving its vision “to align the public and private sectors in order to address the supply and demand issues for an effective agile workforce, with the appropriate skill level to attract inward investment to Mid Wales and improve communication networks between sectors to understand and identify learning and career pathways into appropriate long term employment for the citizens of Mid Wales”. The SMB will enable there to be a clear and coordinated link between Powys post-16 centres and the RLSP.

Funding

20. How is funding received for post-16 courses?

The SMB shall have delegated authority to determine how 97% or more (as determined by the council annually) of the post-16 grant funding shall be spent. Under the terms and conditions of the post-16 funding the council has the right to retain 3% of the funding.

Each Powys post-16 centre will receive core funding based on the number of Home Learners in each centre. This is to facilitate a standard set of core entitlement for each learner including the Welsh Baccalaureate, pastoral care and well-being support.

Each SMB-commissioned course provider (Post-16 centre, college or training provider) will receive funding for their course. Operationally this will be managed by the council.

21. What does this proposal mean financially for my post-16 centre?

Powys post-16 centres within the cluster are expected to work within their allocated post-16 funding allocations to provide value for money and to maximise opportunities from the Welsh Government post-16 funding offer.

If a course which has been commissioned ultimately is not delivered the SMB shall have the right to claw back any funding which has already been issued to the provider for the delivery of that course.

Where courses are supported by alternative funding arrangements (e.g. Confucius Classrooms) these courses would need to form part of the cluster offer and must be open to all Powys post-16 learners (subject to the terms of the funding provided).

22. What is the mechanism for clusters to apply for funding to run courses?

On an annual basis each cluster will submit a post-16 provision proposal to the Strategic Management Board (SMB). Funding will be issued to providers who have been commissioned by the SMB and will be on a per-learner basis.

23. How will the Strategic Management Board decide which courses will be available to run in each cluster?

The Strategic Management Board will take a number of elements into account when assessing the proposals. First and foremost will be whether the proposal meets the learner entitlement criteria. In addition, the assessment will include but will not be limited to: evidence of quality; value for money; breadth and balance of the curriculum offer; evidence of need; assessment against national standards; evidence that the proposals meet the learning pathways for all groups of learners (Welsh medium, English medium, ALN).

24. What are the guidelines around subject standards and running courses?

Each year both the Strategic Management Board and each course provider will review standards and outcomes for each commissioned course and will evaluate the progress made by the learners. Their conclusions will inform decisions as to whether each course may continue to be delivered by the current provider.

Evaluation guidance will be developed by the SMB both for its own use and for the use of the OMB and course providers.

25. What is the average class size you are considering for sustainability purposes?

The average class size across the total number of courses being offered should be no less than 12. This is to ensure that overall post-16 provision is affordable and can be successfully delivered and sustained from the post-16 funding.

The SMB will take into account the prospect of annual growth for new courses such as Welsh Medium and ALN provision and may approve an average class size of fewer than 12 in these special circumstances.

26. Who will monitor the quality of teaching at Post-16 in order to maintain standards?

The Governing Body for each Post-16 centre (Secondary and Special Schools supporting learner aged 16+) will be responsible for maintaining standards for each of the courses the post-16 centre has been commissioned to deliver.

On an annual basis the Strategic Management Board will evaluate the quality of courses delivered by each provider and using a range of evidence, including trend analysis, the provider's own self-evaluation and Value added data (ALPS), will determine whether a course should continue to be delivered by the current provider. If the SMB determines that standards in a particular course do not meet expectations then that provider will be served a 'notice to improve' letter in relation to that particular course. The provider will then have one year to address the quality concerns stipulated in the letter.

Applying for a course

27. How do learners apply for courses at the different clusters?

A menu of courses will be available on the Powys Learning Pathways website. This menu will be designed to maximise the number of courses and opportunities for all learners. All applications will be centralised and individual learners from across Powys will be able to apply for a course at the centre (or centres) of their choice. Applications will be through the Powys Learning Pathways website.

Arrangements for placements in Special Schools will remain unchanged.

28. What are the entry requirements?

Course-specific entry requirements are detailed on the Powys Learning Pathways website.

The entry requirements for each course will be determined by the provider commissioned to deliver the course. The entry requirements for each course will be reviewed by the Strategic Management Board as part of the cluster submission.

Appropriate entry requirements and support for ALN learners will be required. The entry requirements will form part of the OMB proposals.

29. Do learners have to be interviewed?

The decision about what to do following completion of secondary education should not be made on the basis of a single interview or discussion alone. Additionally, it is recognised that continuing onto Powys post-16 is not always the right option for everyone. The SMB will work with all Powys Secondary and Special schools to ensure that learners receive objective and impartial advice and guidance regarding their post-16 options throughout their secondary school journey.

This will mean that when the learners approach the end of their secondary education they should be in a position to know what pathway they would like to follow next. There is a broad range of options available at post-16 including but not limited to post-16 education with Powys or another further education provider, starting your own business, entering into employment, taking up an apprenticeship and taking up a volunteer placement in the UK or abroad. The SMB will work to support all Powys secondary and special schools in ensuring that this broad range of options and how to pursue the options is known to, and understood by, Powys learners so that they can make informed decisions about their futures.

