

Learning and Skills Scrutiny Committee

Meeting Venue
Zoom / Teams

Meeting Date
Monday, 1 February 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

25-01-2021

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

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.	CALL IN OF CABINET DECISION - LLANFAIR CAEREINION C.P. SCHOOL AND CAEREINION HIGH SCHOOL
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The Chair of the Learning and Skills Scrutiny Committee has requested that the decision of the Cabinet in respect of the Llanfair Caereinion C.P. School and Caereinion High School be called in for consideration by the Scrutiny Committee.

Attached are the following documents:

- (i) Call-In Request by the Chair
- (ii) Call-In Notice by the Monitoring Officer
- (iii) Cabinet Report and Appendices considered by the Cabinet on 12th January, 2021.

(Pages 3 - 246)

TO BE COMPLETED BY THE CHAIR OR 4 MEMBERS REQUESTING THE CALL-IN.

1.	Leader / Cabinet / Cabinet Committee / Individual Portfolio Holder Decision To Be Called-In <i>(Please include Date of Meeting and Agenda Reference Number):</i>
Cabinet meeting 12 th January 2020 Item 5 Llanfair Caereinion CP School and Caereinion High School - All age School proposal	

2. Reason for Call-In:

2.1 What is the reason for the Call-In Request. Please tick which of the conditions which you believe apply:

(i)	that the decision or action is contrary to the policy framework or budget, or falls outside the functions of the Cabinet; and / or	x
(ii)	that the Cabinet or decision maker had not followed agreed procedures on consultation before reaching its decision; and / or	x
(iii)	that the Cabinet had not followed, or had failed to take account of, any legal obligations, including regulations or statutory guidance governing the Council's actions, or other guidance adopted by the Council.	x

2.2 Please provide an explanation in the box below as to why you believe that the conditions in 2.1 above apply.

A protocol had been reached between myself as scrutiny chair on behalf of the committee and officers that during the process of systematic schools transformation Scrutiny would be involved at the end of the consultation stage and that scrutiny would have access to all consultation submission in addition to the formal consultation report. This was agreed in a joint meeting of officers Chair and VC of Scrutiny and scrutiny officer and reported to the scrutiny committee and coordinating committee as a formal protocol.

In this instance the correlation of major operational matters in relation to the Covid pandemic with the preparation for this Cabinet meeting meant that a formal request and supply of information to scrutiny did not take place and the matter was placed before Cabinet without a formal review.

Subsequent to the meeting I have received a response from a scrutiny committee member outlining a significant number of concerns about the report that would have been aired at the scrutiny meeting and which may or may not have resulted in recommendations from the committee that may have shaped the formal decision from Cabinet. (I include the submission in full below as it speaks to concerns under i and iii).

Having reviewed this submission and been satisfied that this includes sufficient detail within in to have left open the possibility that scrutiny could reach a conclusion that the consultation was flawed I have had to consider the options available to me.

I find myself considering two options. The first is to let the statutory process continue and consider both the consultation responses and any objections as part of the pre cabinet work in respect of the final approval for the change. Superficially this is attractive as it would allow the process to continue uninterrupted. However it also allows the statutory process to be concluded based on a potentially flawed decision which could leave the council open to challenge, moreover if the issues raised are deemed of sufficient seriousness for the committee to recommend to Cabinet that the plan should be rejected or revisited and they accept this significant time will have been lost and further uncertainty and delay would ensure for staff.

The second option is to initiate a call in now. Whilst this will constitute an action which could cause embarrassment for all arms of the council involved I would look completely to the highly exceptional circumstances faced by officers at the time and the fact that a revision has now been made to process to ensure that this could not be repeated.

I have therefore after due deliberation reached the conclusion that it is in the best interests of pupils, staff and the wider transformation project that this matter is subjected to scrutiny sooner rather than later so that the decision on the proposal can be subject to reaffirmation sooner rather than later.

As such I am in agreement with my scrutiny colleague and therefore formally request a call in of this decision to facilitate formal scrutiny to take place.

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Full text of submission placed before me

The Learning and Skills Scrutiny Committee through the auspices of the Chair request the calling in of the decision by the Cabinet Executive on the Report titled Llanfair Caereinion C.P. School and Caereinion High School – All-age School Proposal dated 12 January 2021 (2020 on document).

Powys County Council's Call-in procedures are set out in section 7 of the Constitution. Grounds for calling in a decision have to satisfy one or more of the conditions set out below:

- 7.36.3.1 the decision or action was contrary to the policy framework or budget, or fell outside the functions of the Cabinet; or
- 7.36.3.2 the Cabinet or decision maker had not followed agreed procedures or failed to consult (where required) before reaching its decision; or
- 7.36.3.3 the Cabinet had not followed, or had failed to take account of, any legal obligations, including regulations or statutory guidance governing the Council's actions, or other guidance adopted by the Council.

Section 2.5 of the decision document restates the Strategic Aim of Powys County Council to "improve access to Welsh Medium provision across all key stages". The

decision categorically does not achieve this aim as it substitutes definitive actions with vague promises to possibly consult on such issues sometime in the future (section 3.5). It is a repetition of unfulfilled promises given over decades. The decision is therefore contrary to the policy framework of the Council (7.36.3.1 above).

According to the current Welsh in Education Strategic Plan the “*early feasibility work carried out by PCC has identified Newtown and/or Welshpool as the most suitable location(s) to develop a new category 2A provision .. in North Powys*” [WESP 2017-20 p 17, 2.1]. A suitable location to attract and most importantly retain the growing numbers of Welsh Medium pupils created in the Severn Valley was needed. Support for this proposal is referenced in the decision document (section 3.4) but has been contrarily interpreted as support for the amalgamation of Llanfair C.P. and Caereinion High schools. As such this is contrary to facilitating the policy framework (WESP) (7.36.3.1 above).

The Strategy for Transforming Education, referenced in section 2 of the decision document, did follow extensive engagement. However, scrutiny of this ensuing decision has been deficient. With regard to the remit given to officers not to consider any options that could reduce the number of centres providing secondary education in Powys (set out as a strategic aim and reiterated in paragraph 2.4 of the document under consideration: *Develop a network of all-age schools based around the 13 current secondary school locations*) scrutiny has been non-existent. There is an excess capacity close to 400 secondary places in North Powys and it is universally recognised that fewer larger centres are better placed to provide the broader choice of higher education required now and in the future. The remit prevents any sustainable, economically and educationally beneficial developments in Powys. The decision under consideration here is predicated on this remit which has neither been consulted upon nor scrutinised and thus falls foul of condition 7.36.3.2.

Consultations were held with stakeholders including Governors of Llanfair Caereinion C.P. school but none of the other feeder schools. Responses were received from the governors of Ysgol Dafydd Llwyd and Ysgol Gymraeg Y Trallwng. The latter response was based on findings of a survey of 39 out of 43 parents about this proposal and yet it was treated as one response. Only 111 responses counted with only 52% agreeing with the proposal to establish an all-through school in Llanfair and only 44% thinking that Powys County Council should not consider any other options, with 40% thinking they should. This is dangerously weak evidence of support for the proposal. Had all stakeholders been treated equally – especially Governors of two of the larger feeder school (Ysgol Dafydd Llwyd, Newtown and Ysgol Gymraeg Y Trallwng) the evidence would be radically different. This failure to consult all stakeholders also falls foul of condition 7.36.3.2.

The consultation report documents several response opinions about the extent of Welsh and English medium provision in the high school which are factually incorrect. While it was necessary to record such received responses the report should have been clear about such inaccuracies which present a very misleading account of reality. This is a failure in the consultation procedure making an objective decision impossible thus satisfying condition 7.36.3.2.

The Financial Strategy (set out in section 3.3 of the 2018 draft of Vision 2025) states that "...we have to be ever more efficient in the use of our resources". It goes on to say "...we will have to make savings of around £38million over the next five years to ensure that we achieve a balanced revenue budget." The most recent draft (March 2020) does not aspire to be evermore efficient however it does state the Council's intention to "...protect the services our residents value and need, whilst ensuring that there is continuity of efficient statutory services that evidence value for money." It is essential that we all assist the council in these valid aims. The Resource Implications set out in section 4 of the decision document provide an estimated saving of £11,994 which is 0.36% of the overall estimated £3,274,370 budget. It is suggested here that the cost of drafting and consulting on this proposal probably exceeds this possible saving and that this decision contributes nothing to any financial improvement to either the council nor the schools' position. Since the financial position of the school will not be improved (apart from possible marginal reductions in school management costs) the education it provides will not benefit from any financial gains. It is thus contrary to the budgetary aims of the council (condition 7.36.3.1).

Finally, The Well-being of Future Generations Act requires public bodies in Wales to think about the long-term impact of their decisions. It is recognised that true bilingualism is beneficial to both individuals and communities. Welsh Government and Powys County Council are aiming for a million Welsh speakers in Wales by 2050. The implication is that all young people in full time education will be fully bilingual by 2050. This apparently high bar is easily achieved in many other countries. Regardless of whether this degree of determination can be instilled in all people responsible for education in Powys, the direction of travel is clear. Powys must therefore establish now a system that will continuously and seamlessly improve the linguistic outcomes for Powys learners. Continuity of provision is one obvious essential for true bilingualism. The second major factor is equity of access. Neither aspect is properly addressed in the current proposal and the enactment of this proposal will prevent reasonable progress on these aspects for many years. This is the kind of long term decision making that The Well-being of Future Generations Act requires. There is a legal obligation to take this into account in order to avoid condition 7.36.3.3 above.

Fundamentally this decision should be reconsidered because it is flawed. The full range of possible options for educational transformation in North Powys have not been considered.

(Please continue on a separate sheet if necessary)

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CALL-IN NOTICE

TO BE COMPLETED BY THE MONITORING OFFICER AND/OR CHIEF FINANCE OFFICER.

1. Monitoring Officer.

1.1 Please tick which of the conditions which you believe apply for a “Call-In Notice” to be issued:

(i)	that the decision or action is contrary to the policy framework or budget, or falls outside the functions of the Cabinet; and / or	
(ii)	that the Cabinet or decision maker had not followed agreed procedures on consultation before reaching its decision; and / or	X
(iii)	that the Cabinet had not followed, or had failed to take account of, any legal obligations, including regulations or statutory guidance governing the Council’s actions, or other guidance adopted by the Council.	

Please set out the reasons why it is believed that one or more of the conditions are satisfied:


I am satisfied that for procedural reason , pre-scrutiny of the Llanfair Caereinion CP School and Caereinion High School - All age School proposal considered by Cabinet on 12th January 2020 could not and did not take place and as such the requirements for a Call – in have been met.

From the information contained in the Call In Request, I am not satisfied that the decision was contrary to the policy framework or that there was a failure to follow any legal obligations, including regulations or statutory guidance governing the Council’s actions, or other guidance adopted by the Council.

Rule 7.36.7 provides that if, having considered the decision, the Scrutiny Committee remains concerned about the decision, then the Committee may refer it back to the decision making body for reconsideration, setting out in writing the nature of its concerns.

(Please continue on a separate sheet if necessary)

Date: 25th January 2021

Signature: 

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CYNGOR SIR POWYS COUNTY COUNCIL.

**CABINET EXECUTIVE
12th January 2020**

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

**REPORT TITLE: Llanfair Caereinion C.P. School and Caereinion High
School – All-age School Proposal**

REPORT FOR: Decision

1. Purpose

- 1.1 Further to the decision made by Cabinet on the 29th September 2020, the Council has carried out consultation on the following proposal:
- To close Llanfair Caereinion C.P. School and Caereinion High School
 - To establish a new bilingual all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School
- 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 amalgamate the two schools and to establish a new all-age school on the current sites of Llanfair Caereinion C.P. School and Caereinion High School through the publication of a Statutory Notice.
- 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

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 learner entitlement and experience'*. Within this aim, the Strategy sets out a Strategic Objectives to *'Develop a network of all-age schools based around the 13 current secondary school locations'*.

2.5 The strategy also includes a Strategic Aim to *'improve access to Welsh-medium provision across all key stages'*. Within this aim, the

Strategy sets out Strategic Objectives to *'Move schools along the language continuum'* and to *'Develop new primary and secondary provision'*.

- 2.6 On the 29th September 2020, the Council's Cabinet considered an options appraisal paper in respect of Llanfair Caereinion C.P. School and Caereinion High School, and agreed to carry out consultation on the following

The Consultation Period

- 2.7 On the 29th September 2020, Cabinet considered a report relating to Llanfair Caereinion C.P. School and Caereinion High School. At this meeting, Cabinet agreed to carry out consultation in accordance with the requirements of the School Organisation Code on the following:

'To amalgamate Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion. This will be achieved by closing Llanfair Caereinion C.P. School and Caereinion High School and opening a new all-age school providing education for pupils aged 4-18 on the current site of the two schools.'

The target date is to close the two schools on the 31st August 2022 and to open the new school on the 1st September 2022.

- 2.8 Consultation on the proposal to amalgamate the two schools and establish a new all-age school commenced on the 13th October 2020 and ended on the 24th November 2020.
- 2.9 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.
- 2.10 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.
- 2.11 During the consultation period, meetings were also held with the following:
- Staff of Llanfair Caereinion C.P. School and Caereinion High School
 - Governors of Llanfair Caereinion C.P. School and Caereinion High School
 - School council of Llanfair Caereinion C.P. School
 - School council of Caereinion High School

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

- 2.12 111 respondents completed the consultation response form which was included in the consultation document, including paper copies and responses submitted using the online response form. In addition, 8 written responses were received, including from Estyn.
- 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).
- 2.14 The written responses received included a response by Estyn, which is provided on page 17 of the Consultation Report (Appendix B).

Consultation Findings

- 2.24 As part of the consultation, a consultation response form was issued, which was completed by 111 respondents. 19.8% of respondents indicated that they were associated with Llanfair Caereinion C.P. School, 48.6% indicated that they were associated with Caereinion High School, 19.8% indicated that they were associated with a different feeder primary of Caereinion High School, and 11.7% of respondents indicated that they were not associated with either school.
- 2.11 The consultation response form asked respondents whether or not they agreed with the proposal to amalgamate the two schools to establish a new all-age school. The findings are outlined in full on pages 5-8 of the Consultation Report (Appendix B), and are also provided below:

1. *Do you agree with the current proposal to establish a new all-age school in Llanfair Caereinion?*

Yes	58	52.3%
No	37	33.3%
Don't know	16	14.4%
Total	111	100.0%

2. *Do you think that the Council should be considering any other options for Llanfair Caereinion instead of the proposal to establish a new all-age school?*

Yes	45	40.5%
No	59	44.1%
Don't know	17	15.3%
Total responses	111	100.0%

2.12 Written comments were also provided in the consultation response form. These comments, as well as issues raised in written responses and those raised in the consultation meetings, are listed in the Consultation Report (Appendix B) from page 22 onwards, along with the Council's response to these issues. The issues raised relate to the following headings:

1. Impact on pupils
2. Impact on staff
3. Comments relating to Leadership and Governance
4. Reference to the community
5. Comments relating to buildings
6. Reference to Council strategies
7. Reference to Estyn
8. Financial queries
9. Comments relating to the all-age school model
10. Comments about the current provision
11. Criticism of the proposal / the Council
12. Comments about the Welsh Language
13. Reference to Welsh-medium education delivery models
14. Reference to equality of opportunity / Welsh language being treated less favourably than English
15. Concern about the impact on English-medium pupils / provision
16. Comments relating to the consultation documentation
17. Comments relating to the process
18. Impact on protected characteristic groups
19. Other 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 amalgamate Llanfair Caereinion C.P. School and Caereinion High School to establish a new all-age school by publishing a Statutory Notice.
- 3.2 It is anticipated that Statutory Notices will be published before the end of January 2021, and that a further report, summarising any objections received, will be considered by the Council's Cabinet before the end of March 2021.
- 3.3 It is also acknowledged that a significant number of comments were received to the consultation in respect of the language category of the proposed new all-age school. These included comments which expressed a view that the current proposal was not ambitious enough in respect of the language category of the proposed new school, as well as comments which supported the proposal to retain the current dual stream provision in Llanfair Caereinion.

- 3.4 Whilst not a formal part of the proposal, a number of respondents took the opportunity to comment on the Council's approach to developing Welsh-medium provision at Caereinion and it must be noted that there was a strong response in favour of establishing designated Welsh-medium provision to serve the Llanfair Caereinion/Severn Valley area as well as criticism of the Council for lack of progress over the years.
- 3.5 In order to address this issue, the Council will accelerate the dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion and will also include all feeder schools in this dialogue.
- 3.5 The target would be for the new school to open in September 2022.

4. Resource Implications

- 4.1 As indicated in the Consultation Document published in respect of this proposal, based on estimated pupil numbers for both schools in September 2022, it is estimated that implementation of the proposal would result in annual revenue savings to the Council of £11,994. This is calculated as follows:

Estimated funding for the two separate schools 21/22	£3,286,364
Estimated funding for one all-age school 21/22	£3,274,370
Estimated saving / (Cost)	£11,994

The estimated savings figure will be reviewed going forward as estimated pupil numbers change.

- 4.2 In line with the Council's Scheme for Financing Schools, should either school be in a deficit budget position on closure of the school, the deficit is written off.
- 4.3 In addition, in order to ensure effective stewardship of the resources available to schools, particularly those that are subject to closure, Powys' Scheme for Financing Schools makes provision for this under Section 3.7.2, where it states that:

'The Authority may impose additional restrictions, including but not limited to:

- restriction of expenditure to agreed plans
- removal of powers of virement'

- 4.4 It is therefore proposed that should a final decision be made to proceed with implementation of the proposal, the following actions would be taken:-

- spend at the schools would be restricted to that included in their approved budget plan and no virement of funds between budget headings to be permitted unless approved by the Authority;
- any staffing changes to be subject to approval by the Authority;
- any contracts awarded for the supply of goods or services to be subject to approval by the Authority.

This would ensure that expenditure was limited to that which was absolutely necessary to protect council resources.

4.4 Implementation of the proposal would require involvement from a number of service areas, including staff from the Schools Service, HR and Finance.

4.5 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 legal comment and have nothing to add to the report”.

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 29th September 2020.

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.

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 establishing an all-age school in Llanfair Caereinion.

- To approve the publication of a statutory notice to close both Llanfair Caereinion C.P. School and Caereinion High School from the 31st August 2022, and open a new dual stream all-age school for pupils aged 4-18 on the sites currently occupied by Llanfair Caereinion C.P. School and Caereinion High School from the 1st September 2022.
- To accelerate the dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion, and to include all feeder schools in this dialogue.

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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



**Establishment of a new all-age school for
pupils aged 4-18 in Llanfair Caereinion**
Consultation Document



Consultation on the establishment of a new all-age school for pupils aged 4-18 in Llanfair Caereinion

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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 the establishment of a new all-age school for pupils aged 4-18 in Llanfair Caereinion

OVERVIEW

1. The Proposal

Powys County Council is consulting on proposals to establish a new all-age school for pupils aged 4-18 in Llanfair Caereinion. The proposals are as follows:

- To close Llanfair Caereinion C.P. School and Caereinion High School
- To establish a new bilingual all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School

The current target date is to close the two schools on the 31st August 2022, with the new school opening on the 1st 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/9789/Llanfair-Caereinion-C.P.-School-and-Caereinion-High-School>

A paper 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 **24th November 2020**.

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 proposals:

- **To close Llanfair Caereinion Community Primary (C.P.) School and Caereinion High School**
- **To establish a new bilingual all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School**

The current target date is to close the two schools on the 31st August 2022, with the new school opening on the 1st September 2022.

1. BACKGROUND

Llanfair Caereinion C.P. School and Caereinion High School are two bilingual (dual stream) schools located in the town of Llanfair Caereinion, in north Powys. The primary school primarily serves Llanfair Caereinion, whilst the high school serves a larger catchment area. In particular, the high school's Welsh-medium stream serves a very large catchment, which includes the towns of Newtown and Welshpool. The two schools are located on the same site.

The following table provides general information about the two schools:

School name and location	School Category	Language Category	Admission Number
Llanfair Caereinion C.P. School, Llanfair Caereinion, Welshpool, Powys, SY21 0SF	Community Primary	Dual Stream (DS)	27
Caereinion High School, Llanfair Caereinion, Welshpool, Powys, SY21 0HW	Community Secondary	Bilingual Dual Stream – Category 2B	114

Current pupil numbers¹ at the two schools are as follows:

¹ Teacher Centre, 12th October 2020

Llanfair Caereinion C.P. School

	R	1	2	3	4	5	6	Total
Welsh Stream	7	16	11	14	12	15	11	86
English Stream	6	5	6	13	11	16	18	75
Total	13	21	17	27	23	31	29	161

Caereinion High School

	7	8	9	10	11	12	13	Total
Welsh Stream	42	42	40	44	38	19	23	248
English Stream	41	31	32	46	39	12	12	213
Total	83	73	72	90	77	31	35	461

In April 2020, the Council approved a new Strategy for Transforming Education in Powys, which sets out a number of aims and objectives to transform the Powys education system over the next few years, in order to provide the best possible opportunities to Powys learners now and in the future. One of the objectives included in the strategy is to 'Develop a network of all-age schools based around the 13 current secondary school locations'.

Since the new strategy was launched, discussions have taken place with representatives of the governing bodies of both Llanfair Caereinion C.P. School and Caereinion High School, to explore the possibility of moving to establish an all-age school in Llanfair Caereinion. These discussions have indicated that the two governing bodies agree in principle to move towards establishing an all-age school in Llanfair Caereinion.

Following the discussions which have taken place with representatives of the two governing bodies, the Council has carried out a review of the two schools, which has included the following steps:

- Discussion with representatives of the two governing bodies
- Options appraisal exercise
- Recommendation considered and agreed by the Transforming Education Programme Board
- Recommendation considered and agreed by Cabinet

The recommendation agreed by Cabinet on the 29th September 2020 was to commence consultation on the following:

‘To amalgamate Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion. This will be achieved by closing Llanfair Caereinion C.P. School and Caereinion High School and opening a new all-age school providing education for pupils aged 4-18 on the current site of the two schools.

The target date is to close the two schools on the 31st August 2022 and to open the new all-age school on the 1st September 2022.’

2. 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.

In order to achieve the vision and guiding principles, the strategy outlines a number of aims and objectives, which include an objective to 'Develop a network of all-age schools based around the 13 current secondary school locations' in order to improve overall learner entitlement and experience in Powys.

The current proposals in respect of Llanfair Caereinion C.P. School and Caereinion High School are in line with these priorities.

The Council's Strategy for Transforming Education in Powys also includes a Strategic Aim to 'improve access to Welsh-medium provision across all key stages'. One of the objectives within this aim is to 'Move schools along the language continuum'.

The Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. The Council's intention is to take this forward using a phased approach. Whilst the discussions with Llanfair Caereinion C.P. School and Caereinion High School have included consideration of the school's language category going forward, the current proposal does not propose any changes to the language provision in Llanfair Caereinion.

The current proposal to amalgamate Llanfair Caereinion C.P. School and Caereinion High School to establish an all-age school in Llanfair Caereinion is the first phase of transforming education in Llanfair Caereinion. Alongside this process, the Council will continue to engage in dialogue with representatives of the two schools, in order to continue to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. This would contribute to implementation of the Council's Strategic Aim to 'improve access to Welsh-medium provision across all key stages', the Council's Welsh in Education Strategic Plan (WESP) and the Welsh Government's Strategy to achieve a million Welsh speakers by 2050.

If the outcome of this is a need to change the school's language category, a further statutory process would be required to implement this. If required, this would be separate to the current process to merge the two schools, and a separate consultation exercise would be required.

3. 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.

4. WHY CHANGE IS NEEDED IN LLANFAIR CAEREINION

The current challenges facing the two schools in Llanfair Caereinion are as follows:

4.1 Decreasing pupil numbers

Total pupil numbers at the two schools over the last few years are as follows²:

	Jan. 2014	Jan. 2015	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019	Jan. 2020
Llanfair Caereinion C.P. School (R-Yr6)	202	209	195	185	174	173	166
Caereinion High School (Yr7-Yr13)	549	530	494	495	487	456	447
TOTAL	751	739	689	679	661	629	613

This shows that total pupil numbers at the two schools have decreased by 138 since January 2014.

Pupil numbers across the two schools are not projected to increase over the coming years – the following table includes the latest projections received by the Council's Finance Team³

	Jan. 2021	Jan. 2022	Jan. 2023
Llanfair Caereinion C.P. School	162	145	143
Caereinion High School	459	465	460
TOTAL	621	610	603

Whilst Llanfair Caereinion C.P. School is currently slightly over capacity, the decrease in pupil numbers has resulted in a high number of surplus places at Caereinion High School. Based on current pupil numbers, there are currently 162 surplus places at Caereinion High School, which is 27% of the school's capacity.

² PLASC 2020

³ Powys Finance Projections based on data provided by the school

4.2 Temporary leadership arrangements at both schools

There are currently temporary leadership arrangements in place at both Llanfair Caereinion C.P. School and Caereinion High School.

In order to ensure continued improvement in the provision in Llanfair Caereinion, there is a need to secure permanent leadership arrangements.

4.3 Building condition

Based on the Welsh Government's condition survey carried out in 2009, the condition of both school buildings was identified as poor. In addition, Caereinion High School does not meet the requirements of the Equality Act 2010.

This suggests that the current buildings do not meet the Council's aspirations for education, as outlined in the Strategy for Transforming Education in Powys.

4.4 Budget pressures

Similarly to many other schools across Powys and Wales, Caereinion High School is facing budgetary pressures, and is currently projecting to be in a deficit budget position during 2020/21.

Whilst this is projected to be resolved by 2021/22, the Council as a whole is facing significant financial pressure over the foreseeable future, which will continue to put pressure on school budgets.

4.5 Welsh-medium provision

Both Llanfair Caereinion C.P. School and Caereinion High School are dual stream schools.

Welsh-medium pupil numbers in the primary school have increased, suggesting greater demand for Welsh-medium provision in the town.

Current Welsh-medium pupil numbers⁴ are:

	R	1	2	3	4	5	6	Total
Llanfair Caereinion C.P. School	7	16	11	14	12	15	11	86

⁴ Teacher Centre, 12th October 2020

	7	8	9	10	11	12	13	Total
Caereinion High School	42	42	40	44	38	19	23	248

Whilst Caereinion High School has successfully provided Welsh-medium education to pupils across a wide catchment area in North Powys over a number of years, the school's dual stream arrangement causes challenges in terms of providing a comprehensive Welsh-medium curriculum.

The Council's Strategy for Transforming Education in Powys includes an aim to 'improve access to Welsh-medium provision across all key stages', and identifies issues with the Welsh-medium secondary provision in Powys:

'It is apparent that there is no equality of provision for Welsh-medium learners across the county, and the level of Welsh-medium provision available is a postcode lottery. In addition, learners in Powys do not have access to a Welsh-medium secondary school.'

The Strategy also includes an objective to 'move schools along the language continuum'.

Given Caereinion High School's successful record of providing Welsh-medium education over recent years, Llanfair Caereinion will be a key focus for the Council in moving forward with implementing the strategy.

4.6 Need to provide an attractive post-16 curriculum

There has been a reduction in the number of pupils in Powys sixth forms over the last few years, which is making it increasingly difficult to provide a broad range of subjects to learners.

The number of sixth form pupils⁵ at Caereinion High School over the last few years is as follows:

	Year 12	Year 13	Total
2015/16	36	30	66
2016/17	40	31	71
2017/18	29	32	60
2018/19	23	31	54
2019/20	42	16	62

⁵ PLASC

Whilst sixth form numbers at the school have remained fairly stable over recent years, numbers remain small. This means that it is increasingly challenging to provide an attractive post-16 curriculum to learners. This is particularly the case in respect of Welsh-medium provision.

The Council's Strategy for Transforming Education in Powys recognises the need to improve post-16 provision, and also includes a strategic aim to 'Improve learner entitlement and experience for post-16 learners'.

5. OPTIONS CONSIDERED

Initial discussions between the Council and the governing bodies of Llanfair Caereinion C.P. School and Caereinion High School suggested that there was interest in moving towards an all-age delivery model in Llanfair Caereinion. This aligns with the Strategic Objective to 'Develop a network of all-age schools based around the 13 current secondary school locations' as outlined in the Council's Strategy for Transforming Education in Powys.

The following options have been identified as possible ways in which this could be achieved:

Option	Description
1	Status quo – both schools continue to operate as standalone schools
2	All-age federation – Llanfair Caereinion C.P. School and Caereinion High School federate to create a federated all-age school in Llanfair Caereinion
3	All-age school – Merge Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion

The current process is focussed on creating an all-age governance structure in Llanfair Caereinion, and does not propose any change to the current language categories of Llanfair Caereinion C.P. School and Caereinion High School.

However, the Council recognises the strength of Welsh-medium provision in this area, and that in particular, the secondary Welsh-medium provision at Caereinion is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision.

The current proposal to amalgamate Llanfair Caereinion C.P. School and Caereinion High School to establish an all-age school in Llanfair Caereinion is the first phase of transforming education in Llanfair Caereinion. Alongside this process, the Council will continue to engage in dialogue with representatives of the two schools, in order to continue to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. This would contribute to the implementation of the Council's Welsh in Education Strategic Plan (WESP) and the Welsh Government's Strategy to achieve a million Welsh speakers by 2050.

If the outcome of this is a need to change the school's language category, a further statutory process would be required to implement this. If required, this would be separate to the current process to merge the two schools, and a separate consultation exercise would be required.

6. CONSIDERATION OF IDENTIFIED OPTIONS

6.1 SWOT ANALYSES

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

Option 1: Status quo – both schools continue to operate as standalone schools

Strengths	Weaknesses
<ul style="list-style-type: none"> - Retention of primary and secondary provision in Llanfair Caereinion - No disruption to pupils, parents or staff - There would be no additional transport costs - No requirement for a reorganisation process - No detrimental impact on the local community from loss of provision 	<ul style="list-style-type: none"> - There is currently no permanent leadership arrangements in place in either school - Would not lead to any financial efficiencies - Two separate schools, therefore there is no strategic overview of the provision of education in Llanfair Caereinion - Unlikely to attract capital investment - Less opportunity to improve quality of standards in education across both phases of education
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunities for greater collaboration between the two schools 	

Option 2: All-age federation – Llanfair Caereinion C.P. School and Caereinion High School federate to create a federated all-age school in Llanfair Caereinion

Strengths	Weaknesses
<ul style="list-style-type: none"> - Retention of primary and secondary provision in Llanfair Caereinion - Minimal disruption to pupils, parents or staff - There would be no additional transport costs - Would provide improved opportunities for sharing staff expertise and good practice - Would provide opportunities for improved transition links between the primary and secondary schools 	<ul style="list-style-type: none"> - Would not lead to any financial efficiencies - Unlikely to attract capital investment - Would remain as two separate schools therefore there could be some tensions between the two schools - Federation is a less robust model than amalgamation - Parents may be unfamiliar with the concept of an 'all-age' school and may have concerns about the model - Other primary feeder schools may have concerns

<ul style="list-style-type: none"> - Minimal disruption to pupils, parents and staff - Potential for one headteacher across the two schools - The two schools would retain their individual identities - May be more acceptable to other primary schools in the catchment - Potential to run more efficiently through shared staffing, shared resources etc. - One governing body which would have strategic overview over the two schools - Would be easier to dissolve a federation if the change was not working - No detrimental impact on the local community from loss of provision 	
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity for improved collaboration between the two schools - Opportunity to run more efficiently - Opportunity for shared staffing across the federation - Opportunity for the two schools to work more closely together to develop bilingualism across all key stages - Opportunity to improve quality and standards in education across both phases of education 	

Option 3: All-age school – Merge Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion

Strengths	Weaknesses
<ul style="list-style-type: none"> - Retention of primary and secondary provision in Llanfair Caereinion - There would be no additional transport costs - Would enable staff expertise and good practice to be shared across all key stages - Would improve transition between each key stage - Minimal disruption for pupils and parents 	<ul style="list-style-type: none"> - Parents may be unfamiliar with the concept of an ‘all-age’ school and may have concerns about the model - Other primary feeder schools may have concerns - Impact on staff as management of change process would need to take pace to allocate posts in the new school

<ul style="list-style-type: none"> - Would improve the ability to provide an appropriate curriculum to all pupils - Would enable the school to run more efficiently through shared staffing, shared resources etc. - One governing body which would have strategic overview over the provision for pupils/learners in all key stages - One leadership team which would have strategic overview over the provision for pupils/learners in all key stages - Small financial saving to the Council - No detrimental impact on the local community from loss of provision 	
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to provide permanent leadership arrangements to all pupils - Opportunity to enable all learners to achieve high standards of achievement and attainment - Opportunity to provide excellent teaching and learning provision reflecting national, regional and local priorities - Opportunity to develop resilient leadership and management arrangements - Opportunity to access capital investment in the future - Opportunity to develop an inclusive education model, meeting the needs of vulnerable learners - Opportunity to streamline policies, procedures and schemes of work' - Opportunity to share best practice between staff from Primary and Secondary sectors - Opportunity to develop a single culture and ethos - Opportunity to develop bilingualism across all key stages - Opportunity to improve quality and standards in education across both phases of education 	<ul style="list-style-type: none"> - Transition process for pupils, staff and parents may cause uncertainty with a potential impact on pupil numbers, as parents choose other schools (potentially out of county) - Difficult to recruit staff in a period of instability - Instability could impact on the continued need to improve outcomes

6.2 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 - 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 • 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
1 – Strategic fit and business needs	x	x	✓

2 – Value for money	x	x	✓
3 – Potential achievability	✓	✓	✓
4 – Potential affordability	x	x	✓
Total ✓	1	1	4
Total x	3	3	0
Outcome	Discount	Discount	Preferred option

7. PREFERRED OPTION

Based on the SWOT analyses and assessment against the critical success factors, the emerging preferred option for Llanfair Caereinion C.P. School and Caereinion High School is:

Option 3: All-age school – Merge Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion

This is the basis for the current proposal on which the Council is consulting. The proposal is further explored in the following section.

