

Learning and Skills Scrutiny Committee

Meeting Venue
By Zoom

Meeting Date
Wednesday, 20 September 2023

Meeting Time
2.00 pm

For further information please contact

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County Hall
Llandrindod Wells
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14-09-2023

Mae croeso i chi siarad yn Gymraeg neu yn Saesneg yn y cyfarfod. Rhowch wybod pa iaith rydych am ei defnyddio erbyn hanner dydd, ddau ddiwrnod gwaith cyn y cyfarfod.

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.	DISCLOSURES OF INTEREST
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To receive any disclosures of interest by Members relating to items to be considered at the meeting.

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.	SECONDARY SCHOOL IMPROVEMENT STRATEGY - CONTINUATION
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To receive and consider the report and presentation on the Secondary School Improvement Strategy.

(Please note this is a continuation from the Learning and Skills Scrutiny Committee meeting of the 13th September 2023)

(Pages 3 - 10)

5.	CURRICULUM FOR WALES
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To receive and consider a presentation on the Curriculum for Wales.

6.	SCHOOLS TRANSFORMATION - LLANFYLLIN / NORTH WELSHPOOL CATCHMENT REVIEW
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To receive and consider the reports on Schools Transformation for the Llanfyllin / North Welshpool Catchment Review

(Pages 11 - 142)

7.	SCHOOLS TRANSFORMATION - YSGOL BRO CAEREINION
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To receive and consider the reports on School Transformation for Ysgol Bro Caereinion

(Pages 143 - 216)

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

(Pages 217 - 220)

Committee Reflection

Following the close of the meeting the Committee is asked to spend 5 to 10 minutes reflecting on today's meeting.

4

Learning and Skills Scrutiny Committee 13th September 2023

Report Title:	Secondary Schools Improvement Strategy
Lead Officer:	Cressy Murphy

Key Issues in the report highlighted by Lead Officer

Progress made in realising the aims of the Secondary School Improvement Strategy has been slow and now needs to gain in pace with the Secondary School Improvement Team working closely with schools in line with the Estyn visit improvement plan. This will include: Improving relationships with Headteachers, Improvements to Teaching and Learning and Improvements in the reporting systems.

Key Feeders (tick all that apply)

Strategic Risk		Cabinet Work Plan	
Director / Head of Service Key Issue		External / Internal Inspection	
Existing Commitment / Annual Report	X	Performance / Finance Issue	
Suggestion from Public		Referral from Council / Committee	
Corporate Improvement Plan		Impacting Public / other services	
Service Integrated Business Plan			
Suggestion from Members			
Partnerships			

Scrutiny Impact (tick all that apply)

Policy Review		Performance	
Informing Policy Development		Evidence Gathering	
Risk		Corporate Improvement Plan	
Service Integrated Business Plan		Partnerships	
Pre-Decision Scrutiny		Finance / Budget	

Other (please specify)

Suggested scrutiny activity - Committee's Role:

To be aware of the progress made in realising the Secondary School Improvement Strategy and to scrutinise the effectiveness of the team working with the secondary schools across Powys. To scrutinise how effectively the schools are responding to the challenge and support provided by the team.

On what specific elements of the report would scrutiny comment add value

CYNGOR SIR POWYS COUNTY COUNCIL.

Learning and Skills Scrutiny Committee

Date

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Report Author:	County Councillor Pete Roberts Portfolio Holder for a Learning Powys
Lead Officer:	Cressy Murphy
Report Title:	Secondary Schools Improvement Strategy
Report For:	Information and Discussion

1. Purpose

The purpose of the report is to provide the Learning and Skills Scrutiny Committee with an overview of the work undertaken by Schools Service and schools, in collaboration with key partners to support the implementation of the Secondary School Improvement Strategy

2. Background

2.1 The Secondary School Improvement Strategy (SSIS) was developed in February 2021 as a key stepping-stone to support the ambitious vision for Powys. An integral part of the SSIS, in line with Education in Wales: Our National Mission, is to encourage and promote collaboration between secondary schools to share good practice, innovate and improve in order to achieve the highest possible standards and move towards becoming a high achieving, self-improving LA.

2.2 The implementation of the SSIS will drive sustainable school improvement, guided by effective self-evaluation and improvement planning, and provide all school leaders with the necessary support to improve practice. This will eventually lead to a network of excellent schools, working within a collaborative environment, to spread excellence across the secondary sector. In addition, the emphasis placed on continuous school improvement, sharing and learning from good practice, at whole school and departmental level, in relation to learning and teaching, leadership and the curriculum and its implementation will address the seven dimensions for schools as learning organisations (SLO).

2.3 The SSIS noted that the focus in the short term would be

- ensuring consistency in the quality of self-evaluation and improvement planning
- improving learning and teaching
- improving literacy and numeracy standards across secondary schools
- implementing an agreed strategy to improve leadership development, professional learning and to develop school to school collaboration.

2.4 The implementation of the SSIS was hindered by the Covid-19 pandemic. The lockdowns and restrictions limited the amount of time that officers and consultants could visit schools and work alongside leaders and also changed the immediate focus of the school support required. The challenges faced by secondary schools during this time resulted in the majority of time and energy being focussed on managing the day-to-day challenges, detracting the focus from their long-term strategic aims. One positive impact that emerged as a result of the pandemic is the use of digital technology to access Professional Learning (PL) activities.

2.5 The decommissioning of ERW also stalled progress against the recommendations in the SSIS, and in addition, the dependency on external consultants in the design and delivery of professional learning events and in developing school-to-school collaborations had some effect on the implementation of the SSIS in that it has limited SIAs' capacity to ensure the necessary follow-up and evaluate the effect of these initiatives on school improvement.

- 2.6 Following the demise of ERW, and the significant challenge that the LA had faced in recruiting secondary Challenge Advisers and a Secondary School Improvement Manager a secondary school improvement team consisting of a Secondary School Improvement Manager (SSIM) and five subject specialist advisers were appointed and took up post in September 2022.
- 2.7 The need to establish new methods of working and develop a baseline of provision and standards in secondary schools led to an element of plateauing in the support and challenge provided in the initial stages of the team's work which was identified in the recent Estyn visit.
- 2.8 The initial focus of the team has been on establishing a strong understanding of the strengths and areas for development for individual schools, on developing leadership practice with a strong emphasis on the quality of self-evaluation and improvement planning and on developing literacy and numeracy skills of learners across Powys secondary schools.
- 2.9 This work has placed the team (and thus the LA) in a suitable position to evaluate progress against the SSIS priorities and further develop the support provided to ensure a bespoke and targeted approach to have a positive impact in schools. In addition, the SSIM (Secondary school improvement manager) has a clear picture of the changes required to further develop the work of the team, improve the support and challenge provided, ensure consistency across the team and develop the system to track the effect of the advisers' work.

3. Priority 1: Ensuring consistency in the quality of self-evaluation and improvement planning

- 3.1 The secondary team provided training, available to all Headteachers on the new school improvement guidance and development plan writing. All schools received feedback on their school development plans and were supported and challenged to improve them in line with the new guidance through 'Support and Challenge meetings'. As a result of this the majority of schools improved their development plans, with more focused priority areas informed by first hand evidence.
- 3.2 All schools have received support from school improvement advisers (SIAs) to develop their approaches to self-evaluation. By January 2023 schools had developed a calendar of appropriate activities based on gathering first hand evidence of learning which led to identification of broad areas of strength and areas to improve. There are however, too many cases where school leaders do not identify the specific features of learning that require development precisely enough, and not all schools triangulate the evidence between different monitoring activities well enough. There has been an over-reliance on the use of examination data to provide information on the progress that learners are making in lessons and over time, which is not in line with the principles of the Curriculum for Wales.
- 3.3 School improvement advisers and subject advisers have worked alongside school leaders to model effective approaches to learner centred self-evaluation processes. This has included doing joint lesson observation, learning walks, looking at work and listening to learners followed by professional dialogue about the findings. This work, alongside the work of the Support and Challenge meetings, has seen a number of schools make significant progress in their understanding of learner centred evaluation. This work is still in its initial stages, and therefore improving self-evaluation and improvement planning processes remains an important focus for the LA.

4. Priority 2: Improving teaching and learning

4.1 In January 2023 the secondary team worked closely with schools to evaluate standards of learning and teaching across Powys secondary and all-age schools. The findings from these visits have allowed the team to begin to develop suitable support for the schools. Strengths across Powys include that in nearly all cases there are positive relationships between learners and adults in schools. Learners listen carefully to input from teachers, and are courteous and polite to adults and their peers. Most teachers have strong subject knowledge, and many give clear explanations and support learners to build on their prior knowledge successfully. However, in too many cases teachers have low expectations of what the learners are capable of achieving, the pace of learning is too slow and teachers over direct the learning. As a result far too many learners in Powys do not make the progress over time that they are capable of. Improving teaching and learning experiences will continue to be a priority for the service.

4.2 The secondary team are developing links with the Curriculum for Wales (CfW) and PL Team to provide a variety of PL opportunities linked to learning and teaching and supporting clusters with the development of CfW through targeted, staggered INSET sessions to ensure all PCC officers can support each cluster and provide bespoke guidance. The feedback from the majority of clusters has been positive and they have found the CfW INSET PL sessions helpful in developing a shared understanding of progression in learning, which is a mandatory expectation for all schools and clusters.

4.3 In cases where schools have requested the support, the secondary subject advisers have worked closely with middle leaders and teachers in schools to build on the work undertaken in the Cluster INSETs and support practitioners to develop teaching practice in line with the twelve pedagogical principles of Curriculum for Wales. There has been positive feedback in response to the work of the subject advisers, with many Headteachers stating that the support was 'extremely useful'.

4.4 The OLEVI Outstanding Teacher Programme (OTP) has been offered to nearly all clusters of schools. Six secondary school clusters have taken part in the OTP, with at least one teacher from these schools attending the training. One of the secondary schools involved has stated that the OTP has had a significant impact on improving learning and teaching across the school. The impact of the OTP training on developing whole school approaches to pedagogy has been variable. Where it has been effective, schools have shared the pedagogy with all teaching staff and developed a whole school approach which underpins their understanding of pedagogy and has given staff the confidence to try new techniques. These staff have used the questioning techniques to draw out higher level responses from learners, especially impacting on the development of MAT learners. However, in a few schools, the OTP techniques have not been shared across the whole school and therefore it is not used consistently across classes and is having a limited impact on improving pedagogy.

4.5 Eight facilitators from across Powys have been trained as OLEVI trainers, and they facilitated their first OTP programme in autumn 2022. This programme will be developed into the new academic year and offered to all secondary and all-age schools. Training from the OLEVI trainers will be followed up by support from the school improvement advisers to ensure the approaches are embedded across the school and impact all practitioners.

5. Priority 3: improving literacy and numeracy standards across secondary schools

5.1 Following the return to school after the lockdowns, regression was seen in learners' key skills, resilience and social and emotional skills. The Education Endowment Foundation (EEF) 2022 report states that overall, "the evidence shows that Covid-related disruption has caused learning loss in both maths and reading, though there is some variability in different studies' findings on which subject has been more affected." Most evidence shows that by summer 2021, learners had not yet recovered from the learning they had lost during 2020 and 2021 in both maths and reading and in

fact a recent study (DfE, 2022) found that in secondary reading, learning losses have increased since the end of the 2021 summer term. The impact of the Covid-19 pandemic on Welsh medium literacy has also been captured and the July 2021 WG report evidences the significant impact upon the Welsh medium provision particularly the learners who lived in non-Welsh speaking households during the lockdowns.

Moving forward it is essential that practitioners focus on the identification of the gaps in learning and provide effective formative feedback to close the learning gap. It has been argued by some researchers that now is not the time for marks, levels, or grades but a greater focus in building confidence in our learners by focusing on the key skills which will act as a springboard to all learning.

5.3 In 2021-22 all secondary schools were given the opportunity to participate in the LA's "reading behaviours" programme with the expectation that this would improve reading standards across the ability spectrum and in individual subjects across all schools. Progress in relation to literacy and numeracy and in particular the impact of the reading behaviour programme was the subject of the LA's summer monitoring visits in 2022. The overall evaluation was that less progress had been made than expected. The following actions formed part of the overall recommendations:

- Literacy/numeracy development plans should include key, measurable targets for ensuring individual subject contributions to literacy/numeracy across the curriculum, and all schools should identify a leader(s) responsible for developing the provision for literacy and numeracy skills across the school.
- Ensuring that literacy/numeracy rich tasks are appropriate and sufficiently challenging to meet the needs of all learners and Curriculum for Wales expectations.
- Professional learning programme needed for staff to develop expertise in oracy (speaking and listening), embed reading behaviours as an essential part of classroom practice and establish techniques to improve learners writing across the curriculum.
- Professional learning programme for staff to develop expertise in developing numeracy across the curriculum.
- Establish suitable systems to evaluate literacy/numeracy standards across the school that include lesson observation, book scrutiny, learning walks, teacher and learner voice.
- Ensure that all practitioners in the school know and understand what good practice in literacy/numeracy across the curriculum looks like.

5.4 Training on the planning for the effective development of learners' numeracy skills has been delivered to all schools during 2022-23. All schools have engaged positively with the training and have worked with subject advisers to develop approaches to numeracy in individual subject areas. Most schools have now appointed dedicated 'numeracy coordinators' whose role it is to develop numeracy across the curriculum. From the evidence seen on school visits there has been strong progress in schools' approaches to the evaluation of numeracy, and improvements have been noted in planning for developing numeracy. Standardised numeracy methods have been agreed and shared with staff in many schools and the mapping of numeracy opportunities across the curriculum has begun in many schools. Many schools have focussed on improving learners' ability to synthesise and present information through the use of graphs, an area which has been highlighted by Estyn as in need of improvement across Wales. Schools have worked with subject advisers to develop the use of graphs in different subjects across the curriculum. Where requested officers have provided training and support in effective intervention strategies for improving numeracy skills, including through the medium of Welsh. One school that received the training has reported an increase in confidence and their fluency with number operations.

5.5 Schools are beginning to improve their provision for developing literacy across the curriculum based on the needs of their learners. Officers have enabled the sharing of good practice through network meetings and have shared strategies and exemplars, for example spelling and oracy strategies, explicit vocabulary instruction and Talk for Writing. A literacy audit tool has been shared with all schools, and schools have been supported to assess literacy provision and develop their literacy improvement plans. Subject advisers have built on this by working directly with schools to

demonstrate how these approaches can be used in practice. In addition to this the LA have brokered 'Voice 21 training' for all secondary and all-age schools. This is a comprehensive training and follow up programme to support schools to develop and implement outstanding provision for the development of oracy across the school. This training will begin in autumn 2023.

5.6 Research on the instruction of literacy with language is a comprehensive Welsh literacy intervention package focussed on reading in years 3 to 6 and endorsed by Welsh Government. All all-age schools have received training in this approach and will implement the interventions from September 2023. This work will improve the reading skills of learners in Welsh and English medium schools and across clusters so that they are able to progress their learning more rapidly in the secondary phase.

5.7 Literacy and numeracy networks have been established, and well attended by schools. These networks allow identified best practice in literacy and numeracy to be shared, and support collaborative working between as well as within schools. Training has been provided to new literacy and numeracy coordinators in understanding and being effective in their role, training has also been provided to newly qualified teachers and non-specialist teachers. Subject advisers have worked closely with schools to identify the precise areas of literacy and numeracy that they need to develop in each subject area and have supported them to develop subject specific approaches to literacy and numeracy through joint planning, modelling and professional learning opportunities. This has led to an increased understanding of what good practice in literacy and numeracy across the curriculum looks like.

6. Implementing an agreed strategy to improve leadership development, professional learning and to develop school to school collaboration

6.1 During the pandemic the LA and schools worked closely to begin a leadership development programme and increase school to school collaboration. This was well-received by schools however, the impact of these two programmes was affected by

- the pandemic and in particular its effect on the time and energy available for professional learning
- an overly full professional learning programme for Headteachers and senior leaders that did not allow sufficient time at school level to share and then implement some of the key messages presented in the sessions
- a minority of individual sessions were not directly linked to LA and school priorities
- the lack of a strategic approach when deciding on school-to-school collaborative groups
- LA and school improvement advisers not fully involved in the sessions and as a result were not in a position to follow up on the learning in schools

6.2 Since September 2022 SIAs have worked closely with school leaders in a coaching and mentoring capacity with a focus on a re-engaging with strategic thinking and planning in the aftermath of the Covid-19 pandemic. Examples include where school improvement advisers have supported leaders to realise a vision for improving teaching and learning experiences and embed that culture across the school, there has been leadership support for curriculum planning and development, and for effective line management and performance management. Feedback from headteachers and school leaders has been positive, with nearly all leaders describing the support they have received as 'extremely useful' or 'somewhat useful'.

6.3 Acting and newly appointed Headteachers have been assigned a mentor, and for those who have worked in Powys previously that mentor has been from out of county in order to bring an external perspective. This has been well received and one headteacher stated that the choice

of mentor being tailored to their needs has been extremely beneficial. Recruitment of strong school leaders in the secondary sector has also been improved and is already having a positive impact on standards and provision.

6.4 Schools have been signposted to the most appropriate national leadership development programmes by LA officers, including the national senior leadership development programme, the middle leadership development programme and the NPQH qualification. Attendance from secondary practitioners at these programmes has declined over the 2022-23 academic year, and this has largely been due to pressures in schools around staffing and cover and the level of commitment necessary to attend. Where leaders have attended these programmes there has been a positive impact on leadership practice, and all leaders attending have been able to demonstrate their impact on the school development plan.

7. Wellbeing

7.1 In addition to the above, secondary schools have reported an increased level of challenge in relation to promoting good levels attendance, behaviour and a positive and resilient attitude to learning. As these aspects have a direct impact on teaching and learning and on creating the conditions for individual learners and teachers to succeed then improving attendance, inclusion and attitudes to learning of secondary age learners has been added to the priorities for the SSIS.

7.2 All schools receive support from a dedicated Educational Welfare Officer (EWO) to work with them to develop approaches to improving attendance and relationships with learners and their families. Where the need for further support for wellbeing and attendance has been identified we have provided additional bespoke support through school improvement advisers. This support has resulted in an increase in attendance across the county, and attendance in Powys remains well above the Welsh national average.

8. Conclusions and next steps

8.1 The evaluation of the SSIS priorities has shown that progress was not in line with expectations during the academic year 2021-22. As referred to previously this can be largely attributed to the impact of the pandemic, including schools being focussed on day-to-day challenges which detracted from the focus on strategic planning. In addition, there have been recruitment challenges within the service.

8.2 Early in the academic year 2022-23 two schools received Estyn monitoring visits and as a result were placed into 'Special Measures'. In addition, one school received a core inspection and was placed into 'Estyn review'. This has placed additional pressure on the new team due to the need to provide intense support for those schools. Five secondary or all-age schools are due inspection in 2023-24.

8.3 Whilst progress was initially slow in 2022-23 due to the induction of a whole new team as has been identified by Estyn in their recent visit, the need to establish a baseline across the county, progress against the priorities has increased at a steady rate through the rest of the academic year. Improvements have been seen in self-evaluation and improvement planning, and in the planning for the development of learners' literacy and numeracy skills. In addition, the LA now have a good understanding of the strengths and areas for development of individual schools, and are able to tailor support to their specific needs. This is beginning to ensure that support is more focussed and precise, which leads to greater and more sustainable impact.

8.4 Support for the development of Welsh language in secondary schools is an area for development for the service. There is not currently a Welsh speaking officer in the secondary school improvement team due to challenges with recruitment. The SSIM has brokered Welsh medium support for schools through the MWEP, external consultants and by working closely with the primary improvement team however, going forward the need for a dedicated Welsh speaking school improvement adviser should be considered.

8.5 As a result of the findings in this report the SSIS has been revised and updated. The short-term priorities for the revised SSIS are listed below:

1. Improving the quality of learning and teaching experiences across Powys secondary and all-age schools.
2. Improving self-evaluation and improvement planning processes in secondary and all-age schools.
3. Improving standards in literacy and numeracy for learners in secondary and all-age schools.
4. Improving attendance, inclusion and attitudes to learning of secondary age learners.
5. Implementing an agreed strategy to strengthen leadership at all levels and develop school-to-school collaboration.

8.6 Priority 1 improving the quality of learning and teaching experiences will always be the main focus of the service, and the following four priorities will all build towards and support the realisation of priority 1.

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CYNGOR SIR POWYS COUNTY COUNCIL.

CABINET EXECUTIVE
26th September 2023

REPORT AUTHOR: County Councillor Pete Roberts
Cabinet Member for a Learning Powys

REPORT TITLE: Llanfyllin / North Welshpool Catchment Review

REPORT FOR: Decision

1. Purpose

1.1 The purpose of this report is to outline the findings of the review of education in the Llanfyllin / North Welshpool catchments which restarted in April 2023, and to seek Cabinet approval of a revised preferred way forward for the catchment.

1.2 The report is supported by the following Appendices:

Appendix A – Engagement Report

Appendix B – Llanfyllin / North Welshpool Catchment Review

Appendix C – Impact Assessment

2. Background

Introduction

2.1 The Council has been developing plans for the Llanfyllin / North Welshpool catchment since the Council's Strategy for Transforming Education in Powys¹ was initially approved in April 2020, however to date, no statutory proposals have been taken forward in respect of the schools in the catchment.

2.2 In July 2022, the newly appointed Cabinet published a Work Programme for Wave 2 of the Transforming Education Programme, which included a commitment to restart the review of the Llanfyllin catchment, and to explore the potential of establishing additional Welsh-medium provision in the catchment as part of the Catchment Area Review. The review of the Llanfyllin catchment restarted in April 2023.

2.3 The review has focussed on revisiting the previously identified preferred way forward for the catchment and subsequent amendments

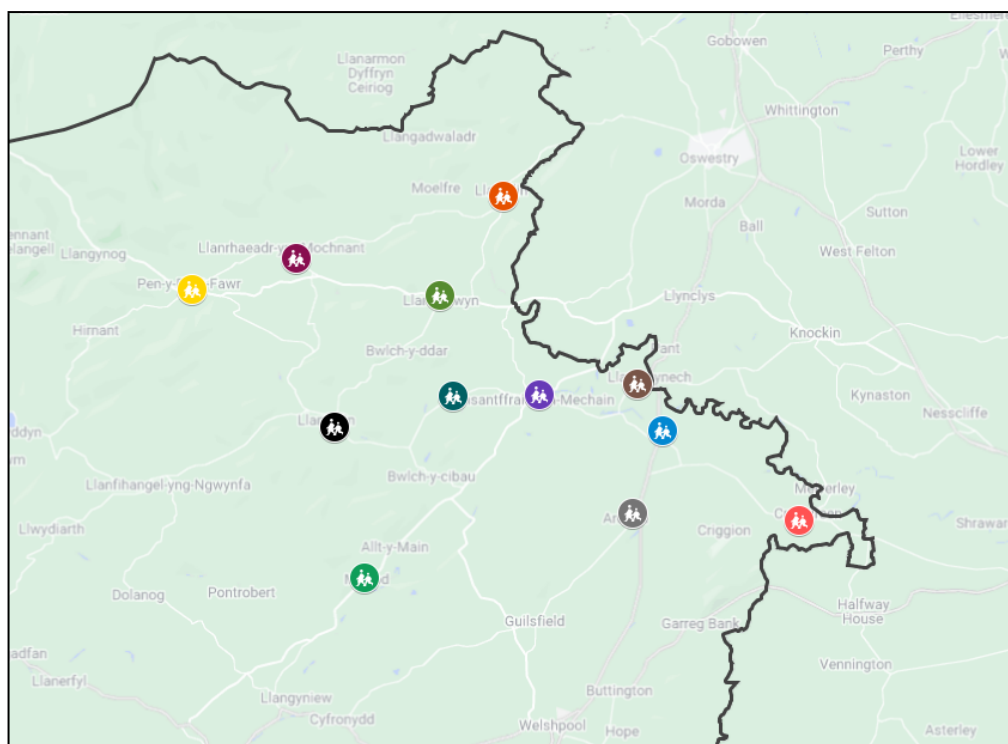
¹ Available at: <https://en.powys.gov.uk/article/9344/Transforming-Education-Strategy>

agreed between September 2020 and March 2022, to determine whether or not this is still the preferred way forward for the area.

- 2.4 Alongside this, a period of engagement has been held with the schools that are within the scope of this work. This included an engagement meeting for staff and governors at those schools, and visits to each school. The findings of the engagement work carried out are summarised in the Engagement Report, which is attached to this report as Appendix A.
- 2.5 Due to the geographical location of schools in the area, some schools which are considered part of the Welshpool catchment area are considered as part of this review, so the review is now being known as the 'Llanfyllin / North Welshpool Catchment Review'.

Current provision in the Llanfyllin / North Welshpool area

- 2.6 The following 12 schools in the Llanfyllin / North Welshpool catchments are within the scope of this review:
- Arddleen C.P. School
 - Brynhafren CP School
 - Carreghofa CP School
 - Llandysilio C. in W. School
 - Llanfechain C. in W. School
 - Llangedwyn C. in W. School
 - Llansantffraid C. in W. School
 - Ysgol Bro Cynllaith
 - Ysgol Llanfyllin
 - Ysgol Llanrhaeadr-ym-Mochnant
 - Ysgol Meifod
 - Ysgol Pennant
- 2.7 The 12 schools are shown on the following map:



Black – Ysgol Llanfyllin, Yellow – Ysgol Pennant, Dark Red – Ysgol Llanrhaeadr-ym-Mochant, Orange – Ysgol Bro Cynllaith, Green – Llangedwyn C. in W. School, Dark Blue – Llanfechain C. in W. School, Purple – Llansantffraid C. in W. School, Brown – Carregofa C.P. School, Blue – Llandysilio C. in W. School, Red – Brynhafren C.P. School, Dark Green – Ysgol Meifod, Grey – Arddleen C.P. School

- 2.8 Ysgol Pennant is a Welsh-medium school and Ysgol Llanfyllin and Ysgol Llanrhaeadr-ym-Mochant are dual stream schools. All other schools within the scope of the review are English-medium schools.
- 2.9 Llandysilio C. in W. School, Llanfechain C. in W. School, Llangedwyn C. in W. School and Llansantffraid C. in W. School are Church in Wales schools. The other 8 schools are community primary schools.
- 2.10 The following is a summary of pupil numbers at each school in June 2023:

	R	1	2	3	4	5	6	Total
Arddleen C.P. School	13	22	18	14	18	19	11	115
Brynhafren C.P. School	4	2	5	3	6	6	5	31
Carreghofa C.P. School	18	20	12	12	10	15	12	99
Llandysilio C. in W. School	8	6	6	14	9	9	5	57

Llanfechain C. in W. School	1	2	7	3	13	8	4	38
Llangedwyn C. in W. School	0	1	2	1	4	2	1	11
Llansantffraid C. in W. School	11	17	15	15	16	12	26	126
Ysgol Bro Cynllaith	5	2	5	1	4	4	4	25
Ysgol Llanfyllin (Primary)	18	20	17	19	18	19	29	140
Ysgol Llanrhaeadr-ym-Mochnant	15	10	12	9	15	12	6	79
Ysgol Meifod	8	8	9	10	14	8	6	63
Ysgol Pennant	10	8	17	12	8	14	12	81
TOTAL	111	118	125	113	135	128	121	851

	7	8	9	10	11	12	13	Total
Ysgol Llanfyllin (Secondary)	112	106	100	124	100	55	54	651

2.11 Further data relating to the 12 schools is provided on pages 11-16 and page 54 onwards in the 'Llanfyllin / North Welshpool Catchment Review' document which is attached as Appendix B.

The Case for Change

2.12 The case for change in the area is as follows:

i) Schools with low pupil numbers

Pupil numbers at the primary schools in the catchment range from 11 to 140. There are less than 35 pupils in 3 of the 10 schools.

ii) Decreasing pupil numbers

Total pupil numbers across the 12 schools are projected to decrease over the next 5 years.

iii) Variations in budget per pupil

The budget per pupil for the primary schools ranges from £4,159.42 to £11,689.50. Four of the primary schools have a budget per pupil which is higher than £7,000. The average budget per pupil for Powys primary schools is £4,656.50.

iv) Building condition

4 of the primary schools in the catchment are assessed as being condition C. There is estimated backlog maintenance of £6,200,801 across the schools in the catchment. However it is recognised that some of these schools have had improvement or remedial works carried out during the last few years.

v) Surplus capacity

There are currently 543 surplus places across the 12 schools which are within the scope of this review.

Review of the Preferred Way Forward

2.13 An initial preferred way forward for the Llanfyllin Catchment was considered and approved by Cabinet in September 2020. This was as follows:

- A new community campus for approximately 900 pupils aged 4-18 in Llanfyllin, replacing the Ysgol Llanfyllin buildings.
- To establish and build a new 360 place area school, to replace Carreghofa School and Llandysilio C. in W. School and potentially other schools in the Welshpool catchment. Site to be confirmed.
- To establish a new Welsh-medium school on the current Llanrhaeadr-ym-Mochnant site, replacing Ysgol Pennant and Llanrhaeadr-ym-Mochnant Primary School. This may require capital funding to extend the school.
- To provide an extension to Llansantffraid CiW Primary School.
- Possible closure of Llangedwyn CiW School, Llanfechain CiW School and Ysgol Bro Cynllaith.

2.14 Since September 2020, work has been undertaken to move towards implementation of the Preferred Way Forward, and a number of subsequent Cabinet decisions have been taken. These are outlined in Section 3 on pages 6-8 of the 'Llanfyllin / North Welshpool Catchment Review' document, which is attached as Appendix B. Some of the work undertaken / decisions made mean that some elements of the original Preferred Way Forward are no longer applicable.

2.15 As part of the Llanfyllin / North Welshpool Catchment Review, the original preferred way forward from September 2020 has been reviewed, to identify an updated preferred way forward for the

catchment. The process of reviewing the preferred way forward is outlined in detail in Appendix B.

2.16 As part of reviewing the preferred way forward, options for groups of schools have been considered. This is outlined in detail in Appendix B, however a summary is provided below:

i) Llangedwyn, Llanfechain and Llansantffraid

Llangedwyn C. in W. School

2.17 As pupil numbers at Llangedwyn C. in W. School have decreased significantly in recent years to just 11 pupils, future options for Llangedwyn were considered separately to the other two schools.

2.18 The options appraisal that was carried out is included in pages 21-28 of Appendix A. This exercise identified the following preferred option for Llangedwyn C. in W. School:

- Close Llangedwyn C. in W. School, pupils to transfer to Llanfechain C. in W. School.

2.19 Implementation of this option would be subject to the Statutory Process as outlined in the School Organisation Code.

Llanfechain C. in W. School and Llansantffraid C. in W. School

2.20 Options for Llanfechain and Llansantffraid cannot be considered until the future of Llangedwyn C. in W. School is clearer.

2.21 Once the way forward for Llangedwyn is clearer, the Council will work with Llansantffraid C. in W. School, Llanfechain C. in W. School and the Diocese of St Asaph to explore the possibility of merging the two schools to establish a dual sited school, with the intention of moving them to a new building within the next ten years.

2.22 This project will be included in the Council's new Strategic Outline Programme (SOP) for the Welsh Government's Sustainable Communities for Learning Programme's 'rolling nine-year programme' (previously known as the 21st C Schools and Colleges Programme), in order to draw down capital funding from the Welsh Government to match-fund the Council's contribution. The new SOP will be submitted to Welsh Government in early 2024.

ii) Pennant, Llanrhaeadr-ym-Mochnant and Ysgol Bro Cynllaith

Ysgol Pennant and Ysgol Llanrhaeadr

2.23 The paper concludes that the preferred option previously identified for these two schools, which is for them to continue as standalone

schools, but to support Ysgol Llanrhaeadr to move along the language continuum, still stands.

- 2.24 Alongside this, there is a longer term aspiration to merge the two schools in the future, to establish a dual sited school.

Ysgol Bro Cynllaith

- 2.25 As Ysgol Bro Cynllaith is a small school, with less than 30 pupils, future options for Ysgol Bro Cynllaith were considered separately to the other two schools.

- 2.26 The options appraisal that was carried out is included in pages 29-38 of Appendix B. This exercise identified the following preferred option for Ysgol Bro Cynllaith:

- Close Ysgol Bro Cynllaith, pupils to attend Llanrhaeadr-ym-Mochnant School

- 2.27 Implementation of this option would be subject to the Statutory Process as outlined in the School Organisation Code.

- 2.28 Should Ysgol Bro Cynllaith close, consideration would need to be given to ensuring that pupils can transfer to Welsh-medium provision by ensuring that late immersion ('Trochi') provision is available to them at Llanrhaeadr-ym-Mochnant School. This would support the Council's aspiration to increase Welsh-medium pupil numbers at Ysgol Llanrhaeadr-ym-Mochnant, with the aim of supporting the school to move along the Welsh language continuum

- 2.29 However, given that Ysgol Bro Cynllaith is located in the same geographical area as Llangedwyn C. in W. School, there is a need to understand the future for Llangedwyn school before proceeding with a statutory process in respect of Ysgol Bro Cynllaith.

iii) Brynhafren, Ardleen, Carreghofa and Llandysilio

Brynhafren C.P. School

- 2.30 As pupil numbers at Brynhafren C.P. School have decreased significantly in the last few years, from 59 in January 2016 to 31 in January 2023, future options for Brynhafren C.P. School were considered separately to the other two schools.

- 2.31 The options appraisal that was carried out is included in pages 39 – 48 of Appendix B. This exercise identified the following preferred option for Brynhafren C.P. School:

- Close Brynhafren C.P. School, pupils to attend their nearest alternative schools in Powys

- 2.32 Implementation of this option would be subject to the Statutory Process as outlined in the School Organisation Code.

Ardleen C.P. School, Carreghofa C.P. School and Llandysilio C. in W. School

- 2.33 The original preferred way forward for the catchment included a possible new build area school to replace these schools. However, concerns about the practicalities of this were identified during the engagement exercise which will need to be explored further.
- 2.34 However, the aspiration remains to provide a new build area school within the next ten years.
- 2.35 This project will be included in the Council's new Strategic Outline Programme (SOP) for the Welsh Government's Sustainable Communities for Learning 'rolling nine-year programme' (previously known as the 21st C Schools and Colleges Programme), in order to bid for capital funding from the Welsh Government to match-fund the Council's contribution. The new SOP will be submitted to the Welsh Government in early 2024.
- 2.36 In the short to medium term, consideration will be given to the possibility of establishing one multi-sited school in the area, building upon the strong collaboration that currently takes place between these three schools which are very closely located in villages along the A483.

iv) Ysgol Llanfyllin and Ysgol Meifod

- 2.37 The original preferred way forward for the catchment included a commitment to a new build community campus in Llanfyllin. The aspiration to provide a new build community campus in Llanfyllin remains.
- 2.38 This project will be included in the Council's new Strategic Outline Programme (SOP) for the Welsh Government's Sustainable Communities for Learning Programme's 'rolling nine-year programme' (previously known as the 21st C Schools and Colleges Programme), in order to bid for capital funding from the Welsh Government to match-fund the Council's contribution. The new SOP will be submitted to the Welsh Government in early 2024.
- 2.39 Ysgol Meifod will continue as a standalone school for the time being, however options for the school will be considered as part of the development of a new campus in Llanfyllin in the future.

v) Overall conclusion

2.40 As outlined in Appendix B, the revised preferred way forward for the Llanfyllin / North Welshpool catchment is as follows:

Llangedwyn C. in W. School, Llanfechain C. in W. School, Llansantffraid C. in W. School

- To close Llangedwyn C. in W. School, pupils to transfer to Llanfechain C. in W. School.
- To explore with Llansantffraid C. in W. School and Llanfechain C. in W. School the possibility of establishing a dual sited school in the area
- To provide a new building in the future to replace Llansantffraid C. in W. School and Llanfechain C. in W. School

Ysgol Bro Cynllaith, Ysgol Pennant, Ysgol Llanrhaeadr

- Ysgol Pennant and Ysgol Llanrhaeadr to continue to operate as standalone schools. Support Ysgol Llanrhaeadr to move along the language continuum
- To consider, when appropriate, the possibility of establishing a dual sited school in the future
- To close Ysgol Bro Cynllaith, Powys-based pupils to transfer to Llanrhaeadr-ym-Mochnant School. Trochi support to be provided to enable pupils to transfer to the Welsh-medium stream if they wish to do so.

Brynhafren C.P. School, Ardleen C.P. School, Carreghofa C.P. School, Llandysilio C. in W. School

- To close Brynhafren C.P. School, pupils to transfer to their nearest alternative schools in Powys
- To explore with Ardleen C.P. School, Carreghofa C.P. School and Llandysilio C. in W. School the possibility of establishing a new multi-sited school in the area, with the potential of a new build at a later stage
- To explore the possibility of establishing Welsh-medium early years/primary provision in the area

Ysgol Llanfyllin and Ysgol Meifod

- Provide a new building for pupils aged 4-18 in Llanfyllin, replacing the current Ysgol Llanfyllin buildings.
- To support Ysgol Llanfyllin to move along the language continuum.
- Options for Ysgol Meifod to be considered alongside the building development in Llanfyllin.