Where continuation onto Powys post-16 education is identified as the right pathway for a learner, the learner will be provided with the opportunity to discuss their educational and career aspirations, to ensure they understand the breadth of the offer available to them from Powys post-16 provision and to ensure they are supported in making their Powys post-16 application. #

30. How do learners apply for e-sgol courses?

Learners will apply for e-sgol courses in the same way as any other course; through the Powys Learning Pathways website.

Tutorial support

31. Who will provide the Learning Coach/Tutorial support for learners?

Learning coach and tutorial support will be provided by a learner's tutor at their home base. Additional subject-specific support will be available from the teaching staff delivering the learner's course subjects.

If geographically possible, collaborative learners would travel at least once per week to the centre that is providing their lessons. This will help ensure that learners meet regularly with their subject teachers particularly for subject-specific tutorial support. If this is not possible it would be expected that the learners would travel at least once per half term to meet with their teachers.

To supplement the distance / blended learning approach the proposals must also include opportunities for subject cohorts from across the county to be brought together for enrichment days at least once per term. These days may be run in partnership with further education providers, businesses and other partners.

32. How will extra-curricular and enrichment activities be coordinated?

The SMB will coordinate the provision of post-16 enrichment seminars. Each post-16 provider shall host a seminar on one enrichment topic per academic year. This proposal does not look to prescribe what the enrichment topics would cover however examples might include topics such as: personal finances; cultural awareness; further education, training and employment opportunities; volunteering and adventuring opportunities; talks from businesses or previous learners etc.

The proposals from the Operational Management Boards for post-16 provision must include how cluster-level enrichment activities will be organised.

Regular extra-curricular activities such as the opportunity to be part of a sports team, a choir, orchestra, theatre production, chess club, debating team etc. should be coordinated at the cluster level and form part of the proposals to the SMB. Learners have noted a desire to take part in extra-curricular activities such as these however with some Powys Post-16 centres currently hosting only small numbers of learners the opportunities to establish these activities are rare. The new proposal will mean that the cohort for activities is bigger and therefore that the opportunities to run the activities will be greater.

It is also expected that frequent enrichment activities such as sporting events, field trips and visits, careers events, and university taster sessions will be delivered on a cluster basis.

It is also expected that some activities and events will also be organised and delivered by the home base as part of its localised provision; this may include participation in local community events, school Eisteddfodau as well as opportunities to support and mentor younger learners.

33. Who will monitor the progress a learner is making and report to parents?

The course provider is responsible for monitoring learner progress and providing regular reports to parents via the home base in accordance with an agreed timetable across the cluster.

34. How will these changes impact on the social experience for the learners in each school? E.g. a place for coffee, a quiet place for study, a lanyard etc.

Every Powys learner will be provided with an identification badge that enables them to access any Powys post-16 centre site in order to study or work. In practice most learners will probably only access two or three centres within their cluster. Each post-16 centre will have a designated post-16 common room and study spaces that any post-16 Powys learner may utilise. This will include access to libraries and places to meet informally with other learners.

35. Where can a learner undertake research and private study?

Every Powys post-16 learner will be able to study and undertake research in any Powys post-16 centre. Powys libraries will also be promoted as places for research and private study.

36. Will there be central support for e-sgol (IT issues, correct set up, ongoing support, CPD for teachers etc)?

Post-16 learners and teachers will receive support from the IT technician in their home base who will endeavour to resolve any technical problems with e-sgol equipment. The IT technician in any post-16 centre will be able to call on central support from the e-sgol team based in Ceredigion.

37. What will happen if a teacher has a concern about a learner from another post-16 centre?

Individual teachers will be responsible for all the progress and welfare of all learners in their classes as they are now. Any concerns will be communicated with the home base which will support the class teacher in resolving any and all concerns.

38. How does learner support operate if a learner is being taught across different centres?

Learner-specific support will be provided by each home base. This will include but not be limited to: support with UCAS, job and other further education / training applications; welfare and wellbeing support; coaching and mentoring; careers advice and guidance; and where necessary financial support.

Examinations

39. Who enters the learners for examinations?

The home learner must be entered by their home base for their examinations. The home base will be issued the examination fee amount from the post-16 funding.

40. Who does the examination results analysis?

Individual post-16 centres and other providers will continue to analyse their own results. Both the Cluster Operational Boards and Strategic Management Board will also evaluate examination results on behalf of the council as part of their quality assurance role.

41. Who will own the result and who owns the grades?

Every post-16 learner will own their examination results. The home base will 'own' the results of its home learners. Under the proposal each home learner remains on roll at their home base but may undertake one or more courses in other Powys post-16 or SMB-commissioned centres, either face-to-face or via e-sgol.

Miscellaneous

42. Will learners be required to wear a particular uniform?

Post-16 learners in Powys will not be required to wear a uniform. Learners will be required to follow a common dress code and will be required to wear their identification badges at all times.

