



Dyfodol Powys Future Powys

Review of Sixth Form Provision in Powys

Stage 1 Report

July 2019



1. Policy Context

The Corporate Improvement Plan Vision 2025 includes the following commitments as part of the Learning and Skills Priority:

'We will develop a highly skilled workforce, where skills match the needs of the local economy, by:

- *Taking action to develop a new county-wide sixth form delivery model with an attractive and broad ranging academic and vocational curriculum by 2020*
- *Forging stronger and more accessible further and higher education provision in partnership with providers'*

And also:

'We will implement our new School Organisation Policy and Delivery Plan to develop a more efficient schools network, with a greater focus on working in partnership with schools and the communities they serve. The Delivery Plan will focus on improving secondary and post-16 provision, primary provision and Welsh-medium/bilingual provision'.

The School Organisation Delivery Plan includes the following commitment:

- *To develop a sustainable model for post-16 education*

2. Scope of the review

Stage 1 of this review focuses on post-16 provision in Powys' mainstream schools – it does not take into account the wider post-16 network which includes NPTC Group of Colleges and other providers.

The authority is currently carrying out an ALN Transformation Programme to ensure that it can meet the needs of all learners, and recognises both the complexity and diversity of need in post-16 provision for learners with additional learning needs. As a result, a specific work stream within the ALN Transformation Programme is currently considering post-16 for learners with ALN and the findings will be presented in a separate report. Any future

developments that arise from this will be taken forward in parallel with the review of mainstream post-16 provision.

The stages of the review are as follows:

Stage 1	Case for Change and initial recommendations	July 2019
Stage 2	Engagement exercise – to shape the future of sixth form provision in Powys	Autumn Term 2019
Stage 3	Report and Business Case to Cabinet with final recommendations	Spring Term 2020

3. Our ambition for post-16 provision in Powys – Key Principles

At the heart of this review is the ambition to develop a skilled and well-educated workforce by providing outstanding 16-18 education with a breadth of opportunities. These young people will provide the skilled adults employers are seeking and will underpin the growth of employment opportunities, the economy and wealth in the local economy.

Generally, sixth form provision in Powys is held in high-regard by schools and their communities, and there are a number of positive aspects to the current system:

- Tradition of positive collaboration between all providers
- Forward looking sector – a lot of innovation goes on in sixth forms
- Accessibility - local access to sixth form provision
- Excellent pastoral care – caring environments
- Sixth formers are able to be role models for younger pupils
- Teachers have the opportunity to teach specialist subjects at A level

A number of reviews and discussions about the sustainability of Powys' sixth forms has taken place over the years, and many arguments have been put forward about the

additional value that a sixth form gives a school. Most of Powys' learners leave sixth forms and enter into higher education, and progress successfully along that pathway.

However, the sixth form system in Powys is facing significant challenges and these have been increasing over a number of years, to the point where there is a growing acceptance that the current sixth form system is possibly unsustainable in its current form – both financially and educationally. The contributing factors are simple but inter-linked: falling learner numbers leading to decrease in funding leading to constraints on curriculum choice.

In discussion with Powys' secondary headteachers as part of this review, it was agreed that,, in order to provide the best for the young people in Powys, there should be a post-16 system that is based on the following key principles:

- a curriculum responsive to learners' and employers' needs
- high quality teaching and learning experiences
- choice – flexible and inclusive
- sustainability in the longer term
- the ability to minimise learner travel
- inclusivity including language
- access to a broad range of subjects, including facilitating subjects

4. The Case for Change

4.1 Description of the current situation

Powys has twelve mainstream schools providing secondary education, with sixth forms delivered from eleven sites to around a thousand learners. The authority's three special schools also have sixth forms. The schools provide learning programmes that generally include AS/A levels, the Welsh Baccalaureate and some BTEC subjects as well. Welsh-medium subjects are available at four sixth forms.

In order to be able to provide the broadest offer of subjects, the authority operates a collaborative post-16 partnership between schools – the North Powys Post-16 Partnership and the South Powys Post-16 Partnership. The local further education provider, NPTC Group of Colleges, are part of these partnerships and offer a range of vocational subjects at their two campuses in Newtown and Brecon.

The success of the partnership approach is testament to the positive collaboration between schools, the authority and the college. Both partnerships have a shared timetable and learners are able to choose from a range of subjects that are delivered across the partnership and they can travel to other schools or the college to study subjects. The authority provides transport for learners to travel between schools/college – the cost of this is approximately £200k per year.

Over the last year, the authority has introduced subjects that are taught through digital learning, which enable learners to access subjects through technology, rather than having to travel.

In terms of educational standards, although improvements were evident on the previous year's results, standards remain as adequate. The number of WJEC A-levels taken in Powys schools has decreased from 1,111 in 2017 to 1,045 in 2018 which represents a fall of approximately 6%. The number of A-level candidates in Powys has fallen from 624 to 519 between 2013 and 2018.

In 2017-18, more than 20% of A-level candidates achieved the highest grades A*-A, however, this remains significantly below the Wales average of 26.3%. More than 75% of students achieved grades A*-C and this is close to the Wales average of 76.3%. Almost all students that took a WJEC A-level obtained grades A*-E (97.2%). This overall pass rate is similar to that for Wales of 97.4%.