2.41 The preferred way forward identified in Appendix B and above will require implementation over a number of years. A 10 year programme has been developed to outline how the preferred way forward will be implemented on a phased basis. This is as follows:

Schools	Short Term (2023-2025)	Medium Term (2025-2028)	Long Term (2028-2033)
i) Llangedwyn, Llanfechain and Llansantffraid			
Llangedwyn C. in W. School	Undertake Statutory Process on a proposal to close the school		
Llanfechain C. in W. School and Llansantffraid C. in W. School		Explore the possibility of merging the two schools at their existing locations	Provide a new building
ii) Pennant, Llanrhaeadr-ym-Mochnant and Bro Cynllaith			
Ysgol Bro Cynllaith	Undertake Statutory Process on a proposal to close the school (once there is clarity on the way forward for Llangedwyn C. in W. School)		
Ysgol Pennant and Ysgol Llanrhaeadr-ym-Mochnant	Support Ysgol Llanrhaeadr to move along the continuum	Support Ysgol Llanrhaeadr to move along the continuum	Ysgol Llanrhaeadr to become a Welsh-medium school; Further consideration given to merging the two schools on their existing sites

iii) Brynhafren, Ardleen, Carreghofa, Llandysilio			
Brynhafren C.P. School	Undertake Statutory Process on a proposal to close the school		
Ardleen, Carreghofa, Llandysilio	Discussions with Mudiad Meithrin about establishing Cylch Ti a Fi / Cylch Meithrin provision in the area	Explore the possibility of merging the schools on their existing sites	Provide a new building in the area
iv) Ysgol Llanfyllin and Ysgol Meifod			
Ysgol Llanfyllin	Continue to work with the school to support it to move along the language continuum		Provide a new community campus for pupils aged 4-18
Ysgol Meifod			Options for Ysgol Meifod to be considered as part of the capital development in Llanfyllin

3. Advice

- 3.1 The advice of officers is that Cabinet approves the indicative preferred way forward for the Llanfyllin / North Welshpool catchment which is outlined in 2.40 above, with implementation to be taken forward over 10 years as outlined in 2.41.
- 3.2 Implementation of the preferred way forward will be subject to the statutory process outlined in the School Organisation Code in respect of any school reorganisation processes required.
- 3.3 In addition, implementation of the indicative preferred way forward will be subject to obtaining funding for the capital developments which are

outlined. These developments will be reflected in the Council's revised Strategic Outlined Programme (SOP) for the Sustainable Communities for Learning Programme.

- 3.4 In accordance with the timeline outlined in 2.41, it is advised that officers will bring back proposal papers related to the proposals to close Llangedwyn C. in W. School and Brynhafren C.P. School in October 2023, and a proposal paper related to the proposal to close Ysgol Bro Cynllaith early in 2024.

4. Resource Implications

- 4.1 The amount of funding provided to schools is driven by the funding formula. Any change to the formula funding provided will impact on the Council's revenue budget.

4.1.1 Llangedwyn C. in W. School, Llanfechain C. in W. School, Llansantffraid C. in W. School

Based on the current formula, it is estimated that implementation of the proposal to close Llangedwyn C. in W. would result in annual revenue savings to the Council of around **£56.4k**. This overall figure comprises a potential saving on Schools' delegated formula-led funding of over £91.0k reduced by estimated additional transport costs of £34.6k.

Detailed costings on the further work on the preferred way forward will take place as more details are known.

4.1.2 Ysgol Bro Cynllaith, Ysgol Pennant, Ysgol Llanrhaeadr

Based on the current formula, it is estimated that implementation of the proposal to close Ysgol Bro Cynllaith would result in annual revenue savings to the Council of around **£83.7k**. This overall figure comprises a potential saving on Schools' delegated formula-led funding of over £120.9k reduced by estimated additional transport costs of £37.2k.

Detailed costings on the further work on the preferred way forward will take place as more details are known.

4.1.3 Brynhafren C.P. School, Ardleen C.P. School, Carreghofa C.P. School, Llandysilio C. in W. School

Based on the current formula, it is estimated that implementation of the proposal to close Brynhafren C.P. School would result in annual revenue savings to the Council of around **£29.3k**. This overall figure comprises a potential saving on Schools' delegated formula-led funding of over £102.7k reduced by estimated additional transport costs of £73.4k.

Detailed costings on the further work on the preferred way forward will take place as more details are known.

4.1.4 Ysgol Llanfyllin

No detailed costings have been carried out to date regarding this option and will be developed as more details are known of the proposal.

4.2 In summary it is estimated that implementation of the initial proposals would result in total estimated annual savings to the council of around **£169.4k**. This overall figure comprises a potential saving on Schools' delegated formula-led funding of over £314.6k reduced by estimated additional transport costs of £145.2k.

4.3 In line with the Council's Scheme for Financing Schools, should any of the schools be in a deficit budget position on closure of the school, the deficit is written off. Surplus balances are also returned to the Council. The current estimated cumulative surplus projected for 31 March 2024 for the schools proposed for closure are shown in the table below.

	Estimated Cumulative Surplus / (Deficit) as at 31 March 2024 (£)
Llangedwyn C. in W. School	(£30k)
Ysgol Bro Cynllaith	£34k
Brynhafren C.P. School	(£123k)

4.3 The Scheme for Financing Schools also states the following in section 3.7.2:

'In order to ensure effective stewardship of the resources available to schools, the Authority may impose additional restrictions on a school scheduled to close, including but not limited to:

- Restriction of expenditure to agreed plans
- Removal of powers of virement'

The Council will consider the use of these powers of intervention where appropriate.

4.4 Implementation of the proposal would require involvement from various service areas, including staff from the Schools Service, Finance, HR and ICT. These service areas will be kept informed of the development of the proposal throughout the statutory process.

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 recommendations can be supported from a legal point of view provided the statutory process for school organisation proposals in the School Organisation Code (2018) are followed.
- 5.2 The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: “ I note the legal comment and support the recommendations”

6. Data Protection

- 6.1 The current recommendation does not involve processing personal data.

7. Comment from local member(s)

To follow.

8. Impact Assessment

- 8.1 An initial impact assessment in respect of the preferred way forward is attached as Appendix C. The impact assessment considers the proposal’s impact on the Welsh Government’s well-being goals, as outlined in the Well-being of Future Generations Act.
- 8.2 The summary of the impact assessment is as follows:

‘The impact assessment suggests that the impact is generally positive with some negative aspects, such as the requirement for some pupils to travel further than they currently do to school, and the impact on the communities in which schools that may close are located. The development of new facilities for schools in the area would address many issues related to the poor condition of the buildings, ensuring future pupils are taught in facilities that are fit-for-purpose, improving their learner entitlement and experience. The proposed changes in the Llanfyllin / North Welshpool area would raise the profile of Welsh-medium provision in the area, which should lead to an increase in pupils numbers, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050. In the longer term, this should have an impact on the Welsh-medium opportunities available in the secondary sector in the area.’
- 8.3 Should Cabinet approve the indicative preferred way forward, individual impact assessment will be carried out for each proposal taken forward.
- 8.4 These would be updated throughout each process, and updated versions will be taken into consideration by Cabinet when determining whether or not to proceed with each proposal.

9. Recommendation

It is recommended that Cabinet approves the following:

- i) That, subject to the statutory processes as outlined in the School Organisation's Code, the Council's indicative preferred way forward for schools in the Llanfyllin / North Welshpool catchment is as follows:

Llangedwyn C. in W. School, Llanfechain C. in W. School, Llansantffraid C. in W. School

- To close Llangedwyn C. in W. School, pupils to transfer to Llanfechain C. in W. School.
- To explore with Llansantffraid C. in W. School and Llanfechain C. in W. School the possibility of establishing a dual sited school in the area
- To provide a new building in the future to replace Llansantffraid C. in W. School and Llanfechain C. in W. School

Ysgol Bro Cynllaith, Ysgol Pennant, Ysgol Llanrhaeadr

- Ysgol Pennant and Ysgol Llanrhaeadr to continue to operate as standalone schools. Support Ysgol Llanrhaeadr to move along the language continuum
- To consider, when appropriate, the possibility of establishing a dual sited school in future.
- To close Ysgol Bro Cynllaith, Powys-based pupils to transfer to Ysgol Llanrhaeadr. Trochi support to be provided to enable pupils to transfer to the Welsh-medium stream if they wish to do so.

Brynhafren C.P. School, Ardleen C.P. School, Carreghofa C.P. School, Llandysilio C. in W. School

- To close Brynhafren C.P. School, pupils to transfer to their nearest alternative schools in Powys
- To explore with Ardleen C.P. School, Carreghofa C.P. School and Llandysilio C. in W. School the possibility of establishing a new multi-sited school in the area, with the potential of a new build at a later stage
- To explore the possibility of establishing Welsh-medium early years/primary provision in the area.

Ysgol Llanfyllin and Ysgol Meifod

- Provide a new community campus for pupils aged 4-18 in Llanfyllin, replacing the current Ysgol Llanfyllin buildings, when capital funding is available.
 - To support Ysgol Llanfyllin to move along the language continuum.
 - Options for Ysgol Meifod to be considered alongside the building development in Llanfyllin.
- ii) To bring back proposal papers in respect of Llangedwyn C. in W. School and Brynhafren C.P. School in October 2023.
- iii) To bring back a proposal paper in respect of Ysgol Bro Cynllaith early in 2024.
- iv) To undertake further activity to implement the indicative preferred way forward in accordance with the timeline outlined in 2.33.

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CABINET REPORT NEW TEMPLATE VERSION 3



Llanfyllin / North Welshpool Catchment Review

Engagement with Staff and Governors

May 2023



1. Introduction

The Council is currently undertaking a review of the Llanfyllin / North Welshpool Catchments. As part of this work, engagement was carried out with staff and governors in the area on the 24th April 2023, to provide an opportunity for stakeholders to give their views on the current provision in the area, and to suggest ideas for the future.

All staff and governors at the 12 schools within the scope of this work were invited to attend. 41 attended the session for staff, and 41 attended the session for governors. All 12 schools were represented at both sessions.

The sessions were also attended by:

- Cllr Pete Roberts, Portfolio Holder for a Learning Powys,
- Lynette Lovell, Director of Education and Children (via Teams)
- Emma Palmer, Director of Corporate Services (via Teams)
- Georgie Bevan, Head of Education

In addition, members of the Council's Transforming Education Team, School Improvement Team and HR Team were in attendance.

At the sessions, a presentation was given which included the following:

- An overview of the Council's Strategy for Transforming Education in Powys
- An overview of activity to date in the Llanfyllin / North Welshpool catchments since the Strategy was launched in 2020
- An overview of data for schools in the area

Attendees were then asked to take part in 2 group exercises. The outcome of these are provided below.



2. SWOT assessment

Groups were asked to prepare a SWOT assessment of the current provision in the area.

Copies of the sheets completed by each group are provided in Appendix A at the end of this report. These have been combined in the following tables.

Staff

Strengths	Weaknesses
<ul style="list-style-type: none"> - Range of schools to suit different learners - Currently, the schools provide close proximity for pupils - Strong cluster / collaborative working - Post-16 collaboration through Trisgol - Good parent/staff relationships with communities - Good skills and experiences and Cynefin knowledge - Every child gets an opportunity opposed to very large schools - Current Welsh ethos in the cluster - Sharing of teaching resources in the cluster - Experienced teachers sharing their skills - Large primary schools which are viable on their own - Welsh 2nd Language is strong - Sustainability/green travel to school - Learners travel into the area from outside of the catchment - Health and Well-being – supporting each other, small communities supporting everyone - Good Church School provision - Range of schools to suit different learners – small community schools and Church in Wales provision - Smaller schools can offer provision for ALN & EBD pupils who might struggle in a larger setting - Schools celebrate individuality - Provision remains local - Parent and staff relationships are good 	<ul style="list-style-type: none"> - Feeling constantly under threat of change and closure - Flooding in North Welshpool area - Climate change is really affecting the area – would need to be considered when deciding the location of area school - Expectations of children with ALN and the skew on data - Disparity between budget per pupil across the cluster - Lots of buildings need updating - Welsh Language provision & variety - Reliability of pupil data and not matching investment in housing plans - Nearest school doesn't match the intention of parents – parental choice on admissions - Lack of consistency in collaborative working - No centralised ALN provision - Lack of Welsh-language provision - Concern at a 360 place school involving community & Church in Wales provision being merged - Loss of community / Cynefin - Transport may be a barrier to achievability - Recruitment of staff for supporting Welsh continuum e.g. midday, support staff - Future pupil information - Funding for schools

<ul style="list-style-type: none"> - New community campus planned - New 360 place school planned - Early years provision - Learners travel into the cluster to receive provision 	
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Opportunities	Threats
<ul style="list-style-type: none"> - New school could be an opportunity – depends on location, other schools etc - Being recognised as a “specialism” for ALN - New build would encourage use of sharing of facilities etc, offering after school provision & centralised admin - Enhanced Cluster working - Investment in technology - Greater collaboration between schools in the cluster - Being close to the border with the new curriculum – opportunity to pull from England - Range of schools in the Cluster - Peer working - Enhancing ALN provision - Enhancing primary provision using specialist staff and teachers - Use of the all-age school in Llanfyllin - Community classroom - New community campus build will encourage efficient use of buildings and sharing of facilities - Opportunity to centralise administration functions - The potential location of a new school - Phased approach – how does each step affect other schools 	<ul style="list-style-type: none"> - Instability in schools due to the review/closure - Pupils could go across the border due to school closures - Staff wellbeing generally - Welsh Education for Welsh Children – pupils moving over the border - This process and communication with schools/staff/communities - Damage to the communities – impact on closures - Impact on staff/jobs - Impact on pupil numbers now – admissions. Knock on the data - Money / cost - Instability in the current system - Cross border migration, especially for Post-16 learners - Lack of funding with the status quo - Parental insecurity can lead to a loss in pupil numbers - Local ‘gossip’ can fuel instability - Welshpool High School needs to be involved

Governors

Strengths	Weaknesses
<ul style="list-style-type: none"> - Community base - Strong collaborative work - ALN provision in small schools can be provided differently - Parental choice – lots of schools of differing sizes and faiths - Lowest cost per pupil in Powys in Arddleen - Small schools – attractive to parents - Opportunity to provide targeted Welsh provision - Strong pupil engagement – part of a small community - Staff commitment - Rural setting – in the countryside and appreciate national/local issues – linked to well-being - Quality of education – outstanding - Schools are distributed well – linked to environment - Active Travel - ALN – smaller school allows more targeted support and intervention - Flexible and adaptable provision which can change based on local need and demand - Good variety of schools (quality of education, sizes, religion etc) - Pupils engage with each other well outside of school - Can walk to school - Trochi has helped to increase Welsh-medium pupils - Pupil to Teacher Ratio is lower - The community are committed and intertwined into the school 	<ul style="list-style-type: none"> - Pupil numbers - Recruitment of staff - Constant uncertainty caused by this process - Rurality and spread out causes issues in accessing services - Cost of maintenance and poor building conditions - Lack of investment into buildings and education - Transport and transport policies – lack of free transport around language - Geography – not far away from Oswestry and urban environments - Might lose pupils across the border and those pupils lose access to Welsh curriculum - Staff spread thinly across small schools – extra capacities in larger schools e.g. sickness - Lack of resilience for smaller environments - Access to ALN provision, particularly in secondary provision - Lack of expertise in smaller schools, lack of curriculum opportunities - Teachers having to multi-task and look at a range of different areas in schools - Pupil numbers are in decline - The transformation process has an impact - Poor Welsh-medium provision - Strong community objection to closing a small school - Excessive travel to school distance / time if plans proceed

Opportunities	Threats
<ul style="list-style-type: none"> - Sharing resources, expertise and skills - Accelerate digital investment - Opportunity to engage local adults into the school community which can lead to a supply of governors - New housing and people moving into the area – positive impact on pupil numbers - Improved Welsh language provision - Pupils & staff networking and collaboration with the cluster - Opportunity to attract English pupils and capitalise on ‘Welshness’ - Federation with different models – 2 or 3 site schools. Less focus on buildings and more organisationally split across sites. - Enhancements to the Curriculum for Wales in the cluster - Professional development opportunities e.g. to become senior leaders - Potential to centralise functions to free up Headteacher time and to allocate further resources to this area 	<ul style="list-style-type: none"> - Schools Transformation - Funding - Budget pressures - Pupils moving into EHE - Distance to the border – loss of pupils from Powys - Differing curriculums – England vs Wales – Welsh curriculum may stop pupils from coming into Wales - Loss of pupil Welshness - Schools over the border paying for transport to entice Welsh pupils - transport - Change in catchment areas - Staff morale in this process - Impact on well-being and mental health - People might move away if language changes - Funding – small schools not getting what they need - Impact on staff – loss of jobs - Impact on community – loss of community feel - Impact on recruitment incl Welsh speaking teachers

3. Future developments

Groups were asked to consider the updated preferred way forward for the area and consider what local issues the Council needed to know about which could impact on implementation, and to suggest ideas and suggestions about the way forward for schools in the area.

Copies of the sheets completed by each group are provided in Appendix A at the end of this report. These have been combined in the following tables.

Staff

What local issues do we need to know about which could impact on implementation?	What other ideas and suggestions do you have about the way forward for schools in the area?
<ul style="list-style-type: none"> - Flooding in North Powys - Online learning in a rural area - Transport and local housing - Ownership of land which CiW schools are built on - CiW and Community primaries – process and how - Losing children over the border to England - Local families able to reluctant send to larger primaries - Travel times – younger pupils and the impact on village communities - Town vs rural village life – reasons for living - Integration of transport – impact on traffic and lack of infrastructure - 360 school would remove those local communities - Removal of nursery provision had a massive impact - Pupils over the border come from an English EY system and lack Welsh skills etc - Lack of provision around social services – heavy burden on schools due to lack of localised provision - Funding for 360 school could be spent on the schools we already have - Speed of progress in plans 	<ul style="list-style-type: none"> - Employment opportunities for the local area. Recruiting within schools to leadership positions - Language and staffing – recruitment of Welsh language. Includes support staff not just teachers - Develop a successful existing site – expanded - Community use of buildings – more efficient - Dedicated ALN provision within the cluster - Welshpool High School included - Umbrella organisations – sharing leadership across schools - Removing barriers in Financial Regulations and using the resources more effectively – e.g. transport - Early Years provision & development - Nurseries back in schools - Dedicated Welsh-medium provision – linked to Early Years – growth - Not removing green space / playing fields in building - FLO role needed in larger schools / urban / cluster - Invest in the schools & sites. Utilise community links – improved facilities may lead to more community use which builds relationships

Governors

What local issues do we need to know about which could impact on implementation?	What other ideas and suggestions do you have about the way forward for schools in the area?
<ul style="list-style-type: none"> - Too much focus on buildings – condition, size - Flooding in North Welshpool area - Lack of funding - Small schools & small communities align with the new curriculum - New housing and development in the area - Work and travel patterns across the border – parents tend to travel to Shropshire and pupils tend to be dropped off on their route - Reluctance of local families in rural areas to send children to larger schools - Not environmentally friendly to bus pupils around the area - Parents cannot afford the high cost of transport - Strong local objection to closing small schools - Excessive travel time for pupils - Ownership of school buildings 	<ul style="list-style-type: none"> - Cluster School – one organisation but retain sites as community classrooms. Different funding model & combination of FY & AC - Church in Wales places - Multi-site schools - Explore value of federation further - Focus on provision, not buildings - Autonomy of decision making in a smaller environment - Centralisation of functions - Collaboration and federation - Enhancement and development of villages – jobs which lead to pupils etc - Sharing of staff and management - Wrap around provision in schools - Transport policy needs to match what we're doing - Focus on education and pupils - New community campus for Ysgol Llanfyllin - Move Ysgol Bro Cynllaith along the language continuum - Nurseries back into schools - Develop and extend an existing school - Keep playing fields – don't build on them - Focus more on younger pupils to retain that localised education - Think differently! - Small is better – it works! - Enhanced Welsh-medium provision

Appendix A – Engagement Sheets
Governors

Strengths-

- Community Link & Base.
- Flexible & adaptable provision based on local need & demand.
- Pupils engagement with each other outside of school
- Welsh provision
- Small Targetted provision for SEN/ALN.
- SEN/ALN Pupils & Staff all know children
- Dont have to travel- Can walk to school.

- Weaknesses-
- Staff recruitment
 - External provision for SEN/ALN
 - Teachers having to multi task.

- Opportunities-
- Pupils & Staff networking ^{& collaboration} with the rest of the cluster
 - Poach Shropshire pupils & capitalise on 'Welshness'
 - Engaging local Adults into the school community

- Threats-
- Loss of Jobs
 - Loss of Community feel
 - Loss of funding.

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- Good parental choice
- Local schools
- Trochi

Strengths

- Professional development (onto SLT)

Opportunities

- Welsh provision
- Building conditions
- ALN provision

Weaknesses

- Pupil reduction
- Border migration
- Recruitment (incl. Welsh speaking teachers)
- Budget pressures

Threats

Strengths.

Collaborative work.

Rurality

Community commitment

Pupil ratios

Weaknesses

Ability to recruit leaders and Welsh speakers.

Consistency of provision

Transport

Maintenance backlog.

Lack of investment

Uncertainty - instability.

Opportunity

Pupils coming across from England for Welsh language

Threats.

Rurality.

Lack of funding

Reducing Pupil numbers

Loss of pupils → Shropshire

New curriculum stopping pupils coming from England

THERE IS STRONG LOCAL OBJECTION TO CLOSING SMALL SCHOOL - LOSS OF COMMUNITY FEEL.

EXCESSIVE TRAVEL TO SCHOOL DISTANCE/TIME

EXTRA TRANSPORT COSTS.

LACK OF ACCESS TO AFTER SCHOOL ACTIVITIES.

POTENTIAL TO CENTRALISE ADMIN EDUCATIONAL WHICH COULD FREE-UP HEAD TEACHER TIME.

ALLOCATE BUDGET FOR ADDITIONAL ADMIN SUPPORT

S

HAPPY
 LOCAL
 COMMUNITY / FOCUS / INVOLVEMENT
 VARIETY
 CHOICE - CIN W?
 SIZE / CATCHMENT

W

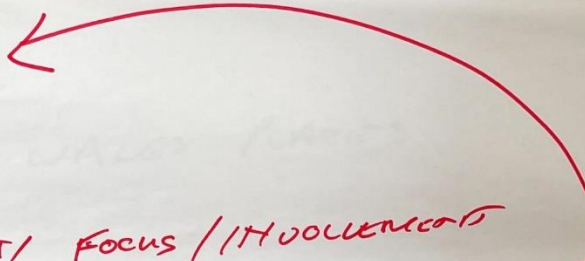
NUMBERS
 COST
 BORDER / GEOGRAPHY
 TRANSFORMATION

O

FEDERATION
 - DIFFERENT MODELS / 2/3 SITE SCHOOLS
 - SHARING RESOURCES
 - CURRICULUM.

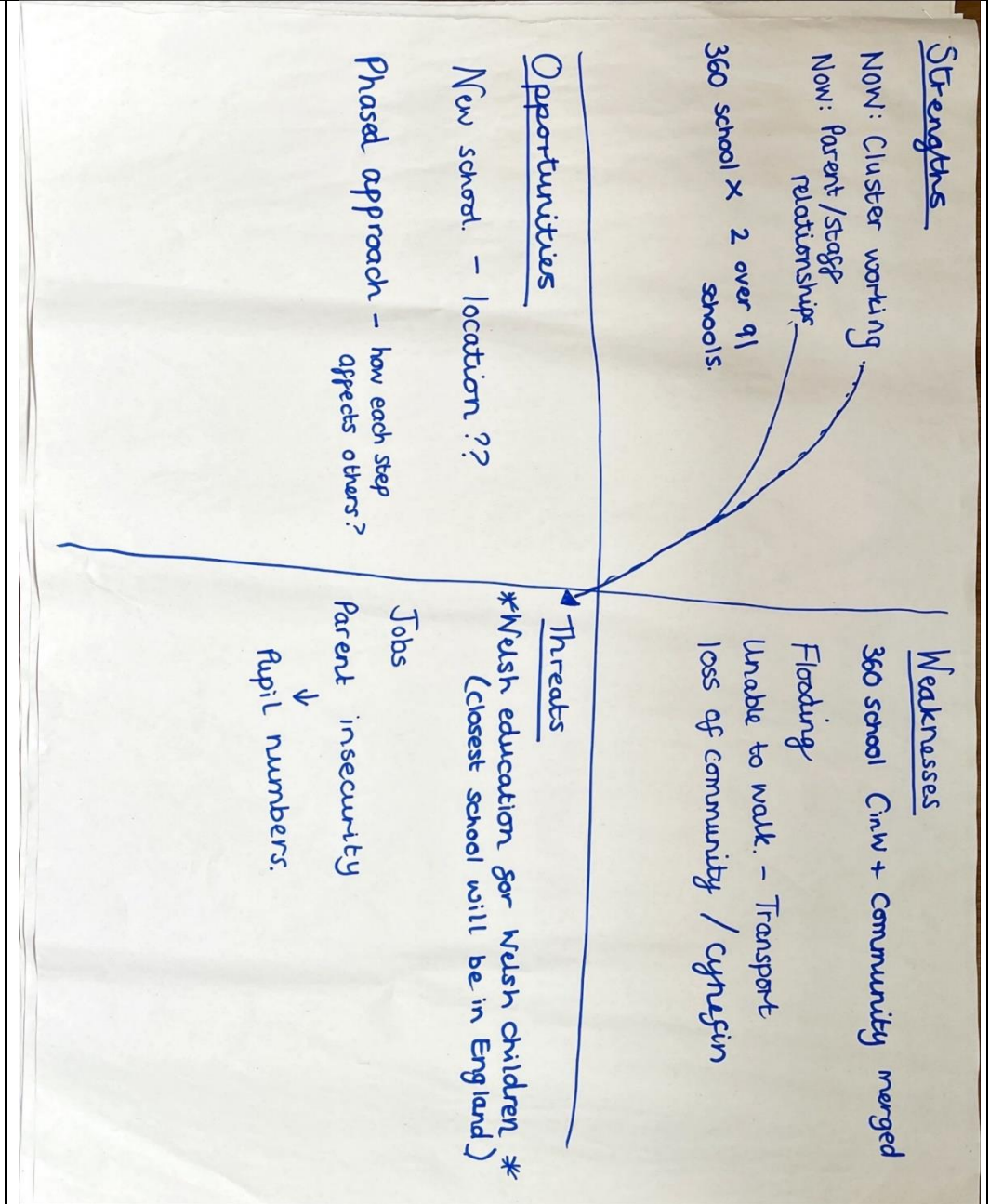
T

FUNDING
~~RISK~~
 THE UNCERTAINTY
 HOME EDUCATION.



<p><u>Opps</u> Enhancing Primary provision using specialist teachers</p> <p>Use of Hough school, shared provision - Community classroom.</p> <p>Adult education</p> <p>Community build will encourage efficient use of buildings + sharing of facilities eg. 3g pitch / bike track / after school clubs etc. Centralised Admin etc.</p>	<p><u>Threats.</u></p> <p>Cross border migration - Post-16</p> <p>Lack of funding with status quo.</p> <p>Possible primary closures may mean pupils leave Powys.</p>
<p><u>Strengths</u></p> <p>Collaborative working.</p> <p>Shared teaching resources.</p> <p>Local provision</p> <p>Variety</p> <p>Post-16 collaboration - Trisgol</p>	<p><u>Weaknesses</u></p> <p>need consistency in this.</p> <p>Centralised ALN provision.</p> <p>Welsh language provision</p> <p>Building condition</p>

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New Community campus ^{Closure?} New 360 Place school Welsh continuum

- geography - which schools link/merge and where?
- less costs on staffing/building - but more on transport
- Flood plain prevents children getting to school
- Provision of outside space and playing fields
- Travel times, especially for the younger pupils
- Impact on village communities
- Empty sites - community loss.
- Issues merging Church and non-Church schools
- Existing empty Church sites
- language and staffing recruitment for supporting Welsh continuum - midday/support staff.
- Developing community use of school facilities
- Re-introduce nurseries back into schools.

Strengths

- Close proximity
- close proximity
- Welsh ethos to the cluster

Weaknesses

- Future pupil data
- Future pupil data
- disparity between budgets per pupil

Opportunities

- Investments in building/technology
- Collaboration within the cluster

Threats

- Welshpool High School
- Welshpool Cluster
- Transport
- Connections
- Jobs security
- Jobs security
- Parent perceptions

S - Range of schools to suit different learners.

- Small community schools.

(smaller schools offer provision for ALN & EBD pupils who struggle in a larger setting) ^{wellbeing focus.}

Celebration of individuality

- Church School places.

W - Buildings need updating.

O - Range of schools.
 Cluster working.
 Peer working.
 Inclusion.
 ALN provision.

T - ~~That~~ Money / Cost Instability.

Strengths

- Strong cluster working
- Skill sharing
- Experienced ALN Teaching and support

TIS
 ELSA
 Early Years
 MELSA
 Emotion Coaching

- Family feeling, school

- Over 50% of learners have ALN
- Learners travel from out of area (Pittobert Saint Martin's)

Weaknesses

- funding
- known as a 'special' school locally
- expectations of level of ALN learners in ALN provision is in data

Opportunities

- known as a 'special' school locally and having high
- closest specialist provision is in Newtown (out of cluster area)

Threats

- local 'gossip'
- staff well-being
- stigma of false reputation

THERE IS STRONG LOCAL OBJECTION TO CLOSING & SELLING
 SCHOOL - LOSS OF COMMUNITY FEEL.
 EXCESSIVE TRAVEL TO SCHOOL DISTANCE/TIME
 EXTRA TRANSPORT COSTS.
 LACK OF ACCESS TO AFTER SCHOOL ACTIVITIES.
 POTENTIAL TO INCREASE ADMIN EDUCATIONAL WHICH
 COULD FREE-UP HOURS TEACHERS TIME.
 ALLOCATE BUDGET FOR ADDITIONAL ADMIN SUPPORT

Weaknesses

Strengths

LOCAL ISSUES.

Recruitment of Leadership.
 Transport policies
 Issues with the 'Scheme of Funding'
 Geography of local area - proximity to border.

OTHER IDEAS.

SHARED LEADERSHIP - COMMON CLASSROOMS.
 SHARED ALN, ADMIN/FINANCE.
 JOINT GOVERNANCE
 SHARED FINANCIAL + ACADEMIC YEAR.

Strengths -
 - Community Link @ Base.
 - Suitable Provision based

LOCAL ISSUES

Bryn Maben

Flood plans / road closures impacts transport

New building - housing being built in Crew Green, Llandrinio, Four Crosses, Ardalen

Work travel patterns - parent travelling east or north combined with lack of wrap around childcare.

Ideas & Suggestions

Keeping younger children close to home

Increased pre-school childcare + wrap around care

Sharing staff / management.

Make a firm long term decision & manage it well !!

Make the transport policy ~~work~~ coherent / more suitable & flexible where reasonable.

Issues - Flooding

Local Transport - not LA provided.

Local Housing - Positive.

Local Businesses - Positive.

Suggestions - Federalisation

- We are losing Welsh pupils based purely on financial constraints. Children who have had a Welsh education up to age 10/11 (yr 6) are being driven across the border as parents cannot afford the £240 per term per pupil cost to send their child to continue at a Welsh school. This means Welsh children are losing their 'Welshness' because affordable housing is on the English side of the village.

- CHURCH IN WALES PLACE?

- DIFFERENT MODELS

- FEDERATION

- MULTI SITE SCHOOLS

- NOT ABOUT BUILDINGS - BEST PROVISION.

- BUILDING BASED ~~MINDES~~ MINDSET

(EXAMPLE - CIMW PROVISION = EXPAMP LLANSANTFFALIP.

- URBAN MODEL - RURAL COMMUNITY.

④ Continue to promote
Community feeling
for success.

⑤ Include
Wentwood High
School in
session or apprentice
to connect or way
forward without their
input for "border reusers"

Develop / extend
an existing successful
school

Be mindful of
Flooding!!!
④ For 360° School proposal!

Local Issues

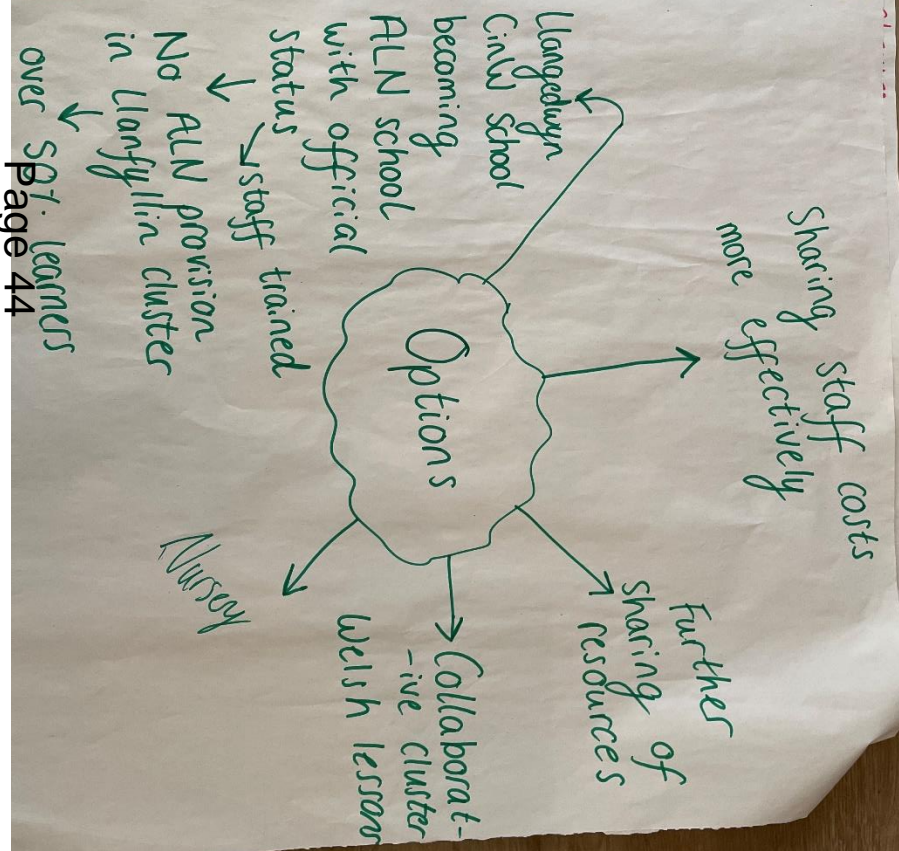
- Parents in border villages will send their children to school in the direction they go to work - which tends to be Shropshire.
- reluctance of local families in rural areas to send children to larger town schools unless young.
- Putting young children on buses for long periods
- not 'green' to bus more children - many walk to school currently.

Ideas Going Forward

- Federations
- ALN facilities - repurpose an existing school?
- Potential council housing estates (local provision) could further affect pupil numbers. (Llanfyllin)
- preserve current provision to prevent homelessness of pupils at border.
- wrap around care.
- keep playing fields - don't build on them.
- nursery classes back within schools; helps working parents and keeps children in Wales.
- Going along the Welsh Continuum. (Llanfyllin).

Local issues?

- Borders ✓
- Flooding ✓
- Small villages in close proximity
- "gossip"
- lack of invest in community ✓
- buildings
- ownership of land schools built on



LOCAL ISSUES.

EMPLOYMENT OPPORTUNITIES.

DIFFICULTY IN RECRUITING HEAD TEACHERS - WELSH TEACHERS

TRANSPORT INFRASTRUCTURE

NOT ENOUGH AFFORDABLE HOUSING

OTHER IDEAS

NEW BUILD CAPACITY INCREASED.

COMMUNITY USE OF BUILDINGS 24/7

UMBRELLA ORGANISATION, SHARED GOVERNANCE & LEADERSHIP - COMMUNITY CLASSROOMS

REMOVE S.2 TO HELP WITH TRANSPORT.

ENHANCED WELSH MEDIUM PROVISION

EARLY YEARS PROVISION

COMMUNITY INVOLVEMENT

Local Issues → Transport - length of journeys to school

Flooding.

Internet - rural areas.

Churches & communities.

ALN provision.

Losing chn to England.

Ideas & suggestions →

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Llanfyllin / North Welshpool

Catchment Review

June 2023



Version control

Version	Date	Brief Summary of Change	Author
0.1	19/06/23	Document created	SA
0.2	26/06/23	Version for consideration by Cabinet EMT	SA
0.3	04/09/23	Amends for Cabinet EMT	ME
0.4	13/09/23	Version for Cabinet	SA

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1. Introduction

The Council has been developing plans for the Llanfyllin / North Welshpool catchment since the Council's Strategy for Transforming Education in Powys was approved in April 2020. Since then, a number of Cabinet decisions have been taken in respect of the area, however no statutory proposals have been taken forward.

In July 2022, the new Cabinet published a Work Programme for Wave 2 of the Transforming Education Programme, which included a commitment to restart the review of the Llanfyllin catchment.

The purpose of this paper is to review the educational provision in the Llanfyllin catchment and to consider whether the preferred way forward previously identified and the subsequent amendments agreed by Cabinet during the period between September 2020 and March 2022 is still the preferred way forward.

Engagement has also been held with the schools which are within the scope of this work. This has included an engagement meeting for staff and governors at those schools, and visits to each school.

Due to the geographical location of schools in the area, some schools which are considered to be part of the Welshpool catchment area are also considered as part of this review, therefore the review will be known as the 'Llanfyllin / North Welshpool Catchment Review'.

All estimated financial impacts are based on current prices and the current pupil number estimates for 2024-25 financial year. Estimated transport costs are based on current pupils and their home addresses. The actual costs of any option will depend on all these factors at the time of implementation.

2. The Strategic Context

2.1 Strategy for Transforming Education in Powys

Following the inspection of Powys Education Services carried out by Estyn in the summer of 2019, 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 was updated and relaunched by the Council's new administration in July 2022. The Strategy is available on the Council's website at

<https://en.powys.gov.uk/article/9344/Transforming-Education-Strategy>.