43. Who is responsible for organising transport between centres?

The Operational Management Boards will work in conjunction with the council's transport team to ensure that learners are able to move between centres. Each OMB will aim to minimise learner movement across Powys. The intention would be to promote a "travel once – travel smart" approach.

44. How will you ensure all Post-16 learners have access to IT equipment?

The SMB will work with the council to ensure every post-16 learner is provided with a suitable device in order to undertake their studies. The SMB will also ensure that each Powys post-16 centre has appropriate study spaces where learners can access IT facilities. A device will be loaned to every new Year 12 learner at the start of the academic year. This provision will not be means tested but will be subject to a loan agreement. All devices must be returned when a learner finishes or stops their Powys post-16 studies.

45. How will the new proposal enable / support / ensure that learner entitlement is delivered via excellent, state of the art, outstanding and modern facilities?

Included within this proposal is the acknowledgement that facilities at all Powys post-16 centres will be required to be brought up to a minimum level for a "home base" as well as for learning provision. It will be for the SMB to identify the minimum standards expected and to bring forward proposals for future investment.

The SMB will also work with partners (colleges, further education, higher education, Powys Teaching Health Board, the council etc.) to identify opportunities both for joint sharing of existing facilities and for joint development of new facilities as the need is identified.

Capital spending will remain within control of the council as it does currently.

46. Will learners be expected to access learning from home or Powys post-16 centres for courses that are being delivered by other Powys post-16 centres or other SMB-commissioned providers?

Learners who are being taught remotely will be expected to access their lessons from one of the designated Powys post-16 centres. This may be their home base but could also any one of the post-16 centres across Powys. Each learner will discuss the options with staff from their home base to find a solution which best suits their needs. Learner wellbeing is central to the post-16 offer and as

such it is important that learners attend a Powys post-16 centre wherever possible and to avoid studying at home. This will help learners to become part of the post-16 community and will provide the opportunity to socialise with their peers and to meet with supporting staff and teachers. If geographically possible, learners would travel at least once per week to the centre that is providing their lessons. If this is not possible it would be expected that the learners would travel at least once per half term to meet with their teachers.

47. Will parents be able to contact teachers from other centres who are teaching their child – how will this happen?

Parents will be able to contact the member of staff who teaches their child regardless of the centre that member of staff works in. Any concerns a parent may have should initially be raised with the relevant staff in the learner's home base who will liaise with teaching staff and if necessary senior leaders from other centres.

48. Who is responsible for promoting this model to learners etc - will there be a prospectus?

The SMB will have overall responsibility for promoting the new provision and for communicating information on courses through the management of the Powys Pathways site. Individual centres will also be required to provide information, advice and guidance to parents and learners.

49. Will there be a common approach to behaviour and expectations across schools?

There will be a common set of expectations demanded of learners across all centres including expectations with regard to conduct, behaviour, commitment and work ethic. Should the conduct or commitment of a learner fall short of these expectations this will be communicated to the home base which will work with the learner in question to resolve any issues.

50. How does the proposal cater for apprenticeship opportunities?

The Regional Learning and Skills Partnership (RLSP) has a core objective to "Establish a regional apprenticeship scheme (including shared apprenticeships) that bridges and aligns public and private sectors and which recognizes the transferability of skills". The Strategic Management Board (SMB) will provide a single point of contact for collaborative working between the RLSP and Powys post-16 centres to promote and provide appropriate advice and guidance to learners regarding apprenticeship opportunities.

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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	School Service Transformation and Communications	Head of Service	Lynette Lovell Emma Palmer	Portfolio Holder	Clr Phyl Davies
Proposal	To establish a new structure for the strategic management structure of the Powys Post-16 provision				
Outline Summary / Description of Proposal					
It is recommended that Cabinet approves the establishment of a new structure for the strategic management of Powys post-16 provision, from the end of May 2021, in accordance with the proposal document at appendix 1 of the Cabinet Report.					

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

Version	Author	Job Title	Date
1	Sarah Page		
2	Marianne Evans		

2. Profile of savings delivery (if applicable) **n/a at this stage**

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

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
No consultation required (please provide justification)	Informal stakeholder engagement has been undertaken to test and further develop the proposals January to March 2021 inclusive. No formal consultation is required in order to deliver this proposal.

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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"/>	Legal and Democratic Services	<input type="checkbox"/>
Children's Services	<input type="checkbox"/>	Finance	<input type="checkbox"/>	Property, Planning and Public Protection	<input type="checkbox"/>
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	<input type="checkbox"/>	Transformation and Communications	<input type="checkbox"/>
Digital Services	<input type="checkbox"/>	Housing and Community Development	<input type="checkbox"/>	Workforce and OD	<input type="checkbox"/>

Data Protection Impact Assessment

Will the proposal involve processing the personal details of individuals? Yes No
 Is Powys County Council the data controller? Yes No **Query this with AO and GW**
 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.