PART B - THE PROPOSAL

8. OVERVIEW

Powys County Council is consulting on proposals to establish a new all-age school for pupils aged 4-18 in Llanfair Caereinion. The proposals are as follows:

- To close Llanfair Caereinion C.P. School and Caereinion High School
- To establish a new bilingual all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School

The current target date is to close the two schools on the 31st August 2022, with the new school opening on the 1st September 2022.

If the proposal was to be implemented, the following table provides details about the new school:

Name	The name of the new school would be proposed by the temporary governing body, and approved by the Portfolio Holder for Education
Proposed admission number	Although the new school would be a 4-18 school, the Council would continue to separate the admission number between the primary and secondary phases. The primary admission number would be 27 and the secondary admission number would be 101.
Proposed admissions arrangements	<p>Pupils living within the current catchment area of Caereinion High School that attend the primary phase of the school would automatically be allocated a place in the secondary phase of the school.</p> <p>Pupils from other primary schools wishing to join the school in year 7 would be required to apply for a place in accordance with the Council's admissions arrangements.</p>
Age range	4 – 18
Pupil places capacity	<p>The capacity would be split between the primary and secondary phases and would be the same as the current capacities of the two schools.</p> <p>The capacity of the primary phase would be 195 + 0 nursery places.</p> <p>The capacity of the secondary phase would be 603.</p>
Location	The new school would operate from the existing sites of Llanfair Caereinion C.P. School and Caereinion High School
Category	Community School

Language category	Primary – Dual Stream Secondary – Dual Stream – Bilingual Category 2B
Details of proposed accommodation	The accommodation would remain the same as the current accommodation
Home to school transport arrangements	Home to school transport would continue to be provided in accordance with the Council’s transport policy.

9. WHAT IS AN ALL-AGE SCHOOL?

An all-age school (also referred to as an all-through school) is a school which provides both primary and secondary education. The school is run by one headteacher and one governing body, and the school has one budget.

Whilst primary and secondary aged pupils would attend one educational establishment, and there would be some opportunity for sharing of facilities and resources, all-age schools continue to provide access to separate facilities for children of different ages. This would include separate teaching accommodation, as well as separate areas to use during break times.

There are already two mainstream all-age schools in Powys – Ysgol Bro Hyddgen in Machynlleth, which was established in 2014 following the amalgamation of Machynlleth C.P. School and Ysgol Bro Ddyfi and Ysgol Llanfyllin in Llanfyllin, which was established in 2020 following the amalgamation of Llanfyllin C.P. School and Llanfyllin High School. It is a model which is becoming increasingly popular in Wales, particularly in rural areas where it is seen as a way of ensuring the continued provision of education.

The model also brings many benefits to pupils by providing seamless transition for pupils throughout all phases of education.

The following are some of the all-age schools currently operating in Wales:

- Abertillery Learning Community
- Ebbw Fawr Learning Community
- Idris Davies School
- St Bridgid’s School
- Ysgol Bae Baglan
- Ysgol Bro Hyddgen
- Ysgol Bro Idris
- Ysgol Bro Teifi
- Ysgol Bro Pedr
- Ysgol Gymraeg Bro Morgannwg
- Ysgol Caer Elen

10. REASONS FOR THE PROPOSAL

In addition to the strengths and opportunities identified in section 6 above, the Council is proposing to establish a new all-age school in Llanfair Caereinion for the following reasons:

- To improve educational outcomes
 - More opportunities for staff to move between key stages, to further develop expertise in specific areas
 - Opportunities for pupils in all key stages to benefit from staff expertise in specific subject areas
 - Improved curricular and extra-curricular opportunities for pupils in all key stages
- To improve educational provision
 - Opportunities to develop a broader curriculum to meet the needs of pupils in all key stages
 - Opportunity to improve the range and quality of facilities and learning resources available to the benefit of pupils in all key stages
 - Improved opportunities for continuity of support for vulnerable groups of pupils
 - Improved opportunities for more able and talented pupils
- To improve leadership and management
 - Opportunity for high quality, robust leadership across all key stages
 - Improved opportunities for the headteacher to distribute key leadership tasks to a greater number staff across all phases of education
 - Improved opportunities for the governing body to have strategic oversight of education for pupils from 4 – 18
- To improve efficiency in the delivery of education
 - Potential for the school to operate more efficiently through more efficient deployment of staff
 - Potential for sharing of resources across all key stages
- To provide more seamless transition between key stages
 - Opportunity to provide seamless progression between each phase of education
 - Improved opportunities for continuity of support for vulnerable groups of pupils throughout their school careers

11. ADVANTAGES AND DISADVANTAGES

The advantages and disadvantages of the current proposal in respect of Llanfair Caereinion C.P. School and Caereinion High School are summarised below:

Advantages	Disadvantages
<ul style="list-style-type: none"> - Retention of primary and secondary provision in Llanfair Caereinion - There would be no additional transport costs - Would enable staff expertise and good practice to be shared across all key stages - Would improve transition between each key stage - Minimal disruption for pupils and parents - Would improve the ability to provide an appropriate curriculum to all pupils - Would enable the school to run more efficiently through shared staffing, shared resources etc. - One governing body which would have strategic overview over the provision for pupils/learners in all key stages - One leadership team which would have strategic overview over the provision for pupils/learners in all key stages - Small financial saving to the Council - No detrimental impact on the local community from loss of provision 	<ul style="list-style-type: none"> - Impact on staff as management of change process would need to take pace to allocate posts in the new school - Parents may be unfamiliar with the concept of an 'all-age' school and may have concerns about the model - Other primary feeder schools may have concerns

12. RISKS

As with all school reorganisation proposals, there are risks associated with the proposal to establish an all-age school in Llanfair Caereinion.

These are outlined below, along with suggested mitigating actions:

Risk	Likelihood	Impact	Mitigating Actions
Parents don't want their children to attend an all-age school, so choose for them to move to alternative schools	Low	Low	Engagement with parents to take place throughout the process.

			Should the Cabinet decide to proceed with the proposal, opportunities to be provided for parents to contribute to the process of establishing the new school.
Lack of support from other schools in the Llanfair Caereinion catchment area	Low	Low	Other primary schools in the Llanfair Caereinion catchment to be fully informed throughout the process.
Difficult for both current schools to focus on improving outcomes due to the uncertainty caused by the proposal – may affect standards	Medium	Medium	The Council will continue to provide advice and support to both schools and the temporary governing body of the new school to ensure that standards and performance continue to improve during the transition period.
Negative impact on staff morale during the transition period, may lead to some staff leaving before the new school is established	Low	Low	Engagement with staff to take place throughout the process and staff to be kept informed of developments. Being part of a transformational development may help to mitigate this risk.
Other changes resulting from other Council developments e.g. ALN transformation, Post-16 transformation and developments relating to Welsh-medium provision	Medium	Medium	Regular updates to be provided to schools.

13. POTENTIAL IMPLEMENTATION TIMESCALE

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

Formal Consultation	13 October to 24 November 2020
Consultation Report to be published, and considered by Cabinet	January 2021

If Cabinet decide to proceed:

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

If Cabinet approves implementation:

Establish temporary governing body	April/May 2021
Appoint headteacher	By end of 2021
Develop and appoint to a new staffing structure	Autumn 2021/Spring 2022
Current schools close	31 st August 2022
New school opens	1 st September 2022

PART C – LIKELY IMPACT OF THE PROPOSAL

14. IMPACT ON PUPILS

i) Pupils currently attending Llanfair Caereinion C.P. School and Caereinion High School

As implementation of the proposal would see the continuation of Welsh-medium and English-medium primary and secondary education in Llanfair Caereinion, on the current sites of the two schools, it is anticipated that there would be very little change to pupils currently attending the two schools in Llanfair Caereinion.

It is anticipated that they would continue to be educated in their current building – i.e. pupils up to year 6 would be educated on the current site of Llanfair Caereinion C.P. School, whilst pupils from year 7 onwards would be educated on the current site of Caereinion High School. However, there would be improved opportunities for pupils to access facilities on both sites as appropriate. This would be beneficial for primary aged pupils, who would benefit from improved opportunities to access specialist facilities primarily used by secondary aged pupils.

Pupils would continue to be educated either through the medium of Welsh or through the medium of English, however it is anticipated that implementation of the proposal would provide enhanced opportunities to use the Welsh language throughout the school.

Implementation of the proposal would also provide improved opportunities for pupils in all key stages to benefit from staff specialisms throughout their time at the school, and to provide continuity in the support provided to vulnerable pupils throughout their time in the school. There would also be improved opportunities for more able and talented pupils.

It is also expected that implementation of the proposal would result in improved transition between educational phases, which should have a positive impact on the pupil well-being, and on their educational performance.

As education would continue to be provided on the current sites, it is not anticipated that there would be any additional home to school transport required for any pupils. Transport would continue to be provided in accordance with the Council's Home to School Transport Policy.

ii) Pupils attending other primary schools in the Llanfair Caereinion catchment

Caereinion High School operates as an area secondary school for pupils currently attending a number of primary schools in the catchment area in

addition to Llanfair Caereinion C.P. School. Should the Council proceed with a proposal to establish an all-age school in Llanfair Caereinion, pupils from other primary schools in the catchment would continue to transfer to the school in year 7. Therefore, it is acknowledged that there would be an impact on these pupils, as they would be transferring into an all-age school rather than transferring into a secondary school. However, it is not anticipated that the impact would be negative.

The transition arrangements for pupils attending other primary schools in the catchment area would need to be carefully managed, to ensure that the pupils are fully integrated into the school, and are not disadvantaged in any way compared with pupils that attended the primary phase of the all-age school.

The proposal to establish a new all-age school in Llanfair Caereinion also provides an opportunity to strengthen the current relationship with other primary schools in the catchment area, in order to provide improved opportunities to pupils attending these schools, and to provide improved transition arrangements for these pupils.

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

It is not anticipated that implementation of the proposal would impact on pupils attending primary or secondary schools not in the Llanfair Caereinion catchment.

15. IMPACT ON STAFF

Should the proposal be implemented, Llanfair Caereinion C.P. School and Caereinion High School would close, and a new school would be opened with a new governing body. Should the proposal proceed, a temporary governing body would be appointed for an interim period, until the new school were to open.

The temporary governing body would be responsible for appointing a headteacher for the new school and would then work with the headteacher to develop the leadership, management and staffing structures for the new school.

Implementation of the new staffing structure would be in accordance with the relevant HR Policies for teaching and support staff. As part of this process, there would be an opportunity for the temporary governing body to 'ringfence' all teaching and associated staff posts to staff currently employed within the existing schools in the first instance.

Should the proposal be implemented, all cleaning and catering staff that are currently employed centrally by the Council would be supported by the relevant HR policies for Council employees.

16. IMPACT ON GOVERNANCE ARRANGEMENTS

Implementation of the proposal would result in the establishment of a new all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P School and Caereinion High School. A single governing body would be responsible for the school, which would replace the two existing governing bodies. A new Instrument of Government would be developed in accordance with The Government of Maintained Schools (Wales) Regulations 2005. This is likely to include the following number of governors:

Category of governor	Number
Parent Governor	6
LEA Governor	5
Teacher Governor	2
Staff Governor	1
Community Governors	5
Additional Community Governor	1
Headteacher	1

If the proposal to establish a new 4-18 school is approved by the Council's Cabinet, a temporary governing body would initially be established to oversee the strategic and operational transition to the new school. The composition of the temporary governing body would be as per the table above.

The temporary governing body would be responsible for appointing a Headteacher for the new school, and for developing a new staffing structure for the school in conjunction with the Headteacher.

A permanent governing body would be established upon the formal opening of the new school, based on the Instrument of Government outlined above.

The Welsh Government consulted on new regulations for the composition of governing bodies during 2017. Should any new regulations come into effect in the future, it is likely that changes would be required to the composition of the governing body.

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 implementation of the proposal to establish an all-age school to have a positive impact on standards and progress overall. The Council would hope that implementation of the proposal would lead to securing permanent leadership arrangements for all pupils in Llanfair Caereinion, which should lead to improved standards across all ages.

It is anticipated that implementation of the proposal would have a positive impact on 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 learning continuum could be implemented across all age ranges, meaning that pupil 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, as there would be improved opportunities for sharing staff specialisms and expertise in working with these groups of pupils across all age ranges, ensuring that they can be more effectively supported throughout their time in the school.

It is also anticipated that implementation of the proposal would have a positive impact on the skills of all pupils, including literacy, numeracy and ICT, through improved opportunities to share staff expertise and resources across all age ranges, and through the ability to target across all phases of education.

It is also anticipated that establishing an all-age school would have a positive impact on the skills of all pupils, including literacy, numeracy and ICT, through improved opportunities to share staff expertise and resources across all age ranges, and through the ability to target across all phases of education.

The Council would also expect establishing an all-age school to have a positive impact on provision and progression, through the effective implementation of the Curriculum for Wales. An all-age school would allow for careful planning in the six areas of learning and experiences and the core purposes across all age groups, to allow for strong progression in skills, knowledge and understanding, and would allow for the sharing of staff expertise and skills.

Wellbeing and attitudes to learning

Establishing an all-age school would mean that pupils in Llanfair Caereinion would attend the same school throughout their time in school. This would avoid the transition difficulties which sometimes arise when pupils move from primary school to secondary school, and therefore would have a positive impact on pupil well-being.

Establishing an all-age school would also mean that pupils in the primary ages would have improved opportunities to access specialist facilities currently available at the high school, including PE, science and technology facilities. It is hoped that this would have a positive impact on the opportunities available to them in the primary sector, and on their attitudes to learning.

ii) Teaching and learning experiences

Quality of teaching

The Council would expect implementation of the proposal to lead to improvements in the quality of teaching in Llanfair Caereinion, due to the improved professional development and collaboration opportunities that could be offered to staff, for example cross phase working, peer to peer working, triad working, and sharing pedagogical principles.

The breadth, balance and appropriateness of the curriculum

It is anticipated that establishment of a new all-age school would provide improved opportunities to provide a broad, balanced and appropriate curriculum for pupils in Llanfair Caereinion.

Establishing an all-age school would also provide an opportunity to redesign the curriculum offer in Llanfair Caereinion, in order to meet the requirements of the new curriculum for Wales, as outlined in 'Our National Mission', which sets out the ambition for all schools to develop as learning organisations.

Pupils would benefit from closer links between the various phases of education, and the opportunity to access specialist teachers. Primary aged pupils would also benefit from the opportunity to access specialist facilities located in Caereinion High School, which could include PE, science and technology facilities.

The provision of skills

It is anticipated that establishing an all-age school would have a positive impact on the skills of all pupils, including literacy, numeracy and ICT, through improved opportunities to share staff expertise and resources across all age ranges, and through the ability to target across all phases of education.

An all-age school would allow for careful planning in the six areas of learning and experiences and the core purposes across all age groups, to allow for strong progression in skills, knowledge and understanding, and would allow for the sharing of staff expertise and skills.

iii) Care support and guidance

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

The Council would expect establishing an all-age school to lead to improvements in the care, support and guidance provided to pupils. Pupils would be part of one establishment throughout their time in school, which would result in improvements in the tracking and monitoring arrangements which could be put in place throughout their time in school, and would enable more effective transition arrangements to be implemented during the pupil's time in school.

Should an all-age school be established, pupils would be part of a larger body of pupils, which would be expected to have a positive impact on their personal development and the opportunities available to them. As part of this, opportunities could be offered to older pupils to provide support to younger pupils.

iv) Leadership and management

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

It is anticipated that the establishment of a new all-age school in Llanfair Caereinion would lead to improvements in terms of leadership and management. Neither Llanfair Caereinion C.P. School nor Caereinion High School currently have a permanent headteacher. The Council would hope that establishing an all-age school would lead to securing permanent leadership arrangements for the new school, and therefore for all pupils in Llanfair Caereinion, which should lead to improvements in leadership arrangements across the school.

The establishment of a new all-age school would also provide more opportunities for distributed leadership across the primary and secondary sectors, and would provide enable middle leaders to be developed more effectively, and improved developmental opportunities for staff, including increased opportunities to develop specialisms across the school, and to work across different key stages.

Should an all-age school be established, one new governing body would replace the two current governing bodies, which should provide more robust governance arrangements.

Establishment of a new all-age school would provide improved opportunities to develop robust self-evaluation process which could be implemented across all key stages, resulting in improvements for learners, as well as improved opportunities to plan more effectively across all age ranges.

Professional learning

Establishing an all-age school would provide improved professional learning opportunities for staff through greater opportunities for cross phase working, opportunities to develop leaders more effectively and more opportunities to develop middle leaders.

Establishing an all-age school would enable the school to develop as an effective learning organisation, in accordance with the ambition set out for all schools, as outlined in 'Our National Mission'.

Use of resources

Should a new all-age school be established, the school would be funded as one school, with one budget, and would be run by one governing body. This would enable the school to operate more efficiently compared with the current arrangements, and should result in some efficiencies through shared staffing and sharing of other resources.

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

Amalgamating the two schools 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.

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 not anticipated that establishment of a new all-age school would have a negative impact on the school's ability to deliver the full curriculum in the foundation stage and each key stage. The school would continue to operate from the current sites of Llanfair Caereinion C.P. School and Caereinion High School, and no significant change would be expected in total pupil numbers across the two sites.

There could be a positive impact on the ability to deliver the full curriculum due to the opportunity to access staff specialisms across all age ranges and to share other resources as appropriate. There would also be an improved opportunity for primary aged pupils to benefit from specialist secondary facilities, such as science laboratories, which would provide improved opportunities to deliver the full curriculum to pupils.

vii) Impact on other schools

Should the proposal be implemented, it is possible that some pupils would choose to attend alternative schools instead of the proposed new all-age school, however it is unlikely that the numbers would be significant.

Therefore, it is unlikely that implementation of the proposals would impact on quality and standards in education at these schools, including standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance, leadership and management, nor on their ability to deliver the full curriculum at the foundation phase and in each stage of education.

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?

The intention is to establish a new school in the current accommodation of the two schools, which will provide the same capacity as is currently available, and will provide accommodation of equivalent quality.

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 is to establish a new school of the same language category as the two existing schools, therefore the new school would continue to provide access to education through the medium of Welsh and English.

Neither of the two existing schools have a designated religious character.

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

The intention is to establish a new all-age school on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore there would be no change in terms of journey times.

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

The latest pupil projection figures suggests that pupil numbers at the two schools are expected to remain fairly stable over the coming years – there is no evidence of current or future need/demand in the area for additional places.

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

The intention is to amalgamate the two schools in their existing accommodation, therefore there would be no change in terms of access for disabled pupils in accordance with requirements under 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 establish a new school in the buildings currently occupied by Llanfair Caereinion C.P. School and Caereinion High School. It is not anticipated that establishing an all-age school would impact on surplus places in the area.

- 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 Council's Strategy for Transforming Education in Powys includes an aspiration to develop new purpose-built all-age schools across Powys, that will not only provide state of the art facilities for teaching and learning, but also childcare and early years provision, community and leisure facilities, multi-agency areas that can provide support for learners and their families and SEN/ALN facilities of the highest quality.

Whilst the intention is that in the longer term new accommodation would be provided in Llanfair Caereinion as part of the 21st Century Schools Investment Programme, the current proposal is to merge Llanfair Caereinion C.P. School and Caereinion High School in their current accommodation, therefore the proposal is not dependent on capital investment.

- 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 amalgamating the two schools.

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

Should the proposal be implemented, Welsh-medium and English-medium primary and secondary provision would continue to be provided in Llanfair Caereinion, in the same location as it is currently provided. It is not anticipated that any additional home to school transport would be required, therefore no additional transport costs would be incurred.

Home to school transport arrangements would continue to be in accordance with the Council's Home to School Transport Policy and the Learner Travel (Wales) Measure 2008. The Council's current Home to School Transport Policy is available on-line at <https://en.powys.gov.uk/article/3879/Apply-for-school-transport>.

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

There are no capital costs associated with establishing a new all-age school in the buildings currently occupied by Caereinion C.P. School and Caereinion High School.

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

Based on the Council's current funding formula for schools, the following is a comparison of the funding that would be provided to Llanfair Caereinion C.P. School and Caereinion High School during 21/22 should they be funded as separate schools, and the funding that would be provided to a new all-age school during 21/22 (based on **estimated** pupil numbers for both schools in September 2020):

Estimated funding for the two separate schools 21/22	£3,286,364
Estimated funding for one all-age school 21/22	£3,274,370
Estimated saving / (Cost)	£11,994

It is estimated that amalgamating the two schools to establish a new all-age school would result in annual revenue savings to the Council of **£11,994** per annum. This figure will be reviewed as pupil numbers change.

Regardless of whether or not implementation of the proposal would result in a financial saving to the Council, it is expected that establishment of a new all-age school would enable the school to make internal savings and to operate more efficiently, thereby maximising use of the funding provided by the Council.

As the proposal is to establish a new school in the accommodation currently occupied by Llanfair Caereinion C.P. School and Caereinion High School, there would be no impact on transport costs, and there would be no capital costs.

If the proposal was implemented, the existing schools would only receive formula funding for the proportion of the financial year for which they are open, e.g. if a school closes on 31st August, it will only be resourced for the first 5 months of the financial year (5/12 of the formula allocation). When the school(s) close, any balance (surplus or deficit) will revert to the Council.

The Council provides funding to support schools during transition to new governance models to support the additional work that is required when developing new staffing structures, curriculum planning, etc. Should the Council proceed with the proposal, the amount of transitional funding to be provided would be agreed with the temporary governing body.

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

Based on the 1st May submittal by the governing bodies, Caereinion High School is projected to be in a deficit budget position during 2020/21, however it is projected that this will be recovered by the 2021/22 financial year.

Llanfair Caereinion C.P. School is not currently projecting 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?

Establishment of a new all-age school will not result in any capital receipts.

20. IMPACT ON SIXTH FORM PROVISION

i) 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

Establishing an all-age school in Llanfair Caereinion would continue to offer provision for learners who are above compulsory school age but below 19 in Llanfair Caereinion, therefore pupils who currently access provision in Llanfair Caereinion would still be able to access this. It is not anticipated that there would be an impact on the educational or training achievements of these learners.

ii) 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

It is not anticipated that this would impact on the range of relevant courses and qualifications available. Learners would continue to be able to access a similar range of courses to what is currently available at Caereinion High School and the North Powys Learning Pathways offer, in accordance with the requirements of the Learning and Skills (Wales) Measure 2009.

iii) 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

Establishing an all-age school at Llanfair Caereinion would continue to provide access to learning beyond compulsory school age at Llanfair Caereinion, therefore there would be no impact on transport or cost to the learner.

It is not anticipated that there would be an impact in participation in learning by pupils beyond compulsory school age.

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

It is not anticipated that this would impact on the range of relevant courses and qualifications available. Learners would continue to be able to access a similar range of courses to what is currently available at Caereinion High School and across North Powys, in accordance with the requirements of the Learning and Skills (Wales) Measure 2009.

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

Establishing an all-age school in Llanfair Caereinion would continue to provide access to Welsh-medium and English-medium provision in Llanfair Caereinion for 11-16 year old pupils. It is anticipated that establishing an all-age school would strengthen the provision and delivery of the Curriculum for Wales for 11-16 year old, through improved transition processes from Key Stage 2 to Key Stage 3, and the ability to share expertise across all key stages.

vi) 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

Establishing an all-age school at Llanfair Caereinion would continue to provide access to post-16 provision at Llanfair Caereinion.

It is not anticipated that there would be an impact on the viability of the provision at Llanfair Caereinion, or on the viability of any other providers.

vii) 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 not anticipated that this would impact on the range of Welsh-medium courses available in Llanfair Caereinion.

Learners would continue to be able to access a similar range of Welsh-medium courses to what is currently available at Caereinion High School and the North Powys Learning Pathways offer, in accordance with the requirements of the Learning and Skills (Wales) Measure 2009.

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

It is not anticipated that establishing an all-age school in Llanfair Caereinion would have a significant impact on learner benefits compared with the status quo. There may be some additional learner benefits from opportunities for older pupils to work with younger pupils, and in the sharing of specialist staff across the school.

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

Establishment of an all-age school in Llanfair Caereinion would not affect discretionary transport provision provided to learners above compulsory school age.

21. OTHER CONSIDERATIONS

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

It is anticipated that amalgamation of the two schools would have a positive impact on the educational attainment of all pupils, including children from economically deprived backgrounds.

Amalgamation of the two schools would ensure that consistent support could be provided to these pupils throughout their time in school. In addition, as a larger school, the new school would have a larger pupil deprivation grant, which could be used to support pupils consistently throughout their time in school. Resources and expertise could be shared effectively across the school to support learners from economically deprived backgrounds to achieve their potential.

ii) Land and Buildings

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

As the proposal is to establish a new school on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, 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

All current pupils can be accommodated within the current accommodation. 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

Should the proposal be implemented, the new school would be located on the current sites of Llanfair Caereinion C.P. School and Caereinion High School. 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?

The schools involved are not subject to any trust or charitable interests which might be affected by the establishment of a new all-age school.

iii) Walking routes to school

Should the proposal be implemented, walking routes to the new school would be the same as the current walking routes to Llanfair Caereinion C.P. School and Caereinion High School.

iv) School Admissions

Admissions for the two current schools are administered by the Council. Should the current proposal be implemented, admissions for the new 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>

Should the proposal be implemented, pupils currently attending the schools would be allocated places in the new all-age school. Pupils living within the current catchment area of Caereinion High School that attend the primary phase of the school would automatically be allocated a place in the

secondary phase of the school when it was time for them to transfer to the secondary phase.

Pupils from other primary schools wishing to join the school in year 7 would be required to apply for a place in accordance with the Council's admissions arrangements.

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, and its commitment to developing 'an infrastructure that will enable all pupils to access full provision in either Welsh or English throughout all stages of education'.

Implementation of the proposal would ensure continued access to Welsh-medium education in Llanfair Caereinion. It is anticipated that the Welsh-medium provision in the new school would be at least at the same level as the current provision in Llanfair Caereinion C.P. School and Caereinion High School, and would also provide improved opportunities for sharing resources between educational phases, sharing of staff and sharing of specialist facilities, and improved opportunities for pupils to use the Welsh language throughout the school.

Implementation of the proposal would also provide an opportunity to strengthen the linguistic continuum between the educational phases.

22. 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/9789/Llanfair-Caereinion-C.P.-School-and-Caereinion-High-School>

A summary of the assessments are provided below:

i) Equalities impact assessment

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

Whilst the proposal would impact on some pupils belonging to these groups, primary and secondary Welsh-medium and English-medium provision would

be retained in Llanfair Caereinion, therefore it is not anticipated that the proposal would have a negative impact.

ii) Impact on the community

As the proposal would see the retention of primary and secondary Welsh-medium and English-medium provision in Llanfair Caereinion in the buildings currently occupied by Llanfair Caereinion C.P. School and Caereinion High School, it is not anticipated that the proposal would have a negative impact on the community.

It is anticipated that implementation of the proposal would provide enhanced opportunities for pupils across all age ranges, and enhanced opportunities to establish and develop links with the community.

iii) Impact on the Welsh language

Implementation of the proposal would see the retention of primary and secondary Welsh-medium and English-medium provision in Llanfair Caereinion.

Whilst the proposal would not change the current language category of the two schools, it is anticipated that amalgamating the two schools would lead to enhanced opportunities to use and promote the Welsh language within the new school.

It is also anticipated that implementation of the proposal would result in improved transition between key stages, which could lead to improvements in the proportion of pupils continuing to access Welsh-medium provision on transfer from the primary sector to the secondary sector.

Implementation of the proposal would result in the establishment of a new governing body and staffing structure, who would be responsible for embedding a vision for the Welsh language across the whole school, and for ensuring consistency across both phases of education, which could lead to enhancing the Welsh-medium provision available.

Alongside the current proposal, the Council will continue to engage in dialogue with representatives of Llanfair Caereinion C.P. School and Caereinion High School in order to continue to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion, to contribute to the implementation of the Council's Strategy for Transforming Education in Powys, the Welsh in Education Strategic Plan (WESP) and 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 Llanfair Caereinion C.P. School and Caereinion High School
- Governors at Llanfair Caereinion C.P. School and Caereinion High School
- Staff at Llanfair Caereinion C.P. School and Caereinion High School
- Parents of pupils attending all feeder schools for Caereinion High School
- Pupils at Llanfair Caereinion C.P. School, Caereinion High School and all feeder schools for Caereinion High School
- 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 standards⁶.

The consultation period

The consultation period will commence on the 13 October 2020 and will end on the 24 November 2020.

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:

⁶ <https://gov.wales/children-and-young-peoples-national-participation-standards>

i) Consultation

Consultation will start on the 13 October 2020 and will end on the 24 November 2020. 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 January 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 March 2021.

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/9789/Llanfair-Caereinion-C.P.-School-and-Caereinion-High-School>

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 **24th November 2020**.

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

Key data about the two schools is provided below:

General information

School Name	School Category	Language Category	Admission Number
Llanfair Caereinion C.P. School	Community Primary	Dual Stream (DS)	27
Caereinion High School	Community Secondary	Bilingual Dual Stream - Category 2B	146

Pupil numbers

i) Current pupil numbers⁷

	R	1	2	3	4	5	6	Total
Llanfair Caereinion C.P. School	13	21	17	27	23	31	29	161

	7	8	9	10	11	12	13	Total
Caereinion High School	83	73	72	90	77	31	35	461

ii) Historical pupil numbers⁸

	Jan. 2014	Jan. 2015	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019	Jan. 2020
Llanfair Caereinion C.P. School	202	209	195	185	174	173	166
Caereinion High School	549	530	494	495	487	456	447
Total	751	739	689	680	661	629	613

⁷ Teacher Centre, 12th October 2020

⁸ PLASC

iii) **Projected pupil numbers**

	Jan. 2021	Jan. 2022	Jan. 2023	Jan. 2024	Jan. 2025
Llanfair Caereinion C.P. School	159	153	144	139	133
Caereinion High School	443	416	390	367	344
Total	602	569	534	506	477

If the proposal is implemented, the five year forecast of pupil numbers at the proposed new school is the total pupil numbers indicated in the table above.