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

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

The Guiding Principles 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

The Strategy sets out a number of Strategic Aims which will underpin the Council's work to transform the education infrastructure over the coming years. One of these Strategic Aims sets out the Council's commitment to developing a network of all-age schools and reconfiguration and rationalisation of primary provision, as indicated by the Strategic Aim '*to improve learner entitlement and experience*'.

This is supported by the following Strategic Objectives:

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

S.O.1.2 *Reconfigure and rationalise primary provision*

DRAFT

3. Activity to date in the Llanfyllin / North Welshpool area

The Council has been developing plans for the Llanfyllin / North Welshpool area since the Council's Strategy for Transforming Education in Powys was approved in April 2020. Since then, a number of Cabinet decisions have been taken, however no statutory proposals have been taken forward in respect of any of the schools in the area.

The following is a summary of the Cabinet decisions which have been taken over this period:

29th September 2020: Llanfyllin Programme Business Case (PBC) considered and approved by Cabinet. Without requiring Cabinet to make a decision on the future configuration of schools in the catchment, the PBC identified a preferred way forward for the Llanfyllin / North Welshpool area which is as follows:

- A new community campus for approximately 900 pupils aged 4-18 in Llanfyllin, replacing the Ysgol Llanfyllin buildings.
- To establish and build a new 360 place area school, to replace Carreghofa School and Llandysilio C. in W. School and potentially other schools in the Welshpool catchment. Site to be confirmed.
- To establish a new Welsh-medium school on the current Llanrhaeadr-ym-Mochnant site, replacing Ysgol Pennant and Llanrhaeadr-ym-Mochnant Primary School. This may require capital funding to extend the school.
- To provide an extension to Llansantffraid CiW Primary School.
- Possible closure of Llangedwyn CiW School, Llanfechain CiW School and Ysgol Bro Cynllaith.

18th March 2021: Cabinet approved a further paper in respect of Llangedwyn C. in W. School, Llanfechain C. in W. School and Llansantffraid C. in W. School, which considered options for the church schools in the area in light of the PBC for the catchment. This paper set out the Council's intention to take forward the Transformation Programme in the Llanfyllin/North Welshpool catchment on a phased basis as follows:

- Phase 1 – the development and consideration of options for Llangedwyn CIW Primary School and Llanfechain CIW Primary School, along with plans for capital investment in Llansantffraid CIW Primary School
- Phase 2 – the development and consideration of options for Ysgol Bro Cynllaith, Ysgol Gynradd Pennant and Ysgol Gynradd Llanrhaeadr-ym-Mochnant
- Phase 3 – the development and consideration of options for Llandysilio CiW Primary School, Carreghofa CP School, Arddleen CP school and Brynhafren CP School.

The paper also requested approval to commence the statutory process on proposals to close Llangedwyn C. in W. School and Llanfechain C. in W. School, and to increase the capacity of Llansantffraid C. in W. School following the completion of an extension to the school. Cabinet also approved the development of a Business Justification Case (BJC) and release of funding to support feasibility and design stages to enable work on the extension to Llansantffraid to commence.

13th July 2021: Cabinet considered a further paper in respect of Phase 2 of the plans for the Llanfyllin catchment, as outlined above. This included an options appraisal relating to Ysgol Bro Cynllaith, Ysgol Pennant and Ysgol Llanrhaeadr, which concluded that the Council should not make any changes to Ysgol Pennant or Ysgol Llanrhaeadr at the current time, and also a further options appraisal relating to Ysgol Bro Cynllaith. Following consideration of this options appraisal, Cabinet approved commencing the statutory process on a proposal to close Ysgol Bro Cynllaith.

21st December 2021: Cabinet considered a further paper in respect of the Llanfyllin catchment, and approved the following:

- i) Not to proceed with the planned extension to Llansantffraid C. in W. School, based on the outcome of the Feasibility Study
- ii) Not to proceed with the existing planned consultations on the closure of Llangedwyn C. in W. School, Llanfechain C. in W. School and Ysgol Bro Cynllaith
- iii) To instruct the Transforming Education Team to bring forward alternative proposals for Ysgol Bro Cynllaith, Llangedwyn C. in W. School and Llanfechain C. in W. School without delay.

8th March 2022: Cabinet received a further update on Llanfyllin Schools Transformation which advised that, due to officers workload and the need to focus on other proposals, it had not been possible to bring any new proposals to Cabinet.

In July 2022, the new Cabinet published a Work Programme for Wave 2 of the Transforming Education Programme, which included a commitment to restart the review of the Llanfyllin catchment. Given the geographical location of schools in the area, this will now be known as the Llanfyllin / North Welshpool catchment review.

The purpose of this paper is to review the educational provision in the Llanfyllin / North Welshpool area, and to consider whether the preferred way forward previously identified for the catchment and the subsequent amendments agreed by Cabinet during the period between September 2020 and March 2022 is still the preferred way forward.

To support this work, engagement was carried out in the Llanfyllin catchment. This consisted of an engagement session with staff and governors in the catchment, plus visits to all schools in the catchment.

In the engagement sessions, staff and governors were asked to:

- Prepare a SWOT assessment of the current provision in the area
- Identify any local issues the Council needed to know about which could impact on implementation of the previously published preferred way forward
- Provide any suggestions they have about the way forward for schools in the area

A separate report has been prepared which outlines the findings of the engagement with staff and governors.

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4. Current provision in the area

4.1 Scope of the review

This review will focus on the following 12 schools:

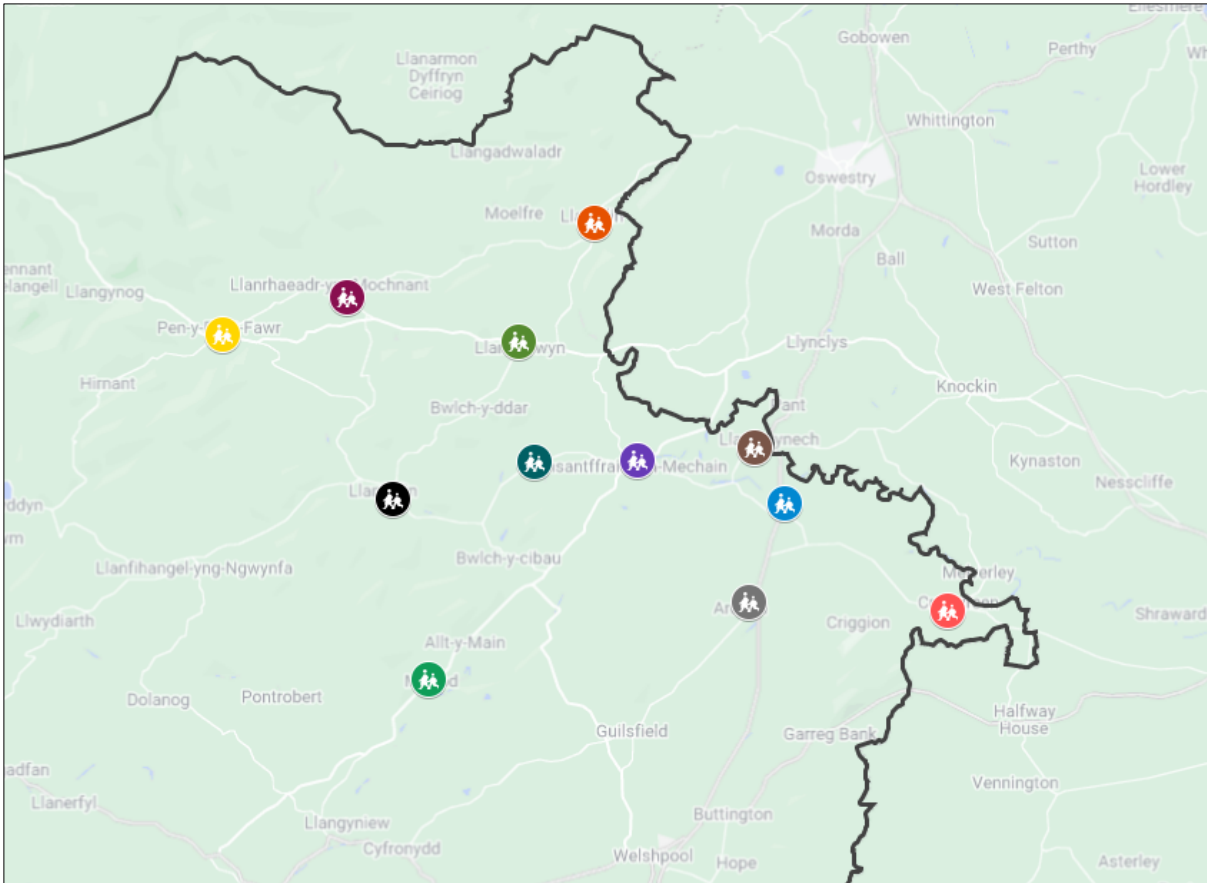
- Arddleen C.P. School
- Brynhafren CP School
- Carreghofa CP School
- Llandysilio C. in W. School
- Llanfechain C. in W. School
- Llangedwyn C. in W. School
- Llansantffraid C. in W. School
- Ysgol Bro Cynllaith
- Ysgol Llanfyllin
- Ysgol Llanrhaeadr-ym-Mochnant
- Ysgol Meifod
- Ysgol Pennant

The majority of the schools are located in the Llanfyllin catchment area, whilst some are considered to be in the Welshpool catchment area, however due to their geographical location near to the Llanfyllin / Welshpool catchment boundary, they are being considered as part of this review.

Since the original Programme Business Case (PBC) was considered by Cabinet in September 2020, Ysgol Meifod has moved from the Bro Caereinion catchment to the Llanfyllin catchment, so is now within the scope of this review.

The majority of the schools within the scope of this review are English-medium primary schools, with the exception of Ysgol Llanfyllin which is a dual stream all-age school, Ysgol Llanrhaeadr-ym-Mochnant which is a dual stream primary school and Ysgol Pennant which is a Welsh-medium primary school.

The 12 schools are shown on the following map:



Black – Ysgol Llanfyllin, Yellow – Ysgol Pennant, Dark Red – Ysgol Llanrhaeder-ym-Mochant, Orange – Ysgol Bro Cynllaith, Green – Llangedwyn C. in W. School, Dark Blue – Llanfechain C. in W. School, Purple – Llansantffraid C. in W. School, Brown – Carregofa C.P. School, Blue – Llandysilio C. in W. School, Red – Brynhafren C.P. School, Dark Green – Ysgol Meifod, Grey – Arddleen C.P. School

The distances between the schools (in miles) are as follows:

	Ysgol Llanfyllin	Ysgol Llanrhaeder-ym-Mochant	Ysgol Pennant	Ysgol Bro Cynllaith	Llangedwyn C. in W.	Llanfechain C. in W.	Llansantffraid C. in W.	Brynhafren C.P.	Carreghofa C.P.	Llandysilio C. in W.	Ysgol Meifod	Arddleen C.P.
Arddleen C.P. School	9.9	13.4	16.1	11.8	9.7	7.5	5.3	5.4	4.4	2.4	8.7	N/A
Brynhafren C.P. School	14.4	17.3	22.9	17.7	13.1	10.8	11.4	N/A	8.3	5.8	13	5.8

Carreghofa C.P. School	8.9	13.6	15.7	10.5	9.9	5.3	3.8	6.6	N/A	1.6	9.4	4.2
Llandysilio C. in W. School	10.7	14.4	16.5	13.2	10.1	6.2	4.1	5.2	1.6	N/A	9.9	2.3
Llanfechain C. in W. School	4.0	9.9	10.4	7.2	4.4	N/A	2.3	10.1	5.3	6.3	7.1	7.5
Llangedwyn C. in W. School	4.7	4.4	6.5	4.0	N/A	4.4	4.6	16.5	9.4	10.1	10.4	10.1
Llansantffraid C. in W. School	5.7	8.6	10.9	6.8	4.6	2.3	N/A	8.2	3.2	4.1	6.4	5.3
Ysgol Bro Cynllaith	8.4	5.9	10.2	N/A	3.8	8.5	6.7	14.6	10.5	11.3	12.5	11.8
Ysgol Llanfyllin (Primary)	N/A	6.0	6.6	8.5	4.7	4.2	6.2	17.4	9.2	10.1	5.5	11.4
Ysgol Llanrhaeadr-ym-Mochnant	5.6	N/A	2.6	5.9	4.2	9.9	8.8	16.6	13.6	14.3	13.2	14.3
Ysgol Meifod	6.5	10.5	13.1	12.7	10.6	7.2	6.6	13.2	10.2	10.5	N/A	8.7
Ysgol Pennant	6.7	2.6	N/A	10.2	6.4	32.1	11.0	22.9	15.8	16.5	25	31.4

4.2 Data

A summary of key data related to the 12 schools is provided below. Further data is provided in Appendix A.

Data sheets were shared with all schools for verification as part of the engagement exercise carried out.

Pupil Numbers

i) Current pupil numbers¹

	R	1	2	3	4	5	6	Total
Arddleen C.P. School	13	22	18	14	18	19	11	115

¹ Teacher Centre, 23rd June 2023

Brynhafren C.P. School	4	2	5	3	6	6	5	31
Carreghofa C.P. School	18	20	12	12	10	15	12	99
Llandysilio C. in W. School	8	6	6	14	9	9	5	57
Llanfechain C. in W. School	1	2	7	3	13	8	4	38
Llangedwyn C. in W. School	0	1	2	1	4	2	1	11
Llansantffraid C. in W. School	11	17	15	15	16	12	26	126
Ysgol Bro Cynllaith	5	2	5	1	4	4	4	25
Ysgol Llanfyllin (Primary)	18	20	17	19	18	19	29	140
Ysgol Llanrhaeadr-ym-Mochnant	15	10	12	9	15	12	6	79
Ysgol Meifod	8	8	9	10	14	8	6	63
Ysgol Pennant	10	8	17	12	8	14	12	81
TOTAL	111	118	125	113	135	128	121	851

	7	8	9	10	11	12	13	Total
Ysgol Llanfyllin (Secondary)	112	106	100	124	100	55	54	651

ii) **Projected pupil numbers (Live birth info)²**

	Jan. 2023	Jan. 2024	Jan. 2025	Jan. 2026	Jan. 2027
Arddleen C.P. School	114	120	116	113	114
Brynhafren C.P. School	36	37	38	37	40

² Powys Schools Service Projections based on PLASC 2022 & Birth Rates (Reception to Year 6)

Carreghofa C.P. School	90	96	95	98	102
Llandysilio C. in W. School	54	54	48	44	38
Llanfechain C. in W. School	38	39	40	28	30
Llangedwyn C. in W. School	15	16	13	8	8
Llansantffraid C. in W. School	112	101	98	92	88
Ysgol Bro Cynllaith	25	24	24	22	25
Ysgol Llanfyllin (Primary)	136	129	122	118	114
Ysgol Llanrhaeadrym-Mochnant	76	84	86	80	81
Ysgol Meifod	67	67	64	60	57
Ysgol Pennant	79	79	79	79	79
TOTAL	842	846	823	779	776

Building Capacity and Condition

i) Capacity

	Capacity³	Currently Filled	Surplus Capacity
Arddleen C.P. School	110	115	-5 (-5%)
Brynhafren C.P. School	96	31	65 (68%)
Carreghofa C.P. School	109	99	10 (9%)
Llandysilio C. in W. School	105	57	48 (46%)

³ Condition, Suitability and Sufficiency – The Transforming Education PowerBI Dashboard – 2022

Llanfechain C. in W. School	47	38	9 (19%)
Llangedwyn C. in W. School	47	11	36 (77%)
Llansantffraid C. in W. School	105	112	-7 (-7%)
Ysgol Bro Cynllaith	54	25	29 (54%)
Ysgol Llanfyllin	1102	791	311 (28%)
Ysgol Llanrhaeadr-ym-Mochnant	108	79	29 (27%)
Ysgol Meifod	77	63	14 (18%)
Ysgol Pennant	88	81	7 (8%)
TOTAL	2048	1502	546 (27%)

ii) **Building condition⁴**

	Condition	Suitability	Sufficient	Estimated Backlog Maintenance⁵
Arddleen C.P. School	C Poor	B Satisfactory	No	£662,379.66
Brynhafren C.P. School	B Satisfactory	B Satisfactory	No	£265,086
Carreghofa C.P. School	B Satisfactory	B Satisfactory	Yes	£290,266
Llandysilio C. in W. School	B Satisfactory	C Poor	No	£585,116

⁴ Condition, Suitability and Sufficiency – The Transforming Education PowerBI Dashboard – 2022

⁵ As stated in the Annual Built Environment Survey 2022

Llanfechain C. in W. School	C Poor	B Satisfactory	Yes	£440,599
Llangedwyn C. in W. School	C Poor	B Satisfactory	No	£90,430
Llansantffraid C. in W. School	B Satisfactory	C Poor	No	£58,012
Ysgol Bro Cynllaith	C Poor	B Satisfactory	Yes	£153,178
Ysgol Llanfyllin	C Poor	B/C Satisfactory/Poor	No	£3,958,261
Ysgol Llanrhaeadr-ym-Mochnant	A Good	A Good	Yes	£0
Ysgol Meifod	B Satisfactory	C Poor	Yes	£286,830
Ysgol Pennant	B Satisfactory	B/C Satisfactory/Poor	Yes	£269,272

Financial information

i) Cost per pupil⁶

	Budget share per school	Budget share per pupil	Notional SEN budget	Non ISB funds devolved to the school
Arddleen C.P. School	£419,855	£3,748.71	£17,613	£6,900

⁶ Section 52 Budget Statement, 2022/2023

Brynhafren C.P. School	£258,941	£7,192.81	£24,376	£1,150
Carreghofa C.P. School	£421,826	£4,635.45	£20,335	£12,650
Llandysilio C. in W. School	£266,328	£4,438.80	£13,055	£8,050
Llanfechain C. in W. School	£252,250	£7,006.94	£23,471	£10,350
Llangedwyn C. in W. School	£187,032	£11,689.50	£16,414	£4,600
Llansantffraid C. in W. School	£440,898	£4,159.42	£21,037	£18,400
Ysgol Bro Cynllaith	£205,579	£8,565.79	£14,667	£2,300
Ysgol Llanfyllin	£4,212,377	£5,252.34	£127,000	£86,000
Ysgol Llanrhaeadr-ym-Mochnant	£440,734	£5,799.13	£14,877	£4,600
Ysgol Meifod	£328,817	£4,631.23	£11,226	£8,050
Ysgol Pennant	£337,584	£4,273.22	£12,246	£3,450

4.3 Planned housing developments in the area

Information about current and planned housing developments in the area has been received from the Council's planning team. The information identifies a number of Allocated Sites and some larger development sites within the Llanfyllin / North Welshpool area granted permission within recent years. This is provided in full in Appendix B.

Should developments be completed on all of these sites, there would be up to 572 additional dwellings in the Llanfyllin / North Welshpool area. This figure includes a number of dwellings which have already been built, some which are currently in construction, and others where there are no current plans to take forward the developments.

It is estimated that each residential unit developed in Powys will generate 0.40 children or young people with educational requirements. Based on this figure, 572

additional dwellings is estimated to result in 229 additional pupils. However, this is the maximum figure. Some of these developments have already been completed, and it is possible that some of the Allocated Sites may not be developed.

This can be broken down by settlements as follows:

Settlement	Total no. of dwellings	No. of dwellings already constructed / in construction	Possible no. of new dwellings
Llanfyllin	79	10	69
Penybontfawr	11	0	11
Llanrhaeadr-ym-Mochnant	29	10	19
Llansilin	27	23	4
Llangedwyn	0	0	0
Llanfechain	25	0	25
Llansantffraid	101	60	41
Carreghofa / Llanymynech	44	13	31
Llandysilio / Four Crosses	124	49	75
Crew Green	40	15	25
Llandrinio	48	0	48
Arddleen	44	44	0
TOTAL	572	224	348

The Allocated Sites have until 2026 to be brought forward.

5. The Case for Change in the area

Based on the data for the schools in the Llanfyllin / north Welshpool catchment which is provided in section 4.1 above, the following is a summary of the main challenges:

i) Schools with low pupil numbers

Pupil numbers at the primary providers in the catchment range from 13 to 138. As indicated above, there are less than 35 pupils in 4 of the 10 schools.

ii) Decreasing pupil numbers

As indicated in the table above, total pupil numbers across the 10 schools are projected to decrease over the next 5 years, from 1318 in January 2023 to 1239 in January 2027.

iii) Variations in budget per pupil

The budget per pupil for primary schools in the catchment ranges from £4,159.42 to £11,689.50.

4 of the primary schools listed above have a budget per pupil which is higher than £7,000. The average budget per pupil for Powys primary schools is £4,656.50.

iii) Building condition

As shown in the table above, 4 of the primary schools in the catchment are assessed as being condition C. There is estimated backlog maintenance of £6,200,801 across the schools in the catchment. However, it is recognised that some of these schools have had improvement or remedial works carried out during the last few years.

iv) Surplus capacity

As shown in the table above, there are currently 543 surplus places across the 12 schools which are within the scope of this review.

6. Initial review of the Preferred Way Forward

The original Programme Business Case and subsequent Cabinet papers that were previously considered in respect of the Llanfyllin catchment review have been revisited, and the latest data relating to the schools in the catchment has also been reviewed.

The following is a summary of the latest position in respect of the Preferred Way Forward considered by Cabinet in September 2020:

ii) **Llansantffraid CiW Primary School, Llangedwyn CiW School and Llanfechain CiW School**

The original preferred way forward considered in September 2020 included the provision of an extension to **Llansantffraid CiW Primary School** to maintain access to Church-in-Wales places in the area following the possible closure of **Llangedwyn CiW School** and **Llanfechain CiW School**. Feasibility work was undertaken in respect of the planned extension to Llansantffraid C. in W. School, and a paper outlining the findings of this work was considered by Cabinet in December 2021. The feasibility study identified concerns regarding the planned extension, and given the findings, Cabinet agreed not to proceed with the planned extension. Therefore, there is a need to review the preferred way forward for these three schools.

iii) **Ysgol Pennant, Ysgol Llanrhaeadr-ym-Mochnant and Ysgol Bro Cynllaith**

Since the preferred way forward which was considered by Cabinet in September 2020, further consideration was given to the plans for **Ysgol Pennant** and **Ysgol Llanrhaeadr-ym-Mochnant**. Cabinet considered an options appraisal in respect of Ysgol Bro Cynllaith, Ysgol Pennant and Ysgol Llanrhaeadr-ym-Mochnant in July 2021, which concluded that the Council does not make any changes to the latter two schools at the current time, however the paper included a recommendation to develop a plan to support Ysgol Llanrhaeadr-ym-Mochnant to increase the number of pupils accessing Welsh-medium provision at the school, with the aim of moving the school along the language continuum.

This position still stands; no further changes will be proposed in respect of Ysgol Pennant and Ysgol Llanrhaeadr-ym-Mochnant.

The options appraisal exercise previously carried out for **Ysgol Bro Cynllaith** will be revisited.

iv) **Ysgol Llanfyllin**

The preferred way forward considered in September 2020 included planned capital investment to provide a replacement building for **Ysgol Llanfyllin**. Whilst the Council remains committed to providing a new building, there is no capital funding currently available to achieve this. The project will however be included in the Council's new

nine-year Strategic Outline Programme which will be submitted later this year to the Welsh Government's Sustainable Communities for Learning programme.

iv) Llandysilio CiW School, Carreghofa CP School, Arddleen CP School and Brynhafren CP School

The previous preferred way forward for the catchment also included a new-build area school to replace **Llandysilio CiW Primary School, Carreghofa CP School, Arddleen CP School** and **Brynhafren CP School**. However, there is no capital funding available to support a new school build at the current time.

Given the low pupil numbers currently attending **Brynhafren C.P. School**, a separate review of the school will be carried out to identify the Council's preferred way forward for the school. Consideration will also need to be given to options for **Arddleen C.P. School, Carreghofa C.P. School** and **Llandysilio C. in W. School** which would not be dependent on a new building.

In addition, Ysgol Meifod has recently moved from the Caereinion catchment to the Llanfyllin catchment. However, as this is a fairly recent change, more time is required to assess its impact, therefore Ysgol Meifod remains outside the scope of this current review, but further consideration will need to be given to future options linked with developments at Ysgol Llanfyllin.

The schools will be considered in groups, as follows:

Group 1 – Llangedwyn CIW Primary School, Llanfechain CIW Primary School and Llansantffraid CIW Primary School

Group 2 – Ysgol Bro Cynllaith, Ysgol Pennant, Ysgol Llanrhaeadr

Group 3 – Brynhafren C.P. School, Arddleen C.P. School, Carreghofa C.P. School and Llandysilio C. in W. School

Group 4 – Ysgol Llanfyllin. Options for Ysgol Meifod will be considered as part of this development.

The remainder of this document will focus on identifying a revised preferred way forward for these schools, which will lead to identifying a new preferred way forward for the catchment.

Any preferred options identified for individual schools would be subject to further consideration, including the statutory process as outlined in the School Organisation Code, before they could be implemented.

7. Llangedwyn CIW Primary School, Llanfechain CIW Primary School and Llansantffraid CIW Primary School

7.1 Llangedwyn C. in W. School

Pupil numbers at Llangedwyn C. in W. School have decreased in recent years. Whilst it is part of a formal federation with Llanfechain C. in W. School, there are currently just 11 pupils attending the school, therefore there is a need to consider future options for the school.

7.1.1 Identification of options

The following options have been identified for Llangedwyn C. in W. School:

Option	Description
1	Status quo – continue as part of a federation with Llanfechain C. in W. School
2	Merge with Llanfechain C. in W. School to establish a new school on two sites
3	Close Llangedwyn C. in W. School, but retain the site as part of Llanfechain C. in W. School
4	Close Llangedwyn C. in W. School, pupils to transfer to Llanfechain C. in W. School
5	Close Llangedwyn C. in W. School, pupils to attend nearest alternative schools

7.1.2 Assessment against Critical Success Factors

The identified options have been assessed against the Critical Success Factors which are outlined in Appendix C.

The assessment for each option is as follows:

	Option 1	Option 2	Option 3	Option 4	Option 5
1 – Strategic fit and business needs	x	x	x	✓	✓
2 – Value for money	x	x	x	✓	✓

3 – Potential achievability	✓	?	?	✓	✓
5 – Potential affordability	x	x	x	✓	✓
Total ✓	1	1	1	4	4
Total x	3	4	3	0	0
Outcome	Discount	Discount	Discount	Possible	Possible

Whilst option 4 and 5 are both identified as possible options, SWOT assessments of all 5 options will be carried out.

7.1.3 SWOTs

SWOT assessments of the 5 options are provided below:

Option 1: Status quo – continue as part of a federation with Llanfechain C. in W. School

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would retain provision in Llangedwyn - There would be no additional transport costs - No requirement for a reorganisation process - No change for staff - No impact on pupils 	<ul style="list-style-type: none"> - Pupil numbers at Llangedwyn C. in W. School would continue to be very low - Would not lead to a rationalisation of primary provision - Would still need to maintain the Llangedwyn building - Would not reduce surplus places - Would not lead to a financial saving - Would not address the high budget per pupil
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunities for further collaboration with other neighbouring schools to provide increased opportunities for pupils 	<ul style="list-style-type: none"> - The school would continue to be a very small school

Option 2: Merge with Llanfechain C. in W. School to establish a new school on two sites

Strengths	Weaknesses
<ul style="list-style-type: none"> – Would retain provision in Llangedwyn – Would build on the federation which is already in place – There would be no additional transport costs – All staff would have the opportunity to secure positions in the new school – Pupils would continue to attend school in the same location 	<ul style="list-style-type: none"> – Small numbers would remain on the Llangedwyn site – Llangedwyn pupils would still be taught separately – Would not reduce surplus places – Would still need to maintain the Llangedwyn building – Both schools would lose their identity – Would also impact on the staff of Llanfechain School – May not be attractive to Llanfechain School – Additional costs associated with establishing a new school – More officer support would be required to support establishing a new school
Opportunities	Threats
<ul style="list-style-type: none"> – Opportunity to develop a new school identity – More opportunities for networking and sharing good practice between staff 	<ul style="list-style-type: none"> – Ensuring equal opportunities to all pupils due to age range of pupils in mixed age classes

Option 3: Close Llangedwyn C. in W. School, but retain the site as part of Llanfechain C. in W. School

Strengths	Weaknesses
<ul style="list-style-type: none"> – Would retain provision in Llangedwyn – Would build on the federation which is already in place – There would be no additional transport costs – Pupils would continue to attend school in the same location – Minimal impact on staff at Llanfechain School 	<ul style="list-style-type: none"> – Small numbers would remain at the Llangedwyn – Llangedwyn pupils would still be taught separately – Would still need to maintain the Llangedwyn building – Would not reduce surplus places – May not be attractive to Llanfechain School
Opportunities	Threats

<ul style="list-style-type: none"> - More opportunities for networking and sharing good practice between staff 	<ul style="list-style-type: none"> - Ensuring equal opportunities to all pupils due to age range of pupils in mixed age classes
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Option 4: Close Llangedwyn C. in W. School, pupils to transfer to Llanfechain C. in W. School

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would address the issue of low pupil numbers at Llangedwyn - Would increase pupil numbers at Llanfechain - Would reduce the Council's overall surplus capacity in primary schools - Revenue saving to the Council - The Council would no longer need to maintain the Llangedwyn building - Pupils would attend a larger school where they would be part of larger cohorts of pupils - Pupils would transfer to a school they are already familiar with - Pupils would continue to access C. in W. provision - Likely to be acceptable to the Diocese of St Asaph 	<ul style="list-style-type: none"> - Additional travel for those pupils for whom Llangedwyn is currently the closest school - Pupils currently attending Llangedwyn would have to transfer to alternative provision - Loss of provision from Llangedwyn - Impact on the current staff of Llangedwyn - Impact on the Llangedwyn community
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to develop links between Llanfechain C. in W. School and Llansantffraid C. in W. School in the future 	<ul style="list-style-type: none"> - Some pupils may choose to transfer to other schools

Option 5: Close Llangedwyn C. in W. School, pupils to attend nearest alternative schools

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would address the issue of low pupil numbers at Llangedwyn - Would increase pupil numbers at Llanfechain 	<ul style="list-style-type: none"> - Additional travel for those pupils for whom Llangedwyn is currently the closest school

<ul style="list-style-type: none"> – Would reduce the Council's overall surplus capacity in primary schools – Revenue saving to the Council – The Council would no longer need to maintain the Llangedwyn building – Pupils would attend a larger school where they would be part of larger cohorts of pupils 	<ul style="list-style-type: none"> – Pupils currently attending Llangedwyn would have to transfer to alternative provision – Loss of provision from Llangedwyn – Impact on the current staff of Llangedwyn – Impact on the Llangedwyn community
Opportunities	Threats
	<ul style="list-style-type: none"> – Pupils may choose to transfer to a number of different schools, which could be more difficult in terms of transition – Pupils may choose to transfer to schools which are not C. in W. Schools – The Diocese of St Asaph may not be supportive

7.1.4 Financial Evaluation

Current indicative formula funding 2024-25:

	Indicative Formula Funding 2024-25 (£)
Llangedwyn C. in W. School	£131.6k

Options 4a, 5 and 6 have all been assessed for their estimated impact on the ongoing formula funding and other revenue funding requirements for the schools.

Recurring revenue costs/savings

Option 1: Status quo – continue as part of a federation with Llanfechain C. in W. School

Estimated funding for standalone school 24/25	£131.6k
Estimated funding for Option 1 24/25	£131.6k
Saving/(Cost)	£0

Option 2: Merge with Llanfechain C. in W. School to establish a new school on two sites

Estimated funding for both standalone schools 24/25	£347.4k
Estimated funding for Option 2 24/25	£347.4k
Saving/(Cost)	£0

Option 3: Close Llangedwyn C. in W. School, but retain the site as part of Llanfechain C. in W. School

Estimated funding for both standalone schools 24/25	£347.4k
Estimated funding for Option 3 24/25	£347.4k
Saving/(Cost)	£0

Option 4: Close Llangedwyn C. in W. School, pupils to transfer to Llanfechain C. in W. School

Estimated funding for both standalone schools 24/25	£347.4k
Estimated funding for Option 4 24/25	£256.5k
Saving/(Cost)	£91.0k
Estimated Catering Saving TBC but not expected to be significant	£0
Estimated Transport Costs	(£34.6k)
Total Saving/(Cost)	£56.4k

Option 5: Close Llangedwyn C. in W. School, pupils to attend nearest alternative schools

Estimated funding for standalone school 24/25 + others	£6,025.0k
Estimated funding for Option 5 24/25 + others	£5,925.4k
Saving/(Cost)	£99.6k
Estimated Catering Saving TBC but not expected to be significant	£0

Estimated Transport Costs	(£37.2k)
Total Saving/(Cost)	£62.4k

One-off costs

Merging schools would involve the existing schools closing and being re-opened. There would be a range of one-off costs related to this process including ICT implications, providing cover for headteacher time required to establish the new school, new signage / branding, establishing a temporary governing body for the new school and so on. These are expected to amount to approximately £60,000. In addition, any teaching and learning responsibility (TLR) payments for existing staff are usually protected for 3 years following such a process.

If the decision was made to proceed with any of the options, there would also be the cost implication to the Council of writing off the current schools' deficits/surpluses. The table below sets out the estimated cumulative positions as of 31 March 2024 which will be detrimentally impacted by the current challenging public finance environment.

	Estimated Cumulative Surplus / (Deficit) as at 31 March 2024 (£)
Llangedwyn C. in W. School	(£30k)

7.1.5 Conclusion

Based on the assessments above, the preferred option in respect of Llangedwyn C. in W. School is

Option 4: Close Llangedwyn C. in W. School, pupils to transfer to Llanfechain C. in W. School

It is therefore suggested that the Council proceeds with developing a proposal paper in respect of the preferred option.

The preferred option for pupils to transfer to Llanfechain C. in W. School would mean that pupils would continue to access Church in Wales provision. It would also enable pupils to transfer to a school which is currently federated with Llangedwyn C. in W. School, ensuring that pupils would be familiar with the alternative school, its staff and its pupils.

7.2 Llanfechain C. in W. School and Llansantffraid C. in W. School

Without prejudice to any future Cabinet decisions in respect of Llangedwyn C. in W. School, if there is no school in Llangedwyn in the future, consideration would need to be given to options for Llanfechain C. in W. School and Llansantffraid C. in W. School.

The capacity of Llanfechain C. in W. School is 47 places, which means that the school would be slightly over capacity if all the current Llangedwyn C. in W. pupils transferred to Llanfechain. Should this be the case, the Council would discuss with the school's governing body to understand how the pupils could be accommodated at the school. Llansantffraid C. in W. School has had issues with being over-capacity for a few years, with limited outdoor space a particular concern. Consideration was previously given to providing a 3 class extension at Llansantffraid C. in W. School to address the capacity issues at the school but also to potentially include pupils from both Llangedwyn and Llanfechain C. in W. Schools – this would have ensured that there was sufficient Church in Wales places in the area. However it was determined that a 3 class extension would not be feasible due to site and access constraints and investigations started to find a new site for a replacement school – this has not progressed further.

The case still remains that a replacement school building would need to be provided in the Llansantffraid area in the future to accommodate projected pupil numbers, and it would therefore be prudent to consider whether a new school building could provide sufficient Church in Wales places for the wider area.

It is therefore recommended that once the way forward in respect of Llangedwyn C. in W. School is clearer, the Council works with Llansantffraid C. in W. School, Llanfechain C. in W. School and the Diocese of St. Asaph to explore the possibility of initially merging the two schools at their existing locations, whilst investigations into possible sites for a new school building are re-commenced.

7.3 Overall Conclusion

The preferred way forward for Llangedwyn C. in W. School, Llanfechain C. in W. School and Llansantffraid C. in W. School is as follows:

- To close Llangedwyn C. in W. School, pupils to transfer to Llanfechain C. in W. School.
- To explore with Llansantffraid C. in W. School and Llanfechain C. in W. School the possibility of establishing a dual sited school in the area.
- To provide a new building in the future to replace Llansantffraid C. in W. School and Llanfechain C. in W. School.

8. Ysgol Pennant, Ysgol Llanrhaeadr and Ysgol Bro Cynllaith

8.1 Ysgol Pennant and Ysgol Llanrhaeadr

An options appraisal in respect of Ysgol Bro Cynllaith, Ysgol Pennant and Ysgol Llanrhaeadr-ym-Mochnant was considered by the Council's Cabinet in July 2021. This concluded that the Council should not make any changes to Ysgol Pennant and Ysgol Llanrhaeadr-ym-Mochnant.

The paper included a recommendation to develop a plan to support Ysgol Llanrhaeadr-ym-Mochnant to increase the number of pupils accessing Welsh-medium provision at the school, with the aim of moving the school along the language continuum.

This position still stands. The preferred way forward for these two schools is for Ysgol Pennant and Ysgol Llanrhaeadr to continue to operate as standalone schools. However, the Council will support Ysgol Llanrhaeadr to move along the language continuum.

It is recognised that the Council faces a challenge recruiting Headteachers, in particular Welsh-speaking Headteachers. Should there be an opportunity to consider sharing leadership across the two sites in the future, this will be explored at that time.

8.2 Ysgol Bro Cynllaith

Ysgol Bro Cynllaith is a small school, with less than 30 pupils, therefore there is a need to consider future options for the school.