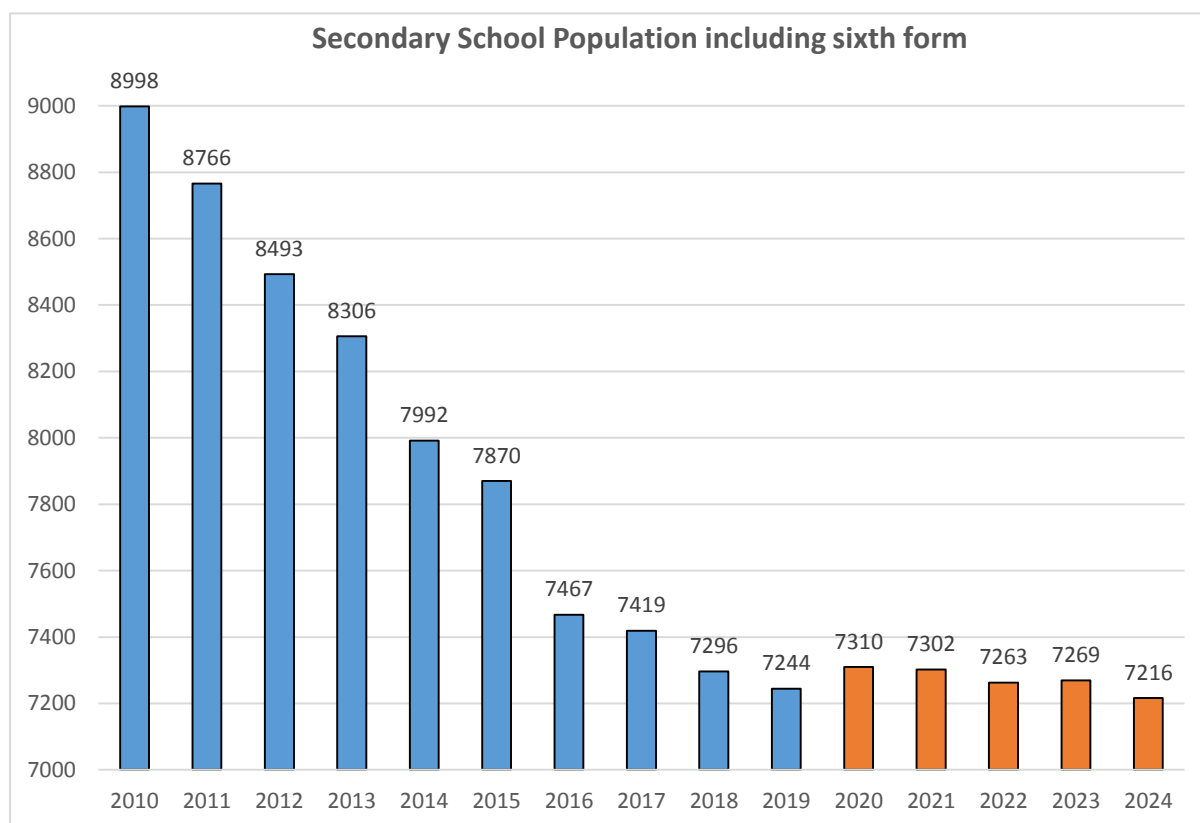
The average wider point score at key stage 5 was 734 in 2017-2018. This is a decrease from 804.0 over the last two years. Powys' average wider point score is now lower than the national average of 740. Factors that contribute to this reduction are the falling number of students taking A level courses, the availability of A level courses across multiple sites in both North and South Powys & the increased number of students accessing A Level provision out of county, approximately 200 in 2017-18.