Building Capacity and Condition

i) **Capacity**

The following table provides information about the current capacities of the two schools and the capacity:

	Current Capacity	Currently Filled	Surplus Capacity
Llanfair Caereinion C.P. School	167	161 (96.4%)	6 (3.6%)
Caereinion High School	603	461 (76.4%)	142 (23.6%)

ii) **Building condition**

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

	Condition	Suitability	Access to hall on site
Llanfair Caereinion C.P. School	C Poor	B Good	Yes
Caereinion High School	C Poor	B/C Good/Poor	Yes

Quality and standards of education

i) Estyn

The following table summarises the last Estyn inspections of the two schools:

	Llanfair Caereinion C.P. School
Date of Inspection	January 2018
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good
Follow Up	School to produce action plan to address recommendations

	Caereinion High School
Date of Inspection	November 2013
Standards	Adequate
Wellbeing	Adequate
Learning experiences	Good
Teaching	Adequate
Care, support, and guidance	Good
Learning environment	Good
Leadership	Adequate
Improving quality	Adequate
Partnership working	Good
Resource management	Adequate

Follow Up	<p>School to produce action plan to address recommendations. Estyn to monitor progress.</p> <p>December 2016 – Placed into schools requiring significant improvement</p> <p>May 2018 – Removed from schools requiring significant improvement</p>
------------------	---

ii) School Categorisation

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

	Improvement Capacity	Support Capacity
Llanfair Caereinion C.P. School	C	Amber
Caereinion High School	C	Amber

Budgetary position

	2019/20 Actual Cumulative Outturn	2020/21 Budget	2021/22 Budget	2022/23 Budget
Llanfair Caereinion C.P. School	£103,281	£59,901	£43,963	£19,442
Caereinion High School	(-£6,123)	(-£27,421)	£31,511	£119,764

Equalities information⁹

i) National identity

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

	British	English	Irish	Scottish	Welsh	Other	Not supplied	Refused	Total pupils
Llanfair Caereinion C.P. School	23.5%	16.9%	0	0	47%	0.6%	12%	0	166
Caereinion High School	46.3%	15.7%	0	0	37.8%	0.2%	0	0	447

⁹ PLASC 2020

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

	White British	Other known ethnicity	Information not yet obtained	Total pupils
Llanfair Caereinion C.P. School	84.3%	4.2%	11.4%	166
Caereinion High School	98%	2%	0%	447

iii) **English as an Additional Language**

	NOR	% EAL	% EAL A/B/C
Llanfair Caereinion C.P. School	166	0%	0%
Caereinion High School	447	0.2%	0.2%

iv) **Free School Meals**

	Not eligible for FSM	Eligible for FSM	Total pupils	% Eligible for FSM
Llanfair Caereinion C.P. School	142	24	166	14.5%
Caereinion High School	414	33	447	7.4%

v) **Looked after children**

	Looked after children
Llanfair Caereinion C.P. School	0
Caereinion High School	0.4%

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

	None	School Action	School Action Plus	Statement	Total Pupils	% ALN
Llanfair Caereinion C.P. School	78.9%	15.1%	6.0%	0	166	21.1%
Caereinion High School	79%	14.3%	6.7%	0	447	21.0%

APPENDIX B – RESPONSE FORM

PROPOSAL TO ESTABLISH AN ALL-AGE SCHOOL IN LLANFAIR CAEREINION

Powys County Council is consulting on the following proposals relating to education in Llanfair Caereinion:

- To close Llanfair Caereinion C.P. School and Caereinion High School
- To establish a new bilingual all-through school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School

The current target date is to close the two schools on the 31st August 2022, with the new school opening on the 1st 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 **24th November 2020**. 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"/> Llanfair Caereinion C.P. School | <input type="checkbox"/> Caereinion High School |
| <input type="checkbox"/> A feeder school apart from Llanfair Caereinion C.P. School | <input type="checkbox"/> No association |

If you are associated with a feeder school of Caereinion High School apart from Llanfair Caereinion C.P. 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 establish a new all-age school in Llanfair Caereinion?

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 Llanfair Caereinion instead of the proposal to establish a new all-age school?

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 establish a new all-age school 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 establish a new all-age school 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 establish a new all-age school 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 establish a new all-age school 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 establish a new all-age school 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

25-35

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
------------------------------	-----------------------------	--

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
------------------------------	-----------------------------	--

17. Do you consider yourself to be disabled?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Prefer not to say
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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 24th November 2020.**

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

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



**Establishment of a new all-age school for
pupils aged 4-18 in Llanfair Caereinion**

Consultation Report



Consultation on the establishment of a new all-age school for pupils aged 4-18 in Llanfair Caereinion

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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 the establishment of a new all-age school for pupils aged 4-18 in Llanfair Caereinion

1. OVERVIEW OF THE CONSULTATION

Powys County Council consulted on proposals to establish a new all-age school for pupils aged 4-18 in Llanfair Caereinion. The proposals were as follows:

- To close Llanfair Caereinion C.P. School and Caereinion High School
- To establish a new bilingual all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School

The consultation took place from the 13th October 2020 to the 24th November 2020.

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 young people and primary aged pupils was also available.

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:

- Staff of Llanfair Caereinion C.P. School and Caereinion High School – 4th November 2020
- Governors of Llanfair Caereinion C.P. School and Caereinion High School – 4th November 2020
- School Councils of Llanfair Caereinion C.P. School and Caereinion High School – 11th and 18th November 2020

ii) Responses received

A total of 111 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, 8 written responses 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.

iii) Summary of issues raised

The issues raised in the consultation responses are listed in detail in section 6 on page 22. This includes the Council's response to each issue. However, the following is a summary of the issues raised:

1. Impact on pupils
2. Impact on staff
3. Comments relating to Leadership and Governance
4. Reference to the community
5. Comments relating to buildings
6. Reference to Council strategies
7. Reference to Estyn
8. Financial queries
9. Comments relating to the all-age school model
10. Comments about the current provision
11. Criticism of the proposal / the Council
12. Comments about the Welsh Language
13. Reference to Welsh-medium education delivery models
14. Reference to equality of opportunity / Welsh language being treated less favourably than English
15. Concern about the impact on English-medium pupils / provision
16. Comments relating to the consultation documentation
17. Comments relating to the process
18. Impact on protected characteristic groups
19. Other options

2. CONSULTATION RESPONSE FORM

111 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.

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

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

Response	No.	%
Parent, carer or guardian	49	44.1%
Prospective parent, carer or guardian	7	6.3%
Governor	12	10.8%
Member of staff	22	19.8%
Member of the community	9	8.1%
Organisation	6	5.4%
No association with either school	3	2.7%
Other	3	2.7%
Total responses	111	100.0%

- Please specify which school you are associated with:

Response	No.	%
Llanfair Caereinion C.P. School	22	19.8%
Caereinion High School	54	48.6%
A feeder school apart from Llanfair Caereinion C.P. School	22	19.8%
No association with any school	13	11.7%
Total responses	111	100.0%

- Please provide your postcode:

Response	No.	%
Llanfair Caereinion/Welshpool	64	57.7%
Newtown	24	21.6%
Llanfyllin	9	8.1%
Llanrhaeadr-ym-Mochnant	2	1.8%
Caersws	2	1.8%
Llanbryn-mair	2	1.8%
Neath	1	0.9%
Montgomery	1	0.9%

Machynlleth	1	0.9%
Aberystwyth	1	0.9%
Not answered	4	3.6%
Total responses	111	100.0%

Part 2 – Consultation Response

3. Do you agree with the current proposal to establish a new all-age school in Llanfair Caereinion?

Response	No.	%
Yes	58	52.3%
No	37	33.3%
Don't know	16	14.4%
Total responses	111	100.0%

4. Do you think that the Council should be considering any other options for Llanfair Caereinion instead of the proposal to establish a new all-age school?

Response	No.	%
Yes	45	40.5%
No	49	44.1%
Don't know	17	15.3%
Total responses	111	100.0%

Part 3 – About you

12. How old are you?

Response	No.	%
Under 16	0	0.0%
16-23	1	0.9%
25-34	17	15.3%
35-44	21	18.9%
45-54	36	32.4%
55-64	12	10.8%
65-74	7	6.3%
75-84	0	0.0%
85+	0	0.0%
Prefer not to say	15	13.5%
Not answered	2	1.8%
Total responses	111	100.0%

13. What is your gender?

Response	No.	%
Male	25	22.5%
Female	70	63.1%
Gender Fluid	0	0.0%
Non-Binary	0	0.0%
Gender neutral	1	0.9%
Prefer not to say	12	10.8%
Not answered	3	2.7%
Total responses	111	100.0%

14. Can you understand, speak or write Welsh?

Response	No.	%
Yes	74	66.7%
No	22	19.8%
Prefer not to say	14	12.6%
Not answered	1	0.9%
Total responses	111	100.0%

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

Response	No.	%
Yes	5	4.5%
No	83	74.8%
Prefer not to say	15	13.5%
Not answered	8	7.2%
Total responses	111	100.0%

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

Response	No.	%
Yes	8	7.2%
No	79	71.2%
Prefer not to say	15	13.5%
Not answered	9	8.1%
Total responses	111	100.0%

17. Do you consider yourself to be disabled?

Response	No.	%
Yes	2	1.8%
No	94	84.7%
Prefer not to say	13	11.7%
Not answered	2	1.8%
Total responses	111	100.0%

18. What is your ethnic group?

Response	No.	%
White	95	85.6%
Asian	0	0.0%
Black, African or Caribbean	0	0.0%
Mixed	0	0.0%
Gypsy/Traveller	0	0.0%
Other	0	0.0%
Prefer not to say	14	12.6%
Not Answered	2	1.8%
Total	111	100.0%

3. CONSULTATION WITH PUPILS

Officers from the local authority met with the School Council of Llanfair Caereinion C.P. School and Caereinion High School to get their views on the proposals.

The notes of these meetings are provided below:

i) Llanfair Caereinion C.P. School

11th November 2020

Present: Huw Foster-Evans, Sarah Astley, and Richard Williams

Officers from Powys County Council met virtually via Microsoft Teams with representatives from the School Council of Llanfair Caereinion C.P. School to discuss the consultation to establish a new all-age school in Llanfair Caereinion.

The session was held with 12 pupils from the school council. The group were all Year 6 students.

The officers explained the proposals for the merging of Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School

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

What do you like about your current school?

- It's welcoming
- It has good grounds and good playgrounds
- Pupils liked the size; it was not too big or not too small
- Pupils like the headteacher
- The teachers are polite and helpful
- Pupils didn't feel too grown up and they don't get too much homework
- Nice food
- Not too many other children, not a massive school where all cramped together
- Pupils liked that the primary school is spread out
- Behaviour is good

What do you not like about school?

- Not allowed to play cat and mouse

- More pupil voice, getting to decide more things
- Pupils thought they act older than they actually are sometimes
- Football yard as it's concrete
- Crowded when they can't use the field – use more grounds

What do you think would be different if proposal went ahead?

- The work might change and there might be more homework
- Playing with older children might be rougher
- Pupils thought they might act older than they are
- How would Year 11 and Year 1 pupils be together
- Would we play on the same yard as Year 11
- When we move to Year 7 it isn't exciting and we are in the same school
- There might be different teachers
- Mixture of age groups

What are you most excited about moving to high school?

- Learn more subjects like French and Science
- More freedom and more responsibilities
- Get more homework
- Having more space
- Harder work as opposed to spellings
- The food available

What would be better for the primary school if you were part of one school?

- Make new friends
- Want to learn more
- Use the high school facilities for French, Science and Technology

Is there anything which concerns you about one school?

- Will things change a great deal
- Will we be separated from our brothers and sisters
- Year 11s could be mean to the younger pupils
- There could be bullies
- Some people would not like it

General Questions

- Would there be a new uniform?
- What uniform would you like – shorts, blazer, own clothes, not shirt and tie, if we did wear shirt and tie it would look smarter

- Would the uniforms be different between primary and secondary?
- Would we be separated from their friends?
- Would the primary school have the same choices as secondary for food/drink?

To conclude the session, the officers explained the next steps in the consultation process. It was explained that the consultation would close on the 24th November, and the pupils were encouraged to send any further comments to the Transforming Education Team using the contact details on the pupil version of the consultation document, or by speaking to their teacher.

ii) **Caereinion High School**

11th November 2020 and 18th November 2020

Present: Huw Foster-Evans, Sarah Astley, Marianne Evans, and Richard Williams

Officers from Powys County Council met virtually via Microsoft Teams with representatives from the School Council of Caereinion High School to discuss the consultation to establish a new all-age school in Llanfair Caereinion.

Two sessions were held, with a total of 10 pupils from the school council. One session consisted of 4 pupils all from either Year 12 or Year 13, and the second session consisted of 6 pupils all from Year 9.

The officers explained the proposals for the merging of Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School

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

What would be the advantages of the proposal?

- It would retain education in the Llanfair Caereinion area.
- It would allow the schools to share resources, which could be seen as an advantage or disadvantage if the resources are stretched too thin.
- Transition for Year 6 pupils is not easy due to differences in the work, amount of homework etc. Transition would be smoother in an all-age school as students would be working with the secondary phase before starting.
- It is a good idea for younger pupils to have the opportunity to use specialist facilities. This would allow younger pupils to have an understanding in subjects such as Science.

- There is already some school to school working, for example, one of the students went to the primary school and did Football Coaching for their Welsh Baccalaureate Community Challenge.
- The proposal will help with education in both the primary and secondary and will help with learning Welsh at a younger age
- Primary school students will transition easier to secondary school as they will be familiar with aspects, including the layout of the secondary school
- The proposal will help students learn languages easier

What would be the disadvantages of the proposal?

- Primary school students may have to learn more secondary school level work at a younger age
- Other feeder primaries might be forgotten and those students should still be able to access transition events.
- The school should remain bilingual and dual stream. There is not enough pupils who speak Welsh to justify the change. The school would lose 50% of staff and pupils who do not speak Welsh.

What balance of choice currently exists between both language streams

- Welsh Stream there isn't the same vocational courses as offered to English Stream
- The Welsh Stream does not offer the same number of vocational courses as is offered to the English Stream
- There is already a lot of focus on Welsh for students in the English Stream
- Having a bilingual school would guarantee more exposure for English Stream students to the Welsh Language

What improvements need to be made to facilities

- The Sixth Form facilities are poor compared to other sixth forms.
- An increase this year in the numbers studying at Sixth Form means that the Sixth Form can no longer fit into the Sixth Form room.
- There should be AstroTurf pitch to replace the redgra pitch.
- Investment in sports facilities would allow for more sports development.
- Investment in facilities would lead to wider community use.

Opportunity for younger children to work with high school children

- Examples were discussed where sixth formers had looked after younger pupils at events, and this could be replicated where sixth formers help primary pupils

- Being in Year 7 could be scary and exciting, but pupils may be apprehensive to meet new people and older children working with them could ease their apprehensions

General comments/questions

- The proposal could lead to primary students being exposed to better technology, computers, labs and workshops
- The proposal could lead to primary students being exposed to different languages such as French
- Lot of young athletes getting into rugby, football and other sports which gives opportunities for younger pupils to integrate into these sports
- More space in the high school for pupils
- Having an event with the primary and high school pupils together will introduce role models from secondary school and inspire primary students
- Would the 4-18 all-age school have one headteacher?
- Are there opportunities for children aged 0-4 to also be included in the future?

To conclude the session, the officers explained the next steps in the consultation process. It was explained that the consultation would close on the 24th November, and the pupils were encouraged to send any further comments to the Transforming Education Team using the contact details on the pupil version of the consultation document.

4. CONSULTATION MEETINGS WITH STAFF AND GOVERNORS

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

i) Consultation meeting with Staff of Llanfair Caereinion C.P. School and Caereinion High School – 4th November 2020

- If the school closes in 2022, what would happen to the staff's contracts?
- How does this proposal fit in with the Council's plans to have a Welsh-medium secondary school in the county?
- What would be the capacity of the all-through school, in terms of number of staff? Would there be a similar capacity in terms of staff members, or would it be different?
- Is there Transformation funding available for the merging of the two schools, to safeguard jobs?
- We have heard that our contracts would be continuous, but what if our role isn't there anymore? What will happen then with contracts?
- Will staff have to re-apply for their jobs, within the new staffing structure?
- If you were a maths teacher for example, would it be that you teach in the Primary school or the High school, or both?
- What would happen to the contracts of colleagues who were perhaps on maternity or sickness leave, in the transition between the current schools and the new all-through school?
- What evidence is there that this model works?
- Is one of the aims for Powys to improve the opportunities and provision for post 14 and 16? As we aren't speaking about much change for these age categories here.
- Why aren't other schools in the cluster included in this transformation model?
- Thinking of budgets, are some all-through schools in deficit budgets from this transformation, and if so, how does this impact on the future of the education in these schools?
- With the development of the Welsh language if it was an avenue to go down, what support would the council give to the parents and community for people moving to the area etc?

ii) Consultation meeting with Governors of Llanfair Caereinion C.P. School and Caereinion High School – 4th November 2020

- How are you ensuring that the community as a whole isn't disadvantaged in being engaged in these consultation? The schools have sent the information out to parents but is there normally a consultation meeting which they would attend?

- There could be a danger here that we are conflating two issues, it needs to be clear to the community that this is a consultation on the establishment of the all-age school not the linguistic provision.
- You say that you will take forward the discussions regarding the language in parallel with this work and I would just like to understand the mechanism in how this is going to be carried out?
- I would appreciate hearing from you about the pros and cons of different all through schools' models. For example, I am aware we have a federation in Llanidloes and an all-through school in Llanfyllin. It would be good to hear what makes an all through school attractive, and even more attractive than a federation.
- The all-through school is still quite a new model and the shared learning and practice is really important to engage on so the young people, teacher and governors are paving the way what the school will bring to the curriculum. As it is now the question is, is it going to be better than what we currently have for our learners and staff?
- An open and honest approach is the best approach with staffing process as that is where the anxiety seems to be, down to redundancy and if they are going to have a job.
- We need to learn from Bro Hyddgen regarding the new all Welsh all through school there – that could be the future for Llanfair Caereinion, even though it isn't in this consultation, you need to be honest and open that it could be a possibility.
- We have heard that the data suggests that it improves the transition from primary schools from Llanfair Caereinion, but what about the 2/3rds that don't come from the primary?
- I am just concerned that it about 2/3rds of our students which aren't coming from the primary school and how we have to adapt and what are the benefits for them.
- Could we have a bit more detail on how the interim governing body is established?
- Pleased to hear it is not driven by cost and efficiency savings.
- In terms of the community, in terms of the high school the community is much larger and includes Newtown – pupils from Newtown represent quite a large percentage of the high school. They need to be involved in this consultation and need to be engaged in the process as well. There is a transport issue with people in the wider community who don't naturally fall into the catchment area we serve and this needs to be looked at as soon as possible. We have pupils who are missing out and I am concerned that we are failing those pupils now.
- Ysgol Caereinion are losing pupils due to transport. It is an issue that has not been resolved.
- There is a great deal of experience out there relating to the all through school model, we can learn from so many examples and working with colleagues to make it a smoother transition.

- The catchment definition is crucial to this as well and it needs to be resolved.
- In Ysgol Rhiw Bechan, the Welsh stream has grown successfully, the parents are very loyal to Caereinion high school, I think they want the reassurance they are going to be part of this process.
- It's crucial that we have got confirmation that we are not going to lose secondary education in this area, and it is exciting to be part of this project. I think as feeder schools if we can be part of the process then it is quite positive.
- I just think that in this discussion we need to know about it being something better but can we hear more about the new curriculum and the way an all through school can meet those needs in a way a standalone school wouldn't?
- In terms of the financial position in the first year will the schools start with a clean slate whether there is a surplus or deficit?
- Regarding budgets, I understand that there will be no additional funds to ease the transition, only the budget given from the formula?
- Am I right in saying that there will be no difference in the budget at this moment in time, that they will have both those budgets?
- I am pleased to hear about the confirmation of money and planning effectively means you deliver effectively. I am pleased to hear that the resource is available. It is useful and an exciting proposal and to have ambition in providing top education in the area.
- We have had a lot of language discussion this evening and I want all members to be aware about the sensitive discussion. Within our school there is still a large amount of students learning in the school in English and it is crucial to bring them through on our journey – I don't want it to divide the community of Llanfair Caereinion.
- Quick question about the budget, does the buildings and maintenance get surveyed before, and the buildings are quite old and some work might need to be done, is that in mind? From a health and safety aspect, there is a need to ensure the building is fit for purpose
- Are you going to be holding another meeting once all consultation responses have been analysed and issued to cabinet?

5. ESTYN

Estyn's response to the consultation is provided below:

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.

Introduction

This proposal is submitted by Powys County Council to close Llanfair Caereinion Community Primary School and Caereinion High School, and establish a new bilingual all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School.

Summary/Conclusion

The proposer has provided useful information that explains the reasoning behind this proposal. This proposal is in line with the county's current School Transport Policy and Secondary and Post-16 Delivery Plan. It also responds to the new Strategy for Transforming Education in Powys, which identifies a number of aims and objectives to transform the education system in Powys over the next few years, in order to provide the best opportunities possible for learners in Powys now and in the future. One of the strategy's aims is the 'Develop a network of all-age schools based around the 13 current secondary school locations'.

Since the launch of the new strategy, discussions have been held with representatives of the governing bodies of Llanfair Caereinion C.P School and Caereinion High School to examine the possibility of moving towards establishing an all-age school in Llanfair Caereinion. Based on these discussions, both governing bodies have agreed, in principle, to move towards establishing a bilingual all-age school in Llanfair Caereinion by 01 September 2022.

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

Description and benefits

The rationale for this proposal is coherent and the issues 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. The proposer has considered:

Status quo – both schools continue to operate as standalone schools

All-age federation – Llanfair Caereinion C.P. School and Caereinion High School federate to create a federated all-age school in Llanfair Caereinion

All-age school – merge Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion.

Officers from Powys County Council have conducted a SWOT analysis of these three proposals. The result of the activity is that the first two proposals have been disregarded, and that the third option provides the best standards, provision and leadership for the two existing schools.

The advantages of this proposal, namely the third of the proposals above, outline important issues, which include improving educational outcomes, educational provision, and leadership and management, to ensure more efficient educational provision and seamless transition between the two key stages. Overall, the considerations are firmly in favour of this proposal. Another core factor of this proposal is the fact that the council will continue to engage in dialogue with representatives of Llanfair Caereinion C.P. School and Caereinion High School, in order to continue to explore ways to develop and improve Welsh-medium provision in Llanfair Caereinion. This would contribute to the implementation of the Council's Welsh in Education Strategic Plan (WESP) and the Welsh Government's strategy to ensure a million Welsh speakers by 2050.

If the outcome of this is a need to change the school's language category, a further statutory process would be required to implement this. If required, this would be separate to the current process to merge the two schools, and a separate consultation exercise would be required.

The disadvantages of not accepting this proposal include important issues, such as a significant reduction in pupil numbers over time, challenging financial pressures, the need to provide attractive post-16 education, the challenges in terms of providing a comprehensive curriculum as the

secondary school has two streams, the need to improve the quality of education, and difficulties in terms of appointing a permanent headteacher at both schools. These issues are critical and need a prompt response. This proposal responds well to these issues.

The proposer has outlined the current profound challenges faces by both schools, and the forecasts that are based on robust facts do not provide a valid solution for the future. This proposal's strengths outweigh the weaknesses consistently in nearly all considerations. However, further information would be needed by all stakeholders in order to ensure that the schools merge smoothly.

Educational aspects of the proposal

The proposer has given appropriate consideration to the quality of outcomes, provision, and leadership and management.

The proposer has suggested that there will not be much change for the pupils that currently attend both schools, as they will continue to receive their education in the same buildings. There will be better opportunities to use the facilities at both sites and using staff expertise will benefit pupils' educational experiences. The school would continue to provide a broad curriculum, from the foundation phase throughout all stages at the school.

Another feature of teaching and learning experiences is the fact that it will create an opportunity to re-design the curriculum that is provided in Llanfair Caereinion, in order to meet the requirements of the new curriculum. This is outlined in 'Our National Mission', which sets the ambition for all schools to develop as learning organisations. Pupils would benefit from closer links between the various stages of education, and the opportunity to access specialist teachers. Primary age pupils would also benefit from the opportunity to access specialist facilities that are located at Caereinion High School, which may include physical education, science and technology facilities.

In terms of the effect on 11-16 and post-16 provision, it is identified that learners will continue to be able to pursue a similar range of courses to those that are available at present. However, it is not clear in the proposals how it is intended to implement the Council's Strategic Aim to 'improve access to Welsh-medium provision across all key stages', the Council's Welsh in Education Strategic Plan, and the Welsh Government strategy to ensure a million Welsh speakers by 2050.

Another important consideration is the emphasis on the better professional learning opportunities that will result from increasing the opportunities for

cross-phase working, opportunities to develop middle leaders more effectively, and more opportunities to develop middle leaders.

In terms of leadership, there would be an opportunity for high quality, robust and permanent leadership across all key stages. This will provide better opportunities for the headteacher to distribute key leadership tasks to a greater number of staff across all phases of education and, as a result, the governing body would have an improved opportunity to have strategic oversight of education for pupils from 4-18 years old.

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. There would be no unnecessary disruption and the transition process would be co-ordinated tightly and sensitively.

Overall, the proposer proposes that the standards and progress of all pupils across all departments, including those that belong to particular groups, will improve and will have a positive effect over time.

It is stated that the proposal complies with the Council's Welsh in Education Strategic Plan for 2017-2020, and provides continuous access to primary and secondary Welsh and English-medium education in Llanfair Caereinion. It is anticipated that Welsh-medium provision at the new school will be at least as good as existing provision at both schools, following the possibility of sharing resources, staff and specialist facilities between the key stages.

Implementing the proposal would also provide an opportunity to strengthen the linguistic continuum between educational phases and improve the secondary school's Welsh ethos. The challenge will be to ensure that the provision offers equal access to those pupils who wish to be educated through the medium of Welsh, not only in terms of the subject areas but also in terms of the ethos and the everyday life of the school.

The proposer states that the new governing body of the new all-age school would appoint a headteacher, and would then work with the headteacher to develop the leadership, management and staffing structures for the new school. As part of this process, there would be an opportunity for the governing body to 'ringfence' all teaching and associated staff posts to staff currently employed within the existing schools. A new staffing structure would be implemented in line with relevant Human Resources policies for all members of staff. However, there is insufficient rigorous information with a tight timescale about how this proposal will affect all staff, particularly teaching staff, namely whether they will need to apply for their own jobs in order to remain in their current posts.

The result of establishing an all-age bilingual school would be ensuring one budget that would be managed by one headteacher and one governing body.

This would enable the school to operate more effectively in comparison with the current arrangements, and this should lead to financial savings by sharing staffing and other resources.

It is suggested that no construction work will be needed in the short term, as pupils will be taught in the existing buildings. It is noted that new accommodation will need to be provided in Llanfair Caereinion as part of the 21st Century Schools Investment Programme. Therefore, the proposal is not dependent on capital investment. It is noted that the condition of both buildings is poor, which echoes the need for future investment.

In terms of transport, it is noted that the Home to School Transport Policy will remain in operation, and it is not anticipated that any changes or adaptations will be needed in order to implement this proposal. Home to school transport arrangements would continue to be in accordance with the Council's Home to School Transport Policy and the Learner Travel (Wales) Measure 2008.

Both schools are in the amber category in terms of support capacity. Estyn judged outcomes to be 'Good' (Llanfair Caereinion C.P. School) and 'Adequate' (Caereinion High School – November 2013). Caereinion High School was placed in the category of schools that are in need of significant improvement. Caereinion High School was removed from Estyn monitoring activity in May 2018.