8.2.1 Identification of options

The following options have been identified for Ysgol Bro Cynllaith:

Option	Description
1	Status quo – continue as a standalone school
2	Federation with Llanrhaeadr-ym-Mochnant School
3	Merge with Llanrhaeadr-ym-Mochnant School to establish a new school on two sites
4	Close Ysgol Bro Cynllaith, but retain the site as part of Llanrhaeadr-ym-Mochnant School

5	Close Ysgol Bro Cynllaith, pupils to attend nearest alternative schools
6	Close Ysgol Bro Cynllaith, pupils to attend nearest alternative schools in Powys
7	Close Ysgol Bro Cynllaith, pupils to attend Llanrhaeadr-ym-Mochnant School

8.2.2 Assessment against Critical Success Factors

The identified options have been assessed against the Critical Success Factors which are outlined in Appendix C.

The assessment for each option is as follows:

	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7
1 – Strategic fit and business needs	x	x	x	X	?	✓	✓
2 – Value for money	x	x	x	x	✓	✓	✓
3 – Potential achievability	✓	✓	✓	✓	✓	✓	✓
5 – Potential affordability	x	x	x	x	✓	✓	✓
Total ✓	1	1	1	1	4	4	4
Total x	3	3	3	3	0	0	0
Outcome	Discount	Discount	Discount	Discount	Possible	Possible	Possible

Whilst options 5, 6 and 7 are identified as possible options, SWOT assessments of all 6 options will be carried out.

8.2.3 SWOT assessments

SWOT assessments of the 6 options are provided below:

Option 1: Status quo – continue as a standalone school

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would retain provision in Llansilin - There would be no additional transport costs - No requirement for a reorganisation process - No change for staff - No impact on pupils 	<ul style="list-style-type: none"> - Pupil numbers at Ysgol Bro Cynllaith would continue to be low - Would not lead to a rationalisation of primary provision - Would still need to maintain the Ysgol Bro Cynllaith building - Would not reduce surplus places - Would not lead to a financial saving - Would not address issues with the Ysgol Bro Cynllaith building - Would not address the high budget per pupil
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunities for further collaboration with other neighbouring schools to provide increased opportunities for pupils 	<ul style="list-style-type: none"> - The school would continue to be a small school

Option 2: Federation with Llanrhaeadr-ym-Mochnant School

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would retain provision in Llansilin - There would be no additional transport costs - More opportunities could be provided to pupils and staff - Ysgol Bro Cynllaith pupils would continue to attend school in the same location 	<ul style="list-style-type: none"> - Pupil numbers at Ysgol Bro Cynllaith would continue to be low - Ysgol Bro Cynllaith pupils would still be taught separately - Would not lead to a rationalisation of primary provision - Would still be required to maintain the Ysgol Bro Cynllaith building - Would not reduce surplus places - Would not lead to a financial saving - Would not address issues with the Ysgol Bro Cynllaith school building - Would not address the high budget per pupil - May not be attractive to Llanrhaeadr-ym-Mochnant School - The schools are different language categories
Opportunities	Threats

<ul style="list-style-type: none"> - Opportunities for further collaboration between the two schools to provide increased opportunities for pupils - More opportunities for networking and sharing good practice between staff 	<ul style="list-style-type: none"> - The school would continue to be a small school
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Option 3: Merge with Llanrhaeadr-ym-Mochnant School to establish a new school on two sites

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would retain provision in Llansilin - More opportunities could be provided to the pupils - There would be no additional transport costs - Could provide a financial saving to the Council - Opportunity for all staff to secure positions in the new school - Pupils would continue to attend school in the same location 	<ul style="list-style-type: none"> - Small numbers would remain on the Llansilin site - Llansilin pupils would still be taught separately - Would not reduce surplus places - Would still need to maintain the Ysgol Bro Cynllaith building - Both schools would lose their identity - Would also impact on the staff of Llanrhaeadr-ym-Mochnant School - May not be attractive to Llanrhaeadr-ym-Mochnant School - The schools have different language categories
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunities for further collaboration across the sites - More opportunities for networking and sharing good practice between staff - Opportunity for increased leadership time for the headteacher. 	<ul style="list-style-type: none"> - Ensuring equal opportunities to all pupils due to age range of pupils in mixed age classes

Option 4: Close Ysgol Bro Cynllaith, but retain the site as part of Llanrhaeadr-ym-Mochnant School

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would retain provision in Llansilin - More opportunities could be provided to the pupils 	<ul style="list-style-type: none"> - Small numbers would remain at the Llansilin - Llansilin pupils would still be taught separately

<ul style="list-style-type: none"> – There would be no additional transport costs – Could provide a financial saving to the Council – Minimal impact on staff at Llanrhaeadr-ym-Mochnant School – Llanrhaeadr-ym-Mochnant School would retain its identity – Pupils would continue to attend school at the same location 	<ul style="list-style-type: none"> – Would still need to maintain the Llansilin building – Would not address issues with the Ysgol Bro Cynllaith building – Would not reduce surplus places – Ysgol Bro Cynllaith would lose its identity – May not be attractive to Llanrhaeadr-ym-Mochnant School – The schools have different language categories
Opportunities	Threats
<ul style="list-style-type: none"> – Opportunities for further collaboration across the sites – More opportunities for networking and sharing good practice between staff – Opportunity for increased leadership time for headteacher 	<ul style="list-style-type: none"> – Ensuring equal opportunities to all pupils due to age range of pupils in mixed age classes

Option 5: Close Ysgol Bro Cynllaith, pupils to attend nearest alternative schools

Strengths	Weaknesses
<ul style="list-style-type: none"> – Would address the issue of low pupil numbers – Would reduce the Council's overall surplus capacity in primary schools – Revenue saving to the Council – Pupils would attend larger schools, which would be better equipped to meet the requirements of the new curriculum – Pupils would attend larger schools, which could provide a wider range of educational and extra-curricular opportunities – Pupils would attend schools with more suitable accommodation – Pupils would be taught in classes with peers of similar ages 	<ul style="list-style-type: none"> – Additional travel for those pupils for whom Ysgol Bro Cynllaith is currently the closest school – Pupils currently attending Ysgol Bro Cynllaith would have to transfer to alternative provision – Loss of provision from Llansilin – Impact on the current staff of Ysgol Bro Cynllaith – Impact on the Llansilin community – Some pupils may be closer to schools in Shropshire should the Council also proceed with closure of Llangedwyn C. in W. School
Opportunities	Threats

<ul style="list-style-type: none"> – Opportunity for the Council to realise a capital receipt from sale of the school site 	
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Option 6: Close Ysgol Bro Cynllaith, pupils to attend nearest alternative schools in Powys

Strengths	Weaknesses
<ul style="list-style-type: none"> – Would address the issue of low pupil numbers – Would reduce the Council's overall surplus capacity in primary schools – Revenue saving to the Council – Pupils would attend larger schools, which would be better equipped to meet the requirements of the new curriculum – Pupils would attend larger schools, which could provide a wider range of educational and extra-curricular opportunities – Pupils would attend schools with more suitable accommodation – Pupils would be taught in classes with peers of similar ages – Pupils would be able to continue to access provision in Powys 	<ul style="list-style-type: none"> – Additional travel for those pupils for whom Ysgol Bro Cynllaith is currently the closest school – Pupils currently attending Ysgol Bro Cynllaith would have to transfer to alternative provision – Loss of provision from Llansilin – Impact on the current staff of Ysgol Bro Cynllaith – Impact on the Llansilin community
Opportunities	Threats
<ul style="list-style-type: none"> – Opportunity for the Council to realise a capital receipt from sale of the school site 	

Option 7: Close Ysgol Bro Cynllaith, pupils to attend Llanrhaeadr-ym-Mochnant School

Strengths	Weaknesses
<ul style="list-style-type: none"> – Would address the issue of low pupil numbers – Would reduce the Council's overall surplus capacity in primary schools – Revenue saving to the Council 	<ul style="list-style-type: none"> – Additional travel for those pupils for whom Ysgol Bro Cynllaith is currently the closest school – Pupils currently attending Ysgol Bro Cynllaith would have to transfer to alternative provision

<ul style="list-style-type: none"> – Pupils would attend larger schools, which would be better equipped to meet the requirements of the new curriculum – Pupils would attend larger schools, which could provide a wider range of educational and extra-curricular opportunities – Pupils would attend schools with more suitable accommodation – Pupils would be taught in classes with peers of similar ages – Pupils would be able to continue to access provision in Powys – Pupils would have the opportunity to transfer to the same school, which would improve transition arrangements 	<ul style="list-style-type: none"> – Loss of provision from Llansilin – Impact on the current staff of Ysgol Bro Cynllaith – Impact on the Llansilin community – Impact on Welsh language ethos of Llanrhaeadr-ym-Mochnant School
Opportunities	Threats
<ul style="list-style-type: none"> – Opportunity for the Council to realise a capital receipt from sale of the school site – Opportunity to offer Trochi provision to enable pupils to transfer to Welsh-medium provision at Llanrhaeadr-ym-Mochnant School 	<ul style="list-style-type: none"> - Capacity at Llanrhaeadr-ym-Mochnant School – would need to review current capacity calculation

8.2.4 Financial Evaluation

Current indicative formula funding 2024-25:

	Indicative Formula Funding 2024-25 (£)
Ysgol Bro Cynllaith	189.9k

Options 4a, 5 and 6 have all been assessed for their estimated impact on the ongoing formula funding and other revenue funding requirements for the schools.

Recurring revenue costs/savings

Option 1: Status quo – continue as a standalone school

Estimated funding for standalone school 24/25	£189.9k
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Estimated funding for Option 1 24/25	£189.9k
Saving/(Cost)	£0

Option 2: Federation with Llanrhaeadr-ym-Mochnant School

Estimated funding for standalone school 24/25	£189.9k
Estimated funding for Option 2 24/25	£189.9k
Saving/(Cost)	£0

Option 3: Merge with Llanrhaeadr-ym-Mochnant School to establish a new school on two sites

Estimated funding for both standalone schools 24/25	£669.8k
Estimated funding for Option 3 24/25	£669.8k
Saving/(Cost)	£0

Option 4: Close Ysgol Bro Cynllaith, but retain the site as part of Llanrhaeadr-ym-Mochnant School

Estimated funding for both standalone schools 24/25	£669.8k
Estimated funding for Option 4 24/25	£669.8k
Saving/(Cost)	£0

Option 5: Close Ysgol Bro Cynllaith, pupils to attend nearest alternative schools

Estimated funding for standalone school 24/25 + others	£321.5k
Estimated funding for Option 5 24/25 + others	£186.1k
Saving/(Cost)	£135.4k
Estimated Catering Saving TBC but not expected to be significant	£0

Estimated Transport Costs	(£69.2k)
Total Saving/(Cost)	£66.2k

Option 6: Close Ysgol Bro Cynllaith, pupils to attend nearest alternative schools in Powys

Estimated funding for standalone school 24/25 + others	£321.5k
Estimated funding for Option 6 24/25 + others	£208.1k
Saving/(Cost)	£113.4k
Estimated Catering Saving	£0
Estimated Transport Costs	(£69.2k)
Total Saving/(Cost)	£44.2k

Option 7: Close Ysgol Bro Cynllaith, pupils to attend Llanrhaeadr-ym-Mochnant School

Estimated funding for standalone school 24/25 + others	£669.8k
Estimated funding for Option 7 24/25 + others	£548.8k
Saving/(Cost)	£120.9k
Estimated Catering Saving TBC but not expected to be significant	£0
Estimated Transport Costs	(£37.2k)
Total Saving/(Cost)	£83.7k

One-off costs

Merging schools would involve the existing schools closing and being re-opened. There would be a range of one-off costs related to this process including ICT implications, providing cover for headteacher time required to establish the new school, new signage / branding, establishing a temporary governing body for the new school and so on. These are expected to amount to approximately £60,000. In

addition, any teaching and learning responsibility (TLR) payments for existing staff are usually protected for 3 years following such a process.

If the decision was made to proceed with any of the options, there would also be the cost implication to the Council of writing off the current schools' deficits/surpluses. The table below sets out the estimated cumulative positions as at 31 March 2024 which will be detrimentally impacted by the current challenging public finance environment.

	Cumulative Surplus / (Deficit) as at 31 March 2024 (£)
Ysgol Bro Cynllaith	£34k

8.2.5 Conclusion

Based on the assessments above, the preferred option in respect of Ysgol Bro Cynllaith is

Option 7: Close Ysgol Bro Cynllaith, pupils to attend Llanrhaeadr-ym-Mochnant School

It is therefore suggested that the Council proceeds with developing a proposal paper in respect of the preferred option for consideration by Cabinet.

Should Ysgol Bro Cynllaith close, consideration would need to be given to ensuring that pupils can transfer to Welsh-medium provision, by ensuring that late immersion ('Trochi') provision is available to them. This would support the Council's aspiration to increase Welsh-medium pupil numbers at Ysgol Llanrhaeadr-ym-Mochnant, with the aim of supporting the school to move along the Welsh language continuum.

8.3 Overall Conclusion

The preferred way forward for Ysgol Pennant, Ysgol Llanrhaeadr and Ysgol Bro Cynllaith is as follows:

- Ysgol Pennant and Ysgol Llanrhaeadr to continue to operate as standalone schools. Support Ysgol Llanrhaeadr to move along the language continuum.
- To consider, when appropriate, the possibility of establishing a dual sited school in the future.
- To close Ysgol Bro Cynllaith, Powys-based pupils to transfer to Llanrhaeadr-ym-Mochnant School. Trochi support to be provided to enable pupils to transfer to the Welsh-medium stream if they wish to do so.

9. Brynhafren C.P. School, Arddleen C.P. School, Carreghofa C.P School, Llandysilio C. in W. School

9.1 Brynhafren C.P. School

Pupil numbers at Brynhafren C.P. School have decreased significantly in the last few years, from 59 in January 2016 to 31 in January 2023. Due to the school's low pupil numbers, there is a need to consider future options for the school.

9.1.1 Identification of options

The following options have been identified:

Option	Description
1	Status quo – continue as a standalone school
2	Federation with Arddleen C.P. School ⁷
3	Merge with Llandysilio C. in W. School to establish a new school on two sites
4	Merge with Arddleen C.P. School to establish a new school on two sites
5	Close Brynhafren C.P. School, but retain the site as part of Llandysilio C. in W. School
6	Close Brynhafren C.P. School, but retain the site as part of Arddleen C.P. School.
7	Close Brynhafren C.P. School, pupils to attend their nearest alternative schools
8	Close Brynhafren C.P. School, pupils to attend their nearest alternative schools in Powys

9.1.2 Assessment against Critical Success Factors

	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Option 7	Option 8
1 – Strategic fit and	x	x	x	x	x	x	?	✓

⁷ As Brynhafren C.P. School is a Community Primary school and Llandysilio C. in W. School is a Church in Wales primary school, it is not possible to federate these two schools, so the option to federate Brynhafren C.P. School with Llandysilio C. in W. School is not considered.

business needs								
2 – Value for money	x	x	x	x	x	x	✓	✓
3 – Potential achievability	✓	✓	?	✓	?	✓	✓	✓
5 – Potential affordability	x	x	x	x	x	x	✓	✓
Total ✓	1	1	0	1	0	1	4	4
Total x	3	3	3	3	3	3	0	0
Outcome	Discount	Discount	Discount	Discount	Discount	Discount	Possible	Preferred option

Whilst options 7 and 8 are identified as possible / preferred options, SWOT assessments of all 8 options will be carried out.

9.1.3 SWOT assessment

SWOT assessments of the 8 options are provided below:

Option 1: Status quo – continue as a standalone school

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would retain provision in Crew Green - There would be no additional transport costs - No requirement for a reorganisation process - No change for staff - No impact on pupils 	<ul style="list-style-type: none"> - Pupil numbers at Brynhafren C.P. School would continue to be low - Would not lead to a rationalisation of primary provision - Would still need to maintain the Brynhafren C.P. School building - Would not reduce surplus places - Would not lead to a financial saving - Would not address issues with the Brynhafren C.P. School building - Would not address the high budget per pupil
Opportunities	Threats

- Opportunities for further collaboration with other neighbouring schools to provide increased opportunities for pupils	- The school would continue to be a small school
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Option 2: Federation with Arddleen C.P. School

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would retain provision in Crew Green - There would be no additional transport costs - More opportunities could be provided to pupils and staff - Brynhafren C.P. School pupils would continue to attend school in the same location 	<ul style="list-style-type: none"> - Pupil numbers at Brynhafren C.P. School would continue to be low - Brynhafren C.P. School pupils would still be taught separately - Would not lead to a rationalisation of primary provision - Would still be required to maintain the Brynhafren C.P. School building - Would not reduce surplus places - Would not lead to a financial saving - Would not address issues with the Brynhafren C.P. School school building - Would not address the high budget per pupil - May not be attractive to Arddleen C.P. School - The schools are different language categories
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunities for further collaboration between the two schools to provide increased opportunities for pupils - More opportunities for networking and sharing good practice between staff 	<ul style="list-style-type: none"> - The school would continue to be a small school

Option 3: Merge with Llandysilio C. in W. School to establish a new school on two sites

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would retain provision in Crew Green - More opportunities could be provided to the pupils 	<ul style="list-style-type: none"> - Small numbers would remain on the Brynhafren site - Brynhafren pupils would still be taught separately

<ul style="list-style-type: none"> – There would be no additional transport costs – Could provide a financial saving to the Council – Opportunity for all staff to secure positions in the new school – Pupils would continue to attend school in the same location 	<ul style="list-style-type: none"> – Would not reduce surplus places – Would still need to maintain the Brynhafren building – Both schools would lose their identity – Would also impact on the staff of Llandysilio C. in W. School – May not be attractive to Llandysilio C. in W. School – Brynhafren is a C.P. School whilst Llandysilio is a C. in W. School
Opportunities	Threats
<ul style="list-style-type: none"> – Opportunities for further collaboration across the sites – More opportunities for networking and sharing good practice between staff – Opportunity for increased leadership time for the headteacher. 	<ul style="list-style-type: none"> – Ensuring equal opportunities to all pupils due to age range of pupils in mixed age classes

Option 4: Merge with Arddleen C.P. School to establish a new school on two sites

Strengths	Weaknesses
<ul style="list-style-type: none"> – Would retain provision in Crew Green – More opportunities could be provided to the pupils – There would be no additional transport costs – Could provide a financial saving to the Council – Opportunity for all staff to secure positions in the new school – Pupils would continue to attend school in the same location 	<ul style="list-style-type: none"> – Small numbers would remain on the Brynhafren site – Brynhafren pupils would still be taught separately – Would not reduce surplus places – Would still need to maintain the Brynhafren building – Both schools would lose their identity – Would also impact on the staff of Arddleen C.P. School – May not be attractive to Arddleen C.P. School
Opportunities	Threats
<ul style="list-style-type: none"> – Opportunities for further collaboration across the sites – More opportunities for networking and sharing good practice between staff 	<ul style="list-style-type: none"> – Ensuring equal opportunities to all pupils due to age range of pupils in mixed age classes

<ul style="list-style-type: none"> – Opportunity for increased leadership time for the headteacher. 	
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Option 5: Close Brynhafren C.P. School, but retain the site as part of Llandysilio C. in W. School

Strengths	Weaknesses
<ul style="list-style-type: none"> – Would retain provision in Crew Green – More opportunities could be provided to the pupils – There would be no additional transport costs – Could provide a financial saving to the Council – Minimal impact on staff at Llandysilio C. in W. School – Llandysilio C. in W. School would retain its identity – Pupils would continue to attend school at the same location 	<ul style="list-style-type: none"> – Small numbers would remain at the Brynhafren site – Brynhafren pupils would still be taught separately – Would still need to maintain the Brynhafren building – Would not address issues with the Brynhafren building – Would not reduce surplus places – Brynhafren C.P. School would lose its identity – May not be attractive to Llandysilio C. in W. School – Brynhafren C.P. School is currently a community primary school, whilst Llandysilio C. in W. School is a Church in Wales school
Opportunities	Threats
<ul style="list-style-type: none"> – Opportunities for further collaboration across the sites – More opportunities for networking and sharing good practice between staff – Opportunity for increased leadership time for headteacher 	<ul style="list-style-type: none"> – Ensuring equal opportunities to all pupils due to age range of pupils in mixed age classes

Option 6: Close Brynhafren C.P. School, but retain the site as part of Arddleen C.P. School

Strengths	Weaknesses
<ul style="list-style-type: none"> – Would retain provision in Crew Green – More opportunities could be provided to the pupils – There would be no additional transport costs 	<ul style="list-style-type: none"> – Small numbers would remain at the Brynhafren site – Brynhafren pupils would still be taught separately

<ul style="list-style-type: none"> – Could provide a financial saving to the Council – Minimal impact on staff at Arddleen C.P. School – Arddleen C.P. School would retain its identity – Pupils would continue to attend school at the same location – Both schools are community primary schools 	<ul style="list-style-type: none"> – Would still need to maintain the Brynhafren building – Would not address issues with the Brynhafren building – Would not reduce surplus places – Brynhafren C.P. School would lose its identity – May not be attractive to Arddleen C.P. School
Opportunities	Threats
<ul style="list-style-type: none"> – Opportunities for further collaboration across the sites – More opportunities for networking and sharing good practice between staff – Opportunity for increased leadership time for headteacher 	<ul style="list-style-type: none"> – Ensuring equal opportunities to all pupils due to age range of pupils in mixed age classes

Option 7: Close Brynhafren C.P. School, pupils to attend their nearest alternative schools

Strengths	Weaknesses
<ul style="list-style-type: none"> – Would address the issue of low pupil numbers – Would reduce the Council's overall surplus capacity in primary schools – Revenue saving to the Council – Pupils would attend larger schools, which would be better equipped to meet the requirements of the new curriculum – Pupils would attend larger schools, which could provide a wider range of educational and extra-curricular opportunities – Pupils would attend schools with more suitable accommodation – Pupils would be taught in classes with peers of similar ages 	<ul style="list-style-type: none"> – Additional travel for those pupils for whom Brynhafren C.P. School is currently the closest school – Pupils currently attending Brynhafren C.P. School would have to transfer to alternative provision – Loss of provision from Crew Green – Impact on the current staff of Brynhafren C.P. School – Impact on the Crew Green community – Some pupils may be closer to schools in Shropshire
Opportunities	Threats

<ul style="list-style-type: none"> – Opportunity for the Council to realise a capital receipt from sale of the school site 	<ul style="list-style-type: none"> - May be difficult for pupils to access alternative provision during bad weather due to flooding in the area
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Option 8: Close Brynhafren C.P. School, pupils to attend their nearest alternative schools in Powys

Strengths	Weaknesses
<ul style="list-style-type: none"> – Would address the issue of low pupil numbers – Would reduce the Council's overall surplus capacity in primary schools – Revenue saving to the Council – Pupils would attend larger schools, which would be better equipped to meet the requirements of the new curriculum – Pupils would attend larger schools, which could provide a wider range of educational and extra-curricular opportunities – Pupils would attend schools with more suitable accommodation – Pupils would be taught in classes with peers of similar ages 	<ul style="list-style-type: none"> – Additional travel for those pupils for whom Brynhafren C.P. School is currently the closest school – Pupils currently attending Brynhafren C.P. School would have to transfer to alternative provision – Loss of provision from Crew Green – Impact on the current staff of Brynhafren C.P. School – Impact on the Crew Green community
Opportunities	Threats
<ul style="list-style-type: none"> – Opportunity for the Council to realise a capital receipt from sale of the school site 	<ul style="list-style-type: none"> - May be difficult for pupils to access alternative provision during bad weather due to flooding in the area

9.1.4 Financial Evaluation

Current indicative formula funding 2024-25:

	Indicative Formula Funding 2024-25 (£)
Brynhafren C.P. School	198.4k

The options have been assessed for their estimated impact on the ongoing formula funding and other revenue funding requirements for the schools.

Recurring revenue costs/savings

Option 1: Status quo – continue as a standalone school

Estimated funding for standalone school 24/25	£198.4k
Estimated funding for Option 1 24/25	£198.4k
Saving/(Cost)	£0

Option 2: Federation with Arddleen C.P. School

Estimated funding for standalone school 24/25	£198.4k
Estimated funding for Option 2 24/25	£198.4k
Saving/(Cost)	£0

Option 3: Merge with Llandysilio C. in W. School to establish a new school on two sites

Estimated funding for both standalone schools 24/25	£528.9k
Estimated funding for Option 3 24/25	£528.9k
Saving/(Cost)	£0

Option 4: Merge with Arddleen C.P. School to establish a new school on two sites

Estimated funding for both standalone schools 24/25	£627.3k
Estimated funding for Option 4 24/25	£627.3k
Saving/(Cost)	£0

Option 5: Close Brynhafren C.P. School, but retain the site as part of Llandysilio C. in W. School

Estimated funding for both standalone schools 24/25	£528.9k
Estimated funding for Option 5 24/25	£528.9k
Saving/(Cost)	£0

Option 6: Close Brynhafren C.P. School, but retain the site as part of Arddleen C.P. School

Estimated funding for both standalone schools 24/25	£627.3k
Estimated funding for Option 6 24/25	£627.3k
Saving/(Cost)	£0

Option 7: Close Brynhafren C.P. School, pupils to attend their nearest alternative schools

Estimated funding for standalone school 24/25 + others	£2,469.9k
Estimated funding for Option 7 24/25 + others	£2,367.2k
Saving/(Cost)	£102.7k
Estimated Catering Saving	£0
Estimated Transport Costs	(£73.4k)
Total Saving/(Cost)	£29.3k

Option 8: Close Brynhafren C.P. School, pupils to attend their nearest alternative schools in Powys

Estimated funding for standalone school 24/25 + others	£2,469.9k
Estimated funding for Option 8 24/25 + others	£2,367.2k
Saving/(Cost)	£102.7k
Estimated Catering Saving	£0
Estimated Transport Costs	(£73.4k)
Total Saving/(Cost)	£29.3k

One-off costs

Merging schools would involve the existing schools closing and being re-opened. There would be a range of one-off costs related to this process including ICT implications, providing cover for headteacher time required to establish the new school, new signage / branding, establishing a temporary governing body for the new school and so on. These are expected to amount to approximately £60,000. In addition, any teaching and learning responsibility (TLR) payments for existing staff are usually protected for 3 years following such a process.

If the decision was made to proceed with any of the options, there would also be the cost implication to the Council of writing off the current schools' deficits/surpluses. The table below sets out the cumulative positions as at 31 March 2022 which will be detrimentally impacted by the current challenging public finance environment.

	Cumulative Surplus / (Deficit) as at 31 March 2023 (£)
Brynhafren C.P. School	(123k)

9.1.5 Conclusion

Based on the assessments above, the preferred option in respect of Brynhafren C.P. School is

Option 8: Close Brynhafren C.P. School, pupils to attend their nearest alternative schools in Powys

It is therefore suggested that the Council proceeds with developing a proposal paper in respect of the preferred option.

9.2 Arddleen C.P. School, Carreghofa C.P. School and Llandysilio C. in W. School

The Council's original preferred way forward for the Llanfyllin catchment included a possible new build area school to replace these schools. The engagement carried out when developing this paper identified concerns about the practicalities of this, due to issues with flooding in the area and housing developments planned in the area, plus the potential of losing pupils to England due being so close to the border.

In addition, the Council does not currently have funding available to support a capital development in this area.

However, during the engagement, it became apparent that there may be scope to consider establishing one multi-sited school in the area, and that consideration could also be given to including other schools in the area as part of this discussion.

Llandysilio is a Church in Wales School therefore consideration would also need to be given to how best to ensure the provision of Church in Wales places in this area.

Another factor in this area is that there is no Welsh-medium primary provision or Welsh-medium early years provision, and therefore opportunities to develop provision in this area would align with the Council's Welsh in Education Strategic Plan (WESP).

A complicating issue in this area is that the schools are feeder schools to both Ysgol Llanfyllin and Welshpool High School, therefore the impact on secondary provision will need to be carefully considered in any future reorganisation.

In summary, the preferred way forward for these schools is to continue to explore the possibility of establishing a new multi-sited school in this area in the future, with the potential of a new-build at a later stage. Consideration should also be given to the development of Welsh-medium early years/primary provision.

9.3 Overall conclusion

The preferred way forward for Brynhafren C.P. School, Arddleen C.P. School, Carreghofa C.P. School and Llandysilio C. in W. School is as follows:

- To close Brynhafren C.P. School, pupils to transfer to their nearest alternative schools in Powys
- To explore with Arddleen C.P. School, Carreghofa C.P. School and Llandysilio C. in W. School the possibility of establishing a new multi-sited school in the area, with the potential of a new build at a later stage.
- To explore the possibility of establishing Welsh-medium early years/primary provision in the area

10. Ysgol Llanfyllin and Ysgol Meifod

The Council's previous preferred way forward for the catchment included a commitment to a new build in Llanfyllin. Whilst this remains the preferred way forward, this is dependent on capital funding. This was included in the Council's revised Strategic Outline Programme (SOP) for the Welsh Government's Sustainable Communities for Learning Programme, which was approved by Cabinet in September 2020.

However, the revised SOP has not been approved by the Welsh Government yet.

The Welsh Government is moving to a new way of funding capital projects via The Council will soon be developing a new Strategic Outline Programme outlining its priorities for the next 9 years.

The Welsh Government is moving to a new rolling programme for funding the Sustainable Communities for Learning Programme. As part of this, local authorities will be required to prepare a new Strategic Outline Programme (SOP) outlining their priorities for the next 9 years of the Sustainable Communities for Learning Programme. The plan to provide a replacement building in Llanfyllin will be included in the revised SOP.

Over the last few years, Ysgol Llanfyllin has been exploring the potential of moving the primary phase along the language continuum (the school is a dual-stream school). The Council is fully supportive of this aspiration and will continue to support Ysgol Llanfyllin with this aspect.

Ysgol Meifod will continue as a standalone school for the time being. However, options for the school will be considered alongside the development of a new building in Llanfyllin in the future.

11. Conclusion and Next Steps

11.1 Conclusion

Based on the earlier Programme Business Case in respect of the Llanfyllin catchment and the further work carried out subsequently, including Cabinet papers considered between September 2020 and March 2022 and the further assessments carried out above, the revised preferred way forward for the Llanfyllin / North Welshpool catchment is as follows:

Llangedwyn C. in W. School, Llanfechain C. in W. School, Llansantffraid C. in W. School

- To close Llangedwyn C. in W. School, pupils to transfer to Llanfechain C. in W. School.
- To explore with Llansantffraid C. in W. School and Llanfechain C. in W. School the possibility of establishing a dual sited school in the area
- To provide a new building in the future to replace Llansantffraid C. in W. School and Llanfechain C. in W. School

Ysgol Bro Cynllaith, Ysgol Pennant, Ysgol Llanrhaeadr

- Ysgol Pennant and Ysgol Llanrhaeadr to continue to operate as standalone schools. Support Ysgol Llanrhaeadr to move along the language continuum
- To consider, when appropriate, the possibility of establishing a dual sited school in the future
- To close Ysgol Bro Cynllaith, Powys-based pupils to transfer to Llanrhaeadr-ym-Mochnant School. Trochi support to be provided to enable pupils to transfer to the Welsh-medium stream if they wish to do so.

Brynhafren C.P. School, Arddleen C.P. School, Carreghofa C.P. School, Llandysilio C. in W. School

- To close Brynhafren C.P. School, pupils to transfer to their nearest alternative schools in Powys
- To explore with Arddleen C.P. School, Carreghofa C.P. School and Llandysilio C. in W. School the possibility of establishing a new multi-sited school in the area, with the potential of a new build at a later stage.
- To explore the possibility of establishing Welsh-medium early years/primary provision in the area.

Ysgol Llanfyllin

- Provide a new building for pupils aged 4-18 in Llanfyllin, replacing the current Ysgol Llanfyllin buildings
- To support Ysgol Llanfyllin to move along the language continuum

- Options for Ysgol Meifod to be considered alongside the building development in Llanfyllin

11.2 Next Steps

This is an indicative preferred way forward, and statutory processes as outlined in the School Organisation Code would need to be completed in order to take this forward. Proposal papers will need to be prepared in respect of each of the individual proposals, to consider the factors outlined in the School Organisation Code.

It is recommended that proposal papers relating to the proposals to close Llangedwyn C. in W. School, Ysgol Bro Cynllaith and Brynhafren C.P. School are developed for consideration by Cabinet.

DRAFT

Appendix A – Data

Pupil Numbers

i) Current pupil numbers⁸

	R	1	2	3	4	5	6	Total
Arddleen C.P. School	13	22	18	14	18	19	11	115
Brynhafren C.P. School	4	2	5	3	6	6	5	31
Carreghofa C.P. School	18	20	12	12	10	15	12	99
Llandysilio C. in W. School	8	6	6	14	9	9	5	57
Llanfechain C. in W. School	1	2	7	3	13	8	4	38
Llangedwyn C. in W. School	0	1	2	1	4	2	1	11
Llansantffraid C. in W. School	11	17	15	15	16	12	26	126
Ysgol Bro Cynllaith	5	2	5	1	4	4	4	25
Ysgol Llanfyllin (Primary)	18	20	17	19	18	19	29	140
Ysgol Llanrhaeadr-ym-Mochnant	15	10	12	9	15	12	6	79
Ysgol Meifod	8	8	9	10	14	8	6	63
Ysgol Pennant	10	8	17	12	8	14	12	81
TOTAL	111	118	125	113	135	128	121	851

	7	8	9	10	11	12	13	Total
Ysgol Llanfyllin (Secondary)	112	106	100	124	100	55	54	651

⁸ Teacher Centre, 23rd June 2023

ii) Historical pupil numbers⁹

	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019	Jan. 2020	Jan. 2021	Jan. 2022
Arddleen C.P. School	84	83	86	96	93	99	111
Brynhafren C.P. School	59	56	39	47	44	41	35
Carreghofa C.P. School	113	115	101	101	86	103	107
Llandysilio C. in W. School	89	85	81	79	72	63	58
Llanfechain C. in W. School	40	44	39	39	44	39	36
Llangedwyn C. in W. School	31	26	28	31	18	23	17
Llansantffraid C. in W. School	119	108	100	118	120	122	123
Ysgol Bro Cynllaith	38	32	29	30	26	26	23
Ysgol Llanfyllin (Primary)	165	165	153	147	148	139	146
Ysgol Llanrhaeadr-ym-Mochnant	80	85	75	71	75	73	76
Ysgol Meifod	75	85	73	79	82	75	70
Ysgol Pennant	68	70	70	70	70	84	79
TOTAL	961	954	874	908	878	887	881

iii) Projected pupil numbers (Live birth info)¹⁰

	Jan. 2023	Jan. 2024	Jan. 2025	Jan. 2026	Jan. 2027
Arddleen C.P. School	114	120	116	113	114

⁹ PLASC

¹⁰ Powys Schools Service Projections based on PLASC 2022 & Birth Rates (Reception to Year 6)

Brynhafren C.P. School	36	37	38	37	40
Carreghofa C.P. School	90	96	95	98	102
Llandysilio C. in W. School	54	54	48	44	38
Llanfechain C. in W. School	38	39	40	28	30
Llangedwyn C. in W. School	15	16	13	8	8
Llansantffraid C. in W. School	112	101	98	92	88
Ysgol Bro Cynllaith	25	24	24	22	25
Ysgol Llanfyllin (Primary)	136	129	122	118	114
Ysgol Llanrhaeadr-ym-Mochnant	76	84	86	80	81
Ysgol Meifod	67	67	64	60	57
Ysgol Pennant	79	79	79	79	79
TOTAL	842	846	823	779	776

Building Capacity and Condition

i) Capacity

	Capacity¹¹	Currently Filled¹²	Surplus Capacity¹³
Arddleen C.P. School	110	115	-5 (-5%)

¹¹ MSCW Capacity Jan. 2022 from the Welsh Government Planning of School Places Return – October 2022

¹² Based on current pupil numbers – June 2023

¹³ Based on current pupil numbers – June 2023

Brynhafren C.P. School	96	31	65 (68%)
Carreghofa C.P. School	109	99	10 (9%)
Llandysilio C. in W. School	105	57	48 (46%)
Llanfechain C. in W. School	47	38	9 (19%)
Llangedwyn C. in W. School	47	11	36 (77%)
Llansantffraid C. in W. School	105	112	-7 (-7%)
Ysgol Bro Cynllaith	54	25	29 (54%)
Ysgol Llanfyllin	1102	791	311 (28%)
Ysgol Llanrhaeadr-ym-Mochnant	108	79	29 (27%)
Ysgol Meifod	77	63	14 (18%)
Ysgol Pennant	88	81	7 (8%)
TOTAL	2048	1502	546 (27%)

ii) **Building condition¹⁴**

	Condition	Suitability	Sufficient	Estimated Backlog Maintenance¹⁵
Arddleen C.P. School	C Poor	B Satisfactory	No	£662,380

¹⁴ Condition, Suitability and Sufficiency – The Transforming Education PowerBI Dashboard – 2022

¹⁵ As stated in the Annual Built Environment Survey 2022

Brynhafren C.P. School	B Satisfactory	B Satisfactory	No	£265,086
Carreghofa C.P. School	B Satisfactory	B Satisfactory	Yes	£290,266
Llandysilio C. in W. School	B Satisfactory	C Poor	No	£585,116
Llanfechain C. in W. School	C Poor	B Satisfactory	Yes	£440,599
Llangedwyn C. in W. School	C Poor	B Satisfactory	No	£90,430
Llansantffraid C. in W. School	B Satisfactory	C Poor	No	£58,012
Ysgol Bro Cynllaith	C Poor	B Satisfactory	Yes	£153,178
Ysgol Llanfyllin	C Poor	B/C Satisfactory/Poor	No	£3,958,261
Ysgol Llanrhaeadr- ym-Mochnant	A Good	A Good	Yes	£0
Ysgol Meifod	B Satisfactory	C Poor	Yes	£286,830
Ysgol Pennant	B Satisfactory	B/C Satisfactory/Poor	Yes	£269,272

Financial information

i) Cost per pupil¹⁶

	Budget share per school	Budget share per pupil	Notional SEN budget	Non ISB funds devolved to the school
Arddleen C.P. School	£419,855	£3,748.71	£17,613	£6,900
Brynhafren C.P. School	£258,941	£7,192.81	£24,376	£1,150
Carreghofa C.P. School	£421,826	£4,635.45	£20,335	£12,650
Llandysilio C. in W. School	£266,328	£4,438.80	£13,055	£8,050
Llanfechain C. in W. School	£252,250	£7,006.94	£23,471	£10,350
Llangedwyn C. in W. School	£187,032	£11,689.50	£16,414	£4,600
Llansantffraid C. in W. School	£440,898	£4,159.42	£21,037	£18,400
Ysgol Bro Cynllaith	£205,579	£8,565.79	£14,667	£2,300
Ysgol Llanfyllin	£4,212,377	£5,252.34	£127,000	£86,000
Ysgol Llanrhaeadr-ym-Mochnant	£440,734	£5,799.13	£14,877	£4,600
Ysgol Meifod	£328,817	£4,631.23	£11,226	£8,050
Ysgol Pennant	£337,584	£4,273.22	£12,246	£3,450

ii) Current budgetary position (as of 1st May 2023 submittal by full governing body)¹⁷

¹⁶ Section 52 Budget Statement, 2022/2023

¹⁷ Learning and Skills Scrutiny Report – School Outturn Positions - 21st July 2023

	2022/23 Actual Cumulative Outturn (£)	2023/24 Projected Cumulative Outturn (£)	2024/25 Projected Cumulative Outturn (£)	2025/26 Projected Cumulative Outturn (£)
Arddleen C.P. School	72,809	38,385	44,431	28,879
Brynhafren C.P. School	(123,492)	(139,211)	(168,124)	(206,118)
Carreghofa C.P. School	94,933	74,710	63,214	48,245
Llandysilio C. in W. School	(9,350)	(13,667)	5,443	27,949
Llanfechain C. in W. School	62,211	39,722	782	(46,590)
Llangedwyn C. in W. School	3,597	(30,365)	(95,900)	(166,840)
Llansantffraid C. in W. School	50,877	10,745	(26,582)	(65,711)
Ysgol Bro Cynllaith	30,618	35,748	42,680	21,520
Ysgol Llanfyllin	540,021	357,650	223,013	55,574
Ysgol Llanrhaeadr-ym-Mochnant	104,518	92,426	104,659	111,969
Ysgol Meifod	(5,629)	(7,200)	(6,042)	(1,484)
Ysgol Pennant	147,489	80,861	57,651	22,004

Equalities Information

i) Free School Meals¹⁸

	Number of pupils who had a free school meal on Census Day
Arddleen C.P. School	8.1%

¹⁸ PLASC 2022

Brynhafren C.P. School	17.1%
Carreghofa C.P. School	13.3%
Llandysilio C. in W. School	15.5%
Llanfechain C. in W. School	11.1%
Llangedwyn C. in W. School	23.5%
Llansantffraid C. in W. School	12.7%
Ysgol Bro Cynllaith	8.7%
Ysgol Llanfyllin	15.3%
Ysgol Llanrhaeadr-ym-Mochnant	19.7%
Ysgol Meifod	10.0%
Ysgol Pennant	2.5%

ii) Pupils in care¹⁹

	Number of pupils in care
Arddleen C.P. School	1
Brynhafren C.P. School	0
Carreghofa C.P. School	0
Llandysilio C. in W. School	2
Llanfechain C. in W. School	0
Llangedwyn C. in W. School	1
Llansantffraid C. in W. School	0
Ysgol Bro Cynllaith	0
Ysgol Llanfyllin	12

¹⁹ PLASC 2022

Ysgol Llanrhaeadr-ym-Mochnant	0
Ysgol Meifod	0
Ysgol Pennant	0

iii) **SEN/ALN²⁰**

	School Action	School Action Plus	Statement	IDP School	IDP LA
Arddleen C.P. School	9.1%	4.5%	0.0%	0.0%	0.0%
Brynhafren C.P. School	5.7%	5.7%	2.9%	0.0%	0.0%
Carreghofa C.P. School	7.5%	2.8%	0.9%	0.0%	0.0%
Llandysilio C. in W. School	13.8%	3.4%	0.0%	0.0%	0.0%
Llanfechain C. in W. School	11.1%	0.0%	0.0%	2.8%	2.8%
Llangedwyn C. in W. School	11.8%	5.9%	0.0%	0.0%	0.0%
Llansantffraid C. in W. School	0.8%	0.0%	0.0%	9.1%	0.0%
Ysgol Bro Cynllaith	4.2%	0.0%	4.2%	0.0%	0.0%
Ysgol Llanfyllin (Primary)	7.1%	2.1%	0.0%	0.0%	0.0%
Ysgol Llanrhaeadr-ym-Mochnant	7.9%	5.3%	0.0%	0.0%	0.0%
Ysgol Meifod	18.6%	7.1%	0.0%	0.0%	0.0%
Ysgol Pennant	16.5%	2.5%	0.0%	0.0%	0.0%

²⁰ PLASC 2022

DRAFT

Appendix B – Planned Housing Developments in the area

Powys' Local Development Plan (Adopted 2018) identifies suitable locations for new housing within the settlement hierarchy to support the delivery of a sustainable pattern of development. The type and scale of development permitted within each tier is commensurate to a settlement's place in the sustainable settlement hierarchy and controlled through directs housing growth in Towns and Large Villages to **allocated sites**.