4.2 Key Challenges

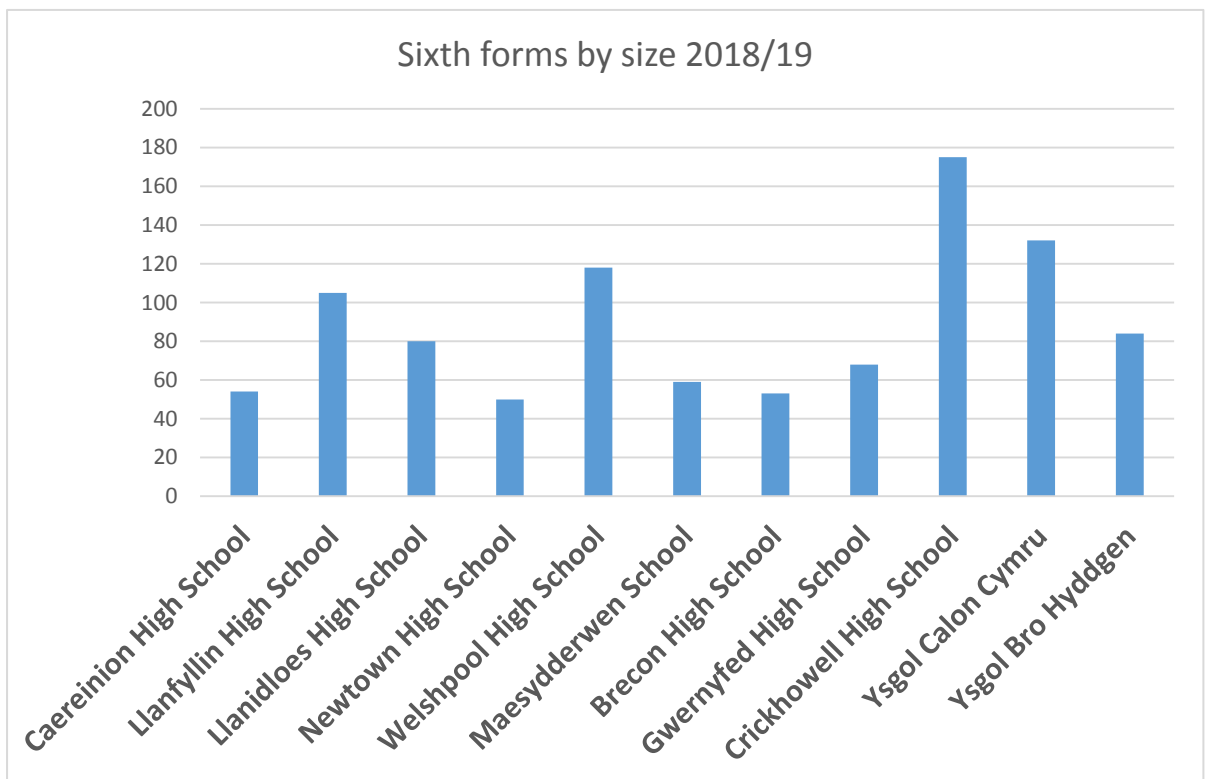
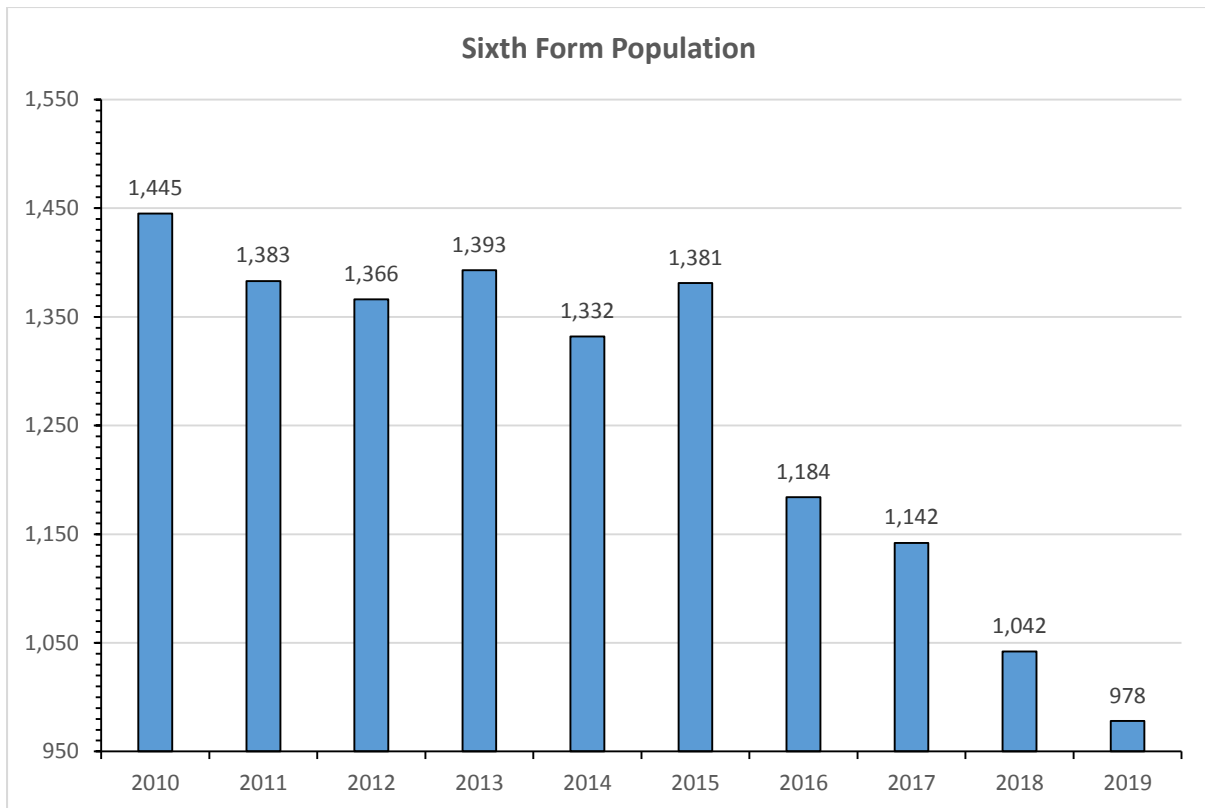
4.2.1 Decreasing learner numbers

This review is set in the context of recent demographic changes in Powys which has seen a significant education in secondary school pupil numbers over the last ten years, a trend that is also reflected in the sixth form population as well. There are some exceptions, most notably Crickhowell High School, where the school has seen an increase in the number of pupils on roll and in the sixth form, generally all schools have seen a decline.