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4a Geographical Locations

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 type="checkbox"/>	Crickhowell	<input type="checkbox"/>	Llanfyllin	<input type="checkbox"/>	Welshpool and Montgomery	<input type="checkbox"/>
Mid	<input type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>	Llanidloes	<input type="checkbox"/>	Ystradgynlais	<input type="checkbox"/>
South	<input type="checkbox"/>	Knighton and Presteigne	<input type="checkbox"/>				

5. How does your proposal impact on Vision 2025?

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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
The Economy We will develop a vibrant economy	As a result of strategically managing course provision in Powys the needs of the local economy can be better-met in terms of skills and training.	Good		Choose an item.
Health and Care We will lead the way in providing effective, integrated health and care in a rural environment	No direct impact	Neutral		Choose an item.
Learning and skills We will strengthen learning and skills	The strategic management of course provision will ensure: <ul style="list-style-type: none"> - Equality of access to course provision across the county - A greater breadth of provision across the county - 2 levels of quality management in terms of the courses that are offered (SMB level and school level) - A greater and more balanced provision of Welsh-Medium education - Greater support for learners with ALN in post-16 education - Provision will be assessed and measured against the post-16 Learner Entitlement statement 	Very Good		Choose an item.
Residents and Communities We will support our residents and communities	This model provides access to a high quality broad curriculum in local communities across Powys Probably a good rating then?	Good		Choose an item.

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Source of Outline Evidence to support judgements

Post-16 Proposals Evaluation
 Post-16 Learner Entitlement Statement
 Post-16 Curriculum Offer for September 2021
 Post-16 Strategic Management Board and Cluster Operational Management Board Terms of Reference

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
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.	<ul style="list-style-type: none"> - Increased use of digital learning which will reduce the need to travel between sites - Provides the opportunity for more coordinated partnership working across schools and colleges as well as with Higher Education providers and employers to ensure that post-16 provision meets the needs of the local economy 	Very Good		Choose an item.
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).		Neutral		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 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>	<ul style="list-style-type: none"> - Strategic management of the post-16 offer will include a core focus on learner wellbeing as well as career advice and guidance - The decisions of the strategic management board could impact in a positive way on the wellbeing of learners – for example by ensuring that there is an enhanced extra-curricular and enrichment offer across Powys 	Good		Choose an item.
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<ul style="list-style-type: none"> - There is no proposal to close any 6th form centres which means that learners can remain within their local community - The proposal enhances collaboration between 6th form and post-16 providers to grow a post-16 community in Powys 	Good		Choose an item.
<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 aim of the proposal is to provide the best possible opportunities to learners, enabling them to reach their full potential.</p> <ul style="list-style-type: none"> - The proposal will include learners in the strategic decision-making process about their education - The proposal places value / focus on learner engagement and feedback - The enhanced enrichment activities may allow learners to have a more global perspective / awareness of global issues 	Good		Choose an item.
<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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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>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i>	- Strategic management of the course provision will ensure that Welsh and English medium provision is equal across Powys	Very Good		Choose an item.
<i>Opportunities to promote the Welsh language</i>	- Strategic management of the course provision will ensure that Welsh and English medium provision is equal across Powys	Very Good		Choose an item.
<i>People are encouraged to do sport, art and recreation.</i>	- A strategic view of provision across the county will help introduce wider opportunities for participation in sport, art, recreation that aren't currently available to small, individual 6 th form providers	Very Good		Choose an item.
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). <i>Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).</i>				
<i>Age</i>		Neutral		Choose an item.
<i>Disability</i>	Additional provision for learners with ALN	Good		Choose an item.
<i>Gender reassignment</i>		Neutral		Choose an item.
<i>Marriage or civil partnership</i>		Neutral		Choose an item.
<i>Race</i>		Neutral		Choose an item.
<i>Religion or belief</i>		Neutral		Choose an item.
<i>Sex</i>		Neutral		Choose an item.
<i>Sexual Orientation</i>		Neutral		Choose an item.
<i>Pregnancy and Maternity</i>		Neutral		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
<i>Socio-economic duty</i>		Choose an item.		Choose an item.

Source of Outline Evidence to support judgements

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)				
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>	More economically sustainable delivery of post-16 education in Powys. A more sustainable curriculum offer which meets the needs of the local economy.	Good		Choose an item.
Collaboration: <i>Working with others in a collaborative way to find shared sustainable solutions.</i>	Strategic management of the post-16 offer ensures that all sixth forms are working collaboratively to design and deliver the best quality and breadth of curriculum. The new proposal also offers scope for broader and more strategic collaboration with partners including Further Education provider, Higher Education providers and businesses.	Good		Choose an item.
Involvement (including Communication and Engagement): <i>Involving a diversity of the population in the decisions that affect them including:</i> Unpaid Carers: <i>Ensuring that unpaid carers views are sought and taken into account</i>	Online learning will mean that learning at post-16 is more accessible and flexible for those who have other demands such as care. Learner voice will be essential to curriculum design, extra-curricular planning and quality management.	Good		Choose an item.