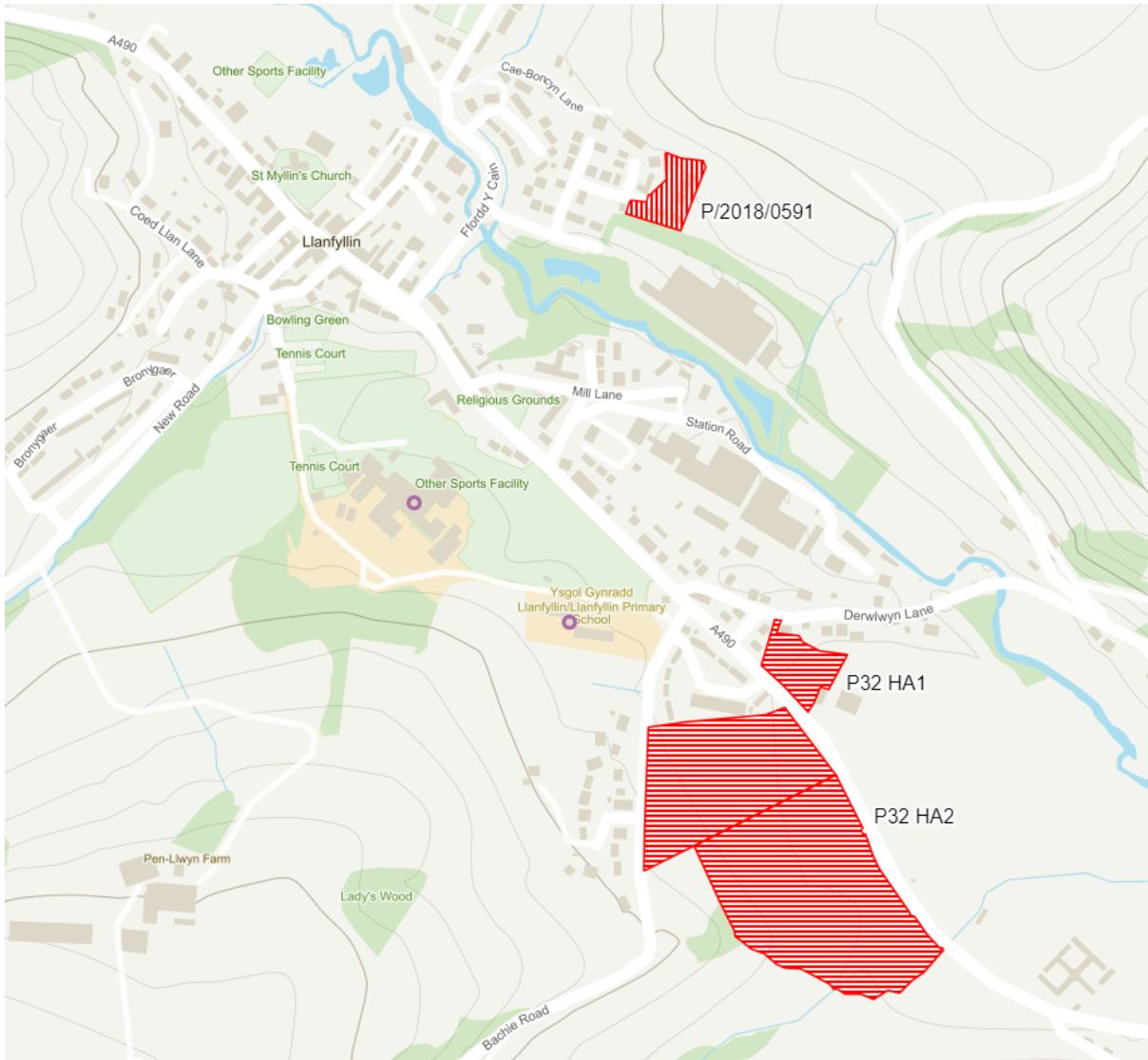
Development in Small Villages will be restricted to small infill sites may be suitable for one or two open market dwellings but larger infill sites if developed for housing should be developed for no more than five dwellings and must contribute to meeting local affordable housing needs. Small scale development of no more than five affordable homes may also be permitted on exceptions sites forming logical settlement extensions.

To provide a consistent policy approach towards the development of open market housing in Small Villages, the Council is prepared for larger infill sites (up to five dwellings maximum) as referred to in 2 ii) to accommodate mixed schemes of open market and affordable dwelling types provided the open market element of the development is for no more than two dwellings. In such circumstances and to protect the underlying principles of the policy, the planning consent will be conditioned, or other mechanisms used to ensure that the affordable homes are provided alongside or in advance of open market housing on the site.

The 2021 Census data, together with up-to-date population projections are robust data sources which are used to assess the number and age of additional children likely to arise from new housing development across all school age groups. It is expected that on average each new residential unit developed within Powys will likely generate 0.40 children or young people with educational requirements.

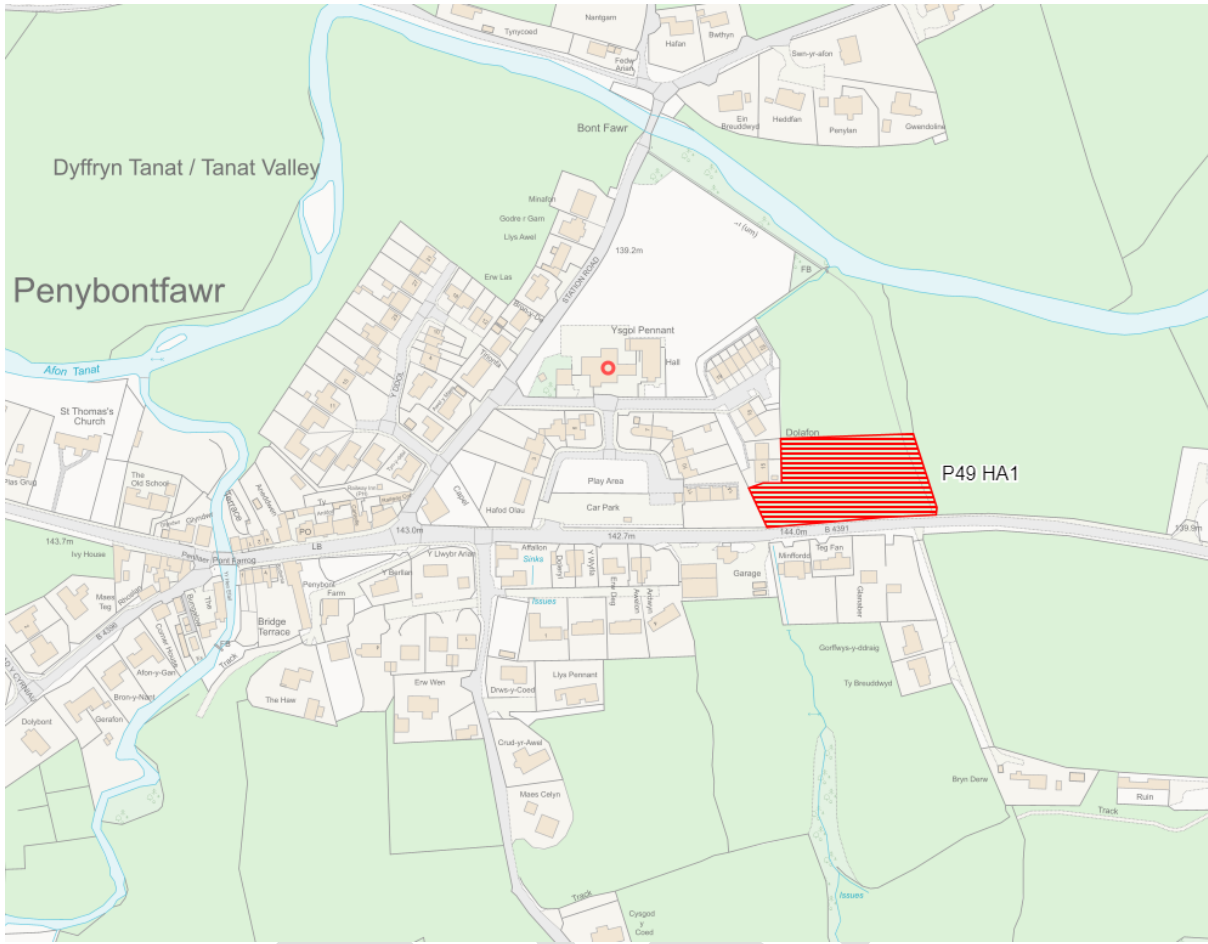
The following is an overview of the allocated sites and some larger development sites granted permission within the settlements of the Llanfyllin / north Welshpool area within recent years:

Llanfyllin



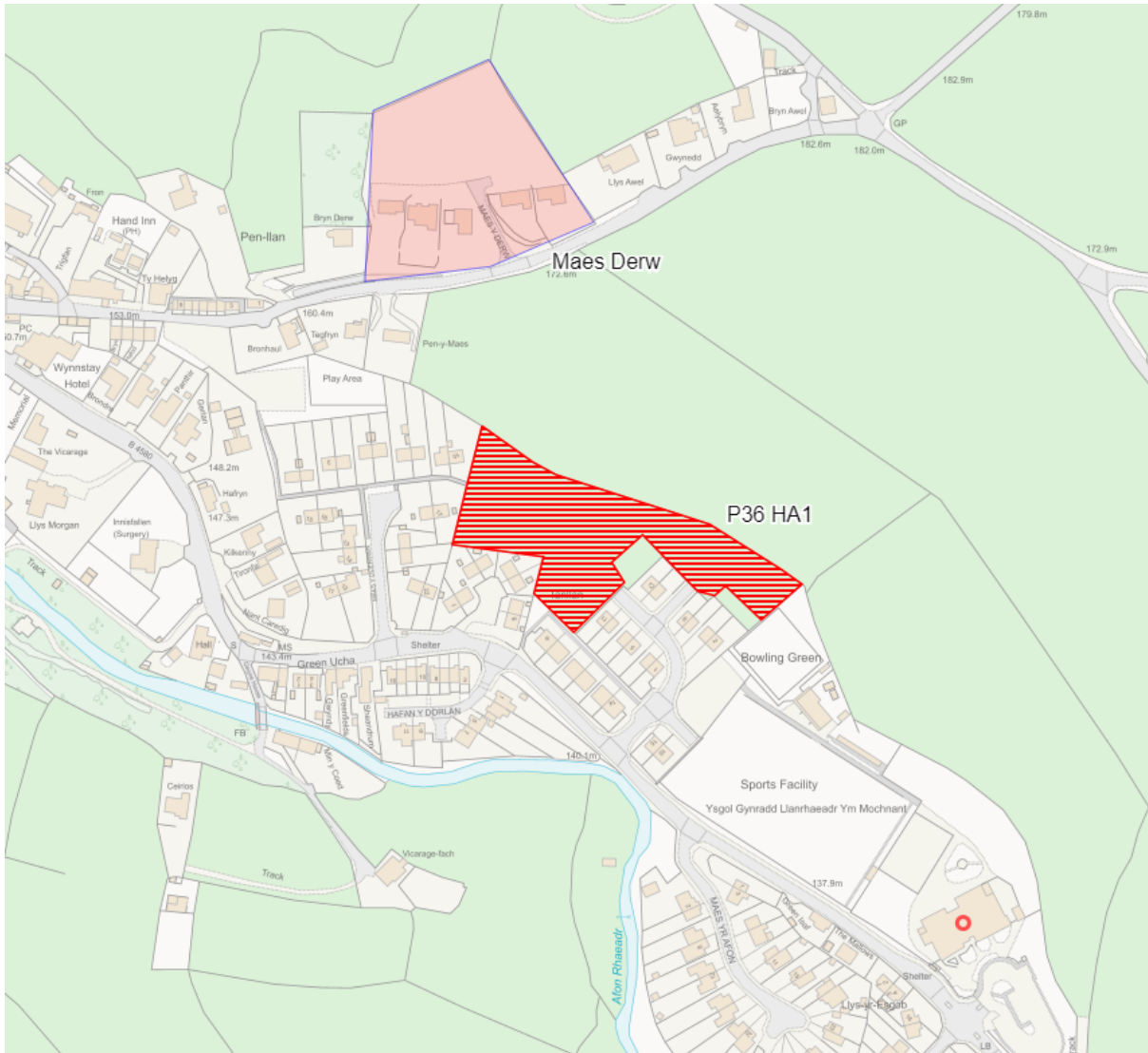
Identifier	Description	No. of Dwellings	No. of Pupils (Formula)
P32 HA1	14 dwellings site likely to come forward soon, number of dwellings may increase up to 16.	14	5.6
P32 HA2	No action on this site from the landowner to bring the site forward.	55	22
P/2018/0591	10 dwellings complete 2021.	10	4

Penybontfawr



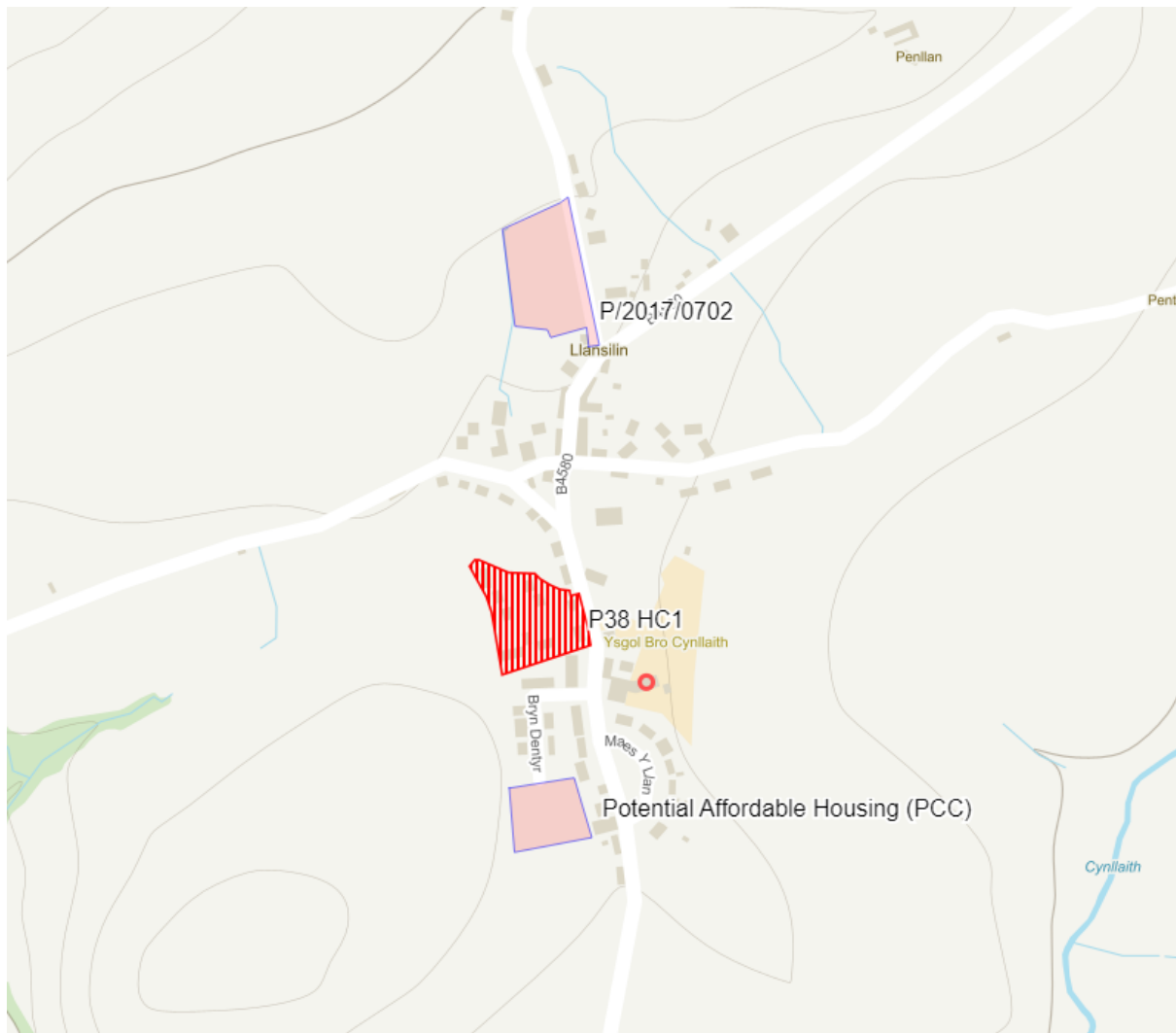
Identifier	Description	No. of Dwellings	No. of Pupils (Formula)
P49 HA1	No action on this site from the landowner to bring the site forward.	11	4.4

Llanrhaeadr-ym-Mochnant



Identifier	Description	No. of Dwellings	No. of Pupils (Formula)
P36 HA1	Located for 19 dwellings. Site likely to come forward over the next few years, number of dwellings may increase up to 26.	19	7.6
Maes Derw	1-5: 5 plots have gradually been built out over last few years. Plots 6 - 10 (Maes Derw) – further 5 plots works have commenced (plots for sale on right move).	10	4

Llansilin

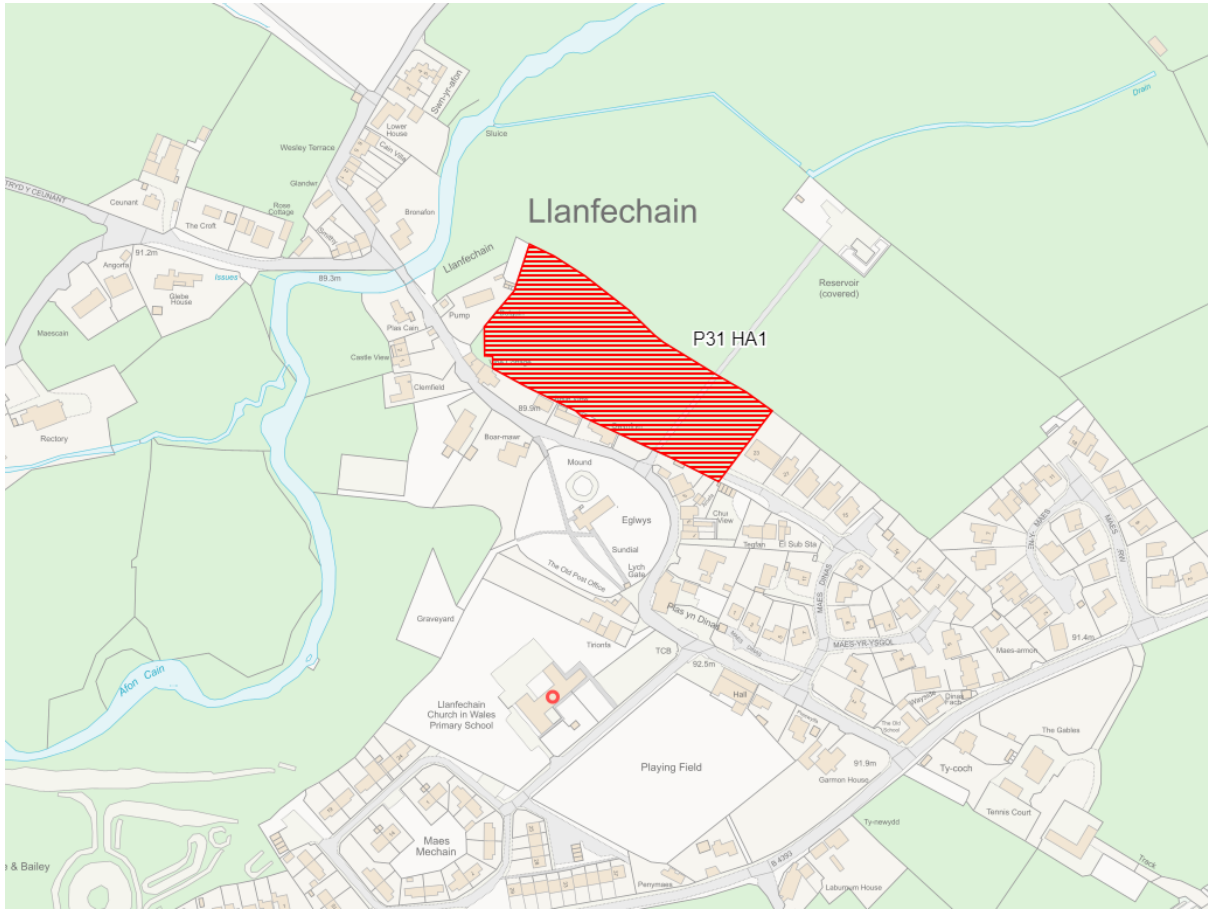


Identifier	Description	No. of Dwellings	No. of Pupils (Formula)
P38 HC1	23 dwellings nearing completion.	23	9.2
P/2017/0702	4 dwellings likely to start work soon.	4	1.6

Llangedwyn

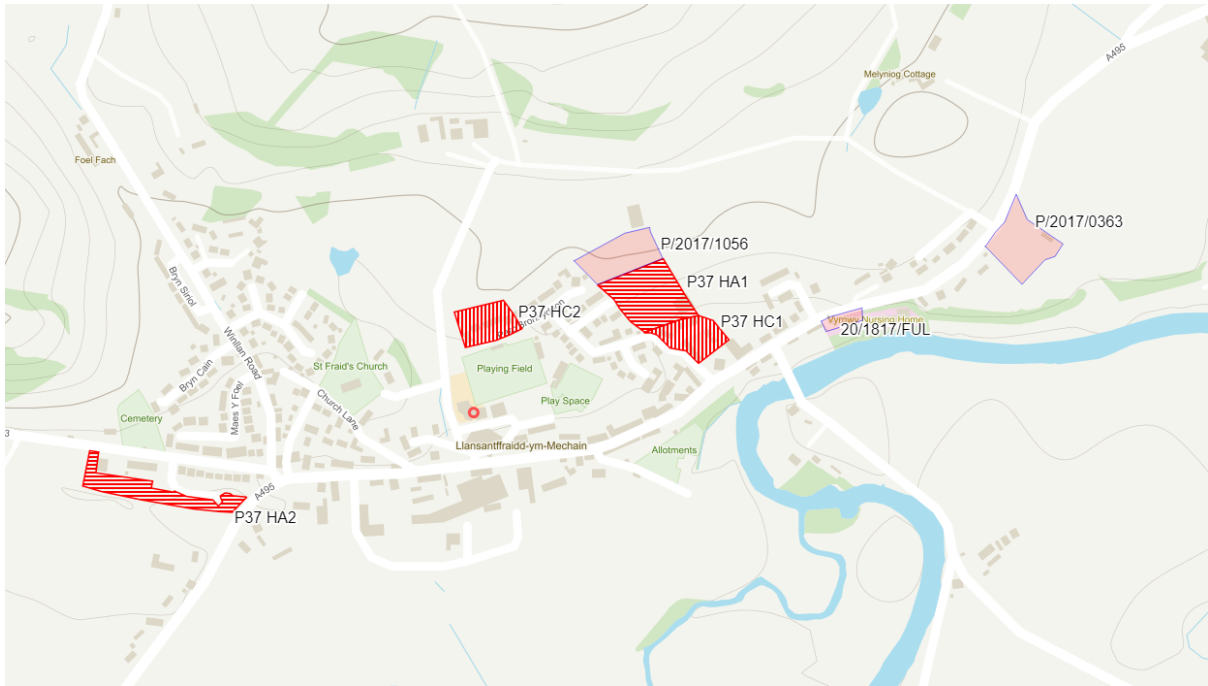
Small Village no planned growth and only developments of five or less will be permitted.

Llanfechain



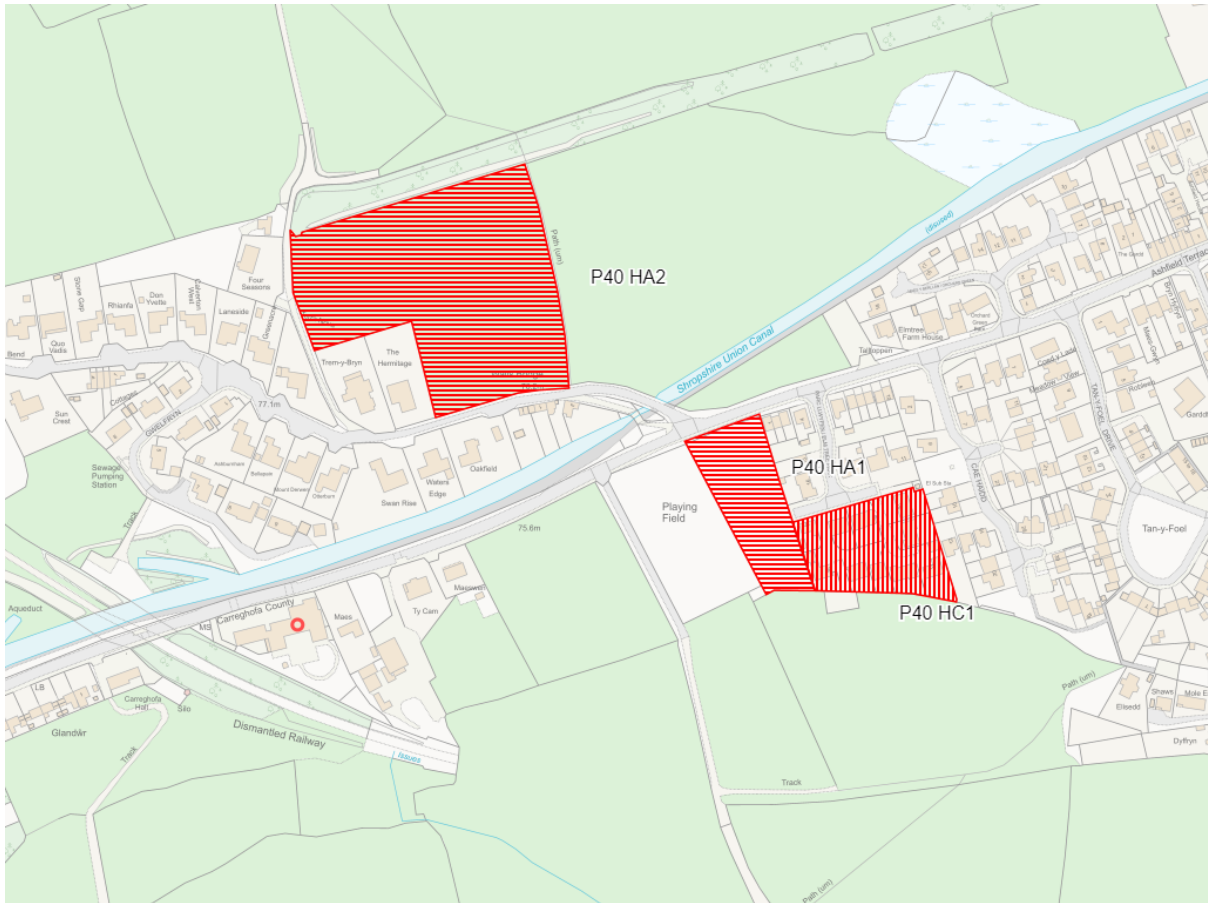
Identifier	Description	No. of Dwellings	No. of Pupils (Formula)
P31 HA1	Allocated for 25 dwellings. Positive correspondence from agent but no planning application received to date to indicate works will commence any time soon.	25	10

Llansantffraid



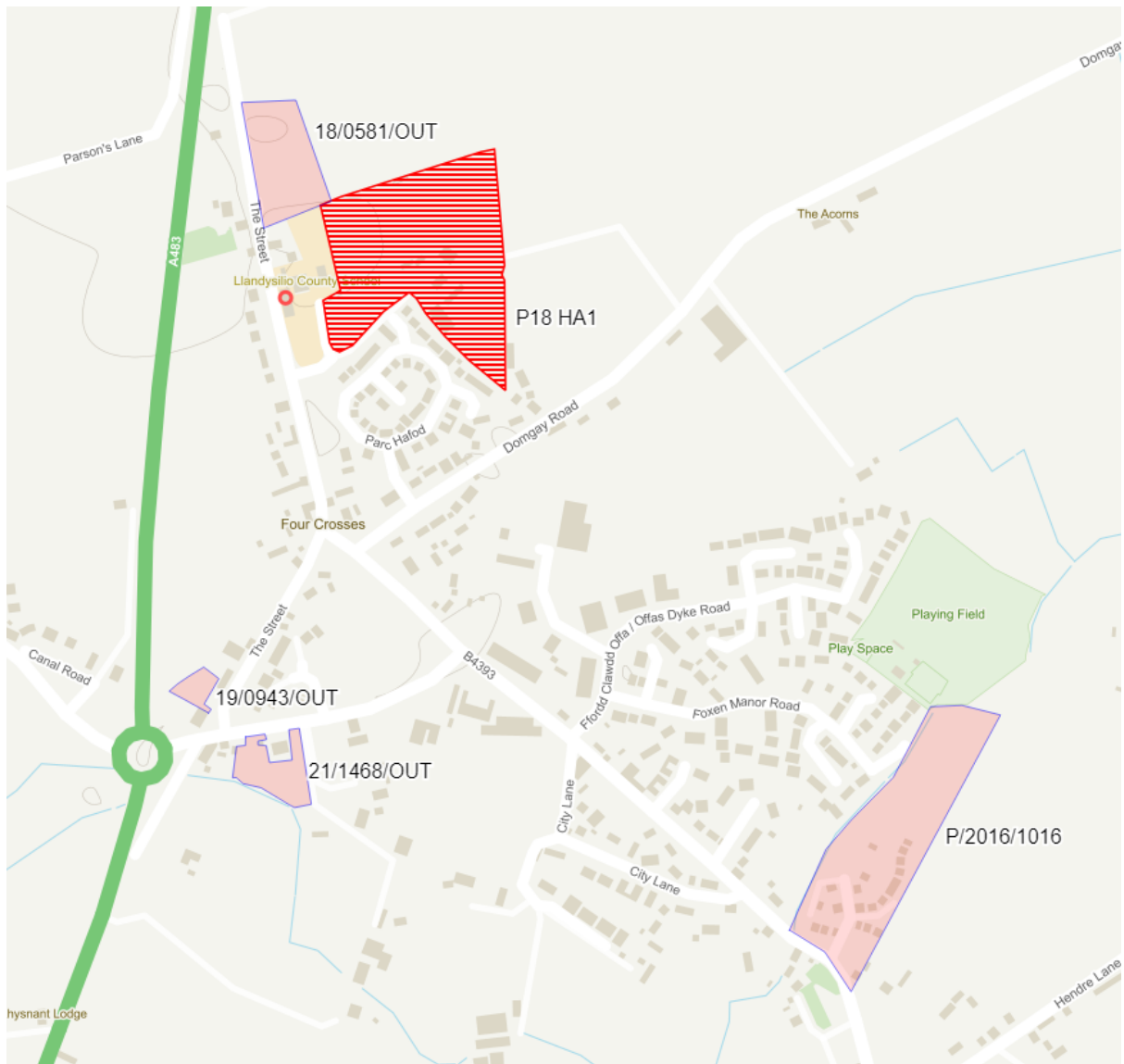
Identifier	Description	No. of Dwellings	No. of Pupils (Formula)
P37 HA1	No action on this site from the landowner to bring the site forward	22	8.8
P37 HA2	No action on this site from the landowner to bring the site forward	13	5.2
P37 HC1	Site complete beginning 2017	12	4.8
P37 HC2	Site complete beginning 2021	5	2
Maes Y Cledrau	26 dwellings complete November 2022	26	10.4
P/2017/1056 , Parc Bronydd	6 dwellings could commence works soon	6	2.4
20/1817/FUL, Vyrnwy House	8 flats complete 2022	8	3.2
P/2017/0363, Breidden View	9 dwellings under construction	9	3.6

Carregofa/ Llanymynech



Identifier	Description	No. of Dwellings	No. of Pupils (Formula)
P40 HC1	Complete 2015	13	5.2
P40 HA1	No action on this site from the landowner to bring the site forward.	11	4.4
P40 HA2	No action on this site from the landowner to bring the site forward.	20	8