6. ISSUES RAISED DURING THE CONSULTATION PERIOD

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

1 IMPACT ON PUPILS

1.1. Positive impact on pupils / learning opportunities

1.1.1 Improved facilities and equipment

1	The proposal could lead to primary students being exposed to better technology, computers, labs and workshops, including improved facilities for all students, including primary students	The Council notes these comments which outline the positive impact the proposal could have on pupils currently attending the two schools in Llanfair Caereinion.
2	Primary school students could use the high school facilities for Science, Technology and Languages	As above
3	Investment in sports facilities would allow for more sports development.	As above
4	Investment in facilities would lead to wider community use	As above

1.1.2 Improved learning opportunities

1	The proposal could lead to primary students being exposed to different languages such as French and could help them learn languages easier	The Council notes these comments which outline the positive impact the proposal could have on pupils currently attending the two schools in Llanfair Caereinion, and on the school's ability to provide
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		education which meets the requirements of the new Curriculum for Wales.
2	The proposal could lead to a secure post 16 learning and improve the Post-16 offer	As above
3	The proposal might lead to pupils wanting to learn more	As above
4	The proposal will help to facilitate the new Curriculum for Wales	As above

1.1.3 Improved transition

1	I think that it also ensures a smooth transition up the school for those children attending since they can see the older children as they cope with the new challenges that those experiences bring.	The Council notes these comments which outline the positive impact the proposal could have on pupils currently attending the two schools in Llanfair Caereinion.
2	Primary pupils will transition easier to secondary school as they will be familiar with aspects, including the layout of the secondary school.	As above
3	Transition for Year 6 pupils is not easy due to differences in the work, amount of homework etc. Transition would be smoother in an all-age school as students would be working with the secondary phase before starting.	As above

1.1.4 Opportunities for pupils of all ages to mix

1	Having an event with the primary and high school pupils together will introduce role models from secondary school and inspire primary students	The Council notes these comments which outline the positive impact the proposal could have on pupils
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		currently attending the two schools in Llanfair Caereinion.
2	I think it is a good idea to have all ages of child in one school. It gives all children a greater understanding of what it is like to get on with children other than their peers	As above
3	There might be new opportunities to make new friends	As above

1.1.5 Opportunities for older pupils to help younger pupils

1	Sixth formers had looked after younger pupils at events, and this could be replicated where Sixth formers help primary pupils	The Council notes this comment which outlines the positive impact the proposal could have on pupils currently attending the two schools in Llanfair Caereinion.
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1.1.6 Improved Welsh language opportunities

1	The proposal will help with education in both the primary and secondary and will help with learning Welsh at a younger age	The Council notes these comments which outline the positive impact the proposal could have on opportunities to use the Welsh language.
2	Pairing or grouping older students with younger students to promote and support using the Welsh language naturally	As above
3	The proposal to move Year 6 pupils adjacent to the high school also gives primary aged children the opportunity to converse in Welsh with older students therefore possibly strengthening their tie with the Welsh language	As above

4	By establishing a strong bilingual school, I am of the opinion that there will be more opportunities for people to learn, speak and use Welsh.	As above

1.2 Concerns about possible negative impact

1.2.1 Concerns about older and younger pupils being part of one school

1	Unsure about having Year 1 pupils and Year 11 pupils together in one school.	<p>The proposal is to establish the new all-through school in the buildings currently occupied by Llanfair Caereinion C.P. School and Caereinion High School. Primary aged pupils would continue to attend the current site of Llanfair Caereinion C.P. School, whilst secondary aged pupils would continue to attend the current site of Caereinion High School. Therefore, it is unlikely that young children would find themselves surrounded by older children.</p> <p>One benefit of an all-age school is the ability for pupils from the primary sector to use facilities in the secondary school. Should the proposal be implemented, it is anticipated that there would be additional opportunities for primary aged pupils to use secondary facilities, however they would be fully supervised at all times.</p>
2	I prefer separation as older children will influence younger ones and there will be more scope for peer pressure, bullying, rough play and language use etc.	As above

3	It depends on how much primary pupils would be affected by secondary pupils. It could have a negative effect.	As above
4	Would we play on the same yard as Year 11?	As above

1.2.2 Concerns about bullying

1	There could be bullies	Should the Council proceed with the proposal to amalgamate the two schools, the new school would be responsible for ensuring the well-being of all pupils and to manage their behaviour. All schools are required to have a bullying policy, and the school would be required to operate in accordance with its bullying policy.
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1.2.3 Concerns about teaching and homework

1	Primary school students may have to learn more secondary school level work at a younger age	The Council notes these concerns. Should the proposal be implemented, primary aged pupils would continue to access primary provision on the current site of Llanfair Caereinion C.P. School, whilst secondary aged pupils would continue to access secondary provision on the current site of Caereinion High School. Whilst implementation of the proposal would provide additional opportunities for sharing of staff and resources across the school, the aim of this is to enhance the learning opportunities available to learners.
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2	The work might change and there might be more homework	As above
3	There might be different teachers in the school than we have already	As above

1.2.4 Concern about the impact on other feeder primaries

1	It is important to remember that the current high school serves a large geographical area, and lots of feeder primary schools	<p>The Council notes these comments regarding the possible impact of the proposal on pupils attending feeder primary schools other than Llanfair Caereinion C.P. School.</p> <p>The Council acknowledges on pages 28-29 of the Consultation Document that implementation of the proposal would impact on pupils attending other primary schools in the Llanfair Caereinion catchment as they would be transferring to an all-age school in year 7 rather than transferring to a high school. However, the Council does not anticipate that the impact on them would be negative.</p> <p>As indicated in the Consultation Document:</p> <p>'The transition arrangements for pupils attending other primary schools in the catchment area would need to be carefully managed, to ensure that the pupils are fully integrated into the school, and are not disadvantaged in any way compared with pupils that attended the primary phase of the all-age school.'</p>
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		The proposal to establish a new all-age school in Llanfair Caereinion also provides an opportunity to strengthen the current relationship with other primary schools in the catchment area, in order to provide improved opportunities to pupils attending these schools, and to provide improved transition arrangements for these pupils.'
2	Other feeder primaries might be forgotten, and those students should still be able to access transition events.	As above
3	We have heard that the data suggests that it improves the transition from primary schools from Llanfair Caereinion, but what about the 2/3rds that don't come from the primary?	As above
4	I am not convinced that the 'improvement of transition links' can be used as a main 'strength', because I feel that the same opportunities should be afforded to all feeder schools as a matter of fairness, not just to the KS2 children in the new all-age school.	As above
5	There could be more details about including those pupils from other primary schools to ensure full inclusion.	As above

1.2.5 Concern about transition for pupils in the all-age school

1	When we move to Year 7 it won't be exciting as we will be in the same school	Comment noted.
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2 IMPACT ON STAFF

2.1 Queries about the impact on staff

1	If the school closes in 2022, what happens to the staff's contracts?	Arrangements for the appointment of staff to the new structure would be agreed by the Temporary Governing Body once established. All current members of staff appointed to posts within the new school would have their continuity of service protected.
2	We have heard that our contracts would be continuous, but what if our role isn't there anymore? What will happen then with contracts?	As above
3	Will staff have to re-apply for their jobs, within the new staffing structure?	As above
4	What would happen to the contracts of colleagues who were perhaps on maternity or sickness leave, in the transition between the current schools and the new all-through school?	Specific arrangements would be put in place for any members of staff who are absent from work during to sickness or maternity so that they can engage and participate in any staff consultation exercise during the transition period.
5	What would be the capacity of the all-through school, in terms of the number of staff? Would there be a similar capacity in terms of staff members, or would it be different?	The staffing structure for the new school would be agreed by the Temporary Governing Body, and would need to be within the budget available to the new school.
6	Is there Transformation funding available for the merging of the two schools, to safeguard jobs?	Transformation Funding is available to support the school with some aspects relating to the transition to a new school e.g. ICT arrangements, signage, to release some members of staff to work on transition

		to the new school. This funding would not be available to safeguard jobs.
7	Would staff specialism be protected – especially among teaching assistants?	This would be a decision for the Temporary Governing Body once it was established.
8	Would staff be expected to work on both sites?	This would be a decision for the Temporary Governing Body. However, whilst it is anticipated that teachers would undertake the majority of their teaching role teaching the age range they have qualified for, some “cross phase teaching” is envisaged as a development opportunity for staff, and to provide enhanced learning opportunities for pupils.
9	If you were a maths teacher for example, would it be that you teach in the primary phase, secondary phase, or both?	As above
10	I have already been through this process previously and I think we need to learn from the processes previously and what we have learned and could have been done better and what I find from the staff especially that the openness and honest approach is the best approach, especially with the staffing process as that is where the anxiety seems to be down to redundancy and if they are going to have a job.	Comment noted.

2.2 Additional opportunities for staff

1	I believe that staff will be able to share expertise in order to offer students the best possible learning experience.	Comment noted. The Council agrees that implementation of the proposal would provide
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		additional opportunities to share staff expertise, providing additional opportunities for staff and enhanced learning opportunities for pupils.
2	The proposal will be an opportunity to change the staffing structure to reflect the new curriculum and to share expertise across both schools.	As above
3	If there's not one already, there could be a programme in place for members of staff who are not completely fluent in Welsh to develop their Welsh language further.	Comment noted. The Council is keen to provide opportunities to any staff wishing to develop their Welsh language skills to do so, and will work with the temporary governing body of the new school to identify opportunities to enable staff to develop their Welsh language skills.

3 COMMENTS RELATING TO LEADERSHIP AND GOVERNANCE

3.1.1 Opportunity to improve leadership

1	The proposal will provide a permanent leadership structure providing solid continuity for the future and scope for secure future planning with an established team.	The Council notes these comments which outline the positive impact the proposal could have on leadership arrangements.
2	Improvements would hopefully result from a more secure management of the schools with a permanent headteacher.	As above

3.1.2 Impact of leadership on Welsh-medium provision

1	It will be necessary to ensure that staff members in leadership roles are bilingual or the use of English will be the norm. That would have a very negative effect on the school.	The Council notes these comments. Should the Council proceed with the proposal to establish an all-age school, a temporary governing body would be established which would be responsible for staffing arrangements at the new school, supported by the Council's Challenge Advisors.
2	Weak leadership would allow English language pupils to destabilise the desire and efforts of the Welsh language pupils and learners, in particular the primary pupils.	As above
3	If there is strong leadership and sufficient funding (in favour of the Welsh) it is possible to provide a comprehensive education over a wide range of subjects, and with the support of the Language Charter secure a strong Welsh language ethos.	As above
4	The Governors, Headteacher, Teachers and senior pupils need to provide strong leadership to ensure the development of Welsh-medium provision.	As above

3.1.3 Queries relating to the temporary governing body

1	I believe that the new Governing Body should represent the whole catchment area with representation from Welsh-medium primary schools and bilingual members.	Comments noted. Should the Council proceed with the proposal, the Council would be responsible for the establishment of the temporary governing body, which would be done in accordance with the Government of Maintained Schools (Wales) Regulations 2005.
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		The composition of the temporary governing body would be as per the table on page 30 of the Consultation Document.
2	Could we have a bit more detail on how the interim governing body is established?	As above

4 REFERENCE TO THE COMMUNITY

4.1 Impact on the community

1	It is an opportunity to include the wider community with the school at the heart of the area	Comments noted. Should the Council proceed with the proposal, the Council and Temporary Governing Body would ensure numerous opportunities for the community to be involved in establishing the new school to ensure that they are fully involved in this process.
2	Parents need to be part of the school community – that is, that they don't lose their connection with the school from the primary phase to the secondary phase.	As above
3	Such a proposal will support the school as a centre of excellence for sport, culture and the arts, offering increased opportunities for the whole community.	As above

4.2 Need to work with the community to develop bilingualism

1	Build upon and maintain the importance of Welsh to the community.	The Council notes these comments regarding the need to work with the community to develop bilingualism in the new school.
2	The new school's ethos and vision needs to be clear from the beginning. The majority of the community need to buy in to this. There needs to be a natural development but with a strong and clear emphasis on developing bilingualism.	As above
3	The bilingual ethos needs to develop naturally, with a continuous emphasis on developing Welsh-medium educational opportunities. Need to be careful regarding the community's readiness to accept a Welsh-medium secondary school immediately. 2 of the schools that feed the high school are English-medium.	As above
4	Careful promotion work is needed within the community on the benefits of bilingualism academically, socially and economically.	As above

4.3 Other

1	<p>In terms of the community, whilst in terms of primary it is geographically based, in terms of the high school it is much larger community, and it includes Newtown who represent quite a large percentage of the high school and need to be involved in this consultation and need to be engaged in the process as well to feel part of the community.</p> <p>There is a transportation issue with people in the wider community who don't naturally fall into the area we serve and if we are going to strengthen that then it needs to be something that is looked at as</p>	<p>Parents of pupils in all of Caereinion High School's feeder schools were informed about the consultation. All governing bodies of these feeder schools were also notified of the consultation.</p> <p>The current Home-to-School Transport Policy states that free home-to-school transport is provided to eligible learners 'to their nearest suitable or catchment school in their language of choice'. A new Policy comes into force in September 2021 which states, 'free home-to-school transport will be</p>
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	<p>soon as possible. We do have pupils who are missing out and I am concerned that we are failing those pupils now.</p>	<p>provided for eligible learners ‘to their nearest suitable or catchment school’ and states that ‘free home-to-school transport will be provided to learners wishing to have their education through the medium of Welsh’.</p>
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5 COMMENTS RELATING TO BUILDINGS

5.1 Issues with the current buildings / need for investment

1	<p>I am concerned that the quality of the buildings is poor – investment is needed so that the buildings can meet the requirements of the new curriculum.</p>	<p>The Council notes these comments regarding the current buildings in Llanfair Caereinion. The current proposal is to establish a new all-age school in the buildings currently occupied by Llanfair Caereinion C.P. School and Caereinion High School. However, the Council also acknowledges that there is a need to improve the quality of accommodation at both schools in the longer term.</p> <p>The Council has recently launched a new Transforming Education Strategy which includes an aspiration to develop new purpose-built all-age schools across Powys, that will not only provide state of the art facilities for teaching and learning, but also childcare and early years provision, community and leisure facilities, multi-agency areas that can provide support for learners and their families and SEN/ALN facilities of the highest quality.</p> <p>The Council’s long term aspiration is to ensure that these facilities are available to all Powys learners.</p>
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2	I believe the building condition of both sites needs major improvement. Any plan delivered should address this problem.	As above
3	Both schools would benefit from a new building as both the primary and high school are in poor condition - if not possible then they both need funding to improve the current buildings.	As above
4	The site and building of the secondary school, especially that of the original building, is particularly challenging to any pupil, parent or staff member with a physical disability.	As above
5	The yard needs full renewal, various leaks over the years. Some of the accommodation in the high school could also be improved - windows in need of repair in the gym, canteen. Various leaks - sports hall/leisure centre.	As above
6	This is an opportunity to invest in the buildings.	As above

5.2 Concerns about road safety

1	If the two buildings and two sites are to remain as they are, with children frequently accessing both sites, what measures will be taken to ensure the road safety of the children moving between both sites?	The Council will need to carry out a safeguarding assessment and will work with the temporary governing body to put in place appropriate measures to ensure children can move safely between both sites.
2	There is a through road that passes in between both schools and although there is traffic control during school pick up and drop off times, what safety measures will be put in place through the school day?	As above

3	There is inadequate parking for parents who drop off children at school and as vacant seat provision has been removed, how many more parents are transporting children to school daily – this increases risk to child road safety.	It is not expected that an all-age school would increase the numbers of parents transporting children to school.
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6 REFERENCE TO COUNCIL STRATEGIES

6.1 Transforming Education Strategy

1	The joining of these two schools does not cause any problems and partially answers Strategic Aim 1 of Powys' Transforming Education Strategy. However, it is unclear how this will develop any of the other aims noted in this document.	<p>The Council notes these comments regarding how the current proposal links with the Council's Transforming Education Strategy. The Council acknowledges that the current proposal for Llanfair Caereinion addresses Strategic Aim 1 – To improve learner entitlement and experience - in particular.</p> <p>In parallel to the current proposal for Llanfair Caereinion, other work is ongoing across Powys which addresses all of the Strategic Aims.</p> <p>The impact of the proposal on 14 - 19 provision is considered on pages 38-40 of the consultation document where it is noted that that implementation of the current proposal is unlikely to impact on the educational and training achievements of 16 – 19-year olds, the range of courses and qualifications available, or increase participation in learning amongst this age group. However, the Council is taking a county-wide approach to improving learner entitlement and experience for post-16 learners and</p>
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		<p>a separate workstream has been established to address this Strategic Aim.</p> <p>This proposal is to establish an all-age dual-stream school in Llanfair Caereinion. However, the Consultation Document clearly states the Council's intention regarding Welsh-medium provision: the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. The Council's intention is to take this forward using a phased approach with continued dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.</p>
2	It is not clear how the proposal will address Strategic Aims 2 and 3 of Powys' Transforming Education Strategy.	As above
3	Isn't Powys aiming to improve the opportunities and provision for post 14 and post 16? As there isn't much change for these age categories in this proposal.	As above
4	The Strategy for Transforming Education in Powys 2020-2030 has been launched and yet again Powys County Council are not using	Within Strategic Aim 1 – to improve learner entitlement and experience – there are two Strategic

	the principles set out in this strategy to look at the small school provision issues in the Caereinion catchment and introduces changes sooner rather than later.	Objectives – the first relates to establishing all-age schools and the second is to reorganise and rationalise primary provision. Due to the significant number of primary schools within Powys, the Council is currently reviewing schools across several catchment areas across the county in order to bring forward proposals for consultation.
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6.2 WESP (Welsh in Education Strategic Plan)

1	Extremely disappointed that the Local Authority promise to create a 2B school in Caereinion by 2020 has not happened.	The Council notes this comment and accepts that it has not delivered a Category 2B School in Caereinion by 2020. However, the Consultation Document clearly states that the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. The Council's intention is to take this forward using a phased approach with continued dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.
2	With the publication of Powys' Welsh in Education Strategic Plan in 2017, thought the dream to establish a Welsh-medium secondary school in Powys could be realised. However, this is not the case.	As above. Significant work is also ongoing within the Council to take forward Strategic Aim 3 of the new Strategy for Transforming Education in Powys, which

		relates to Welsh-medium provision. This includes a formal consultation on the Council's first proposal to change an all-age school's language category, along with potential plans for an all-age Welsh-medium school in Mid Powys.
3	This "all-age" model will strengthen the status of the English language to the detriment of the Welsh language, thereby increasing the need for a designated secondary school in the Severn Valley area. This new school, (which was included in principle in the latest version of WESP), should meet the needs of the parents of children attending Welsh-medium schools in the catchment, thereby offering a sensible continuum to Welsh language education.	<p>The Council does not agree that an all-age model will strengthen the status of the English language to the detriment of the Welsh language – this has not been the case with the all-age school at Ysgol Bro Hyddgen and the Council is now formally consulting on changing its language category.</p> <p>However, the Council accepts that it has not delivered on the commitment made in its WESP 2017 – 2020 to develop a new designated Welsh-medium secondary school in the Severn Valley area but will be taking a phased approach to the development of Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.</p>

7 REFERENCE TO ESTYN

1	The authority has missed an opportunity to achieve one of Estyn's recommendations. Parents and pupils who have chosen Welsh-medium education will have lost fundamental rights and will have inferior treatment.	The Council notes these comments regarding Estyn's inspection of Powys Education Services which was carried out in 2019.
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		<p>In response to Estyn’s findings, the Council has launched a new Strategy for Transforming Education in Powys, which includes a clear commitment to improving Welsh-medium provision in Powys.</p> <p>As required by the School Organisation Code, Estyn’s response to the current proposal to establish an all-age school in Llanfair Caereinion is included on page 17 of this report.</p>
2	<p>Estyn in its report on Education Services in Powys in June 2019 states that “the authority's record in stimulating the growth of Welsh-medium education is weak” and that “as a result the proportion of pupils receiving their education through the medium of Welsh has remained static over recent years”.</p> <p>In the same report Estyn states that "significant changes are needed to the Welsh-medium offer in Powys in order to reverse the trends of the last few years and ensure that all Powys learners can access comprehensive Welsh-medium provision throughout their educational careers”.</p> <p>The current proposal is a very poor and limited response to the Estyn report on the authority.</p>	As above
3	<p>Powys has decided to ignore the advice of Estyn and is going ahead to do nothing of worth to improve the provision of educational standards with the intention of keeping the “status quo” in Llanfair Caereinion.</p> <p>Why does Powys think that it knows better than Estyn?</p>	As above

4	For many years, the proposals in relation to secondary Welsh education in Powys has been fragmented and unsettled and it was therefore no surprise that Estyn made a recommendation in its latest report of Summer 2019 to improve Welsh education throughout the county.	Comment noted.
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8. FINANCIAL QUERIES

8.1 Concerns that the proposal is being driven by finance/making savings

1	I think it's purely a financial decision and being driven in a bid to save money rather than to provide the best education for our children.	Whilst it is anticipated that implementation of the proposal would result in a small saving to the Council of approximately £12k per annum, the proposal is not a cost cutting exercise. The aim of the proposal is to improve educational opportunities for learners in Llanfair Caereinion.
2	I understand that the Council are in a difficult position and need to cut vast amounts of money. Estyn reports and Education in Powys are not great, things need to change. It's so difficult being such a rural spread-out area.	As above

8.2 Queries relating to budgets

1	I have concerns around the budget. The primary school is currently within budget and has made some very tough decisions around staffing to achieve this. The high school is in the red. Will the primary school's budget be protected?	If Cabinet agree to implement the decision, then the new school would be funded as one school. The school would have one governing body, one delegated budget and one staffing structure. The governing body would need to ensure that the
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		funding available was allocated in a way which would ensure the best possible learning opportunities for all pupils.
2	How will the budget work?	As above
3	Stakeholders need to have a much clearer picture on the proposed budgets for an all through school.	As above
4	In terms of the financial position in the first year will the schools start with a clean slate whether there is a surplus or deficit?	If Cabinet agree to implement the decision, then the new school will have one delegated budget and any deficits or surpluses from either Llanfair Caereinion C.P. School or Caereinion High School will not be carried over.

8.3 Queries relating to savings and closure of other schools

1	Budgets per pupil vary between £3,127 and £7,877 per pupil in the primary sector – is this fair? There are 33 small schools in Powys and 21 of them have fewer than 50 pupils – this is where the Council will make savings.	The Council notes these comments. The Council's new Transforming Education Strategy clearly identifies that there are too many schools in Powys and includes an objective to 'reconfigure and rationalise primary provision'.
2	Some primary schools have already been closed, do any more need to be closed in order to save money?	As above
3	From a cost/benefit analysis it would appear on considering the documentation provided that there is financial benefit in creating an all through school	Comment noted. As indicated in the Consultation Document in respect of this proposal, it is anticipated that the proposal to establish an all-age school in Llanfair Caereinion would result in a small saving to the Council of approximately £12k per annum, and

		would also provide additional opportunities for the school to operate more efficiently.
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8.4 Queries relating to transition funding

1	Would additional funds be available to support the transition, as well as the budget given from the formula?	Transformation Funding is available to support the school with some aspects relating to the transition to a new school e.g. ICT arrangements, signage, to release some members of staff to work on transition to the new school. This funding would not be available to safeguard jobs.
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9 COMMENTS RELATING TO THE ALL-AGE SCHOOL MODEL

9.1 Support for the all-age model

1	I am happy for the schools to merge and a new all-age school established provided it is kept bilingual – given the right education with proficient teachers both first and second language pupils can learn and will continue to speak Welsh.	The Council notes these comments which support the proposal to establish a dual stream all-age school.
2	For those pupils that gone through the medium of Welsh through primary school and are perhaps lacking confidence to continue their education through the medium of Welsh, the all-age school would support these pupils and they would also have the opportunity to go into the English stream, if the case arose.	As above

3	Given the steady decline in numbers for both institutions it is a chance to reverse this trend with a more robust organisation with shared strategic aims and pooled financial and physical resources.	As above
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9.2 Concerns about the all-age model

1	This seems a huge process which will have a negative impact on staff, pupils and parents for little benefit.	The Council notes these comments. As indicated in the Consultation Document in respect of this proposal, the Council's view is that there are many benefits associated with the proposal to establish a new all-age school in Llanfair Caereinion.
2	Don't agree with a new all-age school	As above
3	I think it would be important for the primary school to retain autonomy in the day to day running of the school, so that procedures/decisions about issues directly affecting the school do not have to go through extended processes to be addressed/ decided, even if this means separate governing body decision making/ subgroups etc.	<p>The Council notes these concerns about the possible impact of the proposal on primary provision in particular.</p> <p>If Cabinet agree to implement the decision, then the new school would have one governing body, one delegated budget, one staffing structure and one leadership team. The governing body and leadership team would need to ensure that the new school operates effectively, ensuring the best possible learning opportunities for pupils in all year groups.</p>
4	I feel that having shared leadership arrangement/ governing body between the two schools has the potential to remove a sense of autonomy from the day to day running of the primary school especially.	As above

10 COMMENTS ABOUT THE CURRENT PROVISION

10.1 General comments about the current provision

10.1.1 Negative comments about the current provision

1	There isn't a problem in the primary school it's the high school that needs sorting.	Following a monitoring visit by Estyn in May 2018 Her Majesty's Chief Inspector of Education and Training in Wales removed Caereinion High School from the list of schools requiring significant improvement. This decision was based on the fact that the school had made significant progress on all five of the recommendations made by inspectors following the core inspection and had improved standards and attendance in 2017, bringing them broadly in line with similar schools nationally. Since then the school has continued to make progress in key areas including leadership and self-evaluation. In seeking to establish an all age school the local authority has confidence that the new school will benefit from the significant expertise which currently exists at both primary and secondary level and will ensure that all pupils who attend the new school will make good progress in the future.
2	They should concentrate on the high school bringing the standard up there. Making sure the teachers are adequate to teach the correct subject in the correct way.	As above
3	The school isn't providing my children with the support they need with their education. They don't listen to their concerns or address	As above

	problems they are having with the topics in lessons. My children also have been bullied for the day they started and 3 years on still nothing has been done about it. I feel that the problems the school has needs to be address, before more children and their needs are added to the mix.	
4	Focus should be on providing top class education in both schools. At the moment there is too much allowance for mediocrity.	As above

10.2 Comments about the current Welsh-medium provision

10.2.1 Positive comments about the current Welsh-medium provision

1	As a category 2B school, the only one in North Powys, there is a good selection of subjects to A level taught in both Welsh and English.	The Council notes these comments. The Consultation Document clearly states that the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. The Council's intention is to take this forward using a phased approach with continued dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.
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2	The existing school already has a positive effect to the Welsh language and careful approach is needed to continue the organic growth.	As above
3	Caereinion Secondary School currently provides the best Welsh education in North Powys, and it is important that this continues.	As above
4	Caereinion High school has an excellent track record for providing Welsh education for all learners regardless of their 'home language'. This can be confirmed by the number of Welsh 2nd language students that have been offered to conduct their further education studies through the medium of Welsh.	As above

10.2.2 Negative comments about the current Welsh-medium provision

1	During the decades the Welsh language has not thrived, there are a number of reasons for this, but the main reason is that Llanfair Caereinion is too far from the population of Powys.	Comment noted.
2	Many children are leaving primary school, after learning Welsh for 6 years, are either going to Llanidloes high school or an English speaking high school because Llanfair Caereinion is so poor.	The Council note this comment. 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.
3	Currently pupils in the high school are not given opportunities to access all subjects through the medium of Welsh – how will this proposal ensure all pupils are provided with equal opportunities?	Should the Council proceed with the current proposal to establish an all-age school in Llanfair Caereinion, the temporary governing body will be key in

		<p>establishing the ethos of the new school. The Council would work with the temporary governing body to ensure that the need to improve and enhance the Welsh-medium provision at the school will be a key consideration when establishing the new school.</p>
4	<p>Welsh medium education in primary schools is growing, but with many parents unhappy with Llanfair, they are not following it through to high school which is a massive disappointment, and also damaging to our Welsh language.</p>	<p>Should the Council proceed with the current proposal to establish an all-age school in Llanfair Caereinion, the temporary governing body will be key in establishing the ethos of the new school. The Council would work with the temporary governing body to ensure that the need to improve and enhance the Welsh-medium provision at the school will be a key consideration when establishing the new school.</p>
5	<p>A new Welsh medium high school is well overdue in our area, Llanfair Caereinion high school has let many children down in with regards to Welsh education choices.</p>	<p>The Consultation Document clearly states that the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. The Council's intention is to take this forward using a phased approach with continued dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.</p>

6	<p>At the moment, it appears that the range of subjects that are offered through the medium of Welsh are shrinking, and the range in its whole becoming more limited. In the schools as they currently are, on the school yard and outside Welsh lessons, it is the English language which is common. This is not true bilingualism.</p>	<p>The Council agrees with this statement, as outlined in the WESP 2017-20 as follows:</p> <p><i>'The authority agrees with the view of Welsh Government that pupils are more likely to become fully bilingual after attending Welsh-medium schools, particularly when they come from non-Welsh speaking homes, and acknowledges that designated Welsh-medium schools are the preferred model of delivery for Welsh-medium education. The authority acknowledges that a fundamental change is required to the method of delivering Welsh-medium education in Powys, to ensure that all learners can access high quality, robust provision from the early years onwards. In order to move towards a new delivery method, the authority is fully committed to establishing new designated Welsh-medium schools in both the primary and secondary sectors, and will direct capital investment to support this commitment, where appropriate. In addition, the authority will work in partnership with Mudiad Meithrin in order to provide access to high quality Welsh-medium early years provision.'</i></p> <p>This statement has recently been reiterated in the recently approved 'Vision for increasing the number of fully bilingual learners in Powys' that will underpin the development of a new WESP and recognises the limitations of the dual-stream model in developing fully bilingual learners.</p>
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7	Llanfair does not provide a fair language continuation to our pupils who speak Welsh.	The Council notes this comment.
8	In some subjects, the secondary school struggles to get Welsh teachers.	The Council recognises that there it is difficulty in recruiting Welsh-speaking teachers, not only in Powys but across Wales.

11. CRITICISM OF THE PROPOSAL / THE COUNCIL

11.1 Criticism of the proposal

1	The intention to create a lifelong school in Llanfair Caereinion will not solve any of failings (too many vacant places, lack of sufficient range of English-medium subjects and a wholly ineffective Welsh-medium provision) and it is therefore reasonable to ask what is the logic for this consultation which will not make any change for the better or respond to any of the above mentioned challenges. It is likely that its only intention is to keep a secondary school on the Llanfair site which is more important to councillors than the education of children.	<p>The Council notes these comments. The reasons for the proposal to establish an all-age school in Llanfair Caereinion are outlined in the consultation document.</p> <p>Whilst the Council acknowledges that the current proposal to establish an all-age school in Llanfair Caereinion will not address all challenges associated with the school, the Council's view is that implementation of the proposal would provide a more efficient structure for delivering education in Llanfair Caereinion, enabling improved learning opportunities to be offered to pupils.</p>
2	The proposal to establish a dual stream all-through school in Llanfair would hinder the aspiration and the need to establish a designated Welsh-medium secondary school to serve Welsh-speaking pupils in north-east Powys.	The Council notes these comments in respect of the language category of the proposed new school. The current consultation is focussed on merging the two current schools to establish a new all-age school in Llanfair Caereinion.

		<p>The Council has acknowledged the need to further develop Welsh-medium provision in Powys, both in the 'Strategy for Transforming Education in Powys' and in the newly launched 'Vision for increasing the number of fully bilingual learners in Powys', and will continue to work with key stakeholders in order to achieve this.</p> <p>The Consultation Document clearly states that the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. The Council's intention is to take this forward using a phased approach with continued dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.</p>
3	It is disappointing to see that the proposal offers nothing new in the context of the language provision to pupils in the Llanfair Caereinion area. It does not strengthen the linguistic provision for pupils in the Llanfair Caereinion area, and neither does it diminish the risk of inconsistent and inferior provision. It does no justice to what pupils in Powys deserve and are entitled to.	As above
4	My main objection is to the recreation of a bilingual school with average expectations for the pupils.	As above

5	In both schools, there are more children in the Welsh stream than in the English stream – yet there are no plans in place to strengthen or to develop the Welsh aspect.	As above
6	The proposal will make the current failing system on language entrenched.	As above
7	The proposal will be detrimental in stopping progress of growing the Welsh language.	As above
8	This is a golden opportunity to change the school's medium of learning to Welsh. The consultation document provides numerous reasons for this to happen, but they have been ignored and this reflects the obvious lack of ambition by our County Council towards Welsh education.	As above
9	The proposal would mean that the status quo would continue, despite the Council being told for over a decade that Welsh provision needs developing in North Powys.	As above
10	The proposal to establish an all-age dual stream school in Llanfair does nothing more than keep the status quo and confine Welsh medium pupils in a school that can never be as effective as a Category 1 or 2A school in providing Welsh medium education.	As above
11	With 95% of Welsh-medium pupils coming from non-Welsh speaking families, they need to be immersed in a Welsh school, with everything through the medium of Welsh. This is the only way to ensure confident citizens. This proposal does nothing to change the current position. Indeed, there is no guarantee that the Headteacher's job will be advertised as Welsh essential.	The Council agrees that immersion in the Welsh language is the most effective way of supporting pupils from non-Welsh speaking families. However, as stated in the Consultation Document, the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium

		<p>provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision, and a Welsh-speaking Headteacher is essential to delivering this aspiration. However, the temporary governing body would be responsible for the recruitment of a headteacher, and the Council would strongly advise that, in order to meet the Council's aspirations for the new all-age school in Caereinion, the position should be advertised as Welsh essential.</p>
12	<p>All pupils are currently given many opportunities to use the Welsh language through many different activities - how is the proposal for a new all-age school going to make a difference?</p>	<p>Should the Council proceed with the current proposal to establish an all-age school in Llanfair Caereinion, the temporary governing body will be key in establishing the ethos of the new school. The Council would work with the temporary governing body to ensure that the need to improve and enhance the Welsh-medium provision at the school will be a key consideration when establishing the new school.</p>
13	<p>The proposal will not improve the provision for pupils in Newtown, where the number of pupils choosing Welsh-medium primary provision is increasing. Pupils are being "attracted" to more than one secondary school as there is no clear Welsh-medium pathway for them. This will not change following this proposal.</p>	<p>The Council agrees that the proposal to establish an all-age school in Llanfair Caereinion does not provide a clear Welsh-medium pathway for pupils receiving Welsh-medium primary provision in Newtown, as a designated Welsh-medium secondary school is not currently available in the area.</p> <p>However, the Consultation Document clearly states that the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High</p>

		School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. The Council's intention is to take this forward using a phased approach with continued dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.
14	If staffing is to stay the same, how exactly will the Welsh language be developed?	Should the Council proceed with the current proposal to establish an all-age school in Llanfair Caereinion, the temporary governing body will be key in establishing the ethos of the new school. The Council would work with the temporary governing body to ensure that the need to improve and enhance the Welsh-medium provision at the school will be a key consideration when establishing the new school.
15	The proposal will not improve post 16 provision.	The impact of the proposal on post-16 provision is considered on pages 38-40 of the consultation document.
16	The proposal is not clear for the parents of pre-school children. This year for the first time, more pupils have attended other Welsh schools rather than the Welsh language stream at Ysgol Llanfair Caereinion.	The Council agrees that the proposal to establish an all-age school in Llanfair Caereinion does not provide a clear Welsh-medium pathway for the parents of pre-school children, as a designated Welsh-medium secondary school is not currently available in the area.