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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>Prevention: Understanding the root causes of issues to prevent them from occurring including:</p> <p>Safeguarding: Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</p>	All Powys schools currently have robust child protection processes which will be adhered to. The proposal does not intend to impact or interfere / take-over this process.	Neutral		Choose an item.
<p>Integration: Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.</p>	The Strategic Management proposal will enable an integrated approach across all post-16 providers.	Good		Choose an item.
<p>Powys County Council Workforce: What Impact will this change have on the Workforce?</p>	There will be less duplication of work across provision. There may be an additional post created to support the post-16 work going forward which will be dedicated to post-16.	Neutral		Choose an item.
<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>	No impact	Neutral		Choose an item.
<p>Welsh Language impact on staff</p>	Creation of a better post-16 offer for Welsh Medium students this may create more training opportunities for staff to enhance their Welsh language skills.	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
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?	The proposal doesn't directly impact however the extra-curricular offer should help learners to be more aware of the breadth of offer available to them at 16+ and 18+	Neutral		Choose an item.
Source of Outline Evidence to support judgements				
May 2021 Cabinet Paper and associated annexes				

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8. What is the impact of this proposal on our communities?

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

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Local school / 6 th form provision	<p>This proposal enables learners to have a 'home base' at their local 6th form. This means that learners can remain within their local communities. This also means that primary, secondary and all-age schools can see a pathway through to post-16 education.</p> <p>The intention is that the extra-curricular offer and enrichment offer would see learners taking up work experience placements within their local communities and with key business partners.</p>	Minor		Choose an item.	
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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)
School buy-in		Stakeholder engagement has been undertaken throughout the process	
That the proposal does not fix the problems currently experienced by Powys post-16 provision		Continued monitoring and refinement	

10. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:
<p>The aim of the proposal is to improve learner entitlement and experience for post-16 learners across Powys through establishing a new structure for the strategic management of post-16 provision and this impact assessment suggests that the impact is generally good or very good, with no negative impact.</p>	

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

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

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



- Transforming Education Strategy and associated Case for Change
- Post-16 Proposal to Cabinet 18th May 2021
- ALN Post-16 Report
- Historic ALPs Quality Data
- Learner Focus Group feedback
- Informal Stakeholder Engagement feedback January to March 2021 inclusive

12. On-going monitoring arrangements?

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

Strategic Management Board will maintain an overview of quality and breadth of provision

Examination / assessment results and ALPS data will be indicators of quality

Financial spend analysis will be an indicator of economic sustainability

The Post-16 workstream will continue during implementation of the Strategic Management proposal and can therefore continue to monitor the success of the proposal

Please state when this Impact Assessment will be reviewed.

Annually

13. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Page		
Head of Service:	Lynette Lovell		
Portfolio Holder:	CLlr Phyl Davies		

14. Governance

Decision to be made by	Date required
Cabinet	18 May 2021

FORM ENDS

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Post-16 Governance Options – Workstream Evaluation Against the Investment Objectives

Document Date:

15th December 2020

Document Purpose:

This document provides a summary evaluation of the three Governance Options for post-16 provision. This is a summary of the agreed evaluation of the options against the Investment Objectives.

The w/s was divided into three groups and each group wrote one of the Governance Options papers (Status Quo, Joint Governance, Independent Governance). These papers were then presented to the w/s and subsequently each group took away a different paper to evaluate as a team. Once this review was complete, each w/s member was asked to complete an individual and anonymous evaluation questionnaire using Microsoft Forms. The questionnaire results were automatically collated by the software and the results formed the basis for the final evaluation tables below. The w/s met to review the collated results and focused the discussions particularly on those elements which did not have a strong majority agreement on the criteria of 'meets, partially meets, does not meet'. As a result some of the investment objectives also have an evaluation narrative.

Results Tables:

The tables below provide the evaluation results

Status Quo: Majority does not meet

General note: This is not a judgement of any particular school or course. This is a universal assessment of Powys-wide provision.

Investment Objective	Evaluation Narrative	Evaluation Result
1 To ensure that all Powys learners have access to their appropriate and aspirational		Does not meet

learning and career pathways, ensuring that all learners are effectively supported to thrive		
2 Provision that is likely to be sustainable and deliver value for money		Does not meet
3 All provision is of the highest standard and learners are supported to achieve outstanding academic, vocational and extra-curricular outcomes of the highest level	<ul style="list-style-type: none"> • This is not a judgement of any particular school or course. When viewed across the whole of Powys “does not meet” applies however no single institution or course is singled out here – some provision is of a high standard whereas some requires improvement 	Does not meet
4 To ensure that provision meets the needs of the local economy		Partially meets
5 Powys post-16 provision will foster and develop close links with all Powys schools, other learning providers and learners	<ul style="list-style-type: none"> • “Develop close links with all Powys schools” does not happen with all provision. • There are some schools which do have strong links between each other 	Does not meet
6 To ensure delivery of Learner Entitlement via excellent, state of the art, outstanding and modern facilities including excellent IT infrastructure		Does not meet
7 To ensure delivery of Learner Entitlement through robust leadership and governance arrangements	<ul style="list-style-type: none"> • This doesn’t mean there isn’t robust leadership and governance in some of our schools but this isn’t necessarily universal • There aren’t currently universal standards for our schools and the statement is also about the Powys-wide governance and oversight of education provision in the county • Estyn reports on many of our secondary schools uphold the view that leadership and governance is not strong enough. • There is also no common standard across providers for all learners in Powys and we want all learners in Powys to have the same entitlement and therefore it does not meet 	Does not meet