The following tables show the impact of falling pupil numbers over the last ten years¹:



¹ PLASC 2019



The following table shows the sixth form population changes over the last ten years at each school:

School Name	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Caereinion High School	84	98	107	95	88	83	66	71	61	54
Llanfyllin High School	197	193	173	176	186	200	147	160	144	105
Llanidloes High School	126	123	117	116	104	97	75	59	60	80
Newtown High School	155	142	148	139	97	108	100	89	65	50
Welshpool High School	185	177	155	168	170	192	163	148	128	118
Maesydderwen School	85	77	64	59	69	57	60	60	80	59
Brecon High School	125	119	127	114	96	89	83	71	57	53
Gwernyfed High School	85	75	70	87	83	82	79	60	57	68
Crickhowell High School	130	132	158	188	188	185	169	188	180	175
Ysgol Calon Cymru	218	198	197	188	178	223	178	174	133	132
Ysgol Bro Hyddgen	55	49	50	63	73	65	64	62	77	84
Powys Totals	1,445	1,383	1,366	1,393	1,332	1,381	1,184	1,142	1,042	978
Powys Average	120	115	114	116	111	115	99	95	87	82

The average retention rate into sixth forms in Powys from Year 11 to 12 is 43% over the last four years, a drop of 7% since 2010.

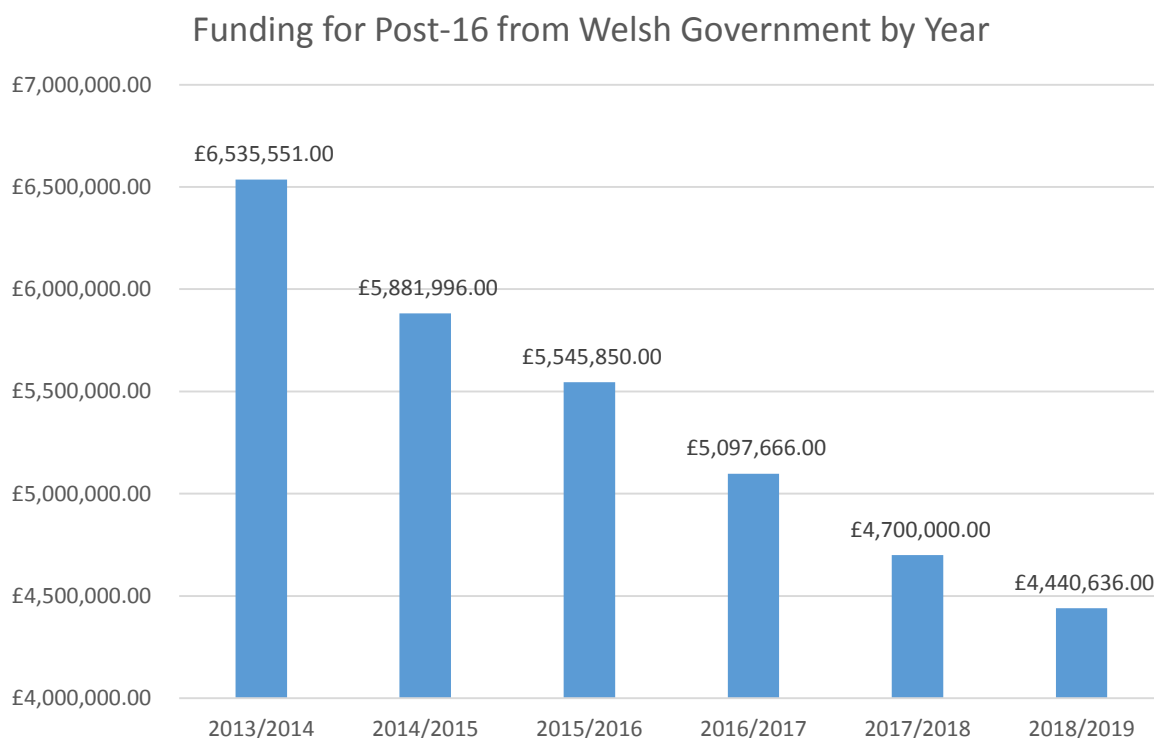
School Name	Retention (staying-on) rate	
	Yr11-12	Yr12-13
Caereinion High School	37.3%	88.0%
Llanfyllin High School	55.3%	86.8%
Llanidloes High School	39.3%	78.4%
Newtown High School	19.8%	73.7%
Welshpool High School	48.7%	78.9%
Ysgol Maesydderwen	38.8%	98.7%
Brecon High School	33.3%	79.3%
Gwernyfed High School	44.9%	82.3%
Crickhowell High School	83.8%	88.1%
Ysgol Calon Cymru	46.1%	72.4%
Ysgol Bro Hyddgen	77.8%	85.5%

Throughout Wales, there has been a reduction in the retention rate into Year 12, but Powys has seen the third highest reduction from amongst the 22 local authorities. The table below shows the national staying-on rate from Year 11 into Year 12 for 2016/17.