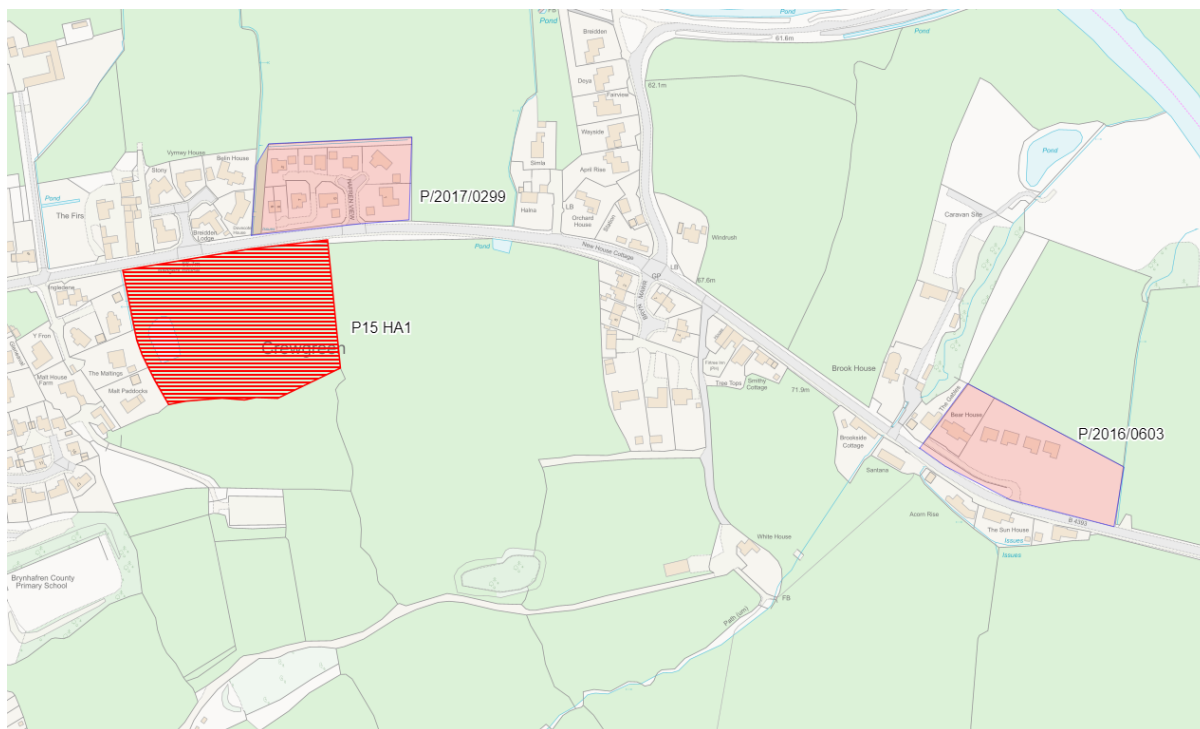
Llandysilio / Four Crosses



Identifier	Description	No. of Dwellings	No. of Pupils (Formula)
P18 HA1	No action on this site from the landowner to bring the site forward.	32	12.8
P/2016/1016, 1-37 MAES SARN WEN & 1 -12 PEN SARN WEN	49 dwellings commenced (Sept 2020) about 4 or 5 left to complete.	49	19.6
18/0581/OUT, Land 200 Meters West of Oldfield Farm	24 dwellings need further permissions before development can commence.	24	9.6
19/0943/OUT, Land Adjacent to Four Crosses Inn	7 dwellings need further permissions before development can commence	7	2.8

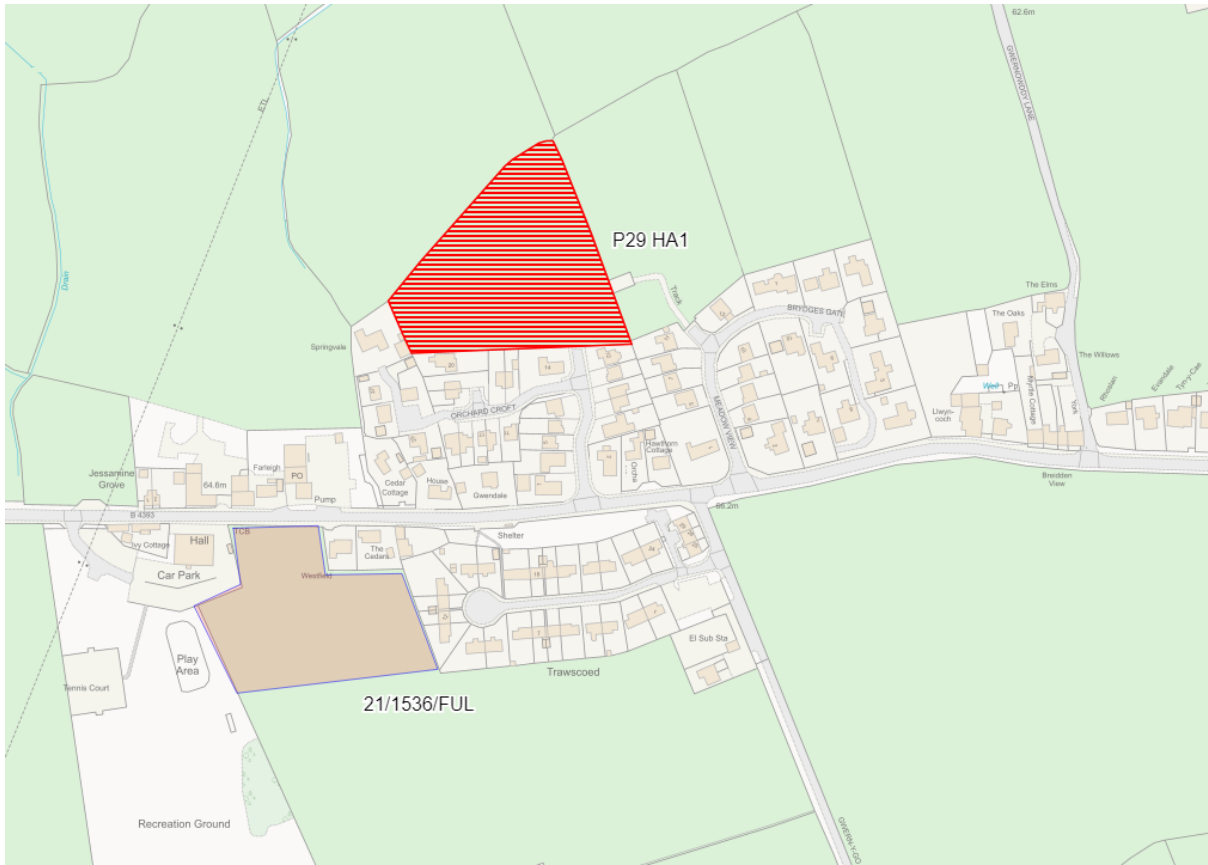
21/1468/OUT, Land at Wychwood	12 dwellings need further permissions before development can commence	12	4.8
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Crew Green



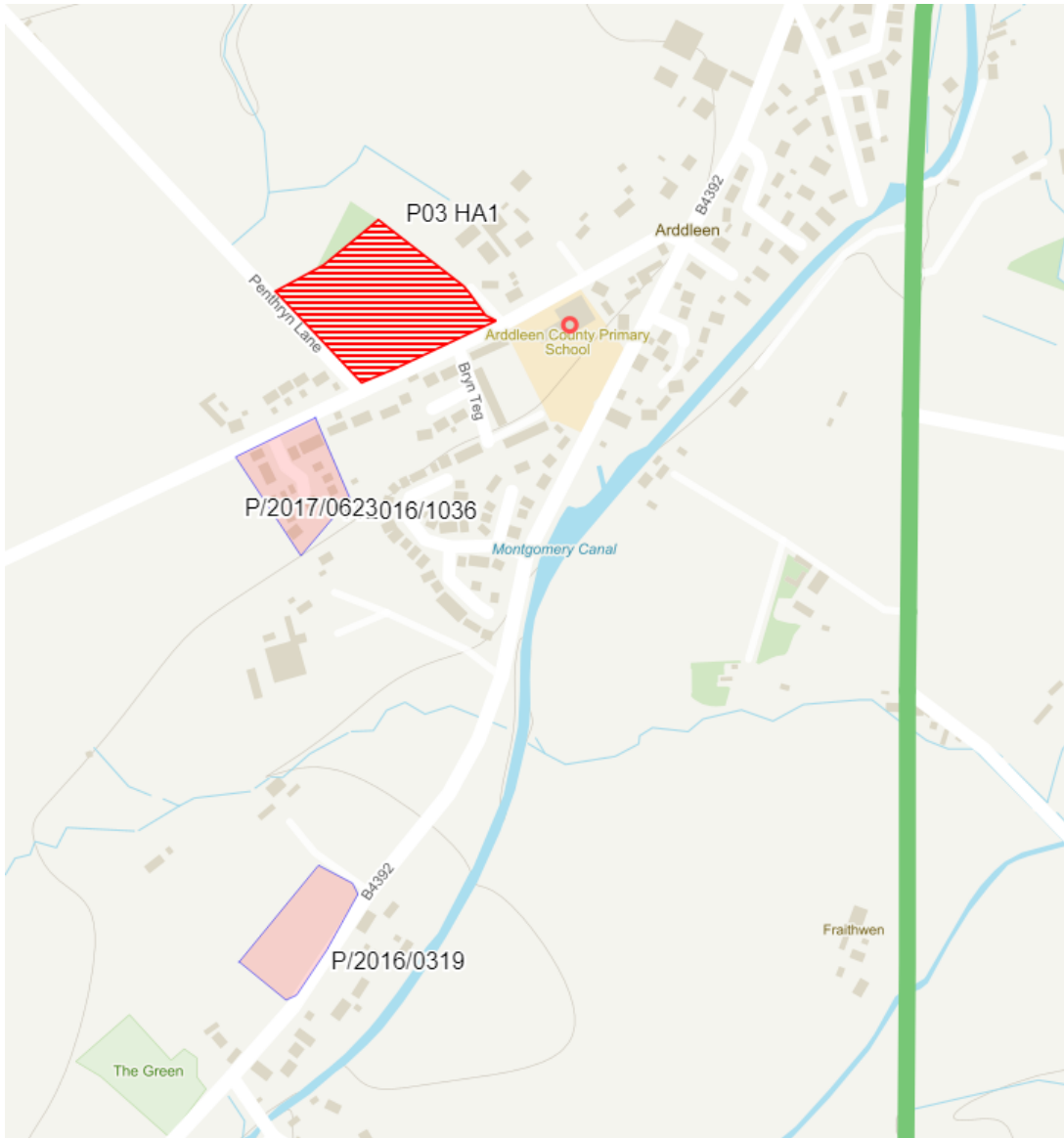
Identifier	Description	No. of Dwellings	No. of Pupils (Formula)
P15 HA1 - 22/2032/FUL	Recently received permission 23 dwellings.	23	9.2
P/2017/0299, 1-9 HAFREN VIEW	9 dwellings complete 2022.	9	3.6
P/2016/0603, SEVERN VIEW	8 dwellings 3 complete 2022, 3 under construction, 2 not started.	8	3.2

Llandrinio



Identifier	Description	No. of Dwellings	No. of Pupils (Formula)
21/1536/FUL (includes P29 HA1)	Land at Trawscoed and At Orchard Croft –	48	19.2

Arddleen



Identifier	Description	No. of Dwellings	No. of Pupils (Formula)
P03 HA1 - P/2017/0977	17 dwellings under construction	17	6.8
P/2016/1036 - Badgers Field	9 dwellings complete 2022	9	3.6
P/2017/0623 – Badgers Field (phase 2)	9 dwellings complete 01/09/2022.	9	3.6
P/2016/0319 - MAES BURGEDIN	9 dwellings almost complete	9	3.6

Appendix C – 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

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Please read the accompanying guidance before completing the form.

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

Service Area	Schools Service	Head of Service	Lynette Lovell / Emma Palmer	Portfolio Holder	Clr Pete Roberts
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Proposal	Review of education in the Llanfyllin / North Welshpool area				
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Outline Summary / Description of Proposal

The Council has developed an indicative preferred way forward for education in the Llanfyllin / North Welshpool area, which is as follows:

Llangedwyn C. in W. School, Llanfechain C. in W. School, Llansantffraid C. in W. School

- To close Llangedwyn C. in W. School, pupils to transfer to Llanfechain C. in W. School.
- To explore with Llansantffraid C. in W. School and Llanfechain C. in W. School the possibility of establishing a dual sited school in the area
- To provide a new building in the future to replace Llansantffraid C. in W. School and Llanfechain C. in W. School

Ysgol Bro Cynllaith, Ysgol Pennant, Ysgol Llanrhaeadr

- Ysgol Pennant and Ysgol Llanrhaeadr to continue to operate as standalone schools. Support Ysgol Llanrhaeadr to move along the language continuum, to become a Welsh-medium school within the next five to ten years. Further consideration will then be given to the possibility of establishing a dual sited school in the future
- To close Ysgol Bro Cynllaith, Powys-based pupils to transfer to Ysgol Llanrhaeadr. Trochi support to be provided to enable pupils to transfer to the Welsh-medium stream if they wish to do so.

Brynhafren C.P. School, Ardleen C.P. School, Carreghofa C.P. School, Llandysilio C. in W. School

- To close Brynhafren C.P. School, pupils to transfer to their nearest alternative schools in Powys
- To explore with Ardleen C.P. School, Carreghofa C.P. School and Llandysilio C. in W. School the possibility of establishing a new multi-sited school in the area, with the potential of a new build at a later stage
- To explore the possibility of establishing Welsh-medium early years/primary provision in the area

Ysgol Llanfyllin and Ysgol Meifod

- Provide a new building for pupils aged 4-18 in Llanfyllin, replacing the current Ysgol Llanfyllin buildings.
- To support Ysgol Llanfyllin to move along the language continuum.

The Council’s Cabinet will consider the indicative preferred way forward on the 26th September 2023, and will be asked to approve the indicative preferred way forward in principle.

This initial impact assessment considers the potential impact of implementation of the preferred way forward identified in respect of the Llanfyllin / North Welshpool area. Should the Council proceed with implementation of the preferred way forward as outlined above, the impact assessment will be updated at each stage of the process.

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



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

Version	Author	Job Title	Date
1	Sarah Astley	Strategic Programme Manager Transforming Education	September 2023

2. Profile of savings delivery (if applicable)

2023-24	2024-25	2025-26	2026-27	2027-28	2028+
£	£	£	£	£	£

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3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Public consultation required	<p>Consultation in accordance with the School Organisation Code would be required in order to achieve the indicative preferred way forward.</p> <p>Should Cabinet approve the indicative preferred way forward, the intention is that further papers would be taken to Cabinet in due course in order to implement the different elements. Full consultation will be undertaken before any decisions are made to move forward with implementing the individual elements outlined in the indicative preferred way forward.</p>

4. Impact on Other Service Areas

Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?)					
PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY					
Adult Services	<input type="checkbox"/>	Education	<input checked="" type="checkbox"/>	Legal and Democratic Services	<input checked="" type="checkbox"/>
Children's Services	<input checked="" type="checkbox"/>	Finance	<input checked="" type="checkbox"/>	Property, Planning and Public Protection	<input checked="" type="checkbox"/>
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	<input type="checkbox"/>	Transformation and Communications	<input checked="" type="checkbox"/>
Digital Services	<input checked="" type="checkbox"/>	Housing and Community Development	<input type="checkbox"/>	Workforce and OD	<input checked="" type="checkbox"/>
Data Protection Impact Assessment					

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Will the proposal involve processing the personal details of individuals? Yes No

Not currently, however should the Council proceed with statutory processes to change the provision at Ysgol Llanfyllin, this would involve processing the personal details of individuals Is Powys County Council the data controller? Yes No N/A currently

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	<input type="checkbox"/>	Brecon	<input type="checkbox"/>	Llandrindod and Rhayader	<input type="checkbox"/>	Machynlleth	<input type="checkbox"/>
		Builth and Llanwrtyd	<input type="checkbox"/>	Llanfair Caereinion	<input type="checkbox"/>	Newtown	<input type="checkbox"/>
North	<input type="checkbox"/>	Crickhowell	<input type="checkbox"/>	Llanfyllin	<input checked="" type="checkbox"/>	Welshpool and Montgomery	<input checked="" type="checkbox"/>
Mid	<input type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>	Llanidloes	<input type="checkbox"/>	Ystradgynlais	<input type="checkbox"/>
South	<input type="checkbox"/>	Knighton and Presteigne	<input type="checkbox"/>				

How does your proposal impact on the Welsh Government's well-being goals?

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The preferred way forward would potentially result in a new build all-age school and new build primary schools in the Llanfyllin / North Welshpool area. This would result in more environmentally friendly buildings, which would be more energy efficient than the current buildings.</p> <p>Community benefits to include opportunities for traineeships / apprenticeships are a key requirement of 21st Century Schools projects, therefore it is anticipated that these opportunities would be available as part of implementing the preferred way forward.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>Implementation of the preferred way forward would potentially result in several new build schools in the Llanfyllin / North Welshpool area. This would result in more environmentally friendly buildings, which would be more energy efficient than the current buildings.</p> <p>Implementation of the preferred way forward would also require additional travel for some pupils living in the catchment area. This would have a negative environmental impact as more home to school transport would need to be provided to transport pupils.</p>	<p>Neutral</p>		<p>Choose an item.</p>

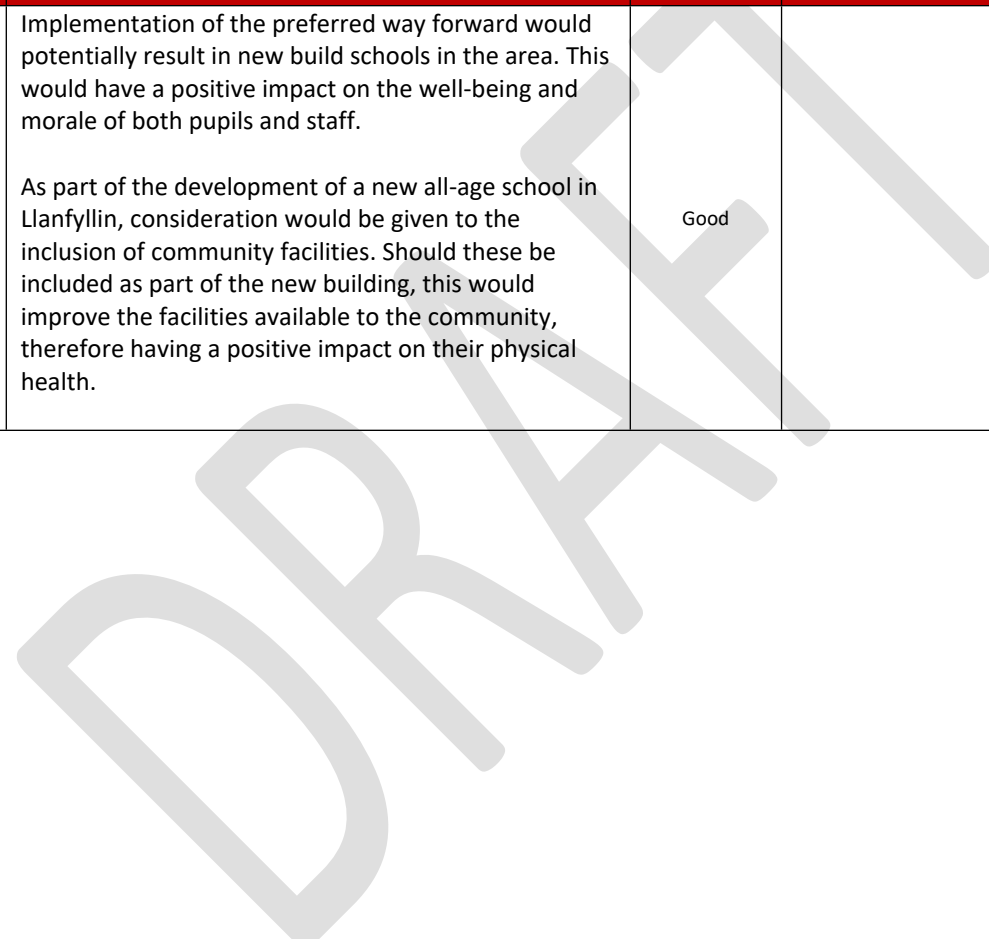
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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A healthier Wales: A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017: Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	<p>Implementation of the preferred way forward would potentially result in new build schools in the area. This would have a positive impact on the well-being and morale of both pupils and staff.</p> <p>As part of the development of a new all-age school in Llanfyllin, consideration would be given to the inclusion of community facilities. Should these be included as part of the new building, this would improve the facilities available to the community, therefore having a positive impact on their physical health.</p>	<p>Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<p>Implementation of the preferred way forward would result in new educational facilities across the area. Providing community facilities is a key consideration as part of all new build projects, therefore it is likely that community facilities would be provided as part of implementing the preferred way forward.</p> <p>However, implementation of the preferred way forward would also mean that there would be no provision in some areas in the future, therefore there would be a greater impact on residents living in these areas due to there being no school in the village.</p> <p>Whilst home to school transport would be provided to eligible pupils to their nearest alternative school, it is acknowledged that there would be an impact on pupils' ability to access after school activities, and there would also be an impact on families in terms of attending school activities. However, pupils travelling to school from these areas would potentially be attending larger schools, which would be able to offer more opportunities to them.</p>	<p>Good</p>		<p>Choose an item.</p>

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p> <p>Human Rights - is about being proactive (see guidance)</p> <p>UN Convention on the Rights of the Child: The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.</p>	<p>The aim of implementing the preferred way forward is to provide the best possible opportunities to all learners in the area, enabling them to reach their full potential.</p> <p>Should the Council proceed with plans to implement the preferred way forward, a consultation exercise would be required, which would include consultation with children and young people affected by the proposal, ensuring that all affected by the plans have the opportunity to give their views.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i></p>				

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><i>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i></p>	<p>Implementation of the preferred way forward would eventually mean that a higher proportion of the schools in the catchment would either be Welsh-medium or dual stream school, therefore a higher proportion of pupils would have the opportunity to access Welsh-medium provision. The preferred way forward includes opportunities to introduce Welsh-medium provision in areas of the catchment where it is not currently available, and to move current dual stream schools along the language continuum, which would result in an increase in the number of pupils taught through the medium of Welsh.</p> <p>The preferred way forward also includes an intention to provide access to Trochi provision in the area to support the implementation of some elements.</p> <p>The proposed changes in the Llanfyllin / North Welshpool area would significantly raise the profile of Welsh-medium provision in the area, which should lead to an increase in pupils numbers, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050. In the longer term, this should have an impact on the Welsh-medium opportunities available in the secondary sector in the area.</p>	<p>Very Good</p>		<p>Choose an item.</p>

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><i>Opportunities to promote the Welsh language</i></p>	<p>Implementation of the preferred way forward would eventually mean that a higher proportion of the schools in the catchment would either be Welsh-medium or dual stream school, therefore a higher proportion of pupils would have the opportunity to access Welsh-medium provision. The preferred way forward includes opportunities to introduce Welsh-medium provision in areas of the catchment where it is not currently available, and to move current dual stream schools along the language continuum, which would result in an increase in the number of pupils taught through the medium of Welsh.</p> <p>The preferred way forward also includes an intention to provide access to Trochi provision in the area to support the implementation of some elements.</p> <p>The proposed changes in the Llanfyllin / North Welshpool area would significantly raise the profile of Welsh-medium provision in the area, which should lead to an increase in pupils numbers, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050. In the longer term, this should have an impact on the Welsh-medium opportunities available in the secondary sector in the area.</p>	<p>Very Good</p>		<p>Choose an item.</p>

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
People are encouraged to do sport, art and recreation.	The preferred way forward would potentially result in a number of new build schools in the Llanfyllin / North Welshpool area, and the potential closure of a number of smaller schools. Should this be implemented, pupils would be attending larger schools, and it is expected that there would be additional opportunities for them to take part in sports activities and other extra-curricular activities. It is also likely that the new buildings provided in the catchment would provide enhanced community facilities, which would provide additional opportunities to take part in sport and other activities.	Good		Choose an item.
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).				
Age	The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin / North Welshpool area, regardless of their age.	Good		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<i>Disability</i>	<p>The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin / North Welshpool area, regardless of their age.</p> <p>Implementation of the preferred way forward would potentially include a number of new build schools, which would replace the buildings in the poorest condition in the catchment. This would improve the school accommodation for pupils in the area, and would ensure full access for disabled pupils in accordance with the requirements of the Equality Act 2010.</p>	Very Good		Choose an item.
<i>Gender reassignment</i>	No impact.	Neutral		Choose an item.
<i>Marriage or civil partnership</i>	No impact.	Neutral		Choose an item.
<i>Race</i>	The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin / North Welshpool area, regardless of their race.	Good		Choose an item.
<i>Religion or belief</i>	The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin / North Welshpool area, regardless of their religion or belief.	Good		Choose an item.
<i>Sex</i>	The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin / North Welshpool area, regardless of their sex.	Good		Choose an item.
<i>Sexual Orientation</i>	The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin / North Welshpool area, regardless of their sexual orientation.	Good		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<i>Pregnancy and Maternity</i>	No impact.	Neutral		Choose an item.
<i>Socio-economic duty</i>	The aim of the proposal is to provide improved educational opportunities for all pupils in the Llanfyllin / North Welshpool area, including e.g. any learners eligible for Free School Meals. Should the preferred way forward be implemented, some schools in the catchment would close. This would mean that pupils living closest to these schools would need to travel further to school. Whilst home to school transport would be provided to eligible pupils, it is possible that this would impact on pupils' ability to access extra-curricular / after school activities, and that this impact would be greater in respect of pupils from lower income households. There would also be an impact on the parents of these pupils in terms of accessing school activities.	Neutral		Choose an item.

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Source of Outline Evidence to support judgements

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

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
<p>Long Term: <i>Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</i></p>	<p>The preferred way forward developed for the Llanfyllin catchment considers the current situation in the catchment and the future needs of learners in the area, with the aim of addressing the issues identified to ensure that the provision available to future generations provides a range of opportunities to them, enabling them to fully meet their potential.</p>	Good		Choose an item.
<p>Collaboration: <i>Working with others in a collaborative way to find shared sustainable solutions.</i></p>	<p>Should the Cabinet agree to proceed with the preferred way forward, full consultation would need to be carried out in order to implement individual elements, which would enable all interested parties to give their views. This would include an opportunity to suggest any alternative solutions for the catchment.</p>	Neutral		Choose an item.

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Involvement (including Communication and Engagement): <i>Involving a diversity of the population in the decisions that affect them including:</i></p> <p>Unpaid Carers: <i>Ensuring that unpaid carers views are sought and taken into account</i></p>	<p>Should Cabinet decide to proceed with the preferred way forward, full consultation would be required in accordance with the School Organisation Code in order to implement the individual elements. This would ensure that all interested parties have an opportunity to give their views. The findings of this exercise would be reported to Cabinet and would be taken into consideration when determining how to proceed.</p> <p>Separate impact assessments would be carried out for each proposal taken forward, which would be updated throughout the process to reflect any feedback received.</p> <p>All stakeholders would have the opportunity to give their views as part of this process, this would include any unpaid carers in the area.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>Prevention: <i>Understanding the root causes of issues to prevent them from occurring including:</i></p> <p>Safeguarding: <i>Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</i></p>	<p>The key issues relating to the Llanfyllin / North Welshpool area have been identified as part of this work. The options appraisal exercise carried out has focussed on identifying solutions which will address these issues and prevent them occurring again.</p> <p>Safeguarding is an important consideration when developing new school buildings. The intention is that the emerging preferred way forward would improve the safeguarding arrangements for all pupils.</p>	<p>Good</p>		<p>Choose an item.</p>

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Integration: Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.</p>	<p>No impact.</p>	<p>Neutral</p>		<p>Choose an item.</p>
<p>Powys County Council Workforce: What Impact will this change have on the Workforce?</p>	<p>The preferred way forward would impact on staff in a number of schools in the Llanfyllin / North Welshpool area. Implementation of the preferred way forward would lead to closure of some schools in the catchment, and amalgamation of others, which would cause uncertainty for staff and could eventually lead to a reduction in staffing requirements in the catchment.</p> <p>Should Cabinet decide to proceed with the preferred way forward, full consultation would be required in accordance with the School Organisation Code in order to implement the individual elements. This process would be supported by relevant LA teams (e.g. HR). This would include consultation with staff, which would ensure that they had an opportunity to give their views.</p> <p>In the longer term, the intention is to potentially provide a number of new school buildings in the area. Working in these new buildings would have a positive impact on staff morale.</p>	<p>Poor</p>	<p>Processes to be carried out as swiftly as possible to minimise the period of uncertainty for staff.</p>	<p>Poor</p>

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
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?	The preferred way forward would impact on salary arrangements for current staff in the Llanfyllin / North Welshpool area.	Neutral		Choose an item.
Welsh Language impact on staff	The preferred way forward provides additional opportunities to introduce Welsh-medium provision in the catchment area, providing additional opportunities for Welsh speaking staff. Implementation of the preferred way forward would provide an opportunity for Welsh-speaking staff working in Ysgol Llanfyllin to work in a brand new 21 st Century Schools building.	Good		Choose an item.
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?	No impact	Neutral		Choose an item.
Source of Outline Evidence to support judgements				
Empty space for source of evidence				

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
Llanfyllin / North Welshpool catchments	<p>The preferred way forward would have a positive impact on residents in the Llanfyllin / North Welshpool area as it would potentially lead to a number of new buildings in the area, which could also include community facilities.</p> <p>The preferred way forward could lead to closure of a number of schools in the catchment area, which could have a negative impact on the communities in which these schools are located. In particular, additional travel would be required for pupils living in these areas. Whilst home to school transport would be provided for eligible pupils, it is acknowledged that this could have an impact on pupils' ability to access after school activities, and would impact on parents attendance at school events.</p>	Moderate	Full consideration of the impact on each community to be considered as the process moves forward.	Moderate	

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

Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)

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<p>If there is no funding available to fund this project, either from the Welsh Government or the Council, then the project will not be able to proceed.</p>	<p>High</p>	<p>The funding to support this project will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys. An updated Strategic Outline Programme will be developed over the coming months, which will reflect the requirements in this area.</p>	<p>High</p>
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10. Overall Summary and Judgement of this Impact Assessment?

<p>Outline Assessment (to be inserted in cabinet report)</p>	<p>Cabinet Report Reference:</p>
<p>The impact assessment suggests that the impact is generally positive with some negative aspects, such as the requirement for some pupils to travel further than they currently do to school, and the impact on the communities in which schools that may close are located. The development of new facilities for schools in the area would address many issues related to the poor condition of the buildings, ensuring future pupils are taught in facilities that are fit-for-purpose, improving their learner entitlement and experience. The proposed changes in the Llanfyllin / North Welshpool area would raise the profile of Welsh-medium provision in the area, which should lead to an increase in pupils numbers, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050. In the longer term, this should have an impact on the Welsh-medium opportunities available in the secondary sector in the area.</p>	

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

<p>What additional evidence and data has informed the development of your proposal?</p>
<p>Full consultation will be required to implement the individual elements of the preferred way forward, this will enable the impact assessment to be further developed.</p>

12. On-going monitoring arrangements?

<p>What arrangements will be put in place to monitor the impact over time?</p>
<p>The Transforming Education Programme Board will continue to monitor impact over time.</p>
<p>Please state when this Impact Assessment will be reviewed.</p>
<p>The impact assessment will be reviewed at all stages of the process.</p>

13. Sign Off

Position	Name	Signature	Date
<p>Impact Assessment Lead:</p>	<p>Sarah Astley</p>	<p>Sarah Astley</p>	<p>5th September 2023</p>
<p>Head of Service:</p>	<p>Lynette Lovell / Emma Palmer</p>		

Portfolio Holder:	Cllr Pete Roberts		
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14. Governance

Decision to be made by	Cabinet	Date required	26 th September 2023
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FORM ENDS

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CYNGOR SIR POWYS COUNTY COUNCIL.

CABINET EXECUTIVE
26th September 2023

REPORT AUTHOR: County Councillor Pete Roberts
Cabinet Member for a Learning Powys

REPORT TITLE: Ysgol Bro Caereinion Language Category

REPORT FOR: Decision

1. Purpose

1.1 This report requests Cabinet approval to commence the statutory process on the following proposal to move Ysgol Bro Caereinion along the language continuum:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Caereinion from dual-stream to Welsh-medium
- This would be introduced on a phased basis, year-by-year, starting with Reception and Year 7 in September 2025.

1.2 This would mean that:

- English-medium provision at the school would be phased out gradually year by year, starting with Reception and Year 7 in September 2025 – pupils would be taught in Welsh-medium classes and would become fully bilingual i.e. fluent in both Welsh and English
- Additional Welsh language support would be provided alongside the change e.g. Trochi provision, Welsh language training for staff / parents

1.3 The report is supported by the following appendices:

Appendix A – Options Appraisal
Appendix B – Impact Assessment

2. Background

Ysgol Bro Caereinion

2.1 Ysgol Bro Caereinion is an all-age school located in Llanfair Caereinion in North Powys. It was established in September 2022 following the amalgamation of Llanfair Caereinion C.P. School and Caereinion High School.

2.2 The school's primary phase primarily serves the town of Llanfair Caerinion, whilst the secondary phase serves a wider catchment area. In particular, the Welsh-medium secondary provision at the school has historically been the main Welsh-medium provision in this part of North Powys, serving the towns of Newtown and Welshpool as well as the traditional Llanfair Caerinion catchment.

2.3 Ysgol Bro Caerinion was established as a dual stream all-age school, reflecting the language categories of the previous primary and secondary school in Llanfair Caerinion. However, the strength of Welsh-medium provision in this area was recognised throughout the proposal. In particular, it was acknowledged that the secondary Welsh-medium provision in Llanfair Caerinion was central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision for pupils in the area.

2.4 Current Welsh-medium and English-medium pupil numbers at the school are as follows¹:

	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Welsh-medium	12	7	11	7	14	11	12	42	35	30	36	40	14	21	292
English-medium	0	7	6	8	5	8	16	25	43	45	35	38	13	8	257
Total	12	14	17	15	19	19	28	67	78	75	71	78	27	29	549

The Case for Change

2.5 Conversations about the school's language provision going forward have taken place recently, linked to the introduction of new Welsh language categories by the Welsh Government. As part of these conversations, representatives from the school have explained that the current dual stream model is causing some challenges, and it has become apparent that there is a need to review the school's language category.

2.6 The reasons why there is a need to consider the future language category of Ysgol Bro Caerinion are as follows:

2.7 Changes in English-medium pupil numbers

¹ Data provided by the school 060923

There have been significant changes in English-medium primary pupil numbers in the Caereinion catchment in recent years, which would potentially result in a reduction in the number of pupils accessing English-medium secondary provision at Ysgol Bro Caereinion in the future. These include the following:

- Ysgol Meifod, an English-medium primary school which was previously part of the Caereinion catchment, has recently moved to the Llanfyllin catchment;
- Castle Caereinion C. in W. School, an English-medium primary school which was previously part of the Caereinion catchment, closed in August 2022;
- Both of the dual stream primary providers in the catchment (Ysgol Bro Caereinion and Ysgol Rhiw Bechan) have seen an increase in pupils choosing Welsh-medium provision, and as a result, a decrease in pupils choosing English-medium provision.

These changes mean that the only English-medium pupils that would now be expected to transfer to Ysgol Bro Caereinion's English-medium secondary provision are those attending Ysgol Rhiw Bechan and Ysgol Bro Caereinion, however the number of English-medium pupils at both these schools has decreased, as shown in the data provided in section 3.1 of Appendix A.

2.8 Financial challenges

Ysgol Bro Caereinion is funded as two separate streams in the funding formula. Both streams are small, which presents challenges in terms of the curriculum offer the school is able to provide. As with all small secondary phase schools / streams, there is a tension between the funding provided for curriculum delivery (based on pupil numbers) and the breadth of curriculum that the school would like to offer.

The current projections for the school show that the school is projected to be in a deficit position by 31 March 2027.

2.9 No access to designated Welsh-medium secondary provision

In contrast to the rest of Wales, pupils in this part of North Powys are currently unable to access designated Welsh-medium secondary provision. This situation does not meet the Council's aspirations as outlined in its Welsh in Education Strategic Plan (WESP), nor does it meet the aspirations of the Council's Strategy for Transforming Education in Powys. For many years, the Council has aspired to provide access to designated Welsh-medium secondary provision for pupils in this area, however this has not yet been realised.

2.10 Impact on pupil numbers transferring to secondary Welsh-medium provision

The lack of designated Welsh-medium secondary provision in the area has had a notable impact on pupil numbers transferring to Welsh-medium secondary provision in recent years.

Whilst historically, the Welsh-medium secondary provision in Llanfair Caereinion has served a wide catchment area, including the towns of Newtown and Welshpool as well as the traditional Llanfair Caereinion catchment, the proportion of pupils from Ysgol Dafydd Llwyd in Newtown and Ysgol Gymraeg Y Trallwng in Welshpool transferring to Welsh-medium secondary provision in Llanfair Caereinion has been relatively low in recent years, with pupils choosing to transfer to other schools instead or choosing to transfer to English-medium secondary provision.

The decrease in pupils transferring to the school's Welsh-medium secondary provision has impacted on Ysgol Bro Caereinion's ability to maximise its Welsh-medium offer, and on the Council's ability to offer access to comprehensive Welsh-medium secondary provision to pupils.