	<ul style="list-style-type: none">• Counter to this evaluation, the current governance arrangements have not yet had the opportunity to meet the Learner Entitlement statement that has just been written• There is a recognition through the Estyn report and the Transformation Strategy that we aren't delivering on "learner entitlement" within the strategy	
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Joint Governance: majority = meets

Investment Objective	Evaluation Narrative	Evaluation Result
<p>1 To ensure that all Powys learners have access to their appropriate and aspirational learning and career pathways, ensuring that all learners are effectively supported to thrive</p>	<ul style="list-style-type: none"> • Counter to “meets” - clusters are inherently more local • Support to “meets” - <ul style="list-style-type: none"> • Every cluster would have to meet the same criteria in each of the areas and this would be non-negotiable. Any learner in any part of Powys would be able to access the same provision regardless of their location. • Currently there are 12 schools doing their own thing, under the joint governance model there is a single governing body controlling the standard and they are comparing the standards between 3 different clusters – if one of these does something different / outside of the standards it won’t be sanctioned • Strategic management makes this more secure 	<p>Meets</p>
<p>2 Provision that is likely to be sustainable and deliver value for money</p>		<p>Meets</p>
<p>3 All provision is of the highest standard and learners are supported to achieve outstanding academic, vocational and extra-curricular outcomes of the highest level</p>	<p>Meets:</p> <ul style="list-style-type: none"> • There is a dual-pronged approach to quality control – at the school and management board level, giving extra surety that standards will be monitored and upheld • Centrally standardised protocol, a commissioning model, everyone signs up to those principles, a set of standards for each of the LE criteria that everyone is happy with and that every cluster has to meet and if they don’t meet they don’t get the funds. • Commissioning expected to be on a yearly basis – either the teacher would have to change for a course to run to A2 or it would be unable to run to A2. You need to know that if you don’t produce the standards then you won’t be able to continue to run the course. 	<p>Split decision: meets / partially meets</p>

	<ul style="list-style-type: none">• Under the commissioning model it is the school that is being commissioned to deliver the course. The teacher remains to be the employee of the school – the member of staff and their capability remains a school issue as that teacher might be excellent at delivering up to GCSE. It is the school which loses the funding for the course and the course would be commissioned from another provider. This means that a HR issue doesn't come into it – that member of staff might just be removed from teaching A Level courses• At the beginning we would start with the proven established teachers in the established schools – this would then be broadened out.• There may be different component parts of a course delivered by different providers thus reducing the potential for the course to be removed and building resilience within the commissioning model• In most schools a good A level is often taught by 2 teachers. In Newport they commission from whoever delivers the best results in each of the schools <p>Partially meets:</p> <ul style="list-style-type: none">• If things aren't going well it still needs to go through a significant process for a teacher who is not delivering to standards – could foresee that there would be stumbling blocks in this model in terms of meeting the standards. You are commissioning for a period of time and if the standard can't be guaranteed it would be difficult to stop part way through.• Where will you find a replacement, high standard geography teacher, if you need to replace someone who isn't performing to a high standard• There may be HR barriers in place for removing teachers from delivering courses if they aren't performing (see above for counter argument)	
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<p>4 To ensure that provision meets the needs of the local economy</p>	<ul style="list-style-type: none"> • Built-in is a set of criteria that each cluster must adhere to and that must then be agreed centrally. For example the north might be partnering with Shropshire College whilst the south might be looking at a southern provider to partner with. • Retains local view whilst having a Powys-wide strategic overview 	<p>Meets</p>
<p>5 Powys post-16 provision will foster and develop close links with all Powys schools, other learning providers and learners</p>		<p>Meets</p>
<p>6 To ensure delivery of Learner Entitlement via excellent, state of the art, outstanding and modern facilities including excellent IT infrastructure</p>	<ul style="list-style-type: none"> • There is relative uncertainty around funding for capital improvements • Whilst we can't do this immediately, it would govern our decisions going forward around the standards of provision and environment. • We still need to define what this means e.g. "a place to work quietly" might be better than the overarching statement we have written 	<p>Partially meets</p>
<p>7 To ensure delivery of Learner Entitlement through robust leadership and governance arrangements</p>	<p>Partially Meets:</p> <ul style="list-style-type: none"> • Will the joint governance really be able to give the broad options for the ALN and WM learners? Could it really be guaranteed for all? • Teeth? Unsure about the legal basis at this current point. Understanding that this model does work. • What we have to be careful of is that if the funding is removed from a school it is not the school which loses out but the students and this impacts on learner entitlement. <p>Meets:</p> <ul style="list-style-type: none"> • The Management Board would be setting gold standards for careers, ALN, WM – these have to be in each cluster therefore you have to meet it or you don't receive the funding. • This model is built on the assumption that it will have the necessary supporting legal basis. • With multiple heads working together they will all be keen to improve the standards of a particular course because their learner may be taking that course as well 	<p>Split decision: meets / partially meets</p>