Local Authority	2016	2017	Change
Anglesey	48.2	46.6	-1.6
Gwynedd	34.7	37.4	2.7
Conwy	59.6	57.4	-2.2
Denbighshire	45.4	41.7	-3.7
Flintshire	40.3	35.7	-4.6
Wrexham	17.3	16.1	-1.2
Powys	46	41.3	-4.7
Ceredigion	64	67.5	3.5
Pembrokeshire	45.5	31	-14.5
Carmarthen	41.9	42.9	1
Swansea	30.1	30.2	0.1
NPT	15.1	16.6	1.5
Bridgend	60.9	56.5	-4.4
Vale of Glamorgan	60	56.3	-3.7
Rhondda	58.6	52.4	-6.2
Merthyr	6.4	4.2	-2.2
Caerphilly	30.7	29.4	-1.3
Blaenau Gwent	4.4	2.9	-1.5
Torfaen	40.8	42.7	1.9
Monmouthshire	58.4	59.6	1.2
Newport	54.7	53.3	-1.4
Cardiff	51.5	50	-1.5
Average	41.6	39.6	-1.9

4.2.2 Financial challenges

Sixth forms in Wales are funded via an annual grant from the Welsh Government to local authorities. As this grant is based on learner numbers, Powys has seen a year-on-year reduction due to its declining learner population, which in turn leads to a decrease in the number of subjects that can be offered. The following table shows the level of funding received over the last five years.



Welsh Government post-16 grant 2018/19	£4,400,363.00
Top-up to meet difference funded from base budget	£140,714
Funding allocated to schools 2018/19	£4,581,350.00

The authority distributes the grant to schools via a formula where funding is provided to each school to deliver a specific number of courses. This formula has been in place since 2012 and enables the Post-16 Partnerships to operate within the available funds. Schools are funded £12,950 per course. The table overleaf illustrates the settlement for each school

for 2018/19 and number of courses funded. The table also shows how many courses are actually provided in schools – this shows that all schools are delivering more courses than are funded from the post-16 allocation.

The number of funded courses has decreased over the years from 191 in 2012 to 161 in 2018/19. However, schools are able to offer more courses themselves by utilising their delegated budget, which has an impact on the funding available for pre-16 provision i.e. pre-16 funding subsidising post-16.

School	No. of funded courses Y13	No. of courses delivered
Brecon High School	10	12
Ysgol Calon Cymru	22	27
Gwernyfed High School	10	13
Ysgol Maesydderwen	12	17
Crickhowell High School	22	27
Ysgol Uwchradd Caereinion	12	15
Llanfyllin High School	21	29
Llanidloes High School	10	19
Ysgol Bro Hyddgen	12	27
Newtown High School	10	20
Welshpool High School	20	22
Total	161 unded courses (from post-16 grant)	228 non-funded courses (from post-16 grant)

Over recent years, there has been an increase in the number of pupils travelling to providers outside Powys to study AS/A level provision, especially to Shrewsbury Sixth Form College and Herefordshire Sixth Form College. The data in the table below has been sourced directly from the providers:

Provider	No. of learners who are Powys residents in attendance
Shrewsbury Sixth Form College	251
Hereford Arts College	23
Cardiff and Vale College	16
Christ College Brecon	43
The Marches School, Oswestry	11
Reaseheath College	30
Hereford Sixth Form College	tbc
Merthyr College	tbc
NPTC – Neath Campus	tbc
Coleg Cambria - Llysfasi	47
Current Total	421
Estimated Total	500

The authority carried out a survey of learners views about post-16 provision this year, and, although the sample was small, those that attend out-of-county providers were asked for their reasons for choosing to do so which include the following:

- There was nothing that would have encouraged me to stay;
- The course was not available in Powys;
- Higher standards than in Powys schools;
- I dislike intra-day travel.

This out-of-county exodus means that the authority is losing out on at least £1.4m in funding (based on the 421 already known to be attending out-of-county providers), which equates to around a 114 courses.

Another contributing factor has been the changes to the Welsh Government 14-19 Grant. For a number of years in Powys this grant provided a source of funds to pay for the transport costs incurred when learners travel to study subjects offered in collaboration between

schools and/or the college. The 14-19 grant has now been merged into the Education Improvement Grant ('EIG') and has reduced significantly from the original grant. The inter-school transport was historically funded from the 14 – 19 grant, but has now transferred into the core transport budget – the expenditure is approximately £240k per year.

4.2.3 Sustainability of the curriculum offer

The decreasing learner numbers and subsequent decrease in funding has an impact on the curriculum that can be offered across Powys. Through the Learning and Skills Measure (Wales) 2014, Welsh Government regulates the number of subject choices that should be made available to learners aged 16-18 in mainstream secondary schools and further education colleges in Wales. Currently the legislative requirement is that every learner aged between 16 and 18 should have an offer of 30 'level 3' subjects (A/AS level and equivalents such as BTECs), including 5 vocational subjects.

In order to meet this statutory requirement, the authority has been operating a North and South Powys Post-16 Partnership for a number of years, where schools collaborate to provide a joint timetable. Learners can choose to study a subject at more than once school, and the authority funds the inter-school transport – the cost of this in 2017/18 was £240k, which is in addition to the authority's home-to-school transport budget. The authority does not fund learners to travel to out-of-county providers unless the subject they are studying is not available within Powys. Most learners travelling to Shrewsbury Sixth Form College and Hereford Sixth Form College fund their own transport.