		<p>Should the Council proceed with the current proposal to establish an all-age school in Llanfair Caereinion, the temporary governing body will be key in establishing the ethos of the new school. The Council would work with the temporary governing body to ensure that the need to improve and enhance the Welsh-medium provision at the school will be a key consideration when establishing the new school.</p>
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11.2 Criticism of the Council

1	<p>After years and years of Powys CC having no vision and afraid to move forward with education the Welsh language is not increasing, and it is decreasing in social situations.</p>	<p>The Council has recognised this as an issue in its new Strategy for Transforming Education in Powys, and has recently published a new Vision for Welsh-medium Education in Powys, which will underpin the new WESP:</p> <p>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.</p>
2	<p>What has happened to the authority's promise to establish a designated Welsh-medium secondary school by 2023 as promised by the portfolio holder for education in March 2018?</p>	<p>The WESP 2017-20 included the following objective:</p> <ul style="list-style-type: none"> - <i>'Continue with the work to establish one or more category 2A schools in North Powys'</i>

		<p>along with the following Supporting Statement:</p> <ul style="list-style-type: none"> - <i>‘Since 2015, the council has been investigating the feasibility of establishing a category 2A school or schools in north Powys. This early feasibility work has identified Newtown and/or Welshpool as the most suitable location(s) to develop new category 2A provision, building upon the growth and planned growth in primary Welsh- medium pupil numbers in these two towns. The authority will now develop a detailed options analysis, in order to submit a business case for 21st Century Schools Funding (Band B)’</i> <p>In response to Estyn’s criticism of the Council’s Education Services, with regard to progress of school reorganisation in Powys and inability to deliver on a few key proposals in recent years, a new Strategy for Transforming Education in Powys was developed, after extensive engagement. This Strategy included, within Strategic Aim 1, a commitment to reconfigure provision across the county with an aspiration to develop an infrastructure of all-age schools within the 13 secondary school localities. The development of Welsh-medium provision will now be taken forward within the current infrastructure.</p> <p>However, if it is not possible to develop Welsh-medium provision in this way, then the Council will</p>
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		reconsider its plans to develop Welsh-medium provision within the Severn Valley. This will have a financial impact and a review of the current Strategy will need to take place.
3	It is not possible to move along the language continuum without the Council, which has failed on numerous occasions to establish Welsh education continuity in Powys, having specific targets. Without there being strong vision in support of promoting the Welsh language, this will also be a failure.	In its inspection of the Council's Education Service in 2019, Estyn criticised the Council's record on stimulating the growth of Welsh-medium education. The Council has recognised this in its new Strategy for Transforming Education in Powys 2020-30 and Cabinet recently approved a new Vision for Welsh-medium Education in Powys which will underpin the new WESP, which will also be a ten-year plan.
4	It is clear to everyone that the policy of dual stream schools has failed to achieve the expectations hope for over the last 30 years. As there is no suggestion in the documents that the policy is going to change, the consultation is a farce and Powys education authority should be ashamed that it has wasted time and damaged the life chances of pupils by pretending to be doing something.	The proposal is to establish a new all-age school in Caereinion. The Consultation Document clearly states that the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. The Council's intention is to take this forward using a phased approach with continued dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.

5	The County Council should take a firm lead and make clear that a designated Welsh-medium school or schools will be established in Llanfair, or elsewhere, rather than expecting this to develop naturally over the years.	As above
6	At secondary level Powys continue to fail pupils who chose Welsh language education. A vision to rectify this issue is entirely inconsistent with the local authority's current approach	<p>The Council has recognised this in the WESP 2017-20:</p> <p><i>'The current method of delivering Welsh-medium education in Powys has led to a situation where access to this provision is a 'postcode lottery', where the type and level of provision available to pupils at each phase of their education varies significantly depending on where they live. This does not provide equality for Welsh-medium learners compared with English-medium learners. This lack of equality is exacerbated in the secondary phase, in particular in Key Stages 4 and 5'</i></p> <p>It is also recognised in the Strategy for Transforming Education in Powys 2020-30:</p> <p><i>'The size and proportion of the secondary streams varies considerably across the county, and the range of subjects available through the medium of Welsh also varies significantly. The curriculum offer is increasingly limited for Welsh-medium learners, and there is significant concern amongst the profession regarding the commitment of the authority to learners who study in Welsh.'</i></p>

7	A number of promises for improvements to provision all through the County have been given, with no plan bearing fruit with the hopes of parents and pupils being dashed time after time. Is this how Powys want the experiences of parents and children to continue?	In its inspection of the Council's Education Service in 2019, Estyn criticised the Council's record on stimulating the growth of Welsh-medium education. The Council has recognised this in its new Strategy for Transforming Education in Powys 2020-30 and Cabinet recently approved a new Vision for Welsh-medium Education in Powys which will underpin the new WESP, which will also be a ten-year plan.
8	The lack of political decision making at County level, has meant that the review of small schools in the Caereinion catchment area has been ongoing since January 2011.	The new Strategy for Transforming Education in Powys acknowledges that a historical lack of political decision making has hindered progress over the years.

12 COMMENTS ABOUT THE WELSH LANGUAGE

12.1 The proposal would have a positive impact on the Welsh language

1	As a first language Welsh speaker, I can only think that the effect of an all-through school on the Welsh language would only be a positive one, as there would be a higher uptake of Welsh in the classroom	The Council notes these comments which outline the positive impact the proposal could have on the Welsh language and opportunities to use Welsh at the new school.
2	The proposal would lead to a consistent approach to bilingual learning.	As above
3	All children from year one could have a greater input of welsh and this could be carried on through the higher end of the school, not just as a GCSE subject but part of a bi-lingual school.	As above

4	Teaching of both languages for all ages, from the moment they join the school.	As above
5	The two institutions could align curriculum to develop Welsh language skills from early primary to year 11.	As above
6	Welsh could be developed to be at the core of school life, building on established good practice at both schools.	As above
7	Establishing a new all-age school in Llanfair Caereinion would have a positive effect on persons opportunities to use the Welsh language	As above
8	It will give people a better chance of learning the Welsh language from a young age when it will be easier to pick up.	As above

12.2 Don't think the proposal will have a significant impact on the Welsh language

1	Having read the information provided I don't think there will be a significant change in the use of Welsh Language other than perhaps from organic growth and increased confidence in using the Welsh Language. Both schools are already bi-lingual and have a strong commitment to the Welsh Language. It is for many the main reason why pupils attend the schools. The feeder primary schools have an excellent commitment to Siarter Iaith and Criw Cymraeg.	The Council notes these comments regarding the proposal's potential impact on the Welsh language and opportunities to use Welsh at the new school.
2	There should be no adverse effects on opportunities to use the Welsh language as Welsh is already a high priority in both schools.	As above
3	There will be no effect as nothing will change in relation to the education in the schools.	As above

12.3 Concern that the proposal would have a negative impact on the Welsh language

1	This proposal would lead to opportunities to use the Welsh language decreasing	The Council notes these comments which outline concerns about the possible impact of the proposal on the Welsh language.
2	I do not think there will be any positive effects on the Welsh language as I think the high school would take preference.	As above
3	<p>If the all-age school was established as a bilingual school, there would be no positive effects on the opportunities to use the Welsh language – there should be no more opportunities than currently exist.</p> <p>Any situation which has two languages side by side, the English language will naturally dominate, thereby having an unfavourable effect on the Welsh language.</p>	As above

12.4 Reference to ‘A million Welsh speakers’

1	If the Council is indeed supportive and wants to contribute towards Welsh Government’s vision of one million Welsh speakers, then it needs to put words into action.	Comment noted. The Council is committed to contributing to the Welsh Government’s vision to achieve one million Welsh speakers. The Council’s new Strategy for Transforming Education in Powys includes a clear commitment to develop Welsh-medium provision in Powys, and the Council has also recently launched a ‘Vision for increasing the number of fully bilingual learners in Powys’, which
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		further develops its vision for Welsh-medium provision.
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12.5 Need to provide Welsh language support for parents

1	More needs to be done to support English language parents so that they can support their children with Welsh language education.	The Council agrees that providing opportunities for parents who don't speak Welsh to develop their own Welsh language skills will be important in order to support the development of a fully bilingual ethos at the new school and will work with Welsh for Adults providers and the temporary governing body to ensure that such opportunities are available.
2	Need a programme to support parents who don't speak Welsh.	As above
3	Offer lessons to parents from the Foundation Phase onwards.	As above
4	What support would the Council give to the parents and community for people moving to the area, if the language category was changed?	The current proposal is to establish a new dual stream all-age school. Should the Council take forward a further proposal to change the school's language category in the future, consideration would be given to the type of support to be provided to parents and the community at that time.

12.6 Need to do more to promote Welsh

1	Need to change mindsets about the second language and first language labels – everybody is somewhere on the language journey	The Council notes these comments and agrees that there is a need to promote Welsh-medium education in order to raise awareness and to share information
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		<p>about the benefits of bilingualism, and is currently working with stakeholder to develop a promotional campaign in order to raise awareness across Powys.</p> <p>The need for locally targeted materials is also acknowledged. The Council would welcome the opportunity to work with the current schools in Llanfair Caereinion and the temporary governing body of the new school if the proposal is implemented in order to develop and implement a campaign focussed on the Llanfair Caereinion catchment area.</p>
2	It is important that staff, pupils, parents, children and the community understand the advantages and the importance of the Welsh language in order to create a system which treats both languages equally.	As above
3	There should be a common and joined up approach to promoting the Welsh language from 4-18 and there should be an opportunity for pupils from the age of 4-18 to have a common approach to the Welsh language and promoting its use in everyday life and in lessons	As above
4	Need to promote the message from a young age about the two languages existing side by side.	As above
5	There needs to be careful work done to overcome the prejudice which some sectors of the community have about the Welsh language. Build on the positive work which has already taken place. Use the experiences and the aspirations of pupils and former pupils. Use former pupils as an example of the success of Welsh-medium	As above

	education and bilingualism. Link this with promotional work and create a promotional programme that is personal for the area and not something generic.	
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12.7 Need to offer Welsh-medium pre-school provision

1	A 0-3 child provision would immerse learners in the language from the earliest possible age.	The Council agrees with this statement.
2	We will have to nurture the language from 0-4 as well as through the school.	The Council agrees with this statement.

12.8 Need to offer immersion provision

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?	The Council fully acknowledges the need to improve the opportunities for latecomers to access Welsh-medium provision in Powys through offering enhanced immersion provision. The Council's 'Strategy for Transforming Education in Powys' includes an objective to 'Develop immersion opportunities'. Since the Strategy was approved, the Council has been working to develop this provision, and virtual provision will start to be offered from January 2021.
2	Need to recognise this and offer an opportunity for rapid language development, including support and an immersion programme.	As above

12.9 Reference to the Siarter Iaith / opportunities to use Welsh

1	The Language Charter is useful and awareness of and respect to the Welsh language and its culture is central to the school plan.	The Council notes these comments regarding the Welsh language charter and the need to provide opportunities to use Welsh in social situations.
2	Implementation of the Welsh language charter – the idea of starting every conversation in Welsh to develop live bilingualism as is the norm in Europe.	As above
3	Need to develop opportunities outside school to socialise in Welsh	As above
4	Increasing opportunities with purposeful planning so that pupils are able to use Welsh formally in the school and socially.	As above
5	Encourage the use of Welsh in the community, even for those choosing to learn through the medium of English.	As above
6	Provide Welsh language social opportunities for staff, parents and pupils.	As above

13. REFERENCE TO WELSH-MEDIUM EDUCATION DELIVERY MODELS

13.1 Dual Stream

13.1.1 Support for the Dual Stream Model

1	The all-age school needs to be bilingual to reflect the community	The Council notes these comments which support the current proposal to establish a new dual stream all-age school in Llanfair Caereinion.
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However, the Council recognises the limitations of the dual-stream model in developing fully bilingual pupils, as outlined in the WESP 2017-20 as follows:

'The authority agrees with the view of Welsh Government that pupils are more likely to become fully bilingual after attending Welsh-medium schools, particularly when they come from non-Welsh speaking homes, and acknowledges that designated Welsh-medium schools are the preferred model of delivery for Welsh-medium education. The authority acknowledges that a fundamental change is required to the method of delivering Welsh-medium education in Powys, to ensure that all learners can access high quality, robust provision from the early years onwards. In order to move towards a new delivery method, the authority is fully committed to establishing new designated Welsh-medium schools in both the primary and secondary sectors, and will direct capital investment to support this commitment, where appropriate. In addition, the authority will work in partnership with Mudiad Meithrin in order to provide access to high quality Welsh-medium early years provision.'

This statement has recently been reiterated in the recently approved 'Vision for increasing the number of fully bilingual learners in Powys' that will underpin the development of a new WESP and recognises the limitations of the dual-stream model in developing fully bilingual learners.

2	By providing a dual stream all-age school, in my opinion, the area retains the use of the Welsh language, whilst giving those children, whose parents wish them to learn through the medium of English, a greater exposure to the Welsh language than they would have in an all English medium school.	As above
3	Fantastic opportunity for the dual stream education that is offered in both the primary and secondary school to have a more continuity by becoming a new all-aged school. Both Caereinion primary and secondary schools are great examples of producing students that learn through the medium of English but have a strong understanding of Welsh and are immersed within the Welsh language by being encouraged (through choice) to take part in Welsh activities such as the Urdd and Eisteddfod.	As above
4	Retaining the dual stream model will keep the community together.	As above
5	It is vital dual stream is retained.	As above
6	By continuing the dual stream education provision allows the Welsh language to strengthen and encourages the development of Welsh language skills for all pupils. Welsh first and second language students learn alongside each other to ensure the Welsh language culture, that is deeply embedded in Llanfair Caereinion community, continues to grow for many years to come. Segregating the Welsh first and second language pupils would remove access to the Welsh language for Welsh learners and would not support the Welsh Government strategy to achieve more Welsh speakers by 2050.	As above
7	Within our school there are still a large number of students learning in English and it is crucial to bring them with us on this journey. We don't want it to divide the community of Llanfair Caereinion.	As above

8	Llanfair Caereinion has always been (and I hope always will) a proud bilingual community where Welsh speakers and Welsh learners live side by side and support the Welsh ethos valued in the community. We don't want to endanger this and revert to the segregation displayed in Northern Ireland with their religious split. This segregation would not only impact on the education, but let's consider the community impacts where there would be substantially decreased support for community clubs like sports clubs, young farmers etc.	As above
9	The Welsh-medium provision is similar with 53% in primary and 54% in high school. As we all know the language stream intake numbers fluctuate every year, but this data clearly supports a dual stream education provision is required in Llanfair Caereinion and must continue.	As above
10	The dual stream provision also allows pupils to change from Welsh to English medium education or vice versa if their abilities require or allow.	As above

13.1.2 Criticism of the Dual Stream Model

1	In dual stream schools, both pupils and staff predominantly use English.	<p>The Council recognises the limitations of the dual-stream model in developing fully bilingual pupils, as outlined in the WESP 2017-20 as follows:</p> <p><i>'The authority agrees with the view of Welsh Government that pupils are more likely to become fully bilingual after attending Welsh-medium schools, particularly when they come from non-Welsh</i></p>
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		<p><i>speaking homes, and acknowledges that designated Welsh-medium schools are the preferred model of delivery for Welsh-medium education. The authority acknowledges that a fundamental change is required to the method of delivering Welsh-medium education in Powys, to ensure that all learners can access high quality, robust provision from the early years onwards. In order to move towards a new delivery method, the authority is fully committed to establishing new designated Welsh-medium schools in both the primary and secondary sectors, and will direct capital investment to support this commitment, where appropriate. In addition, the authority will work in partnership with Mudiad Meithrin in order to provide access to high quality Welsh-medium early years provision.'</i></p> <p>This statement has recently been reiterated in the recently approved 'Vision for increasing the number of fully bilingual learners in Powys' that will underpin the development of a new WESP and recognises the limitations of the dual-stream model in developing fully bilingual learners.</p>
2	In a dual stream school the Welsh is treated less favourably than the English most of the time, e.g. every school concert, staff and governor meetings is in English. This is unacceptable.	As above
3	There is plenty of evidence that the education in the secondary Welsh-medium streams is inferior, because of the restricted choice of subjects.	As above

4	Dual stream schools do not offer the same opportunities for both languages.	As above
5	Dual stream schools do not offer the same access when choosing subjects.	As above
6	In dual stream schools, English is the school yard language and for extracurricular activities despite attempts to hold some activities in Welsh.	As above
7	There is a risk that in dual stream education the Welsh will be seen as the language of the class only, with all the ethos and culture which stand side by side with the Welsh language being lost.	As above
8	Many believe that attending a dual stream school is synonymous to being bilingual. This is not true – an English stream is usually equal to a category 5/4 at best.	As above
9	There will be no additional positive benefit to the Welsh language. There is no evidence that pupils in the English streams at Caereinion (primary and secondary) are more capable in Welsh than any pupil in an English-medium school. The only pupils that can use Welsh and English with confidence in Llanfair Caereinion schools are those who are in the Welsh language streams.	As above
10	There is no evidence that children in English streams have better Welsh skills than children in English schools. The language of the school yard is more likely to be English and extracurricular activities are more likely to be in English as the children in the English streams will not understand Welsh sufficiently.	As above

11	Dual stream schools only provide for a watered down version of Welsh speaking/learning education. An all through mixed language school will not provide enough of a benefit to those wanting to become fluent Welsh speaking.	As above
12	The historic compromise (dual stream schools) has done nothing to contribute towards creating more Welsh speakers; there is no evidence that the Welsh skills of pupils educated in English streams is better than those of pupils in English-medium schools and there is indeed abundant evidence that the education in Welsh streams is defective in relation to the choice of subjects available.	As above
13	The dual stream model strengthens the position of the English language and therefore treats the Welsh less favourably.	As above
14	In a dual stream system, the Welsh language will have inferior treatment. English will always be dominant. Social pressure, especially amongst children, means that there is no confidence to be proud and use the Welsh language naturally. The tendency remains in dual stream schools to use English so that everyone is included.	As above
15	There would be fierce opposition in the Llanfair Caereinion community to a proposal for the school to become Welsh-medium. It is unfair to place the burden and pressure of realising such a plan on local staff, governors and parents, many of whom would be against it anyway.	As above
16	Dual stream schools are inefficient – the predicted number of pupils for this all through school are not sufficient to ensure a budget to employ sufficient staff to teach two separate streams.	As above

17	Some Welsh speakers in north Montgomeryshire will support the bilingual dual stream provision, seeing this as a historic compromise which pleases everybody. They do not properly see the benefits of Welsh education nor do they see that non-Welsh speakers were the backbone of Welsh schools all over Wales and that Welsh education is available to all. This has been the model used in numerous other communities throughout Wales.	As above
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13.2 Welsh-medium schools

13.2.1 Support for the Welsh-medium Model

1	Only a designated Welsh-medium school can achieve treating the Welsh language no less favourably than the English language.	<p>The Council recognises the limitations of the dual-stream model in developing fully bilingual pupils, as outlined in the WESP 2017-20 as follows:</p> <p><i>'The authority agrees with the view of Welsh Government that pupils are more likely to become fully bilingual after attending Welsh-medium schools, particularly when they come from non-Welsh speaking homes, and acknowledges that designated Welsh-medium schools are the preferred model of delivery for Welsh-medium education. The authority acknowledges that a fundamental change is required to the method of delivering Welsh-medium education in Powys, to ensure that all learners can access high quality, robust provision from the early years onwards. In order to move towards a new delivery method, the authority is fully committed to establishing new designated Welsh-medium schools in both the primary and secondary sectors, and will</i></p>
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		<p><i>direct capital investment to support this commitment, where appropriate. In addition, the authority will work in partnership with Mudiad Meithrin in order to provide access to high quality Welsh-medium early years provision.'</i></p> <p>This statement has recently been reiterated in the recently approved 'Vision for increasing the number of fully bilingual learners in Powys' that will underpin the development of a new WESP and recognises the limitations of the dual-stream model in developing fully bilingual learners.</p>
2	A Welsh-medium school is the only way to ensure that Welsh-medium pupils can access a curriculum which is equal to English medium provision.	As above
3	In a Welsh school, the children will of course learn English as a language, literature and culture, but there is need to ensure that every other subject is available through the medium of Welsh, including mathematics and the sciences.	As above
4	Both languages should be treated equally – designated Welsh and English schools is the only way to achieve this.	As above

13.2.2 Criticism of the Welsh-medium Model

1	Segregating the Welsh first and second language pupils would remove access to the Welsh language for Welsh learners and would not support the Welsh Government strategy to achieve more Welsh speakers by 2050.	The Council disagrees with this statement.
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14 REFERENCE TO EQUALITY OF OPPORTUNITY / WELSH LANGUAGE BEING TREATED LESS FAVOURABLY THAN ENGLISH

14.1 Reference to inequality in terms of subject choice

1	<p>Courses would have to be run mainly in English, with only very few GCSE and A level courses being taught in Welsh, which means Welsh is treated less favourably.</p>	<p>The Council notes this statement and has recognised this in the WESP 2017-20: <i>'The current method of delivering Welsh-medium education in Powys has led to a situation where access to this provision is a 'postcode lottery', where the type and level of provision available to pupils at each phase of their education varies significantly depending on where they live. This does not provide equality for Welsh-medium learners compared with English-medium learners. This lack of equality is exacerbated in the secondary phase, in particular in Key Stages 4 and 5'</i></p> <p>It is also recognised in the Strategy for Transforming Education in Powys 2020-30: <i>'The size and proportion of the secondary streams varies considerably across the county, and the range of subjects available through the medium of Welsh also varies significantly. The curriculum offer is increasingly limited for Welsh-medium learners, and there is significant concern amongst the profession regarding the commitment of the authority to learners who study in Welsh.'</i></p> <p>However, the Consultation Document clearly states the Council's intention to continue dialogue with</p>
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		representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.
2	You can study 100% of subjects through the medium of English in Powys schools at KS3, GCSE and A levels, but far less in Welsh, and therefore Welsh is treated less favourably.	As above
3	No positive effects. To the contrary, the effect would be negative as North Powys pupils living in the Caereinion catchment (which is vast) would continue to have only about 70% of their lessons in Welsh medium at KS3 and far less option subjects taught in Welsh medium classes at GCSE and A Level.	As above
4	A decrease in Welsh-medium options to pupils, therefore failing to meet Strategic Aims 2 and 3 of Powys County Council. Category 2C education will continue to be provided in Caereinion for the majority of Welsh-medium Key Stage 3 and Key Stage 4 pupils instead of developing it.	As above
5	Currently, even though there are more pupils in the Welsh stream than the English stream of the existing secondary school, far more subject choice is available through the medium of English in comparison to Welsh – is there any confirmation that this will change?	As above.

14.2 Concern that the proposal will have a negative impact on the Welsh language / Welsh-medium provision

1	The proposal strengthens the status quo and therefore the status of the English language. It will reinforce the status quo of the English language because the language of the school yard will be even more likely to be English, similarly extracurricular activities, e.g. sport and other activities which have an influence on language use.	The proposal is to establish a new all-age school in Caereinion. The Consultation Document clearly states that the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. The Council's intention is to take this forward using a phased approach with continued dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.
2	Unless there are clear guidelines from the County, with specific expectations, targets and standards to support using Welsh, the language could deteriorate further. Leaving the Welsh language provision to chance and postcode lottery is not acceptable. There must be in place a strategy where Welsh education is central.	A new Vision for Welsh-medium Education in Powys has recently been approved by the Cabinet - this will underpin the Council's new WESP which will be a ten-year strategy.

14.3 Other

1	With Welsh still being a minority language, which is suppressed by the dominance of English language in society / culture (both locally and nationally), we should not be simply seeking to treat the languages equally. Instead, the Welsh language needs to be encouraged / supported much more proactively and, in some ways,	The Council notes this comment.
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	treated more favourably than English. We won't have a truly bilingual school if we do not do this.	
2	The Welsh and English languages should be treated equally.	The Council notes this comment.
3	Welsh is being treated less favourably as there is no clear pathway for pupils throughout their education in the area. Is there an opportunity to establish a Welsh-medium secondary school in the county? Cylchoedd meithrin feed a large number of primary schools in the area, with no direct lifelong pathway in Welsh-medium education (this is different to every other Local Authority in Wales)	The Consultation Document clearly states that the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. The Council's intention is to take this forward using a phased approach with continued dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.
4	By its very nature, the proposal treats the Welsh less favourably, because it's based on the misapprehension that both Welsh and English are equal. The worldwide dominance of the English language cannot be compared with the Welsh language, which is a minority language, perpetually under threat.	The Council notes this comment.

15 CONCERN ABOUT THE IMPACT ON ENGLISH-MEDIUM PUPILS / PROVISION

1	It's already the English language/streams who are treated worse.	The Council notes this comment.
2	The English language will be treated worse than Welsh.	The Council notes this comment.

3	English speakers in the school already have their needs put second to the Welsh speakers.	The Council notes this comment.
4	I would say from experience that the Welsh language is favoured over the English language within the dual stream ethos of the schools.	The Council notes this comment.
5	The Welsh and English languages should be treated equally.	The Council notes this comment.

16 COMMENTS RELATING TO THE CONSULTATION DOCUMENTATION

1	I have concerns that this consultation document is biased, it appears to be singularly for the promotion of the development of a single language school system. The questions in the consultation does not give the option to discuss anything other than language.	<p>The consultation document is not biased. The consultation is on a proposal to establish a dual stream all-age school in Llanfair Caereinion, and the consultation document considers the likely impact of this proposal.</p> <p>The questions in the response form include:</p> <ol style="list-style-type: none"> 1. Do you agree with the current proposal to establish a new all-age school in Llanfair Caereinion? 2. Do you think that the Council should be considering any other options for Llanfair Caereinion instead of the proposal to establish a new all-age school? <p>Plus:</p>
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		<p>Impact on the Welsh language (a requirement of the Welsh Language Standards)</p> <p>Impact on people with protected characteristics (a requirement of Equalities legislation)</p>
2	<p>The proposal also does not address the ‘challenges’ facing the council as outlined in the consultation document, such as the proportion of small schools, decreasing pupil numbers, high school surplus places, building condition, financial pressures, inequality in access to Welsh medium education and limited post 14 and 16 choices.</p>	<p>The ‘challenges facing the council’ have been included in the consultation document in order to provide strategic context to the current proposal to establish an all-age school in Llanfair Caereinion, and to outline the reasons why change is needed in respect of education provision in Powys.</p> <p>The consultation document does not claim that the proposal to establish an all-age school in Llanfair Caereinion would address all of these challenges. The reasons for the proposal and the anticipated benefits of the proposal are clearly outlined in the consultation document.</p>
3	<p>The documentation that I have read, which attempts to explain the rationale behind the proposal in the context of Strategic Aims, does not contain enough justification to support how the wholly important strategic aims will be improved by merging the schools.</p>	<p>In the consultation document, the Council explains that the one of the objectives in the Council’s Strategy for Transforming Education in Powys is to ‘Develop a network of all-age schools based around the 13 current secondary school location.’ This is one of the objectives outlined within Strategic Aim 1, ‘We will improve learner entitlement and experience’ of the Council’s Strategy for Transforming Education in Powys.</p>
4	<p>I see no explanation or reasoning in the documentation to support the creation of a lifelong school in Llanfair, primarily because the</p>	<p>The reasons for the current proposal to establish an all-age school in Llanfair Caereinion are listed on</p>

	proposal will not have any effect in overcoming the problems facing Powys which need to be addressed. Powys has already created lifelong schools in Llanfyllin and Llanidloes and it was obvious to parents that the only reason for this was so that Powys could be seen to be doing something without changing anything.	page 24 of the Consultation Document, and the potential advantages of the proposal are listed on page 25.
5	I am very concerned that the case for the change to an all-age school has not been proven at all.	<p>As indicated on page 23 of the consultation document, all-age schools are becoming increasingly popular in Wales, particularly in rural areas where they are seen as a way of ensuring the continued provision of education.</p> <p>The reasons for the current proposal to establish an all-age school in Llanfair Caereinion are listed on page 24 of the Consultation Document, and the potential advantages of the proposal are listed on page 25.</p>
6	Indicating there will be more changes in the future and this proposal is the first step, is very short sighted and inefficient.	<p>The current proposal relates to merging Llanfair Caereinion C.P. School and Caereinion High School to establish a new dual stream all-age school operating from the current buildings of the two schools.</p> <p>Being part of one school reorganisation proposal does not mean that the school cannot be part of another proposal in the future, and it is possible that there will be further proposals in the future which would affect the schools in Llanfair Caereinion. Should this be the case, a further consultation process would be carried out, providing the opportunity for all stakeholders to give their views.</p>

7	The document states that the secondary school is Category 2B. Is this a statement of hope by the authority because I have never seen any evidence that Llanfair reaches the standard of a Category 2B school in Key Stages 3 and 4?	The information about Caereinion High School provided on My Local School (https://mylocalschool.gov.wales) states that the language category of Caereinion High School is 'Bilingual (Type B)'
8	<p>The Welsh impact assessment of the consultation notes in its conclusion at 5.4 "Whilst the proposal would not change the current language category of the two schools, it is anticipated that amalgamating the two schools would lead to enhanced opportunities to use and promote the Welsh language within the new school."</p> <p>No further information is given in the document and this therefore poses the question what exactly would these opportunities be?</p>	The Council is keen to provide opportunities to any staff wishing to develop their Welsh language skills and will work with the temporary governing body of the new school to identify opportunities to enable staff to develop their Welsh language skills.

17 COMMENTS RELATING TO THE PROCESS

17.1 Concerns about the consultation process

1	I do not consider that this form constitutes a robust 'consultation process'. Stakeholders have not been given sufficient background information.	The consultation has been carried out in accordance with the requirements of the School Organisation Code (2018). A consultation document was prepared in accordance with the requirements of the Code, which provided a wide range of information for stakeholders.
2	I would like to question whether there is a true consultation process	The consultation has been carried out in accordance with the requirements of the School Organisation Code (2018), providing the opportunity for all stakeholders to give their views on the proposal.

3	I believe that the decision has already been made and that this consultation is a sham	The consultation has been carried out in accordance with the requirements of the School Organisation Code (2018). No decision has yet been made on whether or not to proceed with the proposal.
4	We do find ourselves undertaking this consultation at this very strange time, how are you ensuring that the community as a whole isn't disadvantaged in being engaged in this consultation?	The consultation has been carried out in accordance with the requirements of the School Organisation Code (2018). Information about the consultation has been circulated to stakeholders as required by the School Organisation Code.
5	It needs to be clear to the community that this is a consultation on the establishment of the all-age school not the linguistic provision.	<p>The current proposal relates only to the establishment of an all-age dual stream school in Llanfair Caereinion.</p> <p>The Council is not currently proposing any changes to the language category of the two current schools. Any changes to the school's language category would be subject to another statutory process.</p>
6	There seems to be a plan to rush through an all through school and an attempt to by the authority to fully address bilingual secondary education.	As above
7	I am not necessarily against establishing a lifelong school in Llanfair, but rather the timing of the consultation process and the use of the scant resources and time of the officers of the education department of Powys County Council.	Comment noted. The reasons for the current proposal to establish an all-age school in Llanfair Caereinion are listed on page 24 of the Consultation Document, and the potential advantages of the proposal are listed on page 25.