	<ul style="list-style-type: none">• There is a very collaborative atmosphere and will at the moment among schools to work together	
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Independent Governance: majority = meets

Investment Objective	Evaluation Narrative	Evaluation Result
1 To ensure that all Powys learners have access to their appropriate and aspirational learning and career pathways, ensuring that all learners are effectively supported to thrive	<ul style="list-style-type: none"> Concern is unsure that this will be as positively viewed as the previous model (this will be left for the SWOT) 	Meets
2 Provision that is likely to be sustainable and deliver value for money		Meets
3 All provision is of the highest standard and learners are supported to achieve outstanding academic, vocational and extra-curricular outcomes of the highest level	<p>Partially meets</p> <ul style="list-style-type: none"> This is missing the expertise that are at the baseline of delivery – concerns about the context that staff would be employed by a new 6th form across Powys – not sure that will work and therefore have concerns about the practicalities of this. <p>Meets</p> <ul style="list-style-type: none"> This model could probably secure a greater level of expertise in our teaching. Political appetite and schools appetite for this model may lead to significant disruption for learners (this will be captured in the SWOT) 	Meets
4 To ensure that provision meets the needs of the local economy	<p>Meets</p> <ul style="list-style-type: none"> The governance structure would look for the breadth of input into the structure. <p>Partially Meets</p> <ul style="list-style-type: none"> You lose the local knowledge, too centralised You lose the local input into the decision making and the local ownership. Concern about the possible loss of local input from schools that have been operating in the areas for such a long time. 	Split decision meets / partially meets

<p>5 Powys post-16 provision will foster and develop close links with all Powys schools, other learning providers and learners</p>	<p>Concerns</p> <ul style="list-style-type: none"> • This will be the least palatable to heads and the governance element would have to be very carefully written. There will inevitably be a reduction in links with Powys schools to start with and relationships would have to be built up. • We run the risk of losing students here as this will be a new model but with least knowledge of parents (may run the risk of losing students at secondary as well as 6th form) <p>Additional comments</p> <ul style="list-style-type: none"> • There are elements where this would meet more easily and elements where it wouldn't. Whereas on the one side it would be easier for 1 learning organisation to foster links with schools (rather than 12) there are also pros for learners belonging to one 6th form 	<p>Meets*</p> <p>*Strong concern noted from JP that this partially meets rather than meets</p>
<p>6 To ensure delivery of Learner Entitlement via excellent, state of the art, outstanding and modern facilities including excellent IT infrastructure</p>		<p>Partially meets</p>
<p>7 To ensure delivery of Learner Entitlement through robust leadership and governance arrangements</p>		<p>Meets</p>

Additional Notes:

- Worth taking into consideration the combined figures of responses as well e.g. “partially meets + meets” is stronger weight towards an ability to meet the requirements than the combined figures of “partially meets + does not meet” which is weighted the other way
- Need to consider the legalities around employment of staff across two centres under the Independent Governance option
- State of the Art facilities are unable to be fully commented on at this stage

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Post-16 Governance Options – SWOT Analysis

Document Date:

5th January 2021

Document Purpose:

This document comprises the SWOT (Strengths, Weaknesses, Opportunities & Threats) analysis of the three Governance Options for post-16 provision.

The w/s met to review and agree the SWOT analysis on 5th January 2021.

The SWOT analysis against the Status Quo is a universal analysis and is not specific to any individual schools.

SWOT Analysis Results:

Status Quo

Strengths	Weaknesses
<ul style="list-style-type: none"> • Familiar format understood by everyone and popular in some localities • Ensures 6th form provision in each locality • No impact on current staff • No disruption for learners • Nearly all 6th form provision is supported by knowledgeable, engaged and professional Head Teachers and staff • Some improvements are being delivered under w/s 2 (e.g. Powys Pathways website, year 12 laptop provision, more curriculum planning together with NPTC and Deputy Head Teachers) 	<ul style="list-style-type: none"> • Does not deliver against all elements of Learner Entitlement especially Welsh Medium and ALN • There is no strategic overview or co-ordination of provision and partnerships across the county and beyond to ensure equity for all learners • The financial model is unsustainable and in some instances is not delivering value for money • Some courses are unnecessarily duplicated across providers leading to inefficient use of the post-16 grant from WG • Limited collaboration which is informally arranged and not universal across all providers • Does not meet the requirements of the Strategy for Transforming Education in Powys 2020-2030 • The average retention rate between year 11 and year 12 is 49% with consequential loss of revenue funding to the authority
Opportunities	Threats