Whilst the authority meets the requirement of the Measure through collaboration, difficult decisions have had to be made over the years as funding has decreased – schools have worked very hard to maintain a core provision, but a number of minority subjects are no longer being provided. Another constraining factor for learners is that they may not be able to choose their preferred combination of subjects due to timetabling clashes. Larger providers such as sixth form colleges are not only able to offer more subjects, learners are not as constrained in choosing their combination of subjects – this is an attractive factor for some learners.

The authority's view is that the optimum size of a sixth form should be 180 learners across both year groups with an average class size of 12. This is based on the need to deliver the statutory requirements of the Learning and Skills Measure where sixth forms are able to deliver 25 subjects to meet the Measure without a need for inter-school collaboration with 5 vocational subjects delivered by other providers.

Each learner, over a two year period, studies an average of 3.5 subjects (4 AS in Year 12, 3 A Levels in Year 13):

- On an average class size of 12, the size of a sixth form (Years 12 & 13) would be 180
- On an average class size of 15, the size of a sixth form (Years 12 & 13) would be 220.

Across Wales, the average class size in the post-16 schools sector is around 11 or 12 with, in some centres, a significant number of classes well below this. By contrast, larger sixth-form centres and colleges will see average class sizes of 18 or more. When set against the Welsh Government funding mechanisms, it can be seen that smaller institutions cannot afford to offer a broad range of subjects without experiencing financial difficulties.

The average sixth form class size in Powys is 9. The proportion of small teaching groups increases as the size of a sixth form decreases. This is not a cost-effective delivery model but schools manage the situation in a variety of ways, such as combining year groups for certain modules, or, in dual-stream schools, combining the streams and teaching bilingually.

The following table shows the number of learners studying specific subjects this year across the county and the number of sixth forms that are delivering the subject.

Subject	Y12	Y13	Number of sixth forms delivering subject
Art and Design	59	40	9
Biology	138	103	10
Business Studies	74	54	6
Chemistry	85	72	10
Computer Science	9	6	2
Cymraeg Mamiath	8	10	2
Cymraeg Ail Iaith	1	2	1
Design and Technology	37	25	8
Daearyddiaeth	14	17	2
Drama and Theatre Studies	28	32	7
English Literature and Language	96	87	10
French, German and Spanish	16	24	5
Geography	87	70	10
Hanes	4	7	2
Health and Social Care	55	46	7
History	104	91	10
ICT	49	54	6
Law	31	12	2
Maths and Further Maths	162	109	10
Media Studies	39	31	6
Music	11	16	6
Music Technology	3	7	2
PE and Sport	89	41	7
Photography	16	9	4
Physics	81	53	9
Politics	6	7	1
PSE	167	106	3
Psychology	83	49	5
Religious Education	55	23	3
Sociology	19	5	1
WBQ	529	518	All

4.2.4 Sustainability of Welsh-medium curriculum offer

There are six dual-stream secondary schools, although only four of these schools offer Welsh-medium subjects in the sixth form – Ysgol Bro Hyddgen, Caereinion High School, Llanfyllin High School and Ysgol Calon Cymru. The current situation for Welsh-medium provision does not meet the authority’s key priority as outlined in its Welsh in Education Strategic Plan of

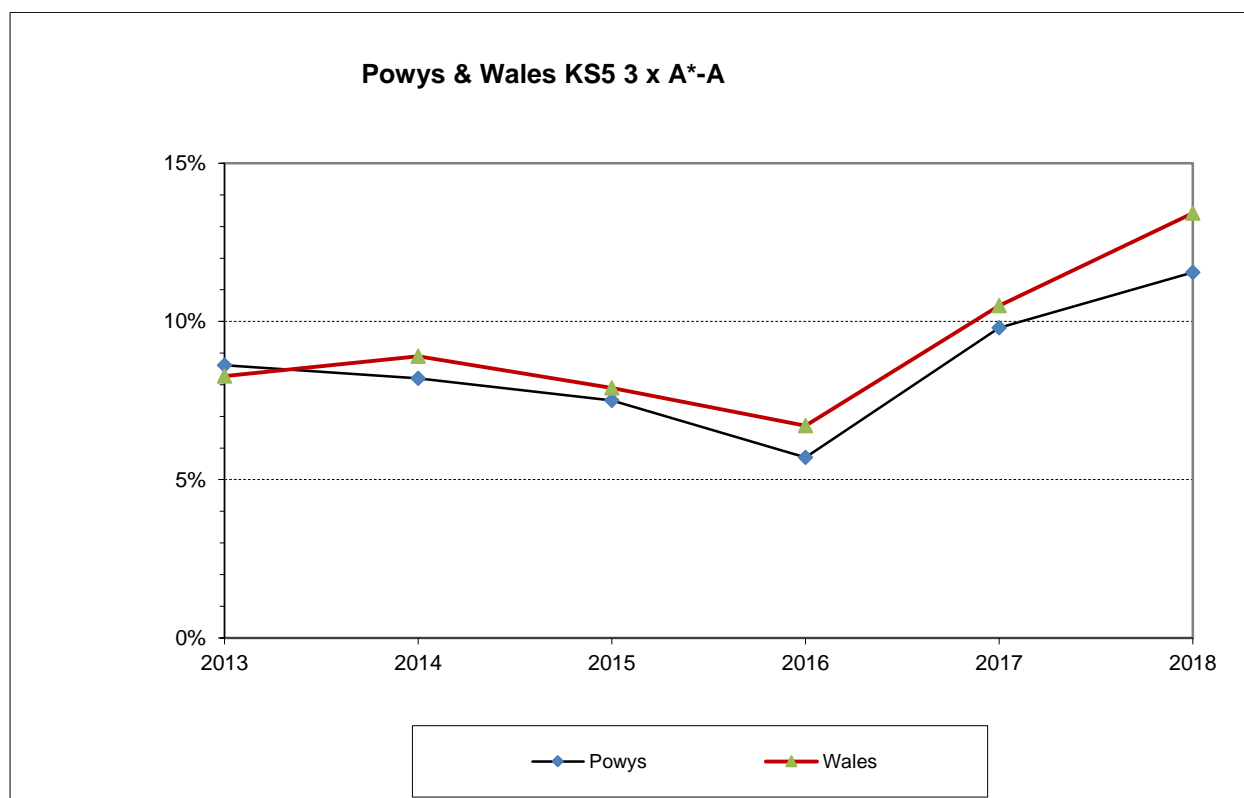
providing equality of provision. Learners who wish to access Welsh-medium provision are limited to a very narrow curriculum choice.