8	The schools have sent the information out to the parents but is there normally consultation meeting which they would attend?	There is no requirement for consultation meetings to be held as part of school reorganisation proposals.
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17.2 Reference to Driver v Rhondda Cynon Taf

1	The judgment of Mr Justice Fraser in <i>Driver v Rhondda Cynon Taf County Borough Council [2020] EWCH 2071 (Admin)</i> needs to be carefully considered when planning secondary education, and the effect of the proposal on the linguistic progression of education from primary to secondary – generally within the county and specifically in the context of this consultation for the pupils of Llanfair Caereinion and north east Powys.	The Consultation Document includes an assessment of the impact of the proposal on many factors, as required by the School Organisation Code. The draft Impact Assessment also considers the impact on the Welsh language.
2	The Pont Sion Norton judicial review judgment (<i>Driver v Rhondda Cynon Taf</i>) argues the importance of ensuring progression from primary to secondary. Powys County Council needs to be satisfied that the proposal as it stands is legally robust. I would assert that it is not, and that the lack of progression to the 600 of pupils who receive their primary education through the medium of Welsh is legally vague. What about the expectation in the new curriculum that there is “sufficient progression” available locally?	The proposal is to establish an all-age school in Llanfair Caereinion. The Consultation Document clearly states the Council’s intention to develop Welsh-medium provision at the school in a phased approach. If the outcome of this is the need to change the school’s language category, a further statutory process would be required to implement this.
3	Please note the findings of this year’s Pont Sion Norton judicial review (<i>Driver v Rhondda Cynon Taf</i>). What is being offered by Powys County Council means that the current proposal is not legal.	The Council disagrees with this comment.

18. IMPACT ON PROTECTED CHARACTERISTIC GROUPS

18.1 Positive impact

1	I also feel the children will be exposed to a larger number of children with different backgrounds i.e. multi race, religion etc	The Council notes these comments regarding the proposal's potential impact on pupils belonging to the protected characteristic groups.
2	For children with additional learning needs, I think the main benefit would be ensuring that the support received during the primary phase, continues seamlessly into KS3, with intervention measures (including Basic Skills language and maths resources) being used to bridge the gap.	As above
3	I think it would have a very positive impact on our school and wider community.	As above

18.2 Concern about possible negative impact

1	Age range is too vast which could have an impact on pupils belonging to the protected characteristic groups	<p>Should the proposal be implemented, a new dual stream all-through school would be established, and all pupils currently attending Llanfair Caereinion C.P. School and Caereinion High School would be able to attend the new school. The aim of the proposal is to improve the educational opportunities available to all pupils in Llanfair Caereinion, including any pupils belonging to the protected characteristic groups.</p> <p>Pupils will continue to be taught within their cohorts and there is no reason to believe that the proposed</p>
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		new school would be unable to meet the needs of pupils belonging to the protected characteristic groups that would be affected, including pupils with Additional Learning Needs, pupils belonging to Ethnic Groups other than White British, EAL pupils, pupils eligible for Free School Meals and Looked After Children. The aim of the proposal is to improve the educational opportunities available to all pupils, including pupils belonging to protected characteristic groups.
2	I think it is important that children with additional learning needs in the lower age groups at the moment continue to have input from very experienced teaching assistants and this time is protected.	The Council notes this comment. The aim of the proposal is to improve educational opportunities for all.
3	High school currently does not meet the requirements of the Equality Act 2010 - there is no proposal to modernise or re shape either school, so how is this proposal going to meet the needs and raise standards to comply to this Act?	The Council will undertake an assessment of the school premises to understand what is required to make it compliant with the Equality Act 2010.
4	Every single child aged between 11 and 18, who fits any of the protected characteristics is currently not being treated as equal if they live in Newtown, where you haven't provided them with the opportunity to study through the medium of Welsh.	The Council acknowledges that a designated Welsh-medium school is not currently available to pupils in the Newtown area, however these pupils do have the opportunity to study through the medium of Welsh, currently in Caereinion High School and, should the proposal be supported, at the new all-age school in Llanfair Caereinion.
5	There is a lack of secondary ALN provision for pupils whose first language is Welsh.	The Council notes this comment. A new ALN/SEN Strategy is currently being implemented in Powys which recognises that there is insufficient support for Welsh-medium pupils with ALN/SEN.

19 OTHER OPTIONS

19.1 Retain the status quo

1	I am not convinced that the strengths outlined for the proposed Option 3 warrant the necessity for merging the two schools.	<p>The Status Quo is considered as an option in the consultation document, however a number of weaknesses are identified in respect of this option. In addition, the option only met 1 of the Critical Success Factors against which all three options were assessed.</p> <p>The Consultation Document also outlines the reasons for the current proposal, and the anticipated benefits of the proposal.</p> <p>The aim of the proposal is to improve the educational opportunities for all pupils in Llanfair Caereinion.</p>
2	Don't think it's needed. Why fix something that isn't broken. The primary school is doing well. It's the high school that needs sorting. Why ruin one school by joining with another when the problem lies there.	As above
3	The primary school's most recent Estyn inspection was 'good' in all areas. Why can't it continue as it currently is like all the other primary schools in the cluster? Why aren't they being looked at?	As above

19.2 Options involving the whole cluster

1	<p>The all-age school provision for the entire Caereinion catchment would be the most viable option put forward. This proposal would also support the Welsh ethos and it would meet all the critical success factors.</p>	<p>A cluster approach to all-age education may be a possibility in future. However, it was not possible to take this forward currently due to the current mix of school types in the catchment and the requirements of the School Organisation Code. The catchment currently has a combination of school types: Welsh-medium, dual-stream, English-medium. Church in Wales and Community Primary Schools. The School Organisation Code states: '<i>Proposals should ensure that the balance of school provision reflects the balance of demand. This means that where school provision is being reduced or removed, alternative school provision of the same nature (language category or, if relevant, religious character), wherever possible, should remain available and accessible to pupils in the local area</i>.'</p> <p>The Code goes on to state that '<i>in some areas it may not be compatible with the cost-effective provision of education to continue to maintain access to schools of the same nature.</i>'</p> <p>It must also be recognised that a new school has only recently been opened in Ysgol Cwm Banwy following the closure of Ysgol Llanerfyl and Ysgol Dyffryn Banw.</p>
2	<p>The council must consider option 4 – a dual stream all-age school for the whole Caereinion catchment area that would close and merge Caereinion High school and Llanfair primary school with Meifod, Pontrobert, Cwm Banwy and Castle Caereinion primary</p>	<p>As above.</p>

	schools and reopen one all through school on the current school sites in Llanfair Caereinion.	
3	The closure of the smaller schools in the catchment and amalgamation into one all through school would increase numbers to 820 approx., pupils aged 4-18. This proposal would also increase the opportunity of attracting capital investment or annual cost savings could be reinvested into current school estates across the primary and secondary campuses. Caereinion high school is fortunate to have sufficient area within its grounds to allow for any potential expansion. Capital investment is required to update the current estate and its buildings to fulfil the requirements of the Equality Act 2010, and cost savings realised from this proposal can be reinvested to all these to be met. The potential proceeds of sales from redundant sites, could also result in capital receipts being made available to reinvest in new school buildings. I appreciate the figures shown above are purely estimates but a potential cost saving of £4 million pounds over 10 years must be considered. With the ongoing pandemic and its financial implications, the devolution settlement will be reduced and in turn the current financial pressures the council is facing will inevitably be increased.	As above.
4	Consideration needs to be given to feeder schools in the catchment area, their size their funding per pupil and finally how they will integrate with the proposed all-age school.	The Council acknowledges that there are several small schools with high cost per pupil within the Caereinion catchment. If the all-age school is established, then all schools within the cluster will be expected to collaborate closely, and opportunities provided to those pupils in the feeder schools to participate in activities at the all-age school.

19.3 Closure of Post-16 provision

1	Further options that need to be considered could be the closure of the post 16 provision. The current post 16 offer and lack of pupils is an increasing drain on the school's financial budget.	Whilst the current proposal does not propose any changes to the post-16 provision in Llanfair Caereinion, improving learner entitlement and experience for post-16 learners is one of the Strategic Aims in the Council's Strategy for Transforming Education in Powys. A workstream has been established in order to address this Strategic Aim, which is looking at post-16 across Powys, with the aim of improving post-16 provision across the county.
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19.4 Closure as part of a comprehensive review

1	Why does the consultation not include the possibility of closing the Llanfair site as part of a comprehensive review? One county councillor explained that councillors had instructed officials that the secondary site was not to close. If this is true, one cannot take this consultation as proof that the authority is taking education seriously, but is rather more ready to continue to disregard pupils' needs.	The Council's Strategy for Transforming Education in Powys includes a strategic objective to 'Develop a network of all-age schools based around the 13 current secondary school locations.' The current proposal to establish an all-age school in Llanfair Caereinion meets this objective.
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19.5 Federation

1	There should have been an option to consider a federation between the two schools	Federation of Llanfair Caereinion C.P. School and Caereinion High School has been considered as an option within this process.
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2	Potential federation of the all-age school with Ysgol Rhiw Bechan	The current proposal is focussed on options for Llanfair Caereinion C.P. School and Caereinion High School, therefore options involving other schools in the catchment area have not been considered. Should the Council proceed with the process to establish an all-age school in Llanfair Caereinion, there is no reason why the new school could not federate with Ysgol Rhiw Bechan or any other school in the area.
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19.6 Alternative Welsh-medium options

19.6.1 Establish dedicated Welsh-medium secondary provision at Caereinion

1	Make the all-age school a Welsh language school.	The Council notes these comments regarding the language category of the proposed new school. The current proposal is to establish a dual stream all-age school in Llanfair Caereinion, should the Council wish to change the school's language category, a further statutory process would be required.
2	I feel that Llanfair Caereinion is missing an opportunity here to establish a Welsh-medium secondary school for the catchment. This would be an ideal opportunity to do this, in a central location which is within a reasonable distance for children from the Caereinion (and Dyffryn Banw) area, Llanfyllin, Newtown and Welshpool.	As above
3	Llanfair Caereinion would be an ideal site for a Welsh-medium secondary school. This is the most Welsh school in the area and the current Welsh stream is already bigger than the English stream. Geographically, it would make sense as pupils from Ysgol Dafydd	As above

	<p>Llwyd and Ysgol Gymraeg y Trallwng travel to Llanfair Caereinion already, as well as pupils from areas such as Welshpool, Meifod and Dyffryn Banw.</p> <p>If a Welsh-medium school was established in Newtown, pupils wouldn't travel from some areas such as Dyffryn Banw and Meifod to Newtown. Llanfair is a much more central and natural location for them.</p>	
4	As Powys has now decided not to develop a Welsh medium school in Newtown, the Caereinion site could be the solution for developing Welsh medium education in North Powys.	As above
5	If a Welsh school was established in Newtown, as previously mentioned, pupils would not travel the same distance from areas such as Dyffryn Banw and Meifod, all the way to Newtown. Llanfair is a far more central and natural location for this	As above
6	It is not possible unless the lifelong school is a Welsh one. There has been talk of changing Caereinion school to a "natural" Welsh school for decades. We do not believe that this will ever happen.	As above
7	We would wish to see a continuation of Welsh-medium education from the Cylch to the primary school and to the secondary school, as happens in other areas of Wales.	As above
8	This is an excellent opportunity to ensure that the primary school moved to be a Welsh-medium school and the high school ensures that as much as possible of the education is provided in Welsh in order to eventually become a Welsh-medium school. Welsh-medium experiences and education should be the main consideration, not finance.	As above

9	There is a need to ensure that the school is a Welsh school. Otherwise it will be an English school with some use of Welsh.	As above
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19.6.2 Establish dedicated Welsh-medium secondary provision in a different location e.g. Newtown

1	<p>According to the report there is a reduction in pupil numbers in both schools. The pupil population increase is in other parts of the County, e.g. the Severn Valley. Therefore, the provision of Welsh-medium secondary education should happen first in the Severn Valley, and only then should consideration be given to the future of Llanfair schools.</p>	<p>The Council notes these comments about establishing a Welsh-medium school in another area.</p> <p>The WESP 2017-20 included the following objective:</p> <ul style="list-style-type: none"> - <i>‘Continue with the work to establish one or more category 2A schools in North Powys’</i> <p>along with the following Supporting Statement:</p> <ul style="list-style-type: none"> - <i>‘Since 2015, the council has been investigating the feasibility of establishing a category 2A school or schools in north Powys. This early feasibility work has identified Newtown and/or Welshpool as the most suitable location(s) to develop new category 2A provision, building upon the growth and planned growth in primary Welsh- medium pupil numbers in these two towns. The authority will now develop a detailed options analysis, to submit a business case for 21st Century Schools Funding (Band B)’</i> <p>In response to Estyn’s criticism of the Council’s Education Services, about progress of school reorganisation in Powys and inability to deliver on a</p>
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		<p>few key proposals in recent years, a new Strategy for Transforming Education in Powys was developed, after extensive engagement. This Strategy included, within Strategic Aim 1, a commitment to reconfigure provision across the county with an aspiration to develop an infrastructure of all-age schools within the 13 secondary school localities. The development of Welsh-medium provision will now be taken forward within the current infrastructure.</p> <p>However, if it is not possible to develop Welsh-medium provision in this way, then the Council will reconsider its plans to develop Welsh-medium provision within the Severn Valley. This will have a financial impact and a review of the current Strategy will need to take place.</p>
2	Establish a Welsh medium all through school in Newtown	As above
3	The all-age school needs to be a Welsh-medium school immediately. As that will not happen, the only option is to establish a Welsh-medium secondary to serve the catchment in Newtown.	As above
4	It is obvious that the answer is to establish provision on a site near to the Welsh primary Ysgol Dafydd Llwyd in Newtown. This would mean a journey of 40 minutes for my own children to that school, but the provision would be centralised to answer the need in Welshpool, Newtown, Dyffryn Banw, Caersws and nearby areas.	As above
5	It's clear that the solution is to establish provision on a site near to Ysgol Dafydd Llwyd in Newtown, which would centralise provision to	As above

	meet the needs of Welshpool, Newtown, Tregynon, Dyffryn Banw, Caersws and other nearby areas.	
6	Establish a Welsh medium school in the catchment area in Powys where there is the greatest demand for it.	As above
7	You need to be look more strategically on the Welsh-medium education requirements in North East Powys – and undertake to establish a designated Welsh Secondary school first of all.	As above

19.6.3 Other comments relating to establishing dedicated Welsh-medium provision

1	There is a need to establish a Welsh school, where English is an important part of the education provided.	<p>The Council notes these comments relating to the need for dedicated Welsh-medium secondary provision in this area.</p> <p>The current consultation is on a proposal to establish a dual stream all-age school in Llanfair Caereinion. The Consultation Document clearly states that the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. The Council's intention is to take this forward using a phased approach with continued dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the</p>
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		school's language category, a further statutory process would be required to implement this.
2	There is clear demand for Welsh-medium secondary provision, as can be seen in the numbers choosing Welsh medium provision in the Primary sector and from Powys CC originally planning on opening a new Welsh school in Newtown.	As above
3	There is a need to provide situations and locations (such as a Welsh-medium school) where the Welsh language can thrive and be a common language for all.	As above
4	We ask that Powys County Council establishes a Welsh-medium secondary school in a central and accessible location to provide progression for Welsh-medium primary learners in the north east of the County. There is a need to invest in development to expand on the current designated Welsh-medium primary school year by year, so that the secondary provision can be established as soon as possible and grows year on year to ensure financial sustainability and careful curriculum planning, expanding the county's Welsh-medium workforce gradually and robustly. There are many examples across Wales of starting high schools with a single year, the most recent is Ysgol Caer Elen in Pembrokeshire. Powys could also lead on an innovative development which would be a new model to develop Welsh-medium education in Wales. This would be a golden opportunity for Powys to transform the provision for learners in the area for ever, so that they finally have the opportunities they deserve and which will "improve access to Welsh-medium provision across all key stages".	As above
5	There is a need for a Welsh-medium school, which sets high expectations for each child, where English is part of the system, but	As above

	not the start and end point of all communication. There is a need for a school which places an emphasis on Welsh, instead of seeing the language as an occasional factor. There is a need to ensure that pupils have a wide range of Welsh-medium subjects, in contrast to the gradual disappearance of studying sciences and maths in Welsh. The huge effort that would be needed to promote the language could be a way to promote expectations of a higher standard of education more generally.	
6	A designated Welsh-medium secondary school is needed in north east Powys to serve the area, which will offer continuity for designated Welsh-medium primary schools in the area. In the same way, English-medium provision which will provide choice for all parents and equal opportunities for pupils.	As above
7	There is a need for a Welsh-medium all-age school, to be equal to the English-medium ones that will also be established during the period of Transforming Education in Powys. Then, there will be a choice of English-medium, dual stream (already exists in Llanfyllin) or Welsh-medium all-age schools in North Powys.	As above
8	A category 2a or 1 school is needed in North Powys so that Welsh-medium pupils can receive the same opportunities as other pupils across Wales. This needs to be done urgently, this can't wait until 2030.	As above
9	It is noted on page 9 of the consultation document that we will have to wait for a further consultation to designate the language medium of the school: "If the outcome of this is a need to change the school's language, a further statutory process would be needed to implement this." We wish to make it clear that both parents and	As above

	pupils of the area have waited far too long already. A solution is needed soon, followed by decisive implementation.	
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7. FURTHER ASSESSMENT AND CONCLUSION

7.1 Further assessment of the proposal and alternatives

Following consultation, the proposal and each of the alternatives have been further assessed to consider any further information that has come through the consultation or otherwise on the:

- i) Likely impact on quality and standards in education
- ii) Likely impact on the community and
- iii) Likely effect of different travelling arrangements.

There are no changes to the earlier assessment outlined in the 'proposal paper' i.e. Appendix A Options Appraisal Caereinion, Cabinet Report 29th September 2020.

7.2 Further reasonable alternatives

Other alternatives have been suggested and can be found in section 19 of this report, including the Council's response to these alternative options. They include:

- 19.1 Retain the Status Quo
- 19.2 Whole cluster approach
- 19.3 Closure of post-16
- 19.4 Closure as part of a comprehensive review
- 19.5 Federation

Whilst the proposal that was subject to consultation is to establish a bilingual all-age school in Llanfair Caereinion, many respondents commented on Welsh-medium provision, the Council's approach to the development of Welsh-medium provision in the proposed all-age school and a number of alternative Welsh-medium options were also suggested:

- 19.6.1 Establish dedicated Welsh-medium secondary provision at Caereinion
- 19.6.2 Establish dedicated Welsh-medium secondary provision in a different location e.g., Newtown
- 19.6.3 Other comments relating to establishing dedicated Welsh-medium provision

7.3 Conclusion

It is confirmed that implementation of the proposal is the most appropriate response to the reasons identified for the proposal, as outlined below:

- a) To improve educational outcomes

- a. More opportunities for staff to move between key stages, to further develop expertise in specific areas
 - b. Opportunities for pupils in all key stages to benefit from staff expertise in specific subject areas
 - c. Improved curricular and extra-curricular opportunities for pupils in all key stages
- b) To improve educational provision
- a. Opportunities to develop a broader curriculum to meet the needs of pupils in all key stages
 - b. Opportunity to improve the range and quality of facilities and learning resources available to the benefit of pupils in all key stages
 - c. Improved opportunities for continuity of support for vulnerable groups of pupils
 - d. Improved opportunities for more able and talented pupils
- c) To improve leadership and management
- a. Opportunity for high quality, robust leadership across all key stages
 - b. Improved opportunities for the headteacher to distribute key leadership tasks to a greater number staff across all phases of education
 - c. Improved opportunities for the governing body to have strategic oversight of education for pupils from 4 – 18
- d) To improve efficiency in the delivery of education
- a. Potential for the school to operate more efficiently through more efficient deployment of staff
 - b. Potential for sharing of resources across all key stages
- e) To provide more seamless transition between key stages

It is also acknowledged that a significant number of comments were received to the consultation in respect of the language category of the proposed new all-age school. These included comments which expressed a view that the current proposal was not ambitious enough in respect of the language category of the proposed new school, as well as comments which supported the proposal to retain the current dual stream provision in Llanfair Caereinion.

Whilst a number of respondents took the opportunity to comment on the Council's approach to developing Welsh-medium provision at Caereinion, it must be noted that there is a strong response in favour of establishing designated Welsh-medium provision to serve the Llanfair Caereinion/Severn Valley area – there are primary schools in both areas that are currently feeder schools of Caereinion High School.

The Council will continue with its approach as outlined in the Consultation Document:

'The Consultation Document clearly states that the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. The Council's intention is to take this forward using a phased approach with continued dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.'

However, the Council will accelerate the dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion, and will also include all feeder schools in this dialogue.

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Appendix C – Minutes of meetings with Staff, Governors and School Councils

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**Consultation meeting with staff of Llanfair Caereinion C.P. School and
Caereinion High School**

9th November 2020

Present

Staff:

Llanfair Caereinion C.P. School:

Laura Jones
A Evans
A Haslam
G Jones
Nia Ellis
S Chapman
E Davies
O Tudor-Thomas
S Tudor
R Huxley
N Perks
A Owen
F Williams
G Edwards
D Owen
M Jones

Caereinion High School:

Phil Jones
Michael Humphreys
Ed Baldwin
Mollie Corfield
Gwyneth Phillips
Pryderi Jones
Rhian Mills
Sam Andrew
Beryl Roberts
Ceri Harris
Chris Davies
Delyth Roberts
Elwyn Davies
Emma Fitzgerald
Greg Parker
Iain Messenger

Jan Allen
Louise Morris
Lowri Williams
Osian Davies
Vickie Faulkner
Janet Roberts
Sian Pugh
Pryderi Jones
Sioned Myles
Shan Hughes
Gemma Davies

Officers:

Geraint Rees, Strategic Lead, Schools Service
Marianne Evans, Senior Manager Education Services
Richard Williams, Programme Officer, Transforming Education
Sarah Christoforou, HR Business Partner (Schools)
Amy Jones, Transformation Finance Business Partner

Bryony Rees, Programme Co-ordinator, Transforming Education (minutes)

Geraint Rees welcomed everyone to the meeting, explaining that the consultation is part of the proses of establishing a new all-age school for pupils aged 4-18, in Llanfair Caereinion. This gives those who are going to be affected by the proposal, a chance to respond and have their say on the matter before it goes through to cabinet. The consultation period began on the 14th October and ends on the 24th November 2020. The documentations from the consultation can be found on the Council's website.

Geraint Rees explained that minutes will be logged during the meeting, and we commit to coming back to any unanswered questions if it is not possible to answer them during the meeting. Geraint then went on to introduce the staff who are working on the project and detailed what everyone's job roles are within the Schools Transformation, including members from finance and HR.

Marianne Evans began the presentation and gave a quick insight into the background of the proposal, as the main objective for the meeting was for the staff to gain answers from any questions they had. The information provided was that Estyn investigated Powys' Education services in summer 2019 and believed there was some concerns within the Education services. One of Estyn's recommendations was to ensure that the provision for Post 16, Welsh-medium, and secondary education met the needs of the pupils in Powys. With this recommendation coming forward, it resulted in a new strategy for transforming Education in Powys, including an objective of creating all-age schools within Powys.

It was then in September 2020, that Cabinet approved for Schools Transformation to carry out the consultation process for Llanfair Caereinion. Marianne Evans began to explain in detail what exactly the proposal is for Ysgol Llanfair Caereinion, which was the following. 'To close Llanfair Caereinion C.P School, and Llanfair Caereinion High school, and establish a new all age Bilingual school for pupils aged 4-18, on the current sites of both schools.' In the consultation documents, there were explanations on reasons for why this has been proposed, which were presented to everyone. They feel that by carrying out this proposal, it will improve learners' Educational outcomes and provision, leadership and management, provide seamless transition between key stages and also improve efficiency in delivering education.

There is also a section within the documents based on the Welsh-medium provision, Marianne Evans explained that currently there are no proposals to change the language categories of the schools. However, the Council will continue to explore ways to develop the Welsh-medium provision in Llanfair Caereinion.

To finish the presentation, Marianne Evans gave an overview on the next steps ahead. Once the consultation is completed, the Transformation team will analyse the responses that have come in and create a report, which will outline how they will proceed. The paper will then be given to Cabinet, for their approval, with 28 days for people to submit their objections. The aim is for Cabinet to have made a final decision by spring 2021.

Staff were then invited to ask any questions, and the following questions were asked:

Member of staff: 'If the school closes in 2022, what happens to the staff's contracts?'

Sarah Christoforou: 'Because of school closes on the 31st August, there is another whole process on staffing for the new school, which only gets agreed once the consultation goes ahead. The staffing structure would be set up in conjunction with the temporary shadow governing body. If we go through the process, and a member of staff finishes work on the 31st August, and begins work in the new school in September, there will be continuity of service.'

Member of staff: 'Sut mae'r bwriad yma yn fitio mewn efo newid y cyngor i gael Ysgol Uwchradd gymraeg, yn y Sir?'

Geraint Rees 'Mae ganddo ni gyfres o cynigion, does ddim dwy waith fod na darpariaeth cyfrwng Cymraeg, ym Phowys, mae'n hanesyddol fod angen i ni datrys fo. Mae na trafodiaethau sy wedi fod, gyda'r Llywodraethau fewn Llanfair Caereinion. Rydym ni'n chwilo am amrwymiad I gwthio y'r agenda Llanfair Caereinion i fod yn ddarpawyr i cyflawni cynnig cwricwlwm Cymraeg.'

Member of staff: 'What would be the capacity of the all-through school, in terms of recruiting staff? Would there be a similar capacity in terms of staff members, or would it be different?'

Marianne Evans: ‘The capacity would be roughly the same as what we have already. It is noted in the consultation document, that the staffing structure would be based on the curriculum plan, that new governing body creates. This would all come through with clearer clarity as the process goes on, if the proposal is approved by Cabinet.’

Sarah Christoforou: ‘There is obviously a need to create a different staffing structure for an all-through school, it wouldn’t be exactly the same. However, if this proposal is approved, the first thing we would do is set up the temporary shadowing Governing body to formulate the staffing structure. We would then consult with all of the current staff about the structure, which is then when information such as what posts, grades and hours will be discussed.’

Geraint Rees: ‘There has been significant research project going on which is led by Swansea University, which all age schools have been involved with, which compares everything that all-through schools do from well-being, curriculum planning and staffing. I think if we were to move ahead with this proposal, the one thing we would want to do is that Powys all-through schools become a part of the wider dialog around Wales. For the Welsh approach, we need to see what works best, which will hopefully become an exciting opportunity for staff.’

Member of staff: ‘Is there Transformation funding available for the merging of the two schools, to safeguard jobs?’

Marianne Evans: ‘There is Transformation funding available that we provide for every school merger that takes place. This usually is to release the Head teacher, to work on the staffing structures, planning etc. We also provide additional funding for ICT, signs, and all other essential needs for the school. We do not normally provide transition support to safeguard jobs as part of this process.’

Member of staff: ‘We have heard that our contracts would be continuous, but what if our role isn’t there anymore? What will happen then with contracts?’

Sarah Christoforou: ‘As I described earlier, the temporary Governing body would create a staffing structure, which we would then consult with the staff. In previous mergers, we also agreed a set of principles with the governing body of the current schools and the shadow body. This looks at ring fencing all positions, which is a decision in which current governing bodies can take. However, if the new staffing structure does have changes, we would go through the normal management of change process during the consultation process. During the consultation process of the staffing structure, all options are looked at for each individual.’

Member of staff: ‘Will staff have to re-apply for their jobs, within the new staffing structure?’

Sarah Christoforou: ‘At the point where we consult on the staffing structure, it depends what the temporary Governing body want in terms of jobs. The answer to this is that there may be a mixture, some jobs may be the same in the new structure as they are in the current structure. Where there is potentially a need for an interview process with some jobs, it would be in cases where the jobs are substantially

different or different management arrangements. It may be that some people have to apply, and some people do not.'

Member of staff: 'If you were a maths teacher for example, would it be that you teach in the Primary school or the High school, or both?'

Geraint Rees: 'In some schools, they have kept the primary teaching and the high school teaching separate, and in some they have mixed. It is something that the shadowing temporary Governing body would need to decide.'

Member of staff: 'What would happen to the contracts of colleagues who were perhaps on maternity or sickness leave, in the transition between the current schools and the new all-through school?'

Sarah Christoforou: 'Anybody that is off on sickness or maternity, has the same right as anybody else. If they were off during the staffing consultation, they would be sent all of the paperwork and we would discuss with them how they would like to engage.'

Member of staff: 'What evidence is there that this model works?'

Geraint Rees: 'First of all, there are successful education systems where this is a normal part of school arrangements. The initial evidence is that at worst, there is no detriment, and at best it transforms the well-being agenda for the students, it broadens the professional opportunities for staff, such as curriculum planning. It also creates career routes that are new. There is a whole range of indicators that suggest strongly that there are genuine benefits for staff to make schools work better for children.'

Member of staff: 'Is one of the aims for Powys to improve the opportunities and provision for post 14, and 16? As we aren't speaking about much change for these age categories here.'

Geraint Rees: 'The question on how does this benefit the education for post 16, In itself it doesn't, but it creates a focus on a school re energising and re framing itself. However, post 14 and 16 is part of a broader agenda reliant on improvement of technology, and also stronger collaboration with other schools. It is a separate discussion in a way, but as the new Llanfair Caereinion defines itself, it will need to focus on the post 14 and 16 education.'

Member of staff: 'Why aren't other schools in the cluster included in this transformation model?'

Marianne Evans: 'The Caereinion catchment has a wide range of different schools, so we felt it was important to focus this merge on the two schools within the town. It does not mean that at a later stage we cannot have a look how these schools could fit into this movement as well. At this time, we felt that this was the right approach.'

Member of staff: 'Thinking of budgets, are some all-through schools in deficit budgets from this transformation, and if so, how does this impact on the future of the education in these schools?'

Geraint Rees: 'In terms of budgets, we have already gone through tweaking of county formula for school budgets, and we will be looking to have an on-going review of the formula to ensure that the schools we have are all able to function properly. If a school is an all-through age school, it is a priority that the formula is appropriate for it.'

Marianne Evans: 'Every time we establish an all-through school, we get asked this question. If you look at the consultation document, the saving is very small. Establishing an all-through school is not meant to be a saving to the council and we need to stress it's only a small saving. However, it provides improvement for learning.'

Member of staff: 'With the development of the Welsh language if it was an avenue to go down, what support would the council give to the parents and community for people moving to the area etc?'

Geraint Rees: 'In different parts of Wales, we have different models around immersion provision for learners when they arrive. There is always an opportunity in many parts of Wales for a child to begin an immersion experience so that they can join a Welsh-medium school. We are aware that in Powys we have not had an improvement in the number of new students coming into Welsh-medium education. It is important that across Powys we have these opportunities for students to begin immersion classes, and if Llanfair Caereinion were to go down the Trochi / immersion route, we would be happy to support.'

Marianne Evans went on to explain that in these meetings the questions that are asked are mainly with regards to the impact it would have on staff personally, so Sarah Christoforou is available to attend the school over the next few weeks for anyone who would like to gain more information or ask questions relating to the proposal.

Geraint Rees asked whether there were any other matters that anyone wanted to discuss and thanked everyone for joining the meeting.

**Consultation meeting with governors of Llanfair Caereinion C.P. School and
Caereinion High School**

4th November 2020

Present

Governors:

Llanfair Caereinion C.P. School:

Ann Watkin
Laura Jones
Ruth Bates
C Francis
Brownen Burns
A Evans
Sian Jones
Eleri Mills

Caereinion High School:

Terry Phillips
Phil Jones
Allyson Whitticase
Cllr Gareth Jones
Bryn Francis
Cllr Myfanwy Alexander
Sian Pugh
Katherine Gilmour
Glyn Lloyd
Michael Humphreys
Sharon Nutting
Llyr Ap Dafydd
Eleri Mills
Jen Wilde, Clerk to the Governing Body

Officers:

Councillor Phyl Davies, Portfolio Holder for Education and Property
Lynette Lovell, Interim Chief Education Officer
Geraint Rees, Strategic Lead, Schools Service
Marianne Evans, Senior Manager Education Services
Richard Williams, Programme Officer, Transforming Education
Amy Jones, Transformation Finance Business Partner
Delyth Jones, Challenge Advisor

Glyn Whiteford, Challenge Advisor

Angharad Morgan, Programme Co-ordinator, Transforming Education (minutes)

Marianne Evans welcomed all to the consultation meeting. All officers introduced themselves. Two governing bodies are in the meeting tonight and there will be a brief presentation with an opportunity for discussion, comments, and questions for the officers.