Options Appraisal

- 2.11 Correspondence was recently received from Ysgol Bro Caereinion to advise that the school's aspiration is for it to move along the language continuum, to become a Welsh-medium school in the future, with the intention that this would be implemented on a phased basis.
- 2.12 The Council has carried out an options appraisal to consider options for the future language category of the school, and possible implementation options. This is attached to this paper as Appendix A.
- 2.13 The options appraisal includes the following:
- Consideration of key data relating to the school
 - Identification of options
 - SWOT analysis of each option
 - Assessment of each option against a number of critical success factors
 - Identification of possible implementation options
 - SWOT analysis of implementation options
 - Assessment of implementation options against a number of critical success factors
 - Identification of an emerging preferred option
 - Further consideration of the emerging preferred option against factors listed in the School Organisation Code (2018) as factors to be taken into account when developing school organisation proposals.
- 2.14 The options appraisal document concludes that the preferred option is as follows:

- To change the language of provision across the whole school to Welsh-medium
- To introduce the change in language provision on a phased basis, year by year, starting with Reception and Year 7 in September 2025
- This would mean that eventually, all pupils at the school would attend Welsh-medium provision, ensuring that they would all be fluent in Welsh and English.
- Additional Welsh language support would be provided alongside the change e.g. Trochi provision, Welsh language training for staff / parents

2.15 The reasons for this are as follows:

- Would enable the school to operate more efficiently
- More opportunities could be offered through the medium of Welsh
- Increase in pupils studying through the medium of Welsh in the longer term
- Would provide access to designated Welsh-medium secondary provision
- Opportunity to attract more pupils from Welsh-medium primary schools in the area
- Meets the aspirations of the Council's Strategy for Transforming Education in Powys
- Would meet the aspirations of the Council's WESP
- Potential financial saving to the authority
- Would shorten the transition period to a new delivery model compared with some other options
- Limited impact on pupils currently accessing English-medium education at the school – current pupils would be able to continue to access this provision throughout the primary or secondary phase, depending on which year group they are in.
- Would enable the school to operate more efficiently more quickly
- Would allow time for any necessary staff development and professional learning to take place to support the change
- Would ensure that designated Welsh-medium provision is available more quickly, thus meeting the aspiration on the Council's WESP

2.16 The options appraisal document also considers the impact of the preferred option on the factors outlined in the School Organisation Code as factors to be considered when developing school organisation proposals. This is included in 'Part C' of Appendix A.

2.17 The preferred option aligns with the vision and guiding principles as set out in the Strategy for Transforming Education in Powys, which

includes a Strategic Objective to 'improve access to Welsh-medium provision across all key stages, and a Strategic Aim to 'move schools along the language continuum'.

- 2.18 Implementation of the preferred option would also contribute to the Council achieving the commitment in its Welsh in Education Strategic Plan (WESP) for 2022-32 to 'Establish Welsh-medium secondary provision in at least 3 localities in Powys'.
- 2.19 Implementation of the preferred option is subject to the statutory process outlined in the School Organisation Code (2018).

Statutory Process for School Organisation Proposals

2.20 The process for school organisation proposals is set out by the Welsh Government in the School Organisation Code (2018). The process is summarised below:

i) Consultation

Consultation would be carried out with stakeholders as required by the Code. This includes consultation with the pupils at both schools, to ensure that their views are considered, in accordance with the United Nations Convention on the Rights of the Child.

Feedback from the consultation would be collated and summarised, and a report would be presented to the Cabinet. Cabinet will consider the report and the feedback received during the consultation period, and will decide whether to proceed with the proposal, to make changes to the proposal or to not proceed with the proposal.

If Cabinet decides not to proceed, that will be the end of this proposal.

ii) Statutory Notice

If Cabinet decides to proceed, a Statutory Notice would be published, which would give a period of 28 days for people to submit written objections.

If there were objections, the authority would publish an objection report providing a summary of the objections and the authority's response to them. A further report would be presented to the Cabinet, which they would consider alongside the objection report, in order to decide whether or not to approve the proposal.

iii) Implementation

If Cabinet approves the proposal, it would be implemented in accordance with the date given in the Statutory Notice or any subsequently modified date.

3. Advice

3.1 Based on the findings of the options appraisal exercise which has been carried out, the advice of officers is that Cabinet approves commencing the statutory process on the following proposal:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Caereinion from dual stream to Welsh-medium
- This would be introduced on a phased basis, year-by-year, starting with Reception and Year 7 in September 2025.

This would mean that:

- English-medium provision would be phased out gradually year by year, starting with Reception and Year 7 in September 2025 – pupils would be taught in Welsh-medium classes and become fully bilingual i.e. fluent in both Welsh and English
- Additional Welsh language support would be provided alongside the change e.g. Trochi provision, Welsh language training for staff / parents

3.2 The reasons for this are set out in 2.15 above.

3.3 Should the recommendation to commence the statutory process be approved, it is anticipated that consultation would commence in October 2023.

3.4 It must also be noted that implementation of this proposal does not preclude that school from being a part of future reorganisation proposals.

4. Resource Implications

4.1 The amount of delegated funding provided to schools is driven by the funding formula. Any change to the formula funding provided will impact on the Council's revenue budget. Based on the current formula, the formula funding requirement will reduce as a result of these proposals and savings falling to the Council's revenue budget are estimated to be £383k by the time the school becomes a single-stream school by 2032.

4.2 It is anticipated that there will be a revenue saving of £34.8k in the first year of implementation based on current pupil projections. As the new single-stream model is phased in over time, there will be further savings, dependent on pupil numbers, of between £40k and £95k in most years, building up over time to the overall estimated saving of £383k. This

figure does not include any redundancy costs that could potentially arise should the proposal be implemented.

- 4.3 Based on current pupil number projections, there is a single year when the primary phase numbers indicate a potential temporarily reduction in the number of classes by 1 class which would then need to be reinstated the following year. As this is partially due to the phased approach to implementation, it is suggested that transformation funding be provided as a one-off adjustment to support the school with maintaining their class structure, if pupil numbers reflect current projections at that time. This would need to be reviewed closer to the time to assess whether that additional support would still be required.
- 4.4 The Council will continue to work with the school to ensure that the school budget complies with the scheme for financing schools and is within the funding envelope available.
- 4.5 The Head of Finance (Section 151 Officer) notes the report and supports the recommendation.

5. Legal implications

- 5.1 Legal: The recommendations can be supported from a legal point of view provided the statutory process for school organisation proposals in the School Organisation Code (2018) are followed.
- 5.2 The Head of Legal and Democratic Services (Monitoring Officer) has commented as follows: " I note the legal comment and support the recommendations."

6. Data Protection

- 6.1 N/A

7. Comment from local member(s)

- 7.1

8. Integrated Impact Assessment

- 8.1 An initial impact assessment in respect of the recommendation is attached. The impact assessment considers the proposal's impact on the Welsh Government's well-being goals, as outlined in the Well-being of Future Generations Act.
- 8.2 The summary of the impact assessment is as follows:

'The draft impact assessment indicates that the impact of the proposal is positive overall. The proposal would eventually provide a more sustainable model for delivering education in Ysgol Bro Caereinion,

ensuring that all pupils are fully bilingual in Welsh and English when they leave the school. The proposal is to change the school's language category over time, which would minimise the impact on pupils currently attending Ysgol Bro Caereinion, but would also ensure that, eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English. This would lead to enhanced opportunities to promote the Welsh language within the school and within the community and would provide those pupils with bilingual skills to take into the workplace.'

8.3 Should Cabinet approve the commencement of the statutory process in respect of the recommendation, the impact assessment would be updated throughout the process, to take account of feedback received.

9. Recommendation

9.1 It is recommended that Cabinet approves commencing the statutory process on the following proposal in order to move Ysgol Bro Caereinion along the language continuum:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Caereinion from dual stream to Welsh-medium.
- This would be introduced on a phased basis, year-by-year, starting with Reception and Year 7 in September 2025.

This would mean that:

- English-medium provision would be phased out gradually year by year, starting with Reception and Year 7 in September 2025 – pupils would be taught in Welsh-medium classes and become fully bilingual i.e. fluent in both Welsh and English.
- Additional Welsh language support would be provided alongside the change e.g. Trochi provision, Welsh language training for staff / parents.

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Ysgol Bro Caereinion

Options Appraisal

August 2023



Version Control:

Version	Date	Brief Summary of Change	Author
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0.2	23 rd August 2023	Version for Transforming Education Officer Group	SA
0.3	1 st September 2023	Version for Transforming Education Programme Board	SA
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1. INTRODUCTION

Ysgol Bro Caereinion was established in September 2022 following the merger of Llanfair Caereinion C.P. School and Ysgol Uwchradd Caereinion. It is a 4-18 dual stream school that operates from the buildings of the two previous schools, in Llanfair Caereinion in North Powys. The school's primary phase primarily serves the village / town of Llanfair Caereinion, whilst the secondary phase serves a wider catchment area. In particular, the Welsh-medium secondary provision at the school has historically been the main Welsh-medium provision in this part of North Powys, serving the towns of Newtown and Welshpool as well as the traditional Llanfair Caereinion catchment.

When the school was established, a commitment was made to move the school along the language continuum in the future, to meet the aspirations in the Council's Welsh in Education Strategic Plan (WESP) to provide access to designated Welsh-medium secondary provision for learners in the area, and to meet the objective set out in the Council's Strategy for Transforming Education in Powys to 'improve access to Welsh-medium provision across all key stages' by 'moving schools along the language continuum'.

Since the Council carried out the statutory process to establish Ysgol Bro Caereinion, there has been a reduction in English-medium pupils in the school's catchment, which would significantly change the make up of Ysgol Bro Caereinion in the future. The school has recognised this, and has recently contacted the Council to request that consideration is given to the school's future language category.

The purpose of this paper is to consider options for the future language category of Ysgol Bro Caereinion.

PART A – THE CASE FOR CHANGE

2. STRATEGIC CONTEXT

2.1 POLICY CONTEXT

2.1.1 Strategy for Transforming Education in Powys

Following the inspection of Powys Education Services carried out by Estyn in the summer of 2019, 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 was developed following engagement with a wide range of stakeholders, and was approved in April 2020, before being updated following the Council elections held in May 2022, and relaunched in July 2022.

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 addition, the strategy outlines a number of aims and objectives to shape the Council's work to transform the Powys education system over the coming years. One of the Strategic Aims is to 'improve access to Welsh-medium provision across all key stage'. Within this aim, the Strategy sets out a Strategic Objective to 'Move schools along the language continuum.'

2.1.2 Welsh in Education Strategic Plan (WESP)

The Council's Welsh in Education Strategic Plan (WESP) for 2022-2032 was approved by the Cabinet and the Welsh Government in July 2022. The Plan was prepared in accordance with Welsh Government requirements, and sets out the Council's plans to develop Welsh-medium education in Powys over the next 10 years, with the aim of increasing the number of Powys pupils accessing Welsh-medium education.

The WESP includes an overview of the challenges of delivering equitable Welsh-medium provision in Powys, as outlined in the Vision for Developing Fully Bilingual Learners in Powys, which was approved by Cabinet in December 2020:

- Not all parts of Powys have easily accessible primary or secondary education through the medium of Welsh – currently there is no provision in the Presteigne, Crickhowell or Gwernyfed areas.
- Many schools that do provide a dual-stream approach do not deliver enough of their curriculum in Welsh to satisfy their learners. Provision is patchy, and unequal in too many of the secondary schools. It is common for under half of the curriculum to be available in their language of choice for learners in the Welsh stream of secondary education from year 7.
- The choice of subjects taught through the medium of Welsh becomes smaller as the learner gets older, and at post-14 the provision is very poor or non-existent. This includes deficiencies in the provision by the Further Education provider. In some secondary Welsh streams, fewer than 5 GCSE subjects are delivered through the medium of Welsh, and in one case only one non-language course is taught in Welsh.
- There is evidence that some parents in Powys avoid choosing an education through the medium of Welsh because they are concerned that the progression available for their child within the authority will be limited.
- At a time when bilingual/Welsh education has grown across Wales and is often a showcase sector for other counties, Powys has been stagnant, and in some key indicators the local authority has been going backwards. This has happened despite commitments made in the Powys Welsh in Education Strategic Plans over recent years.
- Powys has a smaller percentage of its children learning through the medium of Welsh than the percentage of Welsh speakers in the wider population. It is believed to be the only authority in Wales where this is the case.

The WESP includes a commitment to implement a programme of transformational change to address these challenges and improve access to Welsh-medium education in Powys, in order to increase the percentage of Powys pupils accessing Welsh-medium education, to include the following:

- Ensuring that more parents and families are aware of the benefits of Welsh-medium education and bilingualism from birth, are signposted to Welsh-medium provision with clear progression routes throughout all key phases of education
- Ensuring that there is access to Welsh-medium early years and primary provision in all 13 localities in Powys by:
 - Establishing new Welsh-medium early years provision (Cylchoedd Ti a Fi and Cylchoedd Meithrin)
 - Supporting English-medium/bilingual early years providers to move along the language continuum
 - Establishing new Welsh-medium primary schools
 - Supporting dual-stream/English-medium primary schools to move along the language continuum so that they can provide Welsh-medium immersion education until the age of seven or eleven

- Establishing Welsh-medium secondary provision in at least 3 localities in Powys. In the context of the Welsh Government's 'Guidance on school categories according to Welsh-medium provision' that was published in December 2021, this is defined as provision which meets the definition for a Category 3 Welsh-medium secondary school.
- Providing high-quality 'trochi' (immersion) provision to support pupils who move into Powys and don't have Welsh-language skills, and also for pupils who choose to move from an English-medium stream/school within Powys to Welsh-medium education
- Providing high-quality provision for learners with ALN through the medium of Welsh
- Developing the workforce to ensure that there's a good supply of childcare staff, schools staff and authority staff able to provide their services through the medium of Welsh

2.2 WHY CHANGE IS NEEDED IN POWYS

Powys is a large, rural authority. Covering a quarter of the landmass of Wales, it contains only 4.2% of the population, making it the most sparsely populated county in Wales. Delivering services across such a large, sparsely populated area is challenging and expensive.

Whilst there has been some 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, as outlined in the Strategy:

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 £3,512 to £11,689 in the primary sector and from £4,439 to £6,243 in the secondary sector in 2022-23.

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 past has left a legacy in Powys.

DRAFT

3. WHY CHANGE IS NEEDED IN YSGOL BRO CAEREINION

3.1 THE CURRENT SITUATION

Ysgol Bro Caereinion is an all-through school located in the town of Llanfair Caereinion in North Powys. It was established in September 2022 following the amalgamation of Llanfair Caereinion C.P. School and Caereinion High School.

The school's primary phase primarily serves the village / town of Llanfair Caereinion, whilst the secondary phase serves a wider catchment area. In particular, the Welsh-medium secondary provision at the school has historically been the main Welsh-medium provision in this part of North Powys, serving the towns of Newtown and Welshpool as well as the traditional Llanfair Caereinion catchment.

Since the school was established, there has been a reduction in English-medium providers in the school's catchment, and therefore a reduction in the English-medium pupils that would be expected to transfer to English-medium secondary provision at the school in the future. Currently Ysgol Bro Caereinion has 5 feeder schools. 4 of these are Welsh-medium, and 1 is dual stream, as well as the dual stream primary phase of Ysgol Bro Caereinion.

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

	School Type	Language Category	Admission Number ¹	Rural School? ²
Ysgol Bro Caereinion	Community Middle School (All-through) School building owned by Powys County Council	Dual stream	Primary phase: 27 Secondary phase: 114	No

Pupil Numbers

i) Current pupil numbers³

Current pupil numbers at Ysgol Bro Caereinion are as follows:

¹ Powys County Council's Admissions Information and Arrangements 2024-25

² Annex F of the Welsh Government's School Organisation Code (2018)

(<https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>)

includes a list of 'rural schools', to which the 'Presumption against the closure of rural schools' applies.

³ Data provided by the school, 060923.

	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Welsh-medium	12	7	11	7	14	11	12	42	35	30	36	40	14	21	292
English-medium	0	7	6	8	5	8	16	25	43	45	35	38	13	8	257
Total	12	14	17	15	19	19	28	67	78	75	71	78	27	29	549

ii) **Historical pupil numbers⁴**

	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019	Jan. 2020	Jan. 2021	Jan. 2022
Llanfair Caereinion C.P. School	195	185	174	173	166	162	156

	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019	Jan. 2020	Jan. 2021	Jan. 2022
Caereinion High School	494	495	487	456	447	459	440

iii) **Projected pupil numbers (Birth rate)⁵**

	Jan. 2023	Jan. 2024	Jan. 2025	Jan. 2026	Jan. 2027
Ysgol Bro Caereinion Primary Phase	142	136	123	121	114

	Jan. 2023	Jan. 2024	Jan. 2025	Jan. 2026	Jan. 2027
Ysgol Bro Caereinion Secondary Phase	429	418	401	393	388

iv) **Projected pupil numbers (Finance projections)⁶**

	Jan. 2023	Jan. 2024	Jan. 2025	Jan. 2026
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⁴ PLASC

⁵ Powys Schools Service Projections based on PLASC & Birth Rates

⁶ Powys Finance Projections based on data provided by the school for the purposes of financial planning – provided by Finance August 2023

Ysgol Bro Caereinion Primary Phase	141	131	119	117
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	Jan. 2023	Jan. 2024	Jan. 2025	Jan. 2026
Ysgol Bro Caereinion Secondary Phase	381	369	354	338

Building Capacity and Condition

i) Capacity

The following table provides information about the school's current capacity:

	Current Capacity⁷	Currently Filled	Surplus Capacity
Ysgol Bro Caereinion – Primary Campus	195	124	71
Ysgol Bro Caereinion – Secondary Campus	603	425	178

ii) Building condition

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

Standards of Education

i) Estyn

⁷ Planning School Places Return October 2022

There has been no Estyn inspection of Ysgol Bro Caereinion since the school was established.

The outcomes of the last inspections of Llanfair Caereinion C.P. School and Caereinion High School are as follows:

Llanfair Caereinion C.P. School	
Date of Inspection	January 2018
Standards	Good
Well Being and attitudes to learning	Good
Teaching and learning experiences	Adequate
Care, Support and Guidance	Good
Leadership and management	Good
Outcome	The school will produce an action plan to address the recommendations from the inspection.

Caereinion High School	
Date of Inspection	November 2013
Standards	Adequate
Well Being	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
Outcome	<p>The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress.</p> <p>Outcome of Estyn review 2018:</p> <p>The school was judged to have made sufficient progress in relation to the recommendations following the most recent core inspection, and was removed from the list of schools requiring significant improvement.</p>

Equalities Information

i) Free School Meals⁸

	Number of pupils who were eligible for a free school meal
Ysgol Bro Caereinion	14.9%

ii) Pupils in care⁹

	Number of pupils in care
Ysgol Bro Caereinion	0.2%

iii) SEN/ALN¹⁰

	School Action	School Action Plus	Statement	IDP School	IDP LA
Ysgol Bro Caereinion	13.7%	4.4%	0.5%	3.9%	0

3.2 WHY CHANGE IS NEEDED IN YSGOL BRO CAEREINION

Ysgol Bro Caereinion was established as a dual stream all-age school, reflecting the language categories of the previous primary and secondary school in Llanfair Caereinion. However, the strength of Welsh-medium provision in this area was recognised throughout the proposal. In particular, it was acknowledged that the secondary Welsh-medium provision in Llanfair Caereinion was central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision for pupils in the area.

Throughout the statutory process to establish Ysgol Bro Caereinion, comments were received which suggested that the Council should be proposing to establish a new Welsh-medium all-age school in Llanfair Caereinion, not a dual stream school. Whilst the Council proceeded with the proposal to establish a new dual stream school, a Welsh language vision for Ysgol Bro Caereinion was developed by the school's temporary governing body, which set out its plans to develop Welsh-medium education at the school. This was approved by the temporary governing body, and has subsequently been adopted by Ysgol Bro Caereinion's new governing body.

⁸ Teacher Centre June 2023

⁹ Teacher Centre June 2023

¹⁰ Teacher Centre June 2023

Conversations about the school’s language provision going forward have taken place recently, linked to the introduction of new Welsh language categories by the Welsh Government. As part of these conversations, representatives from the school have explained that the current dual stream model is causing some challenges. These challenges are as follows:

3.1 Changes in English-medium pupil numbers

The English-medium secondary provision at Ysgol Bro Caereinion primarily serves the town of Llanfair Caereinion and other English-medium primary providers in the surrounding area. However, there have been significant changes in the catchment in recent years which have impacted on the number of pupils accessing English-medium primary provision in the catchment, which would potentially impact on the number of pupils accessing English-medium secondary provision at the school in future years.

These include the following:

- Ysgol Meifod, an English-medium primary school which was previously part of the Caereinion catchment, has recently moved to the Llanfyllin catchment
- Castle Caereinion C. in W. School, an English-medium primary school which was previously part of the Caereinion catchment, closed in August 2022.
- Both of the dual stream primary providers in the catchment (Ysgol Bro Caereinion and Ysgol Rhiw Bechan) have seen an increase in pupils choosing Welsh-medium provision, and as a result, a decrease in pupils choosing English-medium provision.

The changes above mean that currently, the only English-medium pupils expected to transfer to Ysgol Bro Caereinion’s English-medium secondary provision are those attending Ysgol Rhiw Bechan and Ysgol Bro Caereinion, however the number of English-medium pupils at both these schools has decreased.

Current Welsh-medium and English-medium primary pupil numbers at the schools that feed Ysgol Bro Caereinion as follows¹¹:

Ysgol Bro Caereinion

	R	1	2	3	4	5	6	Total
Welsh-medium	12	7	11	7	14	11	12	74
English-medium	0	7	6	8	5	8	16	50
Total	12	14	17	15	19	19	28	124

Ysgol Cwm Banwy

¹¹ Teacher Centre, 13th September 2023. Ysgol Bro Caereinion data provided by the school, 6th September 2023

	R	1	2	3	4	5	6	Total
Welsh-medium	5	7	8	5	8	8	3	44
English-medium	0	0	0	0	0	0	0	0
Total	5	7	8	5	8	8	3	44

Ysgol Dafydd Llwyd

	R	1	2	3	4	5	6	Total
Welsh-medium	29	32	31	39	24	24	17	196
English-medium	0	0	0	0	0	0	0	0
Total	29	32	31	39	24	24	17	196

Ysgol Gymraeg y Trallwng

	R	1	2	3	4	5	6	Total
Welsh-medium	19	18	11	13	15	7	14	97
English-medium	0	0	0	0	0	0	0	0
Total	19	18	11	13	15	7	14	97

Ysgol Pontrobert

	R	1	2	3	4	5	6	Total
Welsh-medium	14	7	14	8	12	6	5	66
English-medium	0	0	0	0	0	0	0	0
Total	14	7	14	8	12	6	5	66

Ysgol Rhiw Bechan

	R	1	2	3	4	5	6	Total
Welsh-medium	12	21	16	12	11	12	5	89
English-medium	5	4	4	8	9	11	14	55
Total	17	25	20	20	20	23	19	144

TOTAL

	R	1	2	3	4	5	6	Total
Welsh-medium	91	92	91	84	84	68	56	566
English-medium	5	11	10	16	14	19	30	105
Total	96	103	101	100	98	87	86	671

3.2 Financial challenges

Ysgol Bro Caereinion is funded as two separate streams in the funding formula. Projections for financial year 2024-25 are that it will be funded for 238 pupils in the English stream (74 primary, 188 secondary) and 262 pupils in the Welsh stream (74 primary, 188 secondary).

Both streams are small, which presents challenges in terms of the curriculum offer that the school is able to provide, particularly at GCSE level. For all small secondary phase schools / streams, there is a tension between the funding provided for curriculum delivery (based on pupil numbers) and the breadth of curriculum that the school would like to offer.

The current projections for the school show that the school is projected to be in a deficit position by 31 March 2027.

3.3 No access to designated Welsh-medium secondary provision

In contrast to the rest of Wales, pupils in this part of North Powys are currently unable to access designated Welsh-medium secondary provision. This situation does not meet the Council's aspirations as outlined in its Welsh in Education Strategic Plan (WESP), nor does it meet the aspirations of the Council's Strategy for Transforming Education in Powys. For many years, the Council has aspired to provide access to designated Welsh-medium secondary provision for pupils in this area, however this has not yet been realised.

Ysgol Bro Caereinion has recently contacted the Council to let the Council know that its aspiration is for the school to move along the language continuum, to become a Welsh-medium school in the future, with the intention that this would be implemented on a phased basis.

The purpose of this paper is to consider whether this is the most suitable way forward for the school.

3.4 Impact on pupil numbers transferring to secondary Welsh-medium provision

The lack of designated Welsh-medium secondary provision in the area has had a notable impact on pupil numbers transferring to Welsh-medium secondary provision in recent years.

Whilst historically, the Welsh-medium secondary provision in Llanfair Caereinion has served a wide catchment area, including the towns of Newtown and Welshpool as well as the traditional Llanfair Caereinion catchment, the proportion of pupils from Ysgol Dafydd Llwyd in Newtown and Ysgol Gymraeg Y Trallwng in Welshpool transferring to Welsh-medium secondary provision in Llanfair Caereinion has been relatively low in recent years, with pupils choosing to transfer to other schools instead, or choosing to transfer to English-medium secondary provision.

The decrease in pupils transferring to the school's Welsh-medium secondary provision has impacted on Ysgol Bro Caereinion's ability to maximise its Welsh-medium offer, and on the Council's ability to offer access to comprehensive Welsh-medium secondary provision to pupils in this area.

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PART B – OPTIONS FOR YSGOL BRO CAEREINION

4. AVAILABLE OPTIONS

The following options have been identified to address the challenges caused by the school's current dual stream structure:

Option	Description
1	<p><u>Status quo</u></p> <ul style="list-style-type: none"> - Ysgol Bro Caereinion continues to operate as a dual stream school - Welsh-medium and English-medium provision continues to be available to pupils in all year groups
2	<p><u>Change the language of the school's primary provision</u></p>
2a	<p>Change the school's primary provision to Welsh-medium only</p> <ul style="list-style-type: none"> - All primary aged pupils at the school would access Welsh-medium provision - At the end of the primary phase, parents / pupils could choose either Welsh-medium or English-medium provision
2b	<p>Change the school's primary provision to English-medium only</p> <ul style="list-style-type: none"> - All primary aged pupils at the school would access English-medium provision - At the end of the primary phase, parents / pupils could choose either Welsh-medium or English-medium provision
3	<p><u>Change the language of the school's secondary provision</u></p>
3a	<p>Change the school's secondary provision to Welsh-medium only</p> <ul style="list-style-type: none"> - Primary provision would continue to be provided via a dual stream arrangement, with Welsh-medium and English-medium provision available to primary pupils - Secondary provision would only be available in Welsh - Pupils educated through the medium of English in the primary phase would either need to transfer to Welsh-medium secondary provision, or to alternative English-medium schools
3b	<p>Change the school's secondary provision to English-medium only</p> <ul style="list-style-type: none"> - Primary provision would continue to be provided via a dual stream arrangement, with Welsh-medium and English-medium provision available to primary pupils

	<ul style="list-style-type: none"> - Secondary provision would only be available in English - Pupils educated through the medium of Welsh in the primary phase would either need to transfer to English-medium secondary provision, or to alternative schools where Welsh-medium secondary provision is provided
4	<u>Change the language of the whole school</u>
4a	Change the language of provision across the whole school to Welsh-medium only <ul style="list-style-type: none"> - All provision at the school would be through the medium of Welsh - Pupils wishing to access English-medium provision would need to transfer to alternative schools
4b	Change the language of provision across the whole school to English-medium only <ul style="list-style-type: none"> - All provision at the school would be through the medium of English - Pupils wishing to access Welsh-medium provision would need to transfer to alternative schools

5. CRITICAL SUCCESS FACTORS

The options have been assessed against the following Critical Success Factors to identify a shortlist of options:

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 • The option must align with the Council's Welsh in Education Strategic Plan for 2022-32

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 – Supply-side capacity and capability	<ul style="list-style-type: none"> • The option must secure sufficient appropriate resources and expertise to be deployed within Powys to achieve the investment objectives •
5 – 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 2A	Option 2B	Option 3A	Option 3B	Option 4A	Option 4B
1 – Strategic fit and business needs	x	?	x	?	x	✓	x
2 – Value for money	?	?	x	?	x	✓	x
3 – Potential achievability	✓	✓	x	✓	x	✓	x
4 – Supply side capacity and capability	✓	✓	✓	✓	x	✓	x

5 – Potential affordability	?	✓	?	✓	?	✓	x
Total ✓	2	3	1	3	0	5	0
Total x	1	0	3	0	4	0	5
Outcome	Discount	Possible	Discount	Possible	Discount	Preferred	Discount

6. SWOT ANALYSIS OF EACH OPTION

The above assessment identifies 3 possible options. SWOT assessments for these three options are provided below, as well as the Status Quo option.

Option 1: Status quo

Strengths	Weaknesses
<ul style="list-style-type: none"> - No impact on pupils, parents or staff - No impact on pupil numbers at Ysgol Bro Caereinion - No need for a statutory process 	<ul style="list-style-type: none"> - Does not enable Ysgol Bro Caereinion to operate more efficiently - Some pupils do not become fully bilingual - Does not provide access to fully Welsh-medium provision - Does not meet the aims and objectives of the Council's Strategy for Transforming Education in Powys - Would not increase the number of pupils accessing Welsh-medium education
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunities to develop the Welsh-medium provision at the school 	<ul style="list-style-type: none"> - Increasing numbers of pupils choose to transfer to other schools

Option 2A: Change the school's primary provision to Welsh-medium only

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils accessing English-medium secondary education - Would enable the school to operate more efficiently to some extent, by 	<ul style="list-style-type: none"> - Possible impact on non-Welsh speaking staff currently employed in the primary phase - Possible impact on pupils numbers at Ysgol Bro Caereinion in the long

<p>avoiding the need to duplicate provision in the primary phase</p> <ul style="list-style-type: none"> - All primary aged pupils would study through the medium of Welsh and would develop bilingual skills - Pupils would choose whether to access Welsh-medium or English-medium provision after having access fully bilingual provision in the primary phase which could lead to an increase in the number of pupils choosing Welsh-medium education in the secondary phase - In the long term, more opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Small potential financial saving to the authority in the long term 	<p>term – pupils wanting to access English-medium provision might attend alternative schools</p> <ul style="list-style-type: none"> - May be unpopular with some members of the local community - Pupils would still be able to choose English-medium provision in the secondary phase, which could result in them losing their fluency in Welsh - If the change results in an increase in pupils choosing to continue to choose Welsh-medium provision after the primary phase, English-medium pupil numbers would reduce and it would become more difficult for the school to provide appropriate provision for English-medium pupils - Would not provide access to dedicated Welsh-medium secondary provision - Would not meet the aspirations of the Council's WESP - The secondary phase would still operate as a dual stream school, which could cause challenges in ensuring a Welsh-medium ethos - Further statutory processes would be required to make any changes to language provision in other years in the future
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change e.g. Trochi, Welsh language support - Opportunity to offer support to enable staff to develop their own Welsh language skills 	<ul style="list-style-type: none"> - Possible reduction in English-medium pupil numbers from Year 7 onwards, which would cause further challenges for the school

Option 2B: Change the school's primary provision to English-medium only

<p>Strengths</p>	<p>Weaknesses</p>
<ul style="list-style-type: none"> - Would enable the school to operate more efficiently to some extent, by avoiding the need to duplicate provision in the primary phase 	<ul style="list-style-type: none"> - Primary aged pupils in Llanfair Caereinion would not have the opportunity to choose Welsh-medium education and become fully bilingual.

<ul style="list-style-type: none"> - Small potential financial saving to the authority in the long term 	<ul style="list-style-type: none"> - Reduction in the number of pupils accessing Welsh-medium secondary provision at the school in the future, which would impact on the provision that could be offered. - Potential that pupils wishing to access Welsh-medium secondary provision would increasingly choose alternative schools, which would impact further on Welsh-medium pupil numbers and provision at Bro Caereinion - Would be unpopular with members of the local community - Would not provide access to dedicated Welsh-medium secondary provision - Would not meet the aspirations of the Council's WESP - The secondary phase would still operate as a dual stream school, which could cause challenges in ensuring a Welsh-medium ethos
Opportunities	Threats
	<ul style="list-style-type: none"> - Possible reduction in Welsh-medium pupil numbers at the school, which would cause further challenges for the school in creating a Welsh ethos and offering full Welsh-medium provision

Option 3A: Change the school's secondary provision to Welsh-medium only

Strengths	Weaknesses
<ul style="list-style-type: none"> - No impact on primary aged pupils - Would enable the school to operate more efficiently through not having to duplicate provision in the secondary phase - More Welsh-medium opportunities could be provided in the secondary phase - Could lead to an increase in pupils studying through the medium of Welsh in the primary phase 	<ul style="list-style-type: none"> - Likely that pupils that have accessed English-medium primary provision would transfer elsewhere for secondary provision - Disruption for pupils accessing English-medium provision at the school as they would need to transfer out of the all-age school to access English-medium secondary provision

<ul style="list-style-type: none"> - Would provide access to dedicated Welsh-medium secondary provision - Opportunity to attract more pupils from Welsh-medium primary schools in the area - Potential financial saving to the authority - Would meet the aspirations of the Council's WESP 	<ul style="list-style-type: none"> - Possible impact on non-Welsh speaking staff working in the secondary phase - May be unpopular with some members of the local community - Pupils would still be able to choose English-medium primary provision, and would leave the primary phase without fully bilingual skills
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change e.g. Trochi, Welsh language support - Opportunity to offer support to enable staff to develop their own Welsh language skills 	<ul style="list-style-type: none"> - Pupils that have accessed English-medium provision the primary phase would transfer to alternative English-medium secondary provision

Option 3B: Change the school's secondary provision to English-medium only

Strengths	Weaknesses
<ul style="list-style-type: none"> - No impact on primary aged pupils - Would enable the school to operate more efficiently through not having to duplicate provision in the secondary phase - Potential financial saving to the authority 	<ul style="list-style-type: none"> - Pupils wishing to access Welsh-medium secondary provision would need to attend alternative schools - Disruption for pupils accessing Welsh-medium provision at the school as they would need to transfer out of the all-age school to access Welsh-medium secondary provision - Would be very unpopular in the local community - Likely to lead to a result in a decrease in pupils studying through the medium of Welsh - Would not provide access to dedicated Welsh-medium secondary provision - Would not meet the aspirations of the Council's WESP
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to increase the Welsh-medium provision available at other dual stream secondary schools 	<ul style="list-style-type: none"> - Significant reduction in secondary pupil numbers at the school, which

	would lead to questions about the school'
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Option 4A: Change the language of provision across the whole school to Welsh-medium only

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would enable the school to operate more efficiently - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh in the longer term - Would provide access to designated Welsh-medium secondary provision - Opportunity to attract more pupils from Welsh-medium primary schools in the area - Meets the Council's Strategy for Transforming Education in Powys - Would meet the aspirations of the Council's WESP - Potential financial saving to the authority 	<ul style="list-style-type: none"> - Pupils wishing to access English-medium provision would need to attend alternative schools - Additional travel for pupils wishing to access English-medium provision - Possible impact on pupils numbers at Ysgol Bro Caereinion should pupils choose to access alternative English-medium provision - Impact on non-Welsh speaking staff at the school - May be unpopular with some in the local community
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support - Opportunity to offer support to enable staff to develop their own Welsh language skills 	<ul style="list-style-type: none"> - Impact on pupil numbers in the short term

Option 4B: Change the language of provision across the whole school to English-medium only

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would enable the school to operate more efficiently through not having to duplicate provision - Potential financial saving to the authority 	<ul style="list-style-type: none"> - Pupils wishing to access Welsh-medium provision would need to attend alternative schools - Would be very unpopular in the local community

	<ul style="list-style-type: none"> - Likely to lead to a result in a decrease in pupils studying through the medium of Welsh - Would not provide access to dedicated Welsh-medium secondary provision - Would not meet the aspirations of the Council's WESP
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to increase the Welsh-medium provision available at other dual stream secondary schools 	<ul style="list-style-type: none"> - Significant reduction in pupil numbers at the school, which would lead to questions about the school's future.

7. EMERGING PREFERRED OPTION

Based on the assessment above, the emerging preferred option for Ysgol Bro Caereinion is as follows:

Option 4A: Change the language of provision across the whole school to Welsh-medium only

The reasons for this are:

- Would enable the school to operate more efficiently
- More opportunities could be offered through the medium of Welsh
- Increase in pupils studying through the medium of Welsh in the longer term
- Would provide access to designated Welsh-medium secondary provision
- Opportunity to attract more pupils from Welsh-medium primary schools in the area
- Meets the Council's Strategy for Transforming Education in Powys
- Would meet the aspirations of the Council's WESP
- Potential financial saving to the authority

There are a number of possible implementation options within this emerging preferred option. These are considered below.