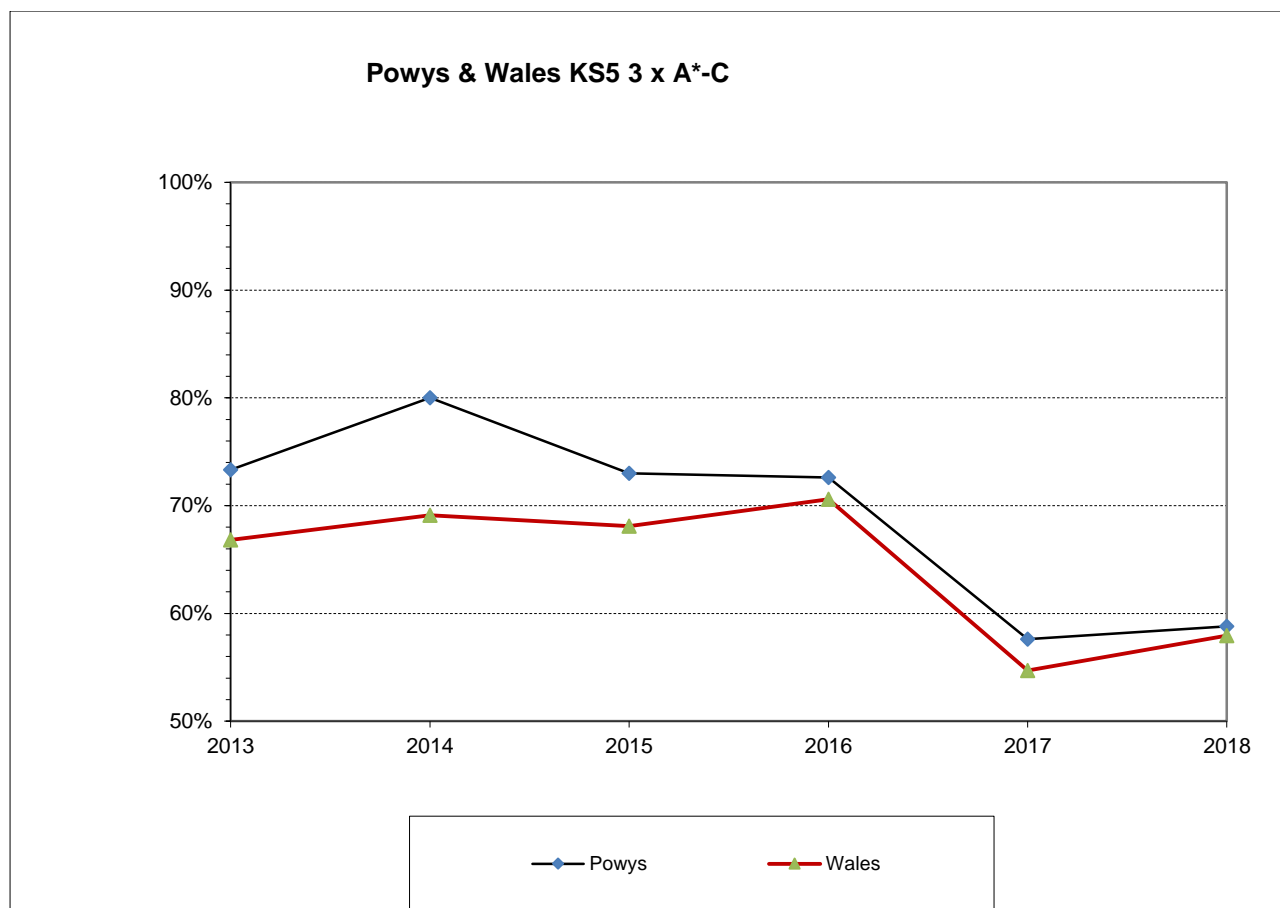
In 2018, there were 145 Welsh-medium A/AS exam entries – to put this into context, there were 3850 English- medium exam entries.