Marianne explained that part of the new transformation programme is a key objective to develop a network of all age schools based on the 13 high schools. Caereinion is the first proposal to be taken forward as an all through school for the programme.

Marianne clarified that the proposal is to close Llanfair Caereinion C.P. School and Caereinion high school and to establish a new bilingual all age school on both sites.

Marianne noted that all governors should have had a copy of the consultation documents and there is additional information in the consultation documents regarding the reasons for the proposal which will be discussed later in the meeting.

Marianne stated that whilst this proposal does not specifically have any proposals to change the language category of either school, it has been identified that Caereinion is essential to the councils aspiration to provide access to enhanced Welsh-medium provision. There has been discussion over several years, and this will be taken forward to stakeholders to explore how to develop the Welsh-medium. However, it is noted that it is not part of this process and if the outcome of the discussion with stakeholders is evident it will be part of a different consultation process.

Marianne stated the consultation started on the 13th of October and ends on the 24th of November. All the information is on the website and on the screen is the multiple ways on how to respond to the consultation

Marianne gave an overview that will complete the process. The officers in the team will start analysing the feedback received which will be included into the consultation response document that will be taken to cabinet in January/ February. If cabinet decide to continue after the consultation, a statutory notice will be published and there is a period of 28 days for the public to object. A further report is prepared from any objections that will go to cabinet and then a final decision will be made, there are key decision-making points in the timescale going forward.

Marianne has asked for any comments, questions, or observations.

Lynette Lovell wanted to note that officers are here, and the portfolio holder Cllr Phyl Davies is within the meeting. Cllr Phyl stated he is here to listen to the views of all.

Governor: I think it is exciting at this stage, I am Ann Watkins, current chair of governors in Llanfair Caereinion. It is positive that we are at this stage and as the governing body we are keen to work with you. There is a question that we would like some clarification on, firstly we do find ourselves undertaking this consultation at this very strange time, how are you ensuring that the community as a whole isn't disadvantaged in being engaged in these consultation? The schools have sent the information out to the parents but is there normal consultation meeting which they would attend? Secondly there could be a danger here that we are conflating two issues, it needs to be clear to the community that this is a consultation on the establishment of the all-age school not the linguistic provision. It needs to be careful that we are not conflating the two issues. I was just keen to learn about that you are taking forward the discussions regarding the language in parallel with this work and I would just like to understand the mechanism in how this is going to be carried out?

Marianne Evans: When we discussed the issues back in the summer, we did discuss whether at that stage was the language going to be a part of the proposal or not. It was discussed to bring it in at a later stage and that we would want to carry on discussions with yourselves and wider stakeholders in what opportunities would be available to develop the Welsh language within the Caereinion Area. Once this consultation has ended a working group would be established with yourselves and wider stakeholder to discuss what opportunities can be taken forward. Some of the cluster schools would be brought in, at this stage that is the only form of mechanisms that have been discussed.

It does need to be clear that the consultation is about the establishment of the all age school and not the language, however there is very little time to improve the Welsh-medium and it needs to move forward.

Geraint Rees: Essentially, there is nothing hidden here, everybody knows. There was a general disquiet about the opportunity for learners, the system itself raises questions about whether we are serving learners well. Now Llanfair Caereinion is one of the strongest providers for provision in Welsh and there are opportunities here to work on how to develop that. Let us not conflate the two and ensure how to develop the Welsh-medium by separating out the two issues and following the statutory process regarding the all-through school.

Governor: I think that is really helpful and provides some clarity, we don't want to conflate the issues but need to be mindful and clear what was the forum to which we would bring forward discussions on the language.

Marianne Evans: In terms of the consultation and making sure the public are aware and having a staff meeting this afternoon via Teams, it is a strange time. In terms of getting the message out to wider community, the way it is being done is using all the publicity tools we have. All we can ask is that if you can pass that message on to the wider community as well. There is a two-pronged approach to reach out to everybody and in this time that is the best that can happen.

Governor: I agree I think it is an exciting and it will provide some certainty and sustainable education from both primary and secondary. However, being someone who is not an expert of different models, I would appreciate hearing from you about the pros and cons of different all through schools' models. For example, I am aware we have in Llanidloes we have a federation and in Llanfyllin an all through school. As a parent governor for me to advocate this as a benefit it would be good to hear from you what makes an all through school attractive and even more attractive than a federation, if you could share your knowledge regarding this?

Geraint Rees: There has been an extensive bit of research throughout Wales on this. There are now about 30 schools and Welsh government have invested into the research of this to look at what are the benefits from this and what are the characteristics of schools that make this work. Swansea university have been leading on this. We feel it is important here that before decision is taken it is to gather the evidence around this. What has come back from the research so far, to start with the learner around the transition period, there is significant evidence of it being far easier for learners, the relationship between the primary and secondary become very different, they have two? shared INSET days of the year and the opportunities to develop the process of teaching and learning in the transition of year 6 to 7. There is evidence that for pupils with additional learning needs, the continuity of being in the environment that they comfortable with, with people who they see along the journey getting the planning of staffing right, can actually help transform that. You'll notice that I haven't raised cost or efficiency, as those are not the primary drivers. There is evidence then around planning the new curriculum, the schools who are working heavily with the primary and secondary whether they are all age or not. All-age schools are managing to get to grips with the new curriculum very efficiently and a benefit in the approaches to teaching and learning are good practice there. In terms of staffing some schools have seen teachers classed as all age teachers, some schools have kept them separate with some transitioning in teachers in year 6 and 7. Some schools see science as a secondary aspect from year 5 onwards. The network across Wales in the all-age schools is becoming a powerful one, the research is just part of that. The rest is the sharing of the development of workforce, curriculum and the wellbeing programme. We are happy that that can be an area of development prior to cabinet taking a view and we are fortunate that there is a growth available in the research. Crucially, by the time the governing body is in place to plan the future I think we could make sure we could facilitate the engagement with that networks, it will give you come confidence. Although you are free to complete it yourself there are some bodies who are willing to engage and aid in the facilitation of the all-age school.

Lynette Lovell: Is there anything else you would wish to add?

Governor: I don't think so, it was very comprehensive answer thank you. I think the key is it is still quite a new model and the shared learning and practice is really important to engage on so the young people, teacher and governors are paving the

way what the school will bring to the curriculum. With that it is new that the question mark is, is it going to be better than what we currently have for our learners and staff. It seems to be an unknown but you have reassured me that for the learners point of view and learners with additional needs it seems to be of a benefit for their learning experience.

Geraint Rees: I should have said something. The leading influencer regarding parental influence in learning is work that there is growing evidence that as pupils go through an all-age school, parents are more engaged in primary than secondary. The evidence now seems that parents are less likely to drop their interest past 11 in an all-age school as there is a continuity of leadership and teaching. If the staffing is deployed in a clever way, then there is a clever way of continuity of interface with teachers. A researcher would be happy to join and discuss with you regarding the parental influence.

Governor: Yes, I want to agree with the governor really, I have already been through this process previously and I think we need to learn from the processes previously and what we have learned and could have been done better and what I find from the staff, especially that the openness and honest approach is the best approach, especially with the staffing process as that is where the anxiety seems to be down to redundancy and if they are going to have a job. Also to learn from Bro Hyddgen's regarding the new all-Welsh all-through school there and to be honest that it could be in Llanfair Caereinion future, not to put it in this consultation but to be honest and open that it would be a possibility.

Lynette Lovell: Certainly, yes, from your perspective you have been through this process in the Welshpool area and it is a time that for staff it is about working together and being open and in the staff meeting earlier HR support has offered to come and meet the staff socially distanced next week to talk to staff regarding those anxieties. I think it is a very open process with the governing body and the appointment of the head. Once the appointment of the head, then they are engaged with the staffing structure. In terms of the Bro Hyddgen's situation, I will bring in Marianne regarding this.

Marianne Evans: We merged the school back in 2013 and looking back at the cabinet papers that we state quite clearly in there that the next stage is to consider the language category of the school due to pupil numbers etc. It has taken 7 years to get to this point and I wouldn't want it to take that long and that is a paper going to cabinet next week to start the process of consultation to change the language category to Welsh-medium. That is the first proposal of the language category since we established Ysgol Gymraeg y Trallwng in Welshpool.

Governor: We have heard that the data suggests that it improves the transition from primary schools from Llanfair Caereinion, but what about the 2/3rds that don't come from the primary?

Geraint Rees: They have to look at the different learners from different setting. How are you going to manage the transition from pupils from other schools and how they don't feel like they have got to the party late in the all age schools; the planning is the relationships with the primaries and the all-age schools. There are places that are working well through some schools in Wales, there are all sorts of things that can be done. The thing this proposal offers Llanfair Caereinion is that it provides a secondary provision in this area We know in Powys we could operate with far fewer secondary schools in Powys. There is a provision to provide new facilities across the whole sector. There is a new building Brecon and Bro Hyddgen's will go ahead in a matter of months. It is noted that a whole generation has gone between the opening of the last brand-new facility and the opening of the new Brecon high school in an era where Wales's approach was renewal. Cabinet have committed an ambition for a wholesale renewal which will give a facility in Llanfair Caereinion that serves the wider community. In the new relationships with primary and secondary and the new all age school, the opportunity for those facilities and resources who are not in the all-age arrangement necessarily the facilities need to be available for 4-18 and for the wider community. How children who are not part of the all-age school relate to the all-age school is important. This and facilities can play a huge part in providing with opportunities they otherwise will not have in small schools. Creative relationship building and effective planning is the way forward. Bro Hyddgen cluster are making that work, as are Llanfyllin, with the challenge advisors working with those schools that we learn from what they are doing and learning from elsewhere also. It is not one size fits all.

Governor: I am just concerned that it about 2/3rds of our students which aren't coming from the primary school and how we have to adapt and what are the benefits for them.

Governor: Could we have a bit more detail on how the interim governing body is established?

Marianne Evans: The interim governing body is established; it is the first thing that happens once the final decision is taken by cabinet. We put an expression of interest for the temporary governing body. What is key is to have an array of skills on that governing body, so the transition is as effective as possible. If we have more applications than places, that is when we look at the skills and experience. One thing, the final decision of the governing body lies with the portfolio holder.

Governor: Thank you that is great and I would just like to note that I am really pleased to hear it is not driven by cost and efficiency savings.

Governor: I just want to make the general point in discussion of the community. In terms of the community, in perhaps the terms of primary it is geographically based and in terms of the high school it is much larger community and it includes Newtown who represent quite a large percentage of the high school and need to be involved in this consultation and need to be engaged in the process as well to feel part of the

community. There is a transportation issue with people in the wider community who don't naturally fall into the area we serve and if we are going to strengthen that then it needs to be something that is looked at as soon as possible. We do have pupils who are missing out and I am concerned that we are failing those pupils now. Just wanted to make a general point.

Geraint Rees: The question of who my community it is important. Whilst there is an English stream in Welshpool, we must make it that Ysgol Dafydd Llwyd and Ysgol Gymraeg y Trallwng are part of that community in Caereinion and that is key to ensure how to break down the barriers. We have got a worrying trend at the moment from those schools where year 6's are not continuing in Welsh-medium as the choices are not available for the learners and I think Llanfair can play a key role to provide that service. Even with this proposal, Dafydd Llwyd and Gymraeg y Trallwng is where they key transition needs to be worked on.

Governor: No, it is just the transportation and I think Ysgol Caereinion is losing people due to that. It is an issue that has not been resolved. I do feel some of our pupils are losing out on that basis.

Marianne Evans: It is a transport and defining a catchment issue where lines and boundaries have gotten blurred. Once we have defined the catchment then we will look at the transport policy in relation to that.

Governor: I want to come back to the point governors made previously, there is far more experience out there will all through school and we can learn from so many examples and working with colleagues to make it a smoother transition. Finally, the catchment definition is crucial to this as well and it needs to be resolved.

Lynette Lovell: Many thanks, are there any other comments?

Governor: I'm head of Ysgol Rhiw Bechan, we are one of the main feeders to Caereinion, our Welsh stream has grown successfully, the parents are very loyal to Caereinion high school, I think they want the reassurance they are going to be part of this process. I think it is crucial that we have got confirmation that we are not going to lose secondary education in this area, and it is exciting to be part of this project. I think as feeder schools if we can be part of the process then it is quite positive.

Lynette Lovell: Thank you for your comments.

Cllr Myfanwy Alexander: I just think that in this discussion we need to know about it being something better but can we hear more about the new curriculum and the way an all though school can meet those needs in a way a standalone school wouldn't?

Geraint Rees: I think the question is to do with mind set as well as organisation. throughout Wales. First of all I think we need to say that there are expanding

examples across Wales of primary and secondary schools who collaborate very deeply around pedagogy, professional learning and developing leadership where it is pretty seamless across the primary and secondary. There are examples where many of primary heads are saying that transition was patchy, and it varies massively from secondary school to secondary school how open they were to having an engagement on the basis of equals, with their primary partners. Now, an underpinning issue for an all-age school is that of equality, the recognition that whoever teaches, rising three and a half, four year old is, making this valuable contribution as the A' level physics teacher, it's different people doing a different job for equal human beings. You do not need to have an all-age school to make that work. And to make it clear, the minute you have an all-age school, the leadership has a responsibility for every child from the day they arrive at reception to the day they leave school wherever that is. It is that sense of responsibility for leaders having to make those inclusive and lifelong decisions for that child and with their families, is something I think probably can't happen outside this organisational system. It does mean that if a school is badly led, you're damning a child's progress and education from the age of four to 18. I think that's where it's absolutely essential that the Local Authority is a good functioning education community that the school is in a broader partnership and the governing body is very clear about its responsibilities from children just out of cradle to becoming standalone adults making their own way in life. It's imperative that everyone does their job well for an all-age school to function well. I think it's a reasonable challenge to throw to professionals who earn the professional salary for it both in the local authority and in the school, to be accountable for it.

The research base is around the new curriculum is, and because of the new curriculum, the new curriculum isn't necessarily age related or state related, you're actually looking at the learning of individuals as they grow through. And therefore, to be in a position where you say well you know in year seven and I don't care what you learned already but this is what I have to teach you, becomes an entire new curriculum that just won't work because it's about building their skills, their competencies and their aptitudes and giving them a curriculum that helps them move to the next stage all the time.

The strength of a strong primary, secondary relationship there is priceless. And the respect, then that it needs between teachers at all ages to make sure that they pull together to make it work. To be blunt about it, it still exists across Wales, we still have secondary teachers who say, I don't listen to what the primary scores on the doors are when they move up. But everybody has to make that work, and the local authority needs to be on its toes to facilitate and support that that's all I'd say.

Governor: just a very brief point, in terms of the financial position in the first year will the schools start with a clean slate whether there is a surplus or deficit?

Lynette Lovell: Yes, that is the case.

Geraint Rees: The commitment made by cabinet to adopt the transformation education programme will be a long-term goal. Discussions with school needs to have for the financial management, there are already plans for schools in the public domain their discussion while the investment programme matches. That invest programme can only be given if schools do not run up a debt for the council to cover.

Governor: Just wanted to double check and understand that the council will be scrutinising the budgets, and I understand that there will be no additional funds to ease the transition, only the budget given from the formula?

Geraint Rees: With the change there is very little that will commend in the budget and can be gradually implemented with the vision and governing body. If there were individual things that need to change prior to implementation change then there can be further discussions. The formula is needed to be reviewed and will be done with headteacher and governing representation.

Governor: Am I right in saying that there will be no difference in the budget at this moment in time, that they will have both those budgets?

Geraint Rees: I believe there is no change in the budget, am I right Marianne?

Marianne Evans: That is right, there is transition funding, there is a cost to establish an all through schools. We do provide additional support in funding to release the head teacher a day a week to concentrate on the staffing structure. We also provide costs from ICT, telephony and signs that are needed for the new school. We do recognise that there is a cost for the new school, and we would fund those.

Amy Jones: I was going reiterate what Marianne said about the transition fund. And just to respond that the funding would be about £12,000 less that the budget of both the schools.

Governor: I am pleased to hear about the confirmation of money and planning effectively means you delivery effectively. I am pleased to hear that the resource is available. It is useful and an exciting proposal and to have ambition in providing top education in the area. We have had a lot of language discussion this evening and I want all members to be aware about the sensitive discussion. Within our school there is still a large amount of students learning in the school in English and it is crucial to bring this through on our journey with this organisation and I don't want it to divide the community of Llanfair Caereinion.

Governor: Quick question about the budget, does the buildings and maintenance get surveyed before, and the buildings are quite old and some work might need to be done, is that in mind?

Marianne Evans: Yes, we do fund some building work if it is essential to the transition. It all depends on the school itself and what the governors decide is a

priority, how they want to present the school and what changes are required. It would be supported if there was a strong case.

Governor: for me it was more of the health and safety aspect and to ensure the building is fit for purpose

Marianne Evans: Yes, that is completed as part of a normal process.

Governor: I would just like to say that I agree with everything that has been said so far with the questions raised and responses. The current year 7 intake is exactly 50/50 and I would like to thank all the officers for this meeting. Are you going to be holding another meeting once all consultation responses have been analysed and issued to cabinet?

Marianne Evans- Yes, we can have informal discussion once the consultation response document is with cabinet.

Lynette Lovell: it has been a really useful meeting now and given the opportunity for discussion and look forward to working with you for this process and Marianne could you explain the next steps:

Marianne Evans: 24th of November the consultation closes, we have had very few responses so far and would be grateful if yourselves could respond to the consultation. On to cabinet January/ February and if it is approved, we will be in the objection period and hope to get the final decision to be done by the end of March.

Lynette Lovell: Diolch Marianne, thank you for your time this evening and hopefully some way through this process we can meet in person again. Have a lovely evening.

Minutes of the meetings with Llanfair Caereinion C.P. School

11th November 2020

Present: Huw Foster-Evans, Sarah Astley, and Richard Williams

Officers from Powys County Council met virtually via Microsoft Teams with representatives from the School Council of Llanfair Caereinion C.P. School to discuss the consultation to establish a new all-age school in Llanfair Caereinion.

The session was held with 12 pupils from the school council. The group were all Year 6 students.

The officers explained the proposals for the merging of Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School

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

What do you like about your current school?

- It's welcoming
- It has good grounds and good playgrounds
- Pupils liked the size; it was not too big or not too small
- Pupils like the headteacher
- The teachers are polite and helpful
- Pupils didn't feel too grown up and they don't get too much homework
- Nice food
- Not too many other children, not a massive school where all cramped together
- Pupils liked that the primary school is spread out
- Behaviour is good

What do you not like about school?

- Not allowed to play cat and mouse
- More pupil voice, getting to decide more things
- Pupils thought they act older than they actually are sometimes
- Football yard as it's concrete
- Crowded when they can't use the field – use more grounds

What do you think would be different if proposal went ahead?

- The work might change and there might be more homework
- Playing with older children might be rougher

- Pupils thought they might act older than they are
- How would Year 11 and Year 1 pupils be together
- Would we play on the same yard as Year 11
- When we move to Year 7 it isn't exciting and we are in the same school
- There might be different teachers
- Mixture of age groups

What are you most excited about moving to high school?

- Learn more subjects like French and Science
- More freedom and more responsibilities
- Get more homework
- Having more space
- Harder work as opposed to spellings
- The food available

What would be better for the primary school if you were part of one school?

- Make new friends
- Want to learn more
- Use the high school facilities for French, Science and Technology

Is there anything which concerns you about one school?

- Will things change a great deal
- Will we be separated from our brothers and sisters
- Year 11s could be mean to the younger pupils
- There could be bullies
- Some people would not like it

General Questions

- Would there be a new uniform?
- What uniform would you like – shorts, blazer, own clothes, not shirt and tie, if we did wear shirt and tie it would look smarter
- Would the uniforms be different between primary and secondary?
- Would we be separated from their friends?
- Would the primary school have the same choices as secondary for food/drink?

To conclude the session, the officers explained the next steps in the consultation process. It was explained that the consultation would close on the 24th November, and the pupils were encouraged to send any further comments to the Transforming Education Team using the contact details on the pupil version of the consultation document, or by speaking to their teacher.

Minutes of the meetings with Caereinion High School

11th November 2020 and 18th November 2020

Present: Huw Foster-Evans, Sarah Astley, Marianne Evans, and Richard Williams

Officers from Powys County Council met virtually via Microsoft Teams with representatives from the School Council of Caereinion High School to discuss the consultation to establish a new all-age school in Llanfair Caereinion.

Two sessions were held, with a total of 10 pupils from the school council. One session consisted of 4 pupils all from either Year 12 or Year 13, and the second session consisted of 6 pupils all from Year 9.

The officers explained the proposals for the merging of Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School

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

What would be the advantages of the proposal?

- It would retain education in the Llanfair Caereinion area.
- It would allow the schools to share resources, which could be seen as an advantage or disadvantage if the resources are stretched too thin.
- Transition for Year 6 pupils is not easy due to differences in the work, amount of homework etc. Transition would be smoother in an all-age school as students would be working with the secondary phase before starting.
- It is a good idea for younger pupils to have the opportunity to use specialist facilities. This would allow younger pupils to have an understanding in subjects such as Science.
- There is already some school to school working, for example, one of the students went to the primary school and did Football Coaching for their Welsh Baccalaureate Community Challenge.
- The proposal will help with education in both the primary and secondary and will help with learning Welsh at a younger age
- Primary school students will transition easier to secondary school as they will be familiar with aspects, including the layout of the secondary school
- The proposal will help students learn languages easier

What would be the disadvantages of the proposal?

- Primary school students may have to learn more secondary school level work at a younger age

- Other feeder primaries might be forgotten and those students should still be able to access transition events.
- The school should remain bilingual and dual stream. There is not enough pupils who speak Welsh to justify the change. The school would lose 50% of staff and pupils who do not speak Welsh.

What balance of choice currently exists between both language streams

- Welsh Stream there isn't the same vocational courses as offered to English Stream
- The Welsh Stream does not offer the same number of vocational courses as is offered to the English Stream
- There is already a lot of focus on Welsh for students in the English Stream
- Having a bilingual school would guarantee more exposure for English Stream students to the Welsh Language

What improvements need to be made to facilities

- The Sixth Form facilities are poor compared to other sixth forms.
- An increase this year in the numbers studying at Sixth Form means that the Sixth Form can no longer fit into the Sixth Form room.
- There should be AstroTurf pitch to replace the redgra pitch.
- Investment in sports facilities would allow for more sports development.
- Investment in facilities would lead to wider community use.

Opportunity for younger children to work with high school children

- Examples were discussed where sixth formers had looked after younger pupils at events, and this could be replicated where sixth formers help primary pupils
- Being in Year 7 could be scary and exciting, but pupils may be apprehensive to meet new people and older children working with them could ease their apprehensions

General comments/questions

- The proposal could lead to primary students being exposed to better technology, computers, labs and workshops
- The proposal could lead to primary students being exposed to different languages such as French
- Lot of young athletes getting into rugby, football and other sports which gives opportunities for younger pupils to integrate into these sports
- More space in the high school for pupils
- Having an event with the primary and high school pupils together will introduce role models from secondary school and inspire primary students

- Would the 4-18 all-age school have one headteacher?
- Are there opportunities for children aged 0-4 to also be included in the future?

To conclude the session, the officers explained the next steps in the consultation process. It was explained that the consultation would close on the 24th November, and the pupils were encouraged to send any further comments to the Transforming Education Team using the contact details on the pupil version of the consultation document.



Proposal to establish an all-age School in Llanfair Caereinion

Updated Impact Assessments

January 2020

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Proposal to establish an all-age School in Llanfair Caereinion

Updated Impact Assessments

1. Introduction

Powys County Council has consulted on proposals to establish a new all-age school for pupils aged 4-18 in Llanfair Caereinion. The proposals are as follows:

- To close Llanfair Caereinion C.P. School and Caereinion High School
- To establish a new bilingual all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School

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.

Draft impact assessments were prepared and published with the consultation documentation. These impact assessments have now been updated to reflect issues raised during the consultation period.

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 amalgamate Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion. This will be achieved by closing Llanfair Caereinion C.P. School and Caereinion High School and opening a new all-age school providing education for pupils aged 4-18 on the current site of the two schools.

Outline Summary / Description of Proposal
The Council carried out consultation on proposals to establish a new all-age school for pupils aged 4-18 in Llanfair Caereinion. The proposals are as follows: <ul style="list-style-type: none"> - To close Llanfair Caereinion C.P. School and Caereinion High School - To establish a new bilingual all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School.

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

Version	Author	Date
1	<p>Developed at a workshop attended by the following:</p> <ul style="list-style-type: none"> - Sarah Astley, Programme Manager, Transforming Education Team - Richard Williams, Programme Officer, Transforming Education Team - Glyn Whiteford, Challenge Advisor - Delyth Jones, Challenge Advisor - Bedwyr Fychan, Welsh Language Officer 	03/09/2020

	- Bets Ingram, Strategic Planning and Risk Officer	
2	Sarah Astley, Programme Manager, Transforming Education Team	04/01/2020

2. Profile of savings delivery (if applicable)

2020-21	2021-22	2022-23	2023-24	2024-25	TOTAL
£	£	£6,996.50	£4,997.50	£	£11,994

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Public consultation required	Consultation has taken place in accordance with the requirements of the School Organisation Code.

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"/>
Children's Services	<input checked="" type="checkbox"/>
Commissioning	<input type="checkbox"/>
Digital Services	<input checked="" type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Finance	<input checked="" type="checkbox"/>
Highways, Transportation and Recycling	<input type="checkbox"/>
Housing and Community Development	<input type="checkbox"/>

Legal and Democratic Services	✓
Property, Planning and Public Protection	✓
Transformation and Communications	✓
Workforce and OD	✓

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

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.

4a Geographical Locations

What geographical area(s) will be impacted by the proposal? (Chose all those applicable)

- Powys
- North
- Mid
- South
- Brecon
- Builth and Llanwrtyd
- Crickhowell
- Hay and Talgarth
- Knighton and Presteigne

Llandrindod and Rhayader	<input type="checkbox"/>
Llanfair Caereinion	<input checked="" type="checkbox"/>
Llanfyllin	<input type="checkbox"/>
Llanidloes	<input type="checkbox"/>
Machynlleth	<input type="checkbox"/>
Newtown	<input type="checkbox"/>
Welshpool and Montgomery	<input type="checkbox"/>
Ystradgynlais	<input type="checkbox"/>

5. How does your proposal impact on Vision 2025?

Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<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
The Economy We will develop a vibrant economy	No impact	Neutral		
Health and Care We will lead the way in providing effective, integrated health and care in a rural environment	No impact	Neutral		
Learning and skills	The proposal would provide a more sustainable model for delivering primary and secondary education in Llanfair Caereinion, and would have	Good		

We will strengthen learning and skills	a positive impact on the quality of education provided to pupils.			
Residents and Communities We will support our residents and communities	The proposal would have a positive impact on residents in the Llanfair Caereinion area as it would provide a more sustainable model for delivering primary and secondary education in the town. In addition, it would provide enhanced opportunities for primary aged pupils to access community facilities located on in the secondary school.	Good		

Source of Outline Evidence to support judgements
Initial meetings with governing bodies, consultation responses / report

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

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
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	No impact	Neutral		

generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.				
<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 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>The proposal would have a positive impact on learners in Llanfair Caereinion.</p> <p>In particular, it would enable primary aged pupils to access specialist facilities at the high school, including community and sports facilities located on the site, resulting in a positive impact on learner well-being and physical & mental health.</p>	Good		
<p>A Wales of cohesive communities:</p> <p>Attractive, viable, safe and well-connected Communities.</p>	<p>The proposal would lead to the establishment of one all-age school in Llanfair Caereinion, which would bring the two existing school communities in the town together.</p> <p>It is anticipated that this would lead to improved cohesion between primary and secondary parents and learners, both in the town of Llanfair Caereinion and across the wider Caereinion catchment area.</p>	Good		

<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>No impact</p>	<p>Neutral</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

<p>Well-being Goal</p>	<p>How does proposal contribute to this goal?</p>	<p><u>IMPACT</u> Please select from drop down box below</p>	<p>What will be done to better contribute to a more positive impact or to mitigate any negative impacts?</p>	<p><u>IMPACT AFTER MITIGATION</u> Please select from drop down box below</p>
<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 amalgamate two dual stream schools in order to establish a new dual stream all-age school.</p> <p>Whilst the proposal would not change the current language category of the two schools, it is</p>	<p>Neutral</p>	<p>The Council will accelerate dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion, and will include all feeder schools in this dialogue.</p>	<p>Neutral</p>

	<p>anticipated that amalgamating the two schools would lead to enhanced opportunities to use the Welsh language throughout the school, for example by providing opportunities for older pupils to act as Welsh advocates within the school, increased opportunities for participation in Welsh language extra-curricular opportunities and involvement in the Urdd.</p> <p>Implementation of the proposal would also result in the establishment of a new governing body and staffing structure, who would be responsible for embedding a vision for the Welsh language across the whole school, and for ensuring consistency across both phases of education.</p> <p>It is not anticipated that the proposal would lead to the Welsh language being treated less favourably than the English language, however some comments were received in the consultation responses which suggested that the Welsh language is currently being treated less favourably than English, in particular due to differences in subject choice for Welsh-medium pupil. Concern was also expressed in the consultation responses that the proposal to establish a new dual stream all-age school in Llanfair Caereinion is not ambitious enough.</p> <p>Whilst the current consultation does not propose a change to the current language category, the Consultation Document clearly states the Council's intention to develop Welsh-medium provision at the school in a phased approach.</p>			
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<p>Opportunities to promote the Welsh language</p>	<p>The proposal is to amalgamate two dual stream schools in order to establish a new dual stream all-age school.</p> <p>Whilst the proposal would not change the current language category of the two schools, it is anticipated that amalgamating the two schools would lead to enhanced opportunities to promote the Welsh language within the school, for example:</p> <ul style="list-style-type: none"> - By having one 'Siartr Iaith' (Welsh Language Charter) across the whole school - By having one 'Cryw Cymraeg' working to promote the Welsh language throughout the school and the wider community - Improved transition opportunities for Welsh-medium pupils, between Key Stage 2 and 3 in particular - Increased opportunities for school to school working in order to promote the Welsh language - Improved opportunities to provide Welsh language cluster activities. <p>Some concerns were raised in the consultation responses received which expressed concern about the current Welsh-medium provision at Caereinion High School, and that the proposal to establish a new dual stream all-age school is not ambitious enough. Whilst the current</p>	<p>Neutral</p>	<p>The Council will accelerate dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion, and will include all feeder schools in this dialogue.</p>	<p>Neutral</p>
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	consultation does not propose a change to the current language category, the Consultation Document clearly states the Council’s intention to develop Welsh-medium provision at the school in a phased approach.			
<i>People are encouraged to do sport, art and recreation.</i>	The proposal would lead to increased opportunities for learners in the primary phase to use specialist facilities currently available at Caereinion High School, including sports facilities, as well as art, music, cookery, technology.	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
<i>Age</i>	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their age.	Good		
<i>Disability</i>	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, including any pupils with disabilities.	Good		

	<p>The proposal would amalgamate the two schools in their existing accommodation, therefore there would be no change in terms of access for disabled pupils in accordance with requirements under the Equality Act 2010. Some comments were received to the consultation expressing concern that Caereinion High School's current building does not meet the requirements of the Equality Act 2010.</p> <p>It is anticipated that the proposal would provide improved provision for pupils with additional learning needs, as they would be part of one school throughout their time in school, enabling consistent support to be provided to them.</p>			
Gender reassignment	No impact.	Neutral		
Marriage or civil partnership	No impact.	Neutral		
Race	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their race.	Good		
Religion or belief	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their religion or belief.	Good		
Sex	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their sex.	Good		