<ul style="list-style-type: none"> • Covid-19 has strengthened the collaborative relationship and appetite amongst Head Teachers leading to improved informal collaboration between providers • Covid-19 has accelerated the roll-out and take-up of both E-sgol and blended learning in and across providers • Year 12 pupil numbers were higher than projected for the September 2020 intake 	<ul style="list-style-type: none"> • It has been well-publicised (including by Estyn) that this current model is not working and requires significant improvement. If no change is made this could bring about distrust in the provision leading to a drop in pupil numbers • Lack of a formally agreed approach to collaboration threatens the long-term sustainability of any informally agreed collaborative arrangements between 2+ providers • Whilst year 12 pupil numbers were higher than projected for the September 2020 intake this is likely to be linked to the impact of Covid-19 and the reduced likelihood of pupils wanting to travel and therefore may only be a temporary increase
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Joint Governance

Strengths	Weaknesses
<ul style="list-style-type: none"> • Maintains local ownership of 6th form provision • Ensures that all current providers remain central to the decision-making process • Retains the familiar format understood by pupils and parents • Ensures 6th form provision in each locality • Provides a mechanism to ensure there is a strategic overview and co-ordination of provision, quality and partnerships across the county and beyond to ensure equity for all learners • The financial model is sustainable and is highly likely to maximise value for money • Enhances the curriculum offer through a commissioning model especially for Welsh Medium and ALN • Quality assurance via two points - locally and through the commissioning process will ensure greater accountability • Maintains staff employment with the individual providers • 6th form provision will continue to be supported by knowledgeable, engaged and professional Head Teachers and staff • There would not be a requirement for formal consultation or disruptive school re- 	<ul style="list-style-type: none"> • Relies on collaboration which will not be enforceable at individual Governing Body level • Partially meets some elements of the Learner Entitlement

<p>organisation in order to proceed with this option.</p>	
<p style="text-align: center;">Opportunities</p>	<p style="text-align: center;">Threats</p>
<ul style="list-style-type: none"> • Covid-19 has strengthened the collaborative relationship and collegiality amongst Head Teachers and staff, leading to improved informal collaboration between providers – there is an appetite to take this further and to strengthen this working relationship on a cluster model • Further extends an ethos of professional learning and collaborative working • Covid-19 has accelerated the roll-out and take-up of both E-Sgol and blended learning in and across providers • It has been well-publicised (including by Estyn) that the current model is not working and requires significant improvement. This presents an opportunity for change • Presents the opportunity to enhance current provision by embedding learning through work experience with local businesses and partners • Allows for strong opportunities to effectively and swiftly influence the quality of provision by building on existing trust and refining existing good practice and providing re-assurance for all stakeholders. • This governance option presents the opportunity to collaboratively define what is meant by ‘state of the art’ so that universal standards can be applied for each centre e.g. a quiet place to study 	<ul style="list-style-type: none"> • Lack of mandatory sign-up to collaboration under the regulations threatens the long-term sustainability of the Joint Governance arrangement where a provider elects to exercise their right to exit the agreement • There is relative uncertainty around funding for capital improvements

Independent Governance

Strengths	Weaknesses
<ul style="list-style-type: none"> • Some local ownership of 6th form provision is retained • Clear decision-making, prioritising Learner Entitlement on an authority-wide basis, especially for Welsh medium and ALN learners • Enhances the curriculum offer through a commissioning model especially for Welsh Medium and ALN • Maximises value for money through a single curriculum planning mechanism • The financial model is likely to be sustainable • Quality assurance delivered across the authority • Provides a mechanism to ensure there is a strategic overview and co-ordination of provision, quality and partnerships across the county and beyond to ensure equity for all learners 	<ul style="list-style-type: none"> • Partially meets some elements of the Learner Entitlement • Removes a level of local ownership of 6th form provision • Does not retain the familiar format and wellbeing support systems understood by pupils and parents • Only provides one point of quality assurance of curriculum provision • Staff employment would be via the new single entity – causing significant disruption to staff and their contracts. This may result in many part time teaching contracts and could make 11-16 provision less viable. It is likely to negatively impact specialist provision including Welsh medium and ALN • Lack of continuity of teaching from 11-16 and then 16+ • There would be a requirement to go to formal consultation (possibly for each of the secondary schools) to pursue this option • Significant one-off and on-going costs for the establishment of the post 16 provision and staffing recruitment
Opportunities	Threats
<ul style="list-style-type: none"> • Covid-19 has accelerated the roll-out and take-up of both E-sgol and blended learning in and across providers • It has been well-publicised (including by Estyn) that the current model is not working and requires significant improvement. This presents an opportunity for change • Presents an opportunity to re-imagine post-16 provision which mirrors the offer from neighbouring colleges such as Hereford and Shrewsbury which attract significant numbers of Powys post-16 learners • The single entity may present a greater opportunity to attract capital investment than individual providers are able to achieve 	<ul style="list-style-type: none"> • Whilst Covid-19 has strengthened the appetite for a more collaborative relationship, feedback from the Head Teachers indicates that this model is not generally supported • The existing engagement and enthusiasm from current providers may be negatively impacted by this model • Significant level of change introduced requiring careful and considered change management and transition processes • Misunderstanding and uncertainty around the process and new model risks losing students from Powys schools at all ages as well as 6th form provision