8. POSSIBLE IMPLEMENTATION OPTIONS

The following emerging preferred option has been identified for Ysgol Bro Caereinion:

Option 4A: Change the language of provision across the whole school to Welsh-medium only

- All provision at the school would be through the medium of Welsh
- Pupils wishing to access English-medium provision would need to transfer to alternative schools

There are a number of implementation options within this option. These are as follows:

Option 5A	<ul style="list-style-type: none"> - Implement the change in language provision to Welsh-medium in all years on one date - This would mean that from a set date, all provision at the school would be Welsh-medium; pupils wishing to access English-medium provision would need to transfer to alternative schools - Additional Welsh language support would be provided alongside the change e.g. Trochi provision, Welsh language training for staff / parents
Option 5B	<ul style="list-style-type: none"> - Implement the change in language provision on a phased basis, starting with Reception, followed by Year 1 the following year, Year 2 the year after etc. - This would take 14 years to implement throughout the school (to year 13) - Additional Welsh language support would be provided alongside the change e.g. Trochi provision, Welsh language training for staff / parents
Option 5C	<ul style="list-style-type: none"> - Implement the change in language provision on a phased basis starting with Reception and Year 7 at the same time. This would mean that only Welsh-medium provision would be available and Reception and Year 7 during the first year, then Year 1 and Year 8 the following year etc. - This would take 7 years to implement throughout the school - Additional Welsh language support would be provided alongside the change e.g. Trochi provision, Welsh language training for staff / parents
Option 5D	<ul style="list-style-type: none"> - Implement the change in language provision to Welsh-medium in the primary phase on one date, and the secondary phase on a phased basis, starting from Year 7

	<ul style="list-style-type: none"> - This would take 7 years to implement throughout the school, however it would be implemented across the whole primary phase immediately - This would mean that from a set date, all primary provision at the school would be Welsh-medium; pupils wishing to access English-medium provision would need to transfer to alternative schools - Additional Welsh language support would be provided alongside the change e.g. Trochi provision, Welsh language training for staff / parents
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9. SWOT ANALYSIS OF EACH OPTION

Option 5A: Implement the change in language provision to Welsh-medium in all years on one date

Strengths	Weaknesses
<ul style="list-style-type: none"> - The quickest implementation option - Would meet the Council’s aspiration to provide access to dedicated Welsh-medium secondary provision more quickly - Would enable the school to operate more efficiently more quickly 	<ul style="list-style-type: none"> - Would impact on all current English-medium pupils who would need to transfer to alternative provision to continue to access English-medium provision - Significant reduction in pupil numbers at Ysgol Bro Caereinion in the short term - Impact on non-Welsh speaking staff – there would be minimal opportunity for staff development - May be unpopular with some members of the local community - Lengthy transition period for the school
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - Significant reduction in pupil numbers at Ysgol Bro Caereinion in the short term

Option 5B: Implement the change in language provision on a phased basis, year by year, starting with Reception.

Strengths	Weaknesses
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<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education at the school – provision would continue until pupils left school - In the long term, would enable the school to operate more efficiently - Would allow time for any necessary staff development and professional learning 	<ul style="list-style-type: none"> - Lengthy transition period for the school - It would be many years before the phasing was introduced in the secondary phase, so it would be many years before there was access to Welsh-medium secondary provision - The school would have to deal with a decreasing English-medium stream over many years
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	

Option 5C: Implement the change in language provision on a phased basis, year by year, starting with Reception and Year 7 at the same time.

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would shorten the transition period to a new delivery model compared with Option 5B - Limited impact on pupils currently accessing English-medium education at the school – current pupils would be able to continue to access this provision throughout the primary or secondary phase, depending on which year group they are in. - Would enable the school to operate more efficiently more quickly - Would allow time for any necessary staff development and professional learning to take place to support the change - Would ensure that designated Welsh-medium provision is available more quickly, thus meeting the aspiration on the Council's WESP 	<ul style="list-style-type: none"> - Some pupils currently accessing English-medium primary provision at the school may need to transfer to alternative provision if they wished to continue to attend English-medium secondary provision - Possible reduction in secondary pupil numbers in the short term should English-medium pupils choose to transfer to different schools - Possible impact on non-Welsh speaking staff in the longer term
Opportunities	Threats

<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	
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Option 5D: Implement the change in language provision to Welsh-medium in the primary phase on one date, and the secondary phase on a phased basis, starting from Year 7

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would shorten the transition period to a new delivery model - Would enable the school to operate more efficiently more quickly - All pupils in the primary phase would be taught through the medium of Welsh immediately, meaning that they would become fluent in Welsh and English - Would allow time for any necessary staff development in respect of secondary staff - Potential financial saving to the authority 	<ul style="list-style-type: none"> - Pupils currently attending English-medium provision in the primary phase would need to either transfer to Welsh-medium provision or move to a different school - Possible reduction in primary pupil numbers in the short term should English-medium pupils choose to transfer to different schools - Impact on non-Welsh speaking staff in the primary phase - More disruption to current pupils compared with option 5A, 5B and 5C
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - Possible decrease in pupil numbers in the primary phase should parents choose alternative provision

10. CRITICAL SUCCESS FACTORS

The options have also been assessed against the Critical Success Factors on pages 17/18 above. Each option has been assessed against the Critical Success Factors based on the following criteria:

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

The assessment for each option is as follows:

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

Based on the work carried out, the emerging preferred implementation option is:

Option 5C: Implement the change in language provision on a phased basis, year by year, starting with Reception and Year 7 at the same time.

11. CONCLUSION AND NEXT STEPS

Bringing together the consideration of options in sections 5/6 and sections 9/10 of this report, the emerging preferred option for Ysgol Bro Caereinion is as follows:

Change the language of provision across the whole school to Welsh-medium

- The change in language provision to be introduced on a phased basis, year by year, starting with Reception and Year 7 at the same time.
- Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English.
- Additional Welsh language support would be provided alongside the change e.g. Trochi provision, Welsh language training for staff / parents

The reasons for this are:

- Would enable the school to operate more efficiently
- More opportunities could be offered through the medium of Welsh
- Increase in pupils studying through the medium of Welsh in the longer term
- Would provide access to designated Welsh-medium secondary provision
- Opportunity to attract more pupils from Welsh-medium primary schools in the area
- Meets the Council's Strategy for Transforming Education in Powys
- Would meet the aspirations of the Council's WESP
- Potential financial saving to the authority

- Would shorten the transition period to a new delivery model compared with some other options
- Limited impact on pupils currently accessing English-medium education at the school – current pupils would be able to continue to access this provision throughout the primary or secondary phase, depending on which year group they are in.
- Would enable the school to operate more efficiently more quickly
- Would allow time for any necessary staff development and professional learning to take place to support the change
- Would ensure that designated Welsh-medium provision is available more quickly, thus meeting the aspiration on the Council's WESP

Further consideration of this emerging preferred option will be carried out, to include consideration of the factors outlined in the School Organisation Code.

PART C – FURTHER CONSIDERATION OF PREFERRED OPTION

The Welsh Government's School Organisation Code (2018) outlines factors to be considered when developing school organisation proposals.

Consideration is given below to the impact of the preferred option, to support Ysgol Bro Caereinion to move along the language continuum over time, on the following basis:

- The change in language provision to Welsh-medium to be introduced on a phased basis, year by year, starting with Reception and Year 7 in September 2025.
- Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English.
- Additional Welsh language support would be provided alongside the change e.g. Trochi provision, Welsh language training for staff / parents

12. QUALITY AND STANDARDS IN EDUCATION

12.1 Likely impact on standards and progress overall, of specific groups and in skills

The Council would expect supporting Ysgol Bro Caereinion to move along the Welsh language continuum to have a positive impact on provision, standards and pupil progress overall. As the change is phased in, the Council would expect that implementation would lead to more effective and efficient use of resources as the school would no longer need to duplicate provision, which, in turn, would ensure improved opportunities for learners across all ages.

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

It is also anticipated that supporting the school to move along the language continuum would have a positive impact on the skills of all pupils, in particular Welsh language skills, as it would enable all pupils to become fully bilingual in

Welsh and English. Operating as a single stream school would enable the school to target support across all phases of education more effectively.

12.2 Wellbeing and attitudes to learning

Supporting the school to move along the language continuum would mean that eventually, all pupils would receive a fully Welsh medium education. This would mean that all pupils would be taught together, ensuring improved cohesion across the school and impacting positively on pupil well-being.

In the secondary sector, classes are taught in English or in Welsh, however, class sizes are small and the school currently has to prioritise core subjects and this limits options available to pupils. Supporting the school to move along the language continuum would mean that eventually, all pupils would receive a fully Welsh-medium education. This would allow for more subjects to be offered through the medium of Welsh, increasing the opportunities for pupils to engage in learning that interests them, and this would also have a positive impact on pupil well-being.

12.3 Teaching and learning experiences

12.3.1 Quality of teaching

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

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

The proposed change would enable teachers to focus on delivering education in one language medium. It would allow for more subjects to be available through the Welsh language as there would no longer be a need to offer subjects in both languages.

12.3.2 The breadth, balance and appropriateness of the curriculum

It is anticipated that changing the school's language category would have a positive impact on the breadth, balance and appropriateness of the curriculum at the school. Should this be implemented, the school would no longer need to duplicate provision, which should have a positive impact on the curriculum

that could be provided, ensuring that the curriculum meets the requirements of the new curriculum for Wales, as outlined in 'Our National Mission'.

12.3.3 The provision of skills

It is anticipated that supporting the school to move along the language continuum would have a positive impact on the literacy skills of all pupils, through improved opportunities to share staff expertise and resources across all age ranges, and through the ability to target across all phases of education.

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

12.4 Care, support and guidance

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

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

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

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

12.5 Leadership and Management

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

It is anticipated that supporting the school to move along the language continuum would lead to improvements in terms of leadership and management at the school. The proposed change would help the school to establish a clear, strategic rationale for the curriculum in terms of its benefits for pupils in preparing them to learn throughout their lives and to play a full part in society. It would also support the extent to which leaders and

managers are purposeful and successful in meeting the national priority of providing purposeful opportunities for pupils to develop their Welsh language skills in formal and informal situations.

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

12.5.2 Professional learning

Supporting the school to move along the language continuum could provide improved professional learning opportunities for staff through greater opportunities for collaboration with other Welsh-medium schools across Wales.

12.5.3 Use of Resources

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

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

Ysgol Bro Caereinion is already an all-age school, which provides enhanced opportunities to support pupils belonging to vulnerable groups, by providing opportunities to provide continuity in the support provided to vulnerable pupils throughout their time in school. This would continue to be the case should the school move along the language continuum.

It is noted that should the school move along the language continuum, there could be a negative impact on pupils with ALN who are from families where very little or no Welsh is spoken. This would require the school to provide an enhanced level of support to these pupils in order to meet their needs.

12.7 Ability of the school/schools which are the subject of the proposals to deliver the full curriculum at the foundation phase and each key stage of education, including the quality of curriculum delivery and the extent to which the structure or size of the school is impacting on this

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

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

13. NEED FOR PLACES AND IMPACT ON ACCESSIBILITY OF SCHOOLS

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

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

It is possible that changing the school's language category could lead to a reduction in pupil numbers at the school should pupils from the local area choose to attend alternative English-medium providers.

However, it is also possible that changing the school's language category could lead to an increase in pupil numbers in the longer term, particularly in the secondary sector, as the school would be the only provider in the area offering full Welsh-medium secondary provision.

13.2 Is the alternative provision sufficient to meet existing and projected demand for schools of the same language category and (if relevant) designated religious character?

The intention would be to introduce the change in language category on a phased basis, starting with Reception and Year 7, with additional Trochi support provided to enable pupils currently accessing English-medium primary provision at the school to transfer to Welsh-medium provision. It is therefore anticipated that pupils would continue to attend Ysgol Bro Caereinion. There is sufficient capacity to accommodate the current existing and projected demand for the school.

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

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

The plan to introduce the proposed change to the school's language category on a phased basis would mean that pupils would continue to be able to

access the school, therefore there would be no impact on journeys to school or journey times for pupils, including SEN pupils.

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

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

There is currently no evidence of a need for additional places in the future, however it is possible that changing the school's language category could lead to an increase in the number of Welsh-medium primary pupils transferring to the school to access Welsh-medium secondary provision.

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

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

14. RESOURCING OF EDUCATION AND OTHER FINANCIAL IMPLICATIONS

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

The intention is to introduce the change on a phased basis starting with Reception and Year 7, and moving through the school each year as pupils move through the school. Trochi support would also be provided to enable pupils currently accessing English-medium primary provision to transfer to Welsh-medium provision. The intention is that all current pupils would continue to attend the school, therefore there would be no impact on surplus places.

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

14.2 Do the proposals form part of the local authority's Sustainable Communities for Learning programme and contribute to the delivery of sustainable schools for the 21st Century and to the better strategic management of the school estate?

The current plans in respect of Ysgol Bro Caereinion's language category are not part of the local authority's Sustainable Communities for Learning Investment Programme. However, the need for investment in Ysgol Bro Caereinion's buildings is recognised, particularly to support the school's strategic role as a provider of Welsh-medium secondary provision. This will be reflected in the Council's revised Strategic Outline Programme (SOP) for the Sustainable Communities for Learning Programme, which is due to be developed in 2023/24.

14.3 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 additional recurrent costs associated with changing the school's language category.

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

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

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

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

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

It is estimated that changing the school's language category would eventually result in annual revenue savings to the Council of £383k per annum once the school is fully single stream. This figure excludes general pupil number fluctuations over the 7-year period of phasing as these would be taken account of as part of the annual budget process. There would be a saving of £34k in the first year, and there would be further annual savings as the phasing takes place based on current pupil projections. Single-stream schools are a more cost effective delivery model.

It is not anticipated that there would be an impact on transport costs, and there would be no capital costs as a result of changing the school's language category.

Based on current assumptions around pupil numbers, the school could temporarily reduce by a class in the Primary phase for one year in the middle of the phasing and the formula funding would reflect this. As this would be a

temporary drop due purely to the pattern of pupil number changes (as currently projected) in each stream, it would seem reasonable that the school would not be expected to reduce teachers / classes, unless pupil number projections at that time showed a permanent reduction. It is proposed that transformation funding would be made available to support the school with this during that year, should the current pupil number projections be realised. This would need to be reviewed closer to the time to assess whether that additional support would still be required.

These savings are estimated based on current intake projections for both streams. The actual savings realised will be dependent on actual intakes each year and no estimates have been made in relation to an increase / decrease in intake each year. Costings have been based on the school maintaining the total projected intake (both streams) in 2025-26 for future years as the change is implemented.

14.7 Without the proposals, would the schools affected face budget deficits?

The current projections for the school show an estimated surplus of £103k carry forward at the end of 2023-24 financial year, decreasing to a projected deficit of (£635k) by 31 March 2027.

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

It is intended that any savings would be reinvested into the schools system. This will be a decision made as part of the authority's annual budget setting process.

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

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

15. OTHER GENERAL FACTORS

15.1 What impact will the proposals have on educational attainment among children from economically deprived backgrounds?

The Council's view is that implementation of the preferred option would not have a negative impact on the educational attainment of children from economically deprived backgrounds. Implementation of the proposal would mean that all pupils attending the school would be able to participate in a

fully bilingual curriculum from the beginning of their education, ensuring that they become fully bilingual in Welsh and English.

Implementation of the preferred option would also mean that pupils in the area would be able to access fully Welsh-medium secondary provision, which is not currently available. This would include any pupils from economically deprived backgrounds currently accessing Welsh-medium primary provision. This would ensure that they would be able to access more comprehensive Welsh-medium provision, which would enable them to retain and develop their Welsh language skills throughout their secondary education.

15.2 Any equality issues, including those identified through equality impact assessments

Supporting the school to move along the language continuum would have an impact on pupils belonging to the protected characteristic groups, however in the majority of cases, it is not anticipated that this would be a negative impact.

It is acknowledged that there may be concern about the impact of changing the school's language category on pupils with additional learning needs, however, the school would need to provide intensive and specialist support to these pupils to ensure that they weren't disadvantaged.

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

Ysgol Bro Caereinion is not subject to any trust or charitable interests which might be affected by the plans to change the school's language category.

16. SPECIFIC FACTORS IN THE CONSIDERATION OF PROPOSALS FOR THE CHANGE OF LANGUAGE MEDIUM

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

There is currently no dedicated Welsh-medium secondary provision in the area currently served by Ysgol Bro Caerenion and its feeder schools. Implementing the proposed change to the language category of Ysgol Bro Caereinion would ensure that this type of provision was available.

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

Should pupils not want to access Welsh-medium provision at Ysgol Bro Caereinion, there are other English-medium providers available in the area.

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

Changing the language category of Ysgol Bro Caereinion is fully aligned with the Council's Welsh in Education Strategic Plan (WESP) for 2022-32, and would make a significant contribution to implementation of the targets outlined in the WESP.

In particular, the WESP includes a commitment to 'Establish Welsh-medium secondary provision in at least 3 localities in Powys' and the following commitments:

'Complete the statutory processes required to provide access to secondary provision which meets the definition of the 'Welsh-medium' category in 2 further locations in Powys. This will focus on the newly established Ysgol Bro Caereinion and the Ysgol Calon Cymru area.'

The WESP also includes a commitment to 'Supporting dual-stream/English-medium primary schools to move along the language continuum so that they can provide Welsh-medium immersion education until the age of seven or eleven', and includes a commitment to developing more Welsh-medium provision in a number of catchment areas, including Llanfair Caereinion.

In addition, changing the school's language category would meet the Council's objective to 'Move schools along the language continuum' as outlined in the Strategy for Transforming Education in Powys.

17. SPECIFIC FACTORS TO BE TAKEN INTO ACCOUNT FOR PROPOSALS TO REORGANISE SECONDARY SCHOOLS OR TO ADD OR REMOVE SIXTH FORMS

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

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

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

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

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

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

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

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

In the short term, it is not anticipated that changing the school's language category would impact on the range of relevant courses and qualifications

available. However, the change would enable the school to operate more efficiently, as there would be no need to duplicate provision in Welsh and English. Eventually, it is anticipated that this would enable the school to offer an improved range of courses for pupils of all abilities.

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

17.5 The effect of proposals on 11-16 provision in schools

Should the proposal be implemented, provision would continue to be available for 11-16 year olds through the medium of Welsh. This would be introduced on a phased basis.

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

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

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

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

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

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

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

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

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

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

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18. CONCLUSION AND NEXT STEPS

Based on the options appraisal carried out and further consideration of the emerging preferred option against the factors outlined in the School Organisation Code, the preferred option is as follows:

To change the language of provision across the whole school to Welsh-medium

- Welsh-medium provision to be phased in gradually year by year, starting with Reception and Year 7 in September 2025
- Eventually, all pupils at the school would attend bilingual (Welsh-medium) provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

The reasons for this are:

- Would enable the school to operate more efficiently
- More opportunities could be offered through the medium of Welsh
- Increase in pupils studying through the medium of Welsh in the longer term
- Would provide access to designated Welsh-medium secondary provision
- Opportunity to attract more pupils from Welsh-medium primary schools in the area
- Meets the Council's Strategy for Transforming Education in Powys
- Would meet the aspirations of the Council's WESP
- Potential financial saving to the authority
- Would shorten the transition period to a new delivery model compared with some other options
- Limited impact on pupils currently accessing English-medium education at the school – current pupils would be able to continue to access this provision throughout the primary or secondary phase, depending on which year group they are in.
- Would enable the school to operate more efficiently more quickly
- Would allow time for any necessary staff development and professional learning to take place to support the change
- Would ensure that designated Welsh-medium provision is available more quickly, thus meeting the aspiration on the Council's WESP

It is recommended that a paper is considered by the Council's Cabinet, requesting approval to commence consultation on a proposal to move Ysgol Bro Caereinion along the language continuum to become a Welsh-medium school on a phased basis, starting with Reception and Year 7 in September 2025.

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Please read the accompanying guidance before completing the form.

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

Service Area	Schools Service	Head of Service	Lynette Lovell / Emma Palmer	Portfolio Holder	Clr Pete Roberts
Proposal	To change the language category of Ysgol Bro Caereinion to Welsh-medium.				
Outline Summary / Description of Proposal					
The Council intends to carry out consultation on the following proposal in order to move Ysgol Bro Caereinion along the language continuum over time:					
<ul style="list-style-type: none"> To make a regulated alteration to alter the medium of instruction at Ysgol Bro Caereinion from dual stream to Welsh-medium. This would be introduced on a phased basis, year-by-year, starting with Reception and Year 7 in September 2025. 					
This would mean that:					
<ul style="list-style-type: none"> English-medium provision would be phased out gradually year by year, starting with Reception and Year 7 in September 2025 – pupils would be taught in Welsh-medium classes and become fully bilingual i.e. fluent in both Welsh and English. Additional Welsh language support would be provided alongside the change e.g. Trochi provision, Welsh language training for staff. 					
Should this be implemented, the change would start to be phased in from September 2025.					

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

Version	Author	Date
1	Sarah Astley, Strategic Programme Manager, Transforming Education	29/08/23

2. Profile of savings delivery (if applicable)

2023-24	2024-25	2025-26	2026-27	2027-28	2028+
£	£	£	£	£	£

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
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Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Public consultation required	If approved by Cabinet, it is anticipated that consultation in accordance with the School Organisation Code would commence in October 2023 and the consultation stage of the process would be concluded by the end of December 2023.
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4. Impact on Other Service Areas

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

Adult Services	<input type="checkbox"/>	Education	<input checked="" type="checkbox"/>	Legal and Democratic Services	<input type="checkbox"/>
Children's Services	<input checked="" type="checkbox"/>	Finance	<input checked="" type="checkbox"/>	Property, Planning and Public Protection	<input type="checkbox"/>
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	<input type="checkbox"/>	Transformation and Communications	<input checked="" type="checkbox"/>
Digital Services	<input checked="" type="checkbox"/>	Housing and Community Development	<input type="checkbox"/>	Workforce and OD	<input checked="" type="checkbox"/>

Data Protection Impact Assessment

Would 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 would be required to complete, as a minimum, the screening questions on the data protection impact assessment.
For further advice please contact the Data Compliance Team.

4a Geographical Locations

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

Powys	<input type="checkbox"/>	Brecon	<input type="checkbox"/>	Llandrindod and Rhayader	<input type="checkbox"/>	Machynlleth	<input type="checkbox"/>
North	<input checked="" type="checkbox"/>	Builth and Llanwrtyd	<input type="checkbox"/>	Llanfair Caereinion	<input checked="" type="checkbox"/>	Newtown	<input type="checkbox"/>
Mid	<input type="checkbox"/>	Crickhowell	<input type="checkbox"/>	Llanfyllin	<input type="checkbox"/>	Welshpool and Montgomery	<input type="checkbox"/>
South	<input type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>	Llanidloes	<input type="checkbox"/>	Ystradgynlais	<input type="checkbox"/>
		Knighton and Presteigne	<input type="checkbox"/>				

5. 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 would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The proposal is to phase any change in the school's language category in over a number of years, starting with pupils in Reception and Year 7. Trochi provision would be provided alongside the change to enable pupils currently attending the school to continue to do so, so no additional transport should be required. However it is acknowledged that some pupils could choose to transfer to alternative English-medium schools, which could result in additional transport on the roads.</p> <p>It is anticipated that the proposal would lead to improved employment opportunities for all pupils in the area in the future, as all pupils would be fully bilingual in Welsh and English, and therefore able to take advantage of employment opportunities which require fluency in both languages.</p>	Good		Choose an item.
<p>A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>Implementation of the proposal would enable the school to operate more efficiently as a single stream school, improving its economic resilience.</p>	Neutral		Choose an item.

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A healthier Wales: A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017: Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	<p>In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. This could have a negative impact on people's well-being. It is also possible that there could be an impact on the well-being of some pupils during the transition period.</p> <p>Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p>	<p>Neutral</p>	<p>The proposal is to introduce the change on a phased basis, to minimise the impact on pupils currently attending the school.</p> <p>The proposal includes additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support.</p>	<p>Neutral</p>

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<p>In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p> <p>Following implementation of the proposal, there could be a negative impact on pupils moving to the area from outside the area / outside Wales. In particular, this could mean that secondary aged pupils moving to the area would attend English-medium provision in alternative locations, which would not support their integration into the community.</p>	<p>Neutral</p>	<p>Additional Welsh language support to be introduced at Ysgol Bro Caereinion alongside any change in language category e.g. Trochi, additional Welsh language support.</p> <p>Whilst this would ensure that primary aged pupils from outside the area would be able to attend the school, it is possible that this may not be suitable for older, secondary aged pupils.</p>	<p>Neutral</p>

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The integrated approach to support effective decision making



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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p> <p>Human Rights - is about being proactive (see guidance)</p> <p>UN Convention on the Rights of the Child: The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.</p>	<p>The proposal would ensure that all pupils accessing Ysgol Bro Caereinion in the future would develop bilingual skills in Welsh and English. Being fully bilingual in Welsh and English contributes to the cultural well-being of Wales, and would enable pupils to take part in local, national and global activities through the medium of Welsh and English.</p> <p>It is anticipated that implementation of the proposal would have a positive impact on the use of resources, as it would enable the school to operate more efficiently as a single stream school, and would enable resources to be focussed on delivering education through the medium of Welsh.</p> <p>Should the Cabinet agree to proceed, a consultation exercise would be carried out, which would include consultation with children and young people affected by the proposal, ensuring that all affected by the plans have the opportunity to give their views.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i></p>				

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><i>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i></p>	<p>The proposal is to change the school’s language category over time, so that eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English.</p> <p>As well as ensuring that all pupils are fully bilingual, this would ensure a fully Welsh-medium ethos, leading to enhanced opportunities to use the Welsh language throughout the school, and increased opportunities for participation in Welsh language extra-curricular activities and opportunities.</p> <p>Implementing the proposal would strengthen and broaden Welsh medium provision by improving the breadth of Welsh medium options at all key stages and ensuring stronger transition and progress for pupils. As a result, pupils would develop into fully bi-lingual pupils that would be better placed to support the local and national economic and community needs.</p> <p>As well as a full Welsh-medium curriculum, it is likely that establishing a Welsh-medium all-age school would result in increased opportunities for pupils to access Welsh language activities, including activities provided by the school and activities provided by other organisations e.g. Menter Maldwyn, the Urdd.</p> <p>Implementing the proposal would raise the profile of Welsh-medium education in the area, and create more fluent Welsh speakers who will be able to use</p>	<p>Very Good</p>		<p>Choose an item.</p>

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What would 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 language within the community, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050.			
Opportunities to promote the Welsh language	<p>The proposal is to change the school's language category over time, so that eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English. This would lead to enhanced opportunities to promote the Welsh language within the school and beyond, for example through the 'Siartr Iaith' (Welsh Language Charter) and through improved opportunities to provide Welsh language cluster activities.</p> <p>As well as a full Welsh-medium curriculum, it is likely that establishing a Welsh-medium all-age school would also result in increased opportunities for pupils to access Welsh language activities, including activities provided by the school and activities provided by other organisations e.g. Menter Maldwyn, the Urdd.</p>	Very Good		Choose an item.
People are encouraged to do sport, art and recreation.	It is not anticipated that the proposal would impact on opportunities to take part in sport, art and recreation.	Neutral		Choose an item.
<p>A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).</p>				

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<i>Age</i>	<p>The proposal would provide improved opportunities for all pupils at Ysgol Bro Caereinion regardless of their age, including the opportunity for all pupils to become fully bilingual in Welsh and English.</p> <p>Initially the proposal would mainly impact younger pupils as the intention is that the change would be phased in, starting with Reception aged pupils.</p>	Neutral		Choose an item.
<i>Disability</i>	<p>The proposal would provide improved opportunities for all pupils at Ysgol Bro Caereinion, including any pupils with disabilities. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.</p> <p>There may be concerns regarding the impact of the proposal on pupils with ALN.</p>	Neutral	The school to provide enhanced support to pupils with ALN as needed in order to meet their needs.	Neutral
<i>Gender reassignment</i>	No impact	Neutral		Choose an item.
<i>Marriage or civil partnership</i>	No impact	Neutral		Choose an item.
<i>Race</i>	The proposal would provide improved opportunities for all pupils at Ysgol Bro Caereinion, regardless of their race. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<i>Religion or belief</i>	The proposal would provide improved opportunities for all pupils at Ysgol Bro Caereinion, regardless of their religion or belief. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		Choose an item.
<i>Sex</i>	The proposal would provide improved opportunities for all pupils at Ysgol Bro Caereinion, regardless of their sex. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		Choose an item.
<i>Sexual Orientation</i>	The proposal would provide improved opportunities for all pupils at Ysgol Bro Caereinion, regardless of their sexual orientation. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		Choose an item.
<i>Pregnancy and Maternity</i>	No impact	Neutral		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<i>Socio-economic duty</i>	<p>The proposal would provide improved opportunities for all pupils at Ysgol Bro Caereinion, including any learners from economically disadvantaged backgrounds. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.</p> <p>It is anticipated that the proposal would lead to improved employment opportunities for all pupils in the area in the future, as all pupils would be fully bilingual in Welsh and English, and therefore able to take advantage of employment opportunities which require Welsh language skills.</p>	Neutral		Neutral

Source of Outline Evidence to support judgements

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

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What would 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
Sustainable Development Principle (5 ways of working)				
Page 210 Long Term: <i>Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</i>	The proposal would provide a more sustainable model of delivering education in Llanfair Caereinion, which would enable the school to operate more efficiently through not having to duplicate provision. As a single language school, there would be no need for the school to duplicate provision in two languages, which would also ensure effective use of resources in the long term.	Good		Choose an item.
	Collaboration: <i>Working with others in a collaborative way to find shared sustainable solutions.</i>	Should Cabinet agree to implement the proposals in the Council would work in collaboration with key stakeholders associated with the current school, and external partners such as Mudiad Meithrin, Menter Maldwyn, the Urdd to transition to the new delivery model.	Neutral	

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Involvement (including Communication and Engagement): <i>Involving a diversity of the population in the decisions that affect them including:</i></p> <p>Unpaid Carers: <i>Ensuring that unpaid carers views are sought and taken into account</i></p>	<p>Engagement with representatives of the school have taken place when developing this proposal.</p> <p>Should Cabinet proceed with the recommendation, full consultation would be carried out with stakeholders in accordance with the School Organisation Code, which would ensure the opportunity for all interested parties to give their views. The findings of this exercise would be reported to Cabinet and would be taken into consideration when determining how to proceed. This impact assessment would be updated throughout the process to reflect any feedback received.</p> <p>All stakeholders would have the opportunity to give their views as part of this process, this would include any unpaid carers in the area.</p>	Good		Choose an item.
<p>Prevention: <i>Understanding the root causes of issues to prevent them from occurring including:</i></p> <p>Safeguarding: <i>Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</i></p>	<p>The proposal would provide a more sustainable model of delivering education in Llanfair Caereinion, which would enable the school to operate more efficiently through not having to duplicate provision.</p> <p>It is not anticipated that there would be an impact on safeguarding arrangements.</p>	Good		Choose an item.
<p>Integration: <i>Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.</i></p>	<p>An integrated approach would be taken in order to implement the proposal, which would include other Council service areas and other partners as required.</p>	Neutral		Choose an item.

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Powys County Council Workforce: What Impact would this change have on the Workforce?</p>	<p>Implementation of the preferred way forward would have a positive impact on Welsh-medium staff by enabling them to work in a fully Welsh-medium environment.</p> <p>As the change in language category is phased in across the school, there may be an impact on school staff who cannot work through the medium of Welsh.</p> <p>If the proposal was implemented, Welsh would be the primary, main language of the school. It is anticipated that this this would support the development of a fully Welsh ethos across the school.</p> <p>Implementing the proposal may have an additional impact on Council staffing services such as Children’s Services, Catering, Payroll, ALN as there would be an expectation for services to be provided in Welsh. This would have a positive impact on opportunities for Council staff to use the Welsh language.</p>	<p>Neutral</p>	<p>The Council will work with the school to support staff to develop their language skills.</p>	<p>Neutral</p>
<p>Payroll: How would this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?</p>	<p>The proposal complies with Powys CC’s Single Status Terms and Conditions. The proposal would have no impact on PCC staff salaries/enhanced payments.</p>	<p>Neutral</p>		<p>Choose an item.</p>

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What would 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
Welsh Language impact on staff	<p>Implementation of the preferred way forward would have a positive impact on Welsh-medium staff by enabling them to work in a fully Welsh-medium environment.</p> <p>As the change in language category is phased in across the school, there may be an impact on school staff who cannot work through the medium of Welsh.</p> <p>If the proposal was implemented, Welsh would be the primary, main language of the school. It is anticipated that this this would support the development of a fully Welsh ethos across the school.</p> <p>Implementing the proposal may have an additional impact on Council staffing services such as Children’s Services, Catering, Payroll, ALN as there would be an expectation for services to be provided in Welsh. This would have a positive impact on opportunities for Council staff to use the Welsh language.</p>	Good		Choose an item.
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?	No impact	Neutral		Choose an item.
Source of Outline Evidence to support judgements				

7. 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 would be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> See impact definitions in guidance document	Source of Outline Evidence to support judgement
	<p>In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p> <p>Following implementation of the proposal, there could be a negative impact on pupils moving to the area from outside the area / outside Wales. In particular, this could mean that secondary aged pupils moving to the area would attend English-medium provision in alternative locations, which would not support their integration into the community.</p>	Moderate	<p>The proposal includes additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support.</p> <p>However, this support may not be suitable for older, secondary school aged pupils.</p> <p>The benefits of a bilingual education will need to be explained carefully to the community.</p>	Minor	

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

Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Risk that pupil numbers at Ysgol Bro Caereinion could reduce if parents choose not to send their children to Ysgol Bro Caereinion if they preferred an English-medium provision, which could have an impact on the school's budget and increase surplus places.	Medium	A promotional campaign is required to help parents understand the benefits of a bilingual education, and the support available to them e.g. Trochi	Low
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9. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:	
<p>The draft impact assessment indicates that the impact of the proposal is positive overall. The proposal would eventually provide a more sustainable model for delivering education in Ysgol Bro Caereinion, ensuring that all pupils are fully bilingual in Welsh and English when they leave the school. The proposal is to change the school's language category over time, which would minimise the impact on pupils currently attending Ysgol Bro Caereinion, but would also ensure that, eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English. This would lead to enhanced opportunities to promote the Welsh language within the school and within the community and would provide those pupils with bilingual skills to take into the workplace.</p>		

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

What additional evidence and data has informed the development of your proposal?
Stakeholder engagement with representatives from the school

11. On-going monitoring arrangements?

What arrangements would be put in place to monitor the impact over time?
The Transforming Education Programme Board would continue to monitor impact over time.
Please state when this Impact Assessment would be reviewed.
The impact assessment would be reviewed at each stage of the process.

12. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Astley / Marianne Evans		29/08/2023
Head of Service:	Lynette Lovell / Emma Palmer		
Portfolio Holder:	ClIr Pete Roberts		

14. Governance

Decision to be made by	Cabinet	Date required	26 September 2023
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FORM ENDS

DRAFT

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Learning and Skills Scrutiny Committee
Forward Work Programme 2023

2023

Date and Time	Type and Detail	Notes
Jan 18-01-23 11:00 – 12:00	Pre-Meeting Catchment Review – Admissions	
18-01-23 14.00 – 16.30	Committee - Public Well-Being Assessment – relevant sections New CIP – relevant sections for scrutiny Catchment Review – Admissions Schools Funding Formula Performance and Risk Q3 All Heads of Service Finance All Heads of Service	
Jan	Work Programming	
Jan	Pre-Meeting	
30-01-23 10.00 – 12.30	Committee - Public Budget Scrutiny	
Feb	Pre-Meeting (if required)	
10-02-23 14.00 – 16.30	Committee - Public School Transport	
27/02/23 – 06/03/23	Virtual Scrutiny – Ysgol y Cribarth	
15/03/23 14.00 – 16.30	Closed session: – Self-Assessment	Committee members only, face to face / hybrid
29-03-23 14.00 – 16.30	Committee - Public Mid Wales Education Partnership – Business Plan Regional Skills Partnership	Anwen Orrells & Lynette Lovell to attend. Aggie Caesar-Homden Nigel Brinn, Diane Reynolds and Nicola Williams

Learning and Skills Scrutiny Committee
Forward Work Programme 2023

Date and Time	Type and Detail	Notes
	Appoint 2 Members to the joint Working Group on Leisure.	Chair
Mid – May (1.5hrs)	Closed session: – Self-Assessment Feedback	Committee members only
30-05-23 14:00-15:00	PRE-MEET	
31-05-23 14.00 – 16.30	Committee - Public AGM – Electing Vice Chair Closed Workshop Finance – Benchmarking tool School Improvement Guidance School Self-Evaluation Processes	Nancy Owen Eurig Towns Eurig Towns
21/06/23 pm	Music Plan School Budgets (b/fwd at request of Committee)	Lynsey McGrohan Jane Thomas / Mari Thomas
June 29/06/23 16:00-17:00	(pre-meet slot) Confidential Committee Briefing – School Energy Efficiency Criteria	Nigel Brinn / Lynette Lovell
19-07-23 14.00 – 16.30	Committee - Public ALN Youth Strategy	Simon Anderson Helen Quarrell
11 th Sept	Pre-meet committee members	
Sept 13/09 2pm -5pm	Performance and Risk Q1 (between 12/09 & prior to cabinet 19/09) (max1/2hr) Update on Early Years Provision (max1/2hr) Curriculum for Wales (max 1/2hr) Secondary Schools Improvement Strategy Progression and Learning (max 1hr) Estyn Letter update incl. Admissions Code / Capacity (max 1/2hr)	James Langridge – Thomas Eurig Towns Lynette Lovell / Georgie Bevan Cressy Murphy Lynette Lovell / Georgie Bevan

Learning and Skills Scrutiny Committee
Forward Work Programme 2023

Date and Time	Type and Detail	Notes
Sept 18 th 10am	PRE-MEET – committee members	
20-09-23 14.00 – 16.30	Committee - Public Schools Transformation (2hrs)	Marianne Evans
Oct	PRE-MEET	
01-11-23 14.00 – 16.30	Committee - Public Finance - School Budgets Progression and Learning (Incl. LA level verified exam data) Post 16 WESP Update	Mari Thomas / Jane Thomas TBC Chris James /Francesca Sandwell Georgie Bevan
Dec	PRE-MEET	
13-12-23 14.00 – 16.30	Committee - Public Cluster Business Support Model – Closed Workshop – DATE TO BE CONFIRMED	

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