Sexual Orientation	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their sexual orientation.	Good		
Pregnancy and Maternity	No impact.	Neutral		
Socio-economic duty	The proposal would contribute to the educational outcomes of specific groups, e.g. learners eligible for Free School Meals. It is anticipated that the proposal would at least sustain or improve outcomes for these groups of learners.	Neutral		

Source of Outline Evidence to support judgements

Initial meetings with governing bodies, PLASC 2019/2020, consultation responses / report

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
Long Term: Looking to the long term so that we do not compromise	The proposal would provide a more sustainable model of delivering education in Llanfair	Good		

<p><i>the ability of future generations to meet their own needs.</i></p>	<p>Caereinion, enabling education to be delivered more efficiently, therefore safeguarding the provision of primary and secondary education in Llanfair Caereinion.</p>			
<p>Collaboration: <i>Working with others in a collaborative way to find shared sustainable solutions.</i></p>	<p>This proposal has been developed in collaboration with the governing bodies of Llanfair Caereinion C.P. School and Caereinion High School.</p> <p>There is already a strong commitment to cluster and collaborative working at both Llanfair Caereinion C.P. School and Caereinion High School. Implementation of the proposal would enable opportunities for collaboration within Llanfair Caereinion to be maximised. In addition, the new school would be expected to continue to collaborate with other schools, including other primary schools in the Llanfair Caereinion catchment area and other secondary and all-age providers across Powys and beyond, in order to maximise the opportunities available to pupils.</p>	<p>Good</p>		
<p>Involvement (including Communication and Engagement): <i>Involving a diversity of the population in the decisions that affect them including:</i></p> <p>Unpaid Carers:</p>	<p>The proposal has been developed in discussion with the governing bodies of Llanfair Caereinion C.P. School and Caereinion High School.</p> <p>Consultation has been carried out with stakeholders in accordance with the School Organisation Code which has provided an opportunity for all interested parties to give their views. A consultation report has been produced which summarises the findings of the consultation, which will be considered by Cabinet</p>	<p>Good</p>		

<i>Ensuring that unpaid carers views are sought and taken into account</i>	when determining how to proceed. This impact assessment has also been updated to reflect any feedback received.			
<p>Prevention: <i>Understanding the root causes of issues to prevent them from occurring including:</i></p> <p>Safeguarding:</p> <p><i>Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</i></p>	<p>The intention is that establishing a new all-through school to serve the town would provide a more efficient delivery model, which would safeguard the provision of primary and secondary education in Llanfair Caereinion.</p> <p>The proposal would result in a larger school community, both in terms of number of learners and number of staff. Having a larger number of staff contributes positively to creating a safe environment.</p> <p>The secondary sector usually has more staffing roles which are dedicated to well-being and safeguarding learners. Should the proposal be implemented, it is anticipated that these roles would be replicated in the new all-age school, which would have a positive impact on the safeguarding arrangements for primary aged pupils.</p> <p>Should Cabinet decide to proceed with the proposal, full consultation would be carried out in accordance with the requirements of the School Organisation Code. This would include consultation with pupils, which would ensure that their views and any concerns would be taken into account.</p>	Good		
Integration: <i>Taking an integrated approach so that public bodies look at</i>	No impact.	Neutral		

<p><i>all the well-being goals in deciding on their well-being objectives.</i></p>				
<p>Powys County Council Workforce:</p> <p>What Impact will this change have on the Workforce?</p>	<p>The proposal would impact on all current staff at Llanfair Caereinion C.P. School and Caereinion High School.</p> <p>Should Cabinet decide to proceed with the proposal, full consultation would be carried out in accordance with the requirements of the School Organisation Code, supported by the relevant LA teams (e.g. HR). This would include consultation with staff, which would ensure that they had an opportunity to give their views on the recommendation.</p> <p>Should the recommendation be implemented, the new school’s temporary governing body would agree a new staffing structure would be produced for the new school, and the management of change process would take place. It is possible that there would be a change in the number of positions available at the new school. There would be an opportunity for staff to apply for positions in the new school, and an opportunity for any staff who do not secure a post in the new school to be redeployed.</p> <p>It is acknowledged that there would be a period of uncertainty for staff whilst these processes are taking place which could have a negative impact on them.</p>	<p>Neutral</p>	<p>Ensure that processes are carried out as swiftly as possible to minimise the period of uncertainty.</p>	<p>Neutral</p>

	As the new school would be an all-age school with a larger team of staff, it is anticipated that the proposal would have a positive impact on staff in the longer term, through enhanced opportunities for collaboration with colleagues, increased opportunities for staff development, and more leadership opportunities.			
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?	Should the proposal be implemented, the new school would be allocated to a new school group for the purposes of leadership pay. The new school group is anticipated to be higher than the current school group for Caereinion High School, which could result in a higher level of pay for senior leadership roles.	Neutral	Ensure that should the proposal go ahead, all staff are fully consulted with and are aware of any impact on their particular terms and conditions.	Neutral
Welsh Language impact on staff	Implementation of the proposal would provide more opportunities for all staff, including Welsh-speaking staff and staff who are learning Welsh, as a result of being part of a larger organisation.	Good		
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?	No impact.	Neutral		

Source of Outline Evidence to support judgements

Initial meetings with governing bodies, consultation responses / report

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
Llanfair Caereinion	The proposal would have a positive impact on residents in the Llanfair Caereinion area as it would lead to in an increase in use by the primary phase of facilities available and provide a more sustainable model for delivering primary and secondary education in the town.	Minor			

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 an all-through school, so move them to alternative schools	Low		
Lack of support for the proposal from other primary schools in the Llanfair Caereinion catchment area	Low		

Period of uncertainty for the two affected schools whilst the statutory process is being carried out and implemented may have a negative impact on standards at the two schools	Medium	Support to be provided to the two schools during the transition period	Low
Uncertainty for staff during the transition period, may result in some staff leaving	Low	Ensure that processes are carried out as swiftly as possible to minimise the period of uncertainty.	Low
Changes resulting from other developments as part of the Council's Transforming Education programme e.g. ALN transformation, Post-16 transformation and Welsh-medium transformation	Medium	Support to be provided to the two schools during the transition period	Low

10. Overall Summary and Judgement of this Impact Assessment?

Overall, it is anticipated that the proposal to establish an all-age school in Llanfair Caereinion would provide improved educational opportunities for all school aged pupils in the town. Implementation of the proposal would provide a more sustainable model of delivering education in Llanfair Caereinion, ensuring that education could be delivered more efficiently, therefore safeguarding the provision of primary and secondary education in Llanfair Caereinion.

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

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

Initial meetings with governing bodies, PLASC, consultation responses / report

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		
Head of Service:	Lynette Lovell		
Portfolio Holder:	ClIr Phyl Davies		

14. Governance

Decision to be made by	Cabinet	Date required	12 th January 2021

3. Equality Impact Assessment

Powys County Council

Equality Impact Assessment (EqIA)



Proposal	To establish a bilingual all-age school for pupils aged 4-18 in Llanfair Caereinion
Service Area	Schools Service
Date of Assessment	September 2020 Updated January 2021
Lead Person undertaking the assessment	Richard Williams / Sarah Astley
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

Briefly describe the aim or purpose of the change proposal being assessed.

The Council has consulted on proposals to establish a new all-age school for pupils aged 4-18 in Llanfair Caereinion. The proposals are as follows:

- To close Llanfair Caereinion C.P. School and Caereinion High School
- To establish a new bilingual all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School

2. OBJECTIVES

Please state the current business objectives of the change proposal.

The Council is proposing to establish a new bilingual all-age school in Llanfair Caereinion for the following reasons:

- To improve educational outcomes
 - More opportunities for staff to move between key stages, to further develop expertise in specific areas
 - Opportunities for pupils in all key stages to benefit from staff expertise in specific subject areas
 - Improved curricular and extra-curricular opportunities for pupils in all key stages
- To improve educational provision
 - Opportunities to develop a broader curriculum to meet the needs of pupils in all key stages
 - Opportunity to improve the range and quality of facilities and learning resources available to the benefit of pupils in all key stages
 - Improved opportunities for continuity of support for vulnerable groups of pupils
 - Improved opportunities for more able and talented pupils
- To improve leadership and management
 - Opportunity for high quality, robust leadership across all key stages
 - Improved opportunities for the headteacher to distribute key leadership tasks to a greater number staff across all phases of education
 - Improved opportunities for the governing body to have strategic oversight of education for pupils from 5 – 18
- To improve efficiency in the delivery of education
 - Potential for the school to operate more efficiently through more efficient deployment of staff

- Potential for sharing of resources across all key stages
- To provide more seamless transition between key stages
 - Opportunity to provide seamless progression between each phase of education
 - Improved opportunities for continuity of support for vulnerable groups of pupils throughout their school careers

3. BENEFITS and OUTCOMES

i) What are the intended benefits or outcomes from the change proposal?

The benefits of the proposal are:

- Retention of primary and secondary provision in Llanfair Caereinion
- There would be no additional transport costs
- Would enable staff expertise and good practice to be shared across all key stages
- Would improve transition between each key stage
- Minimal disruption for pupils and parents
- Would improve the ability to provide an appropriate curriculum to all pupils
- Would enable the school to run more efficiently through shared staffing, shared resources etc.
- One governing body which would have strategic overview over the provision for pupils/learners in all key stages
- One leadership team which would have strategic overview over the provision for pupils/learners in all key stages
- Small financial saving to the Council
- No detrimental impact on the local community from loss of provision

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 'Improve our schools infrastructure'.

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 ✓

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.

No □

6. DATA ANALYSIS

<u>6.1 Quantitative</u>	<u>PLASC January 2020</u>
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Summarise the key quantitative data analysis results, providing key headline statistics.

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

Key questions:

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

Llanfair Caereinion C.P. School

Based on the information provided in the school's PLASC return in January 2020, the following pupils belong to the protected characteristic groups:

- Free school meals: 14.5% of pupils are eligible for Free School Meals
- ALN: 21.1% of pupils have special educational needs. Of these, 25 pupils are on School Action, 10 pupils are on School Action Plus and 0 pupils have statements
- Disabilities: 21.1% of pupils have additional learning needs
- English as an Additional Language: 0.0% of pupils are identified as EAL pupils.
- Ethnicity: The ethnic group of 84.3% of pupils in the school is White British. 4.2% of pupils belong to ethnic groups other than White British.
- Looked after Children: 0.0% of pupils are looked after.

Caereinion High School

Based on the information provided in the school's PLASC return in January 2020, the following pupils belong to the protected characteristic groups:

- Free school meals: 7.4% of pupils are eligible for Free School Meals
- ALN: 21.0% of pupils have special educational needs. Of these, 64 pupils are on School Action, 30 pupils are on School Action Plus and 0 pupils have statements
- Disabilities: 21.0% of pupils have additional learning needs
- English as an Additional Language: 0.2% of pupils are identified as EAL pupils.
- Ethnicity: The ethnic group of 98.0% of pupils in the school is White British. 2.0% of pupils belong to ethnic groups other than White British.
- Looked after Children: 0.4% of pupils are looked after.

This information shows that a proportion of pupils that belong to the protected characteristic groups will be affected by this proposal. In particular:

	<ul style="list-style-type: none"> - 14.5% of pupils at Llanfair Caereinion C.P. School are eligible for Free School Meals. This is higher than the Powys average for primary schools (12.7%) - 21.1% of pupils at Llanfair Caereinion C.P. School have additional learning needs. This is higher than the Powys average for primary schools (18.8%) - 21.0% of pupils at Caereinion High School have additional learning needs. This is higher than the Powys average for secondary schools (20.1%) <p>In addition, there are a proportion of pupils belonging to ethnic groups other than White British at both schools, as well as a proportion of EAL pupils and a small number of Looked after Children.</p> <p>The proposal to establish a bilingual all-age school in Llanfair Caereinion would impact on all pupils currently attending Llanfair Caereinion C.P. School and Caereinion High School, including those pupils belonging to protected characteristic groups. However, the aim of the proposal is to improve the educational opportunities available for all pupils in Llanfair Caereinion, 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. 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> <p>i) Do certain groups have a different service user experience? How will a change affect this?</p> <p>ii) Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views?</p>	<p>Consultation has been carried out on the proposal to establish an all-age school in Llanfair Caereinion, which included meetings with pupils at Llanfair Caereinion C.P. School and Caereinion High School.</p> <p>The following issues were raised regarding the proposal's impact on pupils belonging to the protected characteristic groups:</p> <p><u>Age</u>: Some concerns were raised about the impact of younger pupils attending the same school as older pupils.</p> <p><u>Additional Learning Needs</u>: Concern was expressed about the Welsh-medium provision for pupils with ALN. It was also noted that continued support was needed for younger pupils with ALN, and that the High School building does not comply with the requirements of the Equality Act 2010. It was also suggested that implementation of the proposal could have a positive impact on pupils with ALN through ensuring seamless support for pupils from the primary phase into KS3 and beyond.</p>

<p>iii) What are the reasons behind some groups not using the service? How will a change affect this position?</p> <p>iv) What has consultation on your proposals revealed about impact on the protected characteristics?</p>	
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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.

<p>The proposal does not present any adverse impact on equality. [Proceed to question 10]</p>	<input type="checkbox"/>
<p>The proposal presents some adverse impact on equality. [Proceed to question 8]</p>	<input checked="" type="checkbox"/>
<p>The proposal presents significant impact on equality [Proceed to question 8]</p>	<input type="checkbox"/>

8. AREAS for IMPROVEMENT

<p>Please provide detail of weak or sensitive areas of the proposal identified by the assessment.</p> <p>i) Which protected characteristic groups are particularly affected?</p> <p>ii) Will people on low incomes be affected?</p>	<p>i) The proposal will impact on a number of 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.</p> <p>ii) 14.5% of pupils attending Llanfair Caereinion C.P. School and 7.4% of pupils attending Caereinion High School are eligible for Free School Meals.</p> <p>iii) Llanfair Caereinion C.P. School and Caereinion High School are both dual stream schools, therefore the proposal will affect Welsh speakers. As required by the Welsh Government’s School Organisation Code, a separate Welsh Language Impact Assessment has been carried out.</p>
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iii) Will Welsh speakers be affected?	
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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?</p> <p>ii) Does the proposal require modification to reduce or remove this impact?</p> <p>iii) Should the proposal be considered for removal, owing to the degree of impact it is likely to have?</p>	<p>Should the proposal be implemented, a new dual stream all-through school would be established, and all pupils currently attending Llanfair Caereinion C.P. School and Caereinion High School would be able to attend the new school. The aim of the proposal is to improve the educational opportunities available to all pupils in Llanfair Caereinion, including any pupils belonging to the protected characteristic groups.</p> <p>There is no reason to believe that the proposed new school would be unable to meet the needs of pupils belonging to the protected characteristic groups that would be affected, including pupils with Additional Learning Needs, pupils belonging to Ethnic Groups other than White British, EAL pupils, pupils eligible for Free School Meals and Looked After Children. The aim of the proposal is to improve the educational opportunities available to all pupils, including pupils belonging to protected characteristic groups.</p> <p>Comments were received during the consultation period relating to the proposal's impact on pupils with Additional Learning Needs, including concern about Welsh-medium provision for pupils with ALN, the need for continued support for younger pupils with ALN, and that the High School building does not comply with the requirements of the Equality Act 2010. Responses to these issues are provided in the Consultation Report. It was also suggested that implementation of the proposal could have a positive impact on pupils with ALN through ensuring seamless support for pupils from the primary phase into KS3 and beyond.</p> <p>Comments were also received which expressed concern about primary aged pupils attending the same school as secondary aged pupils, however as the proposal is to establish the new school on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, it is unlikely that there would be any significant change compared with the current position.</p>
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	<p>Many comments were received during the consultation period relating to the Welsh language / Welsh-medium education. These concerns are addressed in the Consultation Report itself, the Welsh Language Impact Assessment and the Integrated Impact Assessment.</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: Need was not identified at time of writing Service Strategy</p>
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4. Community Impact Assessment

4.1 Llanfair Caereinion C.P. School

i) Information on the proportion of pupils from the catchment area that attend the school

Welsh-medium Stream

The closest Welsh-medium provider for pupils attending the Welsh-medium stream at Llanfair Caereinion C.P. School in January 2020 was as follows:

School	% of Pupils
Llanfair Caereinion C.P. School	74.7%
Ysgol Cwm Banwy	2.4%
Ysgol Rhiw Bechan	4.8%
Ysgol Pontrobert	6.0%
Ysgol Dafydd Llwyd	1.2%
Ysgol Gymraeg y Trallwng	7.2%
Ysgol Carno	3.6%

This suggests that 74.7% of pupils attending the school's Welsh-medium stream were attending their closest Welsh-medium provider, whilst 25.3% of pupils attending the school's Welsh-medium stream live closer to other Welsh-medium providers.

English-medium Stream

The closest English-medium provider for pupils attending the English-medium stream at Llanfair Caereinion C.P. School in January 2020 was as follows:

School	% of Pupils
Llanfair Caereinion C.P. School	85.5%

Castle Caereinion C. in W. School	8.4%
Ysgol Rhiw Bechan	1.2%
Welshpool C. in W. School	4.8%

This suggests that 85.5% of pupils attending the school's English-medium stream were attending their closest English-medium provider, whilst 14.4% of pupils attending the school's 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:

- Sports – football, netball, hockey and cross country
- Urdd Club – practicing for the Urdd Eisteddfod. This includes singing, choir, disco dancing and folk dancing
- Arts and Craft Club
- Lego Club
- Computer Coding Club
- Gardening 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:

- After School Club

iv) Other use by the community of the school building

The school building is not used by the community for any other activities.

v) Other links between the school and the community

- Links with the chapel and churches
- Local Eisteddfods
- Instrumental lessons – piano, guitar, drums, flute and brass
- Links with the high school for concerns and Eisteddfod
- Library visits
- Arts Connect

- Visits by emergency services e.g. police, fire service, nurses

vi) If accommodation, facilities or services are provided by a school, where would they be provided in the event of closure?

Should the proposal be implemented, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore the current Llanfair Caereinion C.P. School site would continue to be available.

vii) Distance and travelling time involved in attending an alternative school of the same language category

Should the proposal be implemented, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore pupils would be able to continue to access Welsh-medium and English-medium provision at the same location. There would be no impact on distance and travelling time.

viii) How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported

Should the proposal be implemented, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore pupils would be able to continue to access Welsh-medium and English-medium provision at the same location. It is not anticipated that there would be a significant impact in terms of parents' and pupils' engagement with the new school.

During the transition period, it is anticipated that there would be opportunities for parents and pupils to be involved in the process of establishing the new school, including opportunities for some parents to be part of the new school's temporary governing body, as well as opportunities to be involved in identifying a name / logo / branding for the new school.

ix) Any wider implications e.g. impact on public transport provision, wider community safety issues

It is not anticipated that implementation of the proposal to establish an all-age school would impact on public transport provision or community safety.

4.2 Caereinion High School

i) Information on the proportion of pupils from the inside and outside the catchment area that attend the school

Welsh-medium Stream

The closest Welsh-medium provider for pupils attending the Welsh-medium stream at Caereinion High School in January 2020 was as follows:

School	% of Pupils
Caereinion High School	88.7%
Ysgol Llanfyllin	6.9%
Llanidloes High School	4.4%

This suggests that 88.7% of pupils attending the school's Welsh-medium stream were attending their closest Welsh-medium provider, whilst 11.3% of pupils attending the school's Welsh-medium stream live closer to other Welsh-medium providers.

English-medium Stream

The closest English-medium provider for pupils attending the English-medium stream at Caereinion High School in January 2020 was as follows:

School	% of Pupils
Caereinion High School	60.3%
Welshpool High School	8.0%
Ysgol Llanfyllin	4.5%
Newtown Campus, Newtown High School	24.1%
Llanidloes High School	1.0%

Mary Webb School & Science College (Out of County)	0.5%
The Marches School (Out of County)	1.5%

This suggests that 60.3% of pupils attending the school's English-medium stream were attending their closest English-medium provider, whilst 39.7% of pupils attending the school's 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:

- Sports – rugby, hockey, football, netball, rounders, athletics, squash, badminton, and weight training
- Urdd
- Drama Club
- Science Club
- Computer Coding Club
- Music – choir, instrumental, band, concert practice & Urdd auditions
- Study groups across the curriculum plus Homework 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:

- After School Club
- A strong bilingual community has and will continue to be represented through the bilingual Music and Drama concerts and involvement in the Urdd.

iv) Other use by the community of the school building

The school building is also used by the community for the following:

- Welsh Classes in the evenings provided by Aberystwyth University
- Llanfair Caereinion Community Partnership Group

v) Other links between the school and the community

- The school is linked with the Llanfair Caereinion Community Group, which has 60 individuals representing businesses, tourist attractions, town council, primary schools and local sporting clubs e.g. Dyffryn Banwy FC, Cobra Rugby, Llanfair Caereinion FC, Llanfair Ladies Hockey Club, Library, EvaBuild, Cast-Alum and Welshpool & Llanfair Light Railway.

vi) If accommodation, facilities or services are provided by a school, where would they be provided in the event of closure?

Should the proposal be implemented, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore the current Llanfair Caereinion C.P. School site would continue to be available.

vii) Distance and travelling time involved in attending an alternative school of the same language category

Should the proposal be implemented, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore pupils would be able to continue to access Welsh-medium and English-medium provision at the same location. There would be no impact on distance and travelling time.

viii) How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported

Should the proposal be implemented, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore pupils would be able to continue to access Welsh-medium and English-medium provision at the same location. It is not anticipated that there would be a significant impact in terms of parents' and pupils' engagement with the new school.

During the transition period, it is anticipated that there would be opportunities for parents and pupils to be involved in the process of establishing the new school, including opportunities for some parents to be part of the new school's temporary governing body, as well as opportunities to be involved in identifying a name / logo / branding for the new school.

ix) Any wider implication e.g. impact on public transport provision, wider community safety issues

It is not anticipated that implementation of the proposal to establish an all-age school would impact on public transport provision or community safety. However, the school has noted that there is a need to consider improving pathway access to the site.

4.3 Issues raised during the consultation period

Some comments relating to the community were received in the consultation responses. The majority of comments suggested that the proposal provides an opportunity to develop and enhance links with the community, and emphasised the need to work with the community in order to develop bilingualism in the school. Comments were also received to reflect that Caereinion High School serves a wider community than the immediate Llanfair Caereinion catchment, as it is also the Welsh-medium provider for Newtown and Welshpool.

4.4 Conclusion

As the proposal would see the retention of primary and secondary Welsh-medium and English-medium provision in Llanfair Caereinion in the buildings currently occupied by Llanfair Caereinion C.P. School and Caereinion High School, it is not anticipated that the proposal would have a negative impact on the community.

It is anticipated that implementation of the proposal would provide enhanced opportunities for pupils across all age ranges, and enhanced opportunities to establish and develop links with the community.

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 Llanfair Caereinion C.P. School

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	11	11	100%	6	54.5%
2018	13	13	100%	2	23.1%
2019	11	10	90.9%	1	9.1%

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	11	11	100%	6	54.5%
2018	10	10	100%	5	50%
2019	15	15	100%	6	46.7%

No Teacher Assessment 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	16	13	81.3%	4	25.0%
2018	16	15	93.8%	6	37.5%
2019	10	10	100%	4	40%

No Teacher Assessment 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 their Welsh, either as a first or second language. These include the following:

- Sports – football, netball, hockey and cross country
- Urdd Club – practicing for the Urdd Eisteddfod includes singing, choir, disco and folk dancing
- Arts and Craft Club
- Lego Club
- Computer Coding Club
- Gardening Club

iii) Opportunities provided by the school for members of the community to learn Welsh, or undertake activities through the medium of Welsh

The school has provided Welsh lessons for parents in the past, but these have had very small uptake.

iv) Other links between the school and the Welsh language community

- Visits and performances at the Welsh Chapel at Harvest and Christmas
- Participation in local and regional Eisteddfods – Cylch a Talaith
- School representatives support the Urdd committee
- Visits to the local library
- The school contributes to the local Plu'r Gweunydd magazine.

5.2 Caereinion High School

i) Standards in the Welsh language

Welsh First Language

End of Key Stage 3

	Number of Year 9 pupils	No. Level 5+	% Level 5+	No. Level 6+	% Level 6+

	assessed in Welsh 1 st lang				
2017	58	56	96.6%	45	77.6%
2018	39	37	94.9%	24	61.5%
2019	42	42	100.0%	26	61.9%

No data in 2020 due to Covid-19

End of Key Stage 4

	Total number of GCSE Welsh 1 st lang. entries	Number of pupils that achieved grades A* - C	% of pupils that achieved grades A* - C
2017	46	40	87.0%
2018	50	43	86.0%
2019	55	48	87.3%

No data in 2020 due to Covid-19

Welsh Second Language

End of Key Stage 3

	Number of Year 9 pupils assessed in Welsh 2 nd lang	No. Level 5+	% Level 5+	No. Level 6+	% Level 6+
2017	25	24	84.4%	14	50.0%
2018	34	29	94.4%	21	61.1%
2019	33	31	85.7%	19	60.0%

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

The following after school / extra-curricular activities provide additional opportunities for pupils to use Welsh:

- Urdd
- Drama Group
- Music
- Educational sessions
- Ysgol Theatr Maldwyn

iii) Opportunities provided by the school for members of the community to learn Welsh, or undertake activities through the medium of Welsh

The school provides opportunities for school staff and members of the community to learn Welsh, these include the following:

- Welsh classes in the evenings provided by Aberystwyth University
- After school Welsh lessons for school staff

iv) Other links between the school and the Welsh language community

The school has hosted Eisteddfod planning meetings.

5.3 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, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School.

It is anticipated that implementation of the proposal would provide enhanced opportunities for pupils across all age ranges, including opportunities to take part in Welsh language activities, which could include after school activities.

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, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore pupils would be able to continue to access Welsh-medium and English-medium provision at the same location. It is not anticipated that there would be a significant impact in terms of parents' and pupils' engagement with the new school.

During the transition period, it is anticipated that there would be opportunities for parents and pupils to be involved in the process of establishing the new school, including opportunities for some parents to be part of the new school's temporary governing body, as well as opportunities to be involved in identifying a name / logo / branding for the new school.

It is anticipated that implementation of the proposal would provide enhanced opportunities for pupils across all age ranges, including opportunities to take part in Welsh language activities. In addition, there would be an opportunity to develop enhanced opportunities for families to take part in Welsh language activities, and to further develop links with Welsh language organisations.

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 the 24th September 2020:

'The Welsh-medium Education Forum acknowledges that merging the schools in Llanfair Caereinion to establish an all-age school is the first step of the journey, and acknowledges that the Council's vision is to improve access to Welsh-medium education across all key stages, and to move schools along the language continuum. The Forum supports this aim, and considers this to be a natural and important step for education in the Caereinion area.

However, the Forum is very disappointed that the current proposal for the schools in Llanfair Caereinion is not more ambitious with regard to the language medium of the new school. Historically, secondary Welsh-medium provision in Powys has been too reliant on dual stream schools. This hasn't provided clarity to pupils and parents about the provision available. There is a risk that continuing to rely on Welsh-

medium streams in the secondary sector will not provide clarity on the provision available, and will not ensure that the best possible provision is available to learners.

If the proposal to establish an all-age school in Llanfair Caereinion is implemented, the Welsh-medium Education Forum would be more than happy to work with the new school, 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 its commitment to developing 'an infrastructure that will enable all pupils to access full provision in either Welsh or English throughout all stages of education'.

Implementation of the proposal would ensure continued access to Welsh-medium education in Llanfair Caereinion. It is anticipated that the Welsh-medium provision in the new school would be at least at the same level as the current provision in Llanfair Caereinion C.P. School and Caereinion High School, and would also provide improved opportunities for sharing resources between educational phases, sharing of staff and sharing of specialist facilities, and improved opportunities for pupils to use the Welsh language throughout the school.

Implementation of the proposal would also provide an opportunity to strengthen the linguistic continuum between the educational phases.

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 current process is focussed on creating an all-age governance structure in Llanfair Caereinion, and does not propose any change to the current language categories of Llanfair Caereinion C.P. School and Caereinion High School.

However, the Council recognises the strength of Welsh-medium provision in this area, and that in particular, the secondary Welsh-medium provision at Caereinion is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision.

Alongside this consultation, the Council will accelerate its constructive dialogue with representatives of Llanfair Caereinion C.P. School and Caereinion High School, in order to continue to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion, and will also include all feeder schools in this dialogue. This would contribute to the implementation of the Council's Welsh in Education Strategic Plan (WESP) and the Welsh Government's Strategy to achieve a million Welsh speakers by 2050.

If the outcome of this is a need to change the school's language category, a further statutory process would be required to implement this. If required, this would be separate to the current process to merge the two schools, and a separate consultation exercise would be required.

5.4 Issues raised during the consultation period

A number of comments received during the consultation period related to the Welsh language. These included comments expressing concern about Welsh-medium provision in general and concern about the proposal, as well as comments which suggested that the proposal offered opportunities to impact positively on the Welsh language. These comments and the Council's response are listed in full in the consultation report published in respect of this proposal, however a summary is provided below:

i) Impact on pupils

- Improved Welsh language opportunities

ii) Reference to the community

- Need to work with the community to develop bilingualism

iii) Comments about the current provision

- Positive comments about the current Welsh-medium provision
- Negative comments about the current Welsh-medium provision

iv) Comments about the Welsh language

- The proposal would have a positive impact on the Welsh language
- Don't think the proposal will have a significant impact on the Welsh language
- Concern that the proposal would have a negative impact on the Welsh language

- Reference to 'A million Welsh speakers'
- Need to provide Welsh language support for parents
- Need to do more to promote Welsh
- Need to offer Welsh-medium pre-school provision
- Need to offer immersion
- Reference to the Siartr Iaith / opportunities to use Welsh

v) Reference to Welsh-medium education delivery models

- Support for the dual stream model
- Criticism of the dual stream model
- Support for the Welsh-medium model
- Criticism of the Welsh-medium model

vi) Reference to equality of opportunity / Welsh language being treated less favourably than English

- Reference to inequality in terms of subject choice
- Concern that the proposal will have a negative impact on the Welsh language / Welsh-medium provision

vii) Other options

- Establish dedicated Welsh-medium secondary provision at Caereinion
- Establish dedicated Welsh-medium secondary provision in a different location e.g. Newtown
- Other comments relating to establishing dedicated Welsh-medium provision

5.5 Conclusion

Implementation of the proposal would see the retention of primary and secondary Welsh-medium and English-medium provision in Llanfair Caereinion. Whilst the proposal would not change the current language category of the two schools, it is anticipated that amalgamating the two schools would lead to enhanced opportunities to use and promote the Welsh language within the new school.

It is also anticipated that implementation of the proposal would result in improved transition between key stages, which could lead to improvements in the proportion of pupils continuing to access Welsh-medium provision on transfer from the primary sector to the secondary sector.

Implementation of the proposal would result in the establishment of a new governing body and staffing structure, who would be responsible for embedding a vision for the Welsh language across the whole school, and for

ensuring consistency across both phases of education, which could lead to enhancing the Welsh-medium provision available.

During the consultation period, a number of comments were received which related to the Welsh language. These included comments expressing concern about Welsh-medium provision in general and concern about the proposal, as well as comments which suggested that the proposal offered opportunities to impact positively on the Welsh language. All comments received are noted, and whilst the current consultation is on a proposal to establish a dual stream all-age school in Llanfair Caereinion, the Consultation Document that was published clearly states that the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision.

Recognising the comments received, the Council will now accelerate the dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion, and will also include all feeder schools in this dialogue. If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.