Ysgol Bro Hyddgen has an established partnership with Ysgol Gyfun Penweddig in Aberystwyth where sixth form subjects are shared between the two schools and learners travel between the sites. This has enabled Ysgol Bro Hyddgen to provide more subjects through the medium of Welsh, and the school has recently seen its sixth form numbers increase.

4.2.5 Impact on standards and outcomes

It is not clear if the challenges outlined above have an impact on standards and outcomes in sixth forms, and outcomes vary on a school by school basis. However, on a county wide basis, as stated in section 4.1, there is a need to improve standards at key stage 5.





In this context, it should be noted that larger schools/sixth forms will have larger departmental teams and thereby greater experience to draw upon than in smaller sixth forms and this is a factor that needs to be taken into account in relation to size of provision and standards of performance. Smaller settings may only have one or two staff to draw upon compared to the greater pool of expertise in larger settings. The impact of staff illness or loss of staff is another factor to consider with regard to the size and resilience of a sixth form.

4.3 The views of learners

In order to understand how learners view post-16 provision in Powys, the authority carried out a survey earlier this year. Young people between the ages of 11 and 19 (inclusive) were invited to complete a survey on their attitudes towards education and work once they finish compulsory education. The survey ran online between March 6th 2019 and April 7th, 2019 and 753 responses were received.

From the responses received, it is clear that the majority of pupils in years 7 – 11 in Powys schools expect to join a sixth form following the end of their compulsory education. Following this, pupils said that they intend to continue their education in England, with the third highest group stating their intention to join NPTC for their studies.

There are a number of interesting viewpoints that can be found in the learner survey, which is attached at Appendix A. However, there are no clear conclusions that can be drawn at this stage.

4.4 Summary of the Case for Change

The evidence outlined in this section suggests that the sixth form system in Powys is now at a point where it is unviable in its current form, and unless it is reformed there is a strong case to say that the system is not meeting the key principles that underpin this review:

- Curriculum responsive to learners' and employers' needs
- High quality teaching and learning experiences
- Choice – flexible and inclusive
- Sustainable beyond 2017/18
- Minimise learner travel
- Inclusivity including language
- Access to a broad range of subjects, including facilitating subjects

The demographic and financial pressures on the system contribute to the pressure on secondary school budgets in the county, increasing the likelihood of schools moving towards a deficit budget position and also increasing the risk that resources for Years 7 to 11 are being used to prop up sixth-form expenditure – cross-phase subsidisation.

Nine of the authority's eleven sixth form sites now have fewer than a 100 learners (across two year groups) and, in some cases, also delivering through the medium of Welsh and English. The authority's view is that a viable sixth form should have a 180 learners in order to provide the appropriate choice without the need for inter-school travel.

The average sixth form class size in Powys is 9. The proportion of small teaching groups increases as the size of a sixth form decreases. This is not a cost-effective delivery model but schools manage the situation in a variety of ways, such as combining year groups for certain modules, or, in dual-stream schools, combining the streams and teaching bilingually.

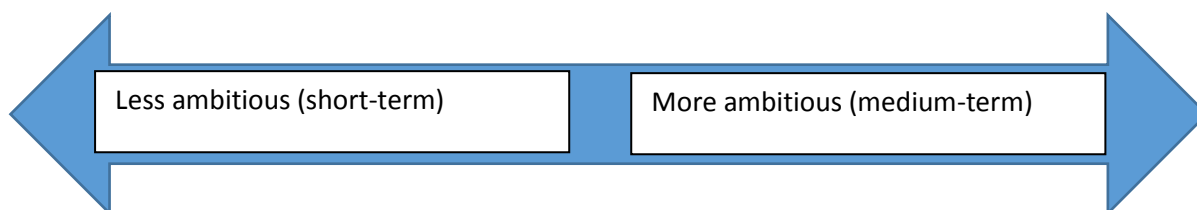
The fact that an estimated 500 post-16 learners are choosing to travel out-of-county for their studies is a strong indication that the current system is not attractive enough for them to stay. The financial impact of this exodus has a knock-on effect on the finances available to sustain the curriculum within Powys.

There is the continued requirement to meet the legislative requirements of the Learning and Skills (Wales) Measure 2009 and the authority could choose to continue with the current collaborative model. This will still require inter-school transport to be funded from the Home-to-School transport budget, and costs are expected to increase.

There is clearly a need to improve Welsh-medium curriculum offer, but this is linked to the need to improve linguistic progression throughout all key stages in Powys.

5. Potential Solutions

In considering ways to improve the sustainability of sixth form provision in Powys, potential solutions range along the continuum from the less ambitious (short-term) to the more ambitious (medium-term)



5.1 Short-term solutions

There are a number of actions that can be taken immediately. These include:

- Developing a new brand for post-16 in Powys and launch a new marketing campaign
- Developing digital learning opportunities to broaden choice whilst minimising the need for travel
- Relaunching the 14 – 19 Network to improve strategic planning
- Revising the post-16 funding formula to provide a fairer and more equitable distribution of funding

5.1.1 Developing a new brand for post-16 in Powys, launch a new promotional campaign and develop a new digital platform

Sitting alongside a re-launched 14 – 19 Network, the authority is in the process of establishing a new brand for Powys sixth forms – ‘Dyfodol Powys/ Future Powys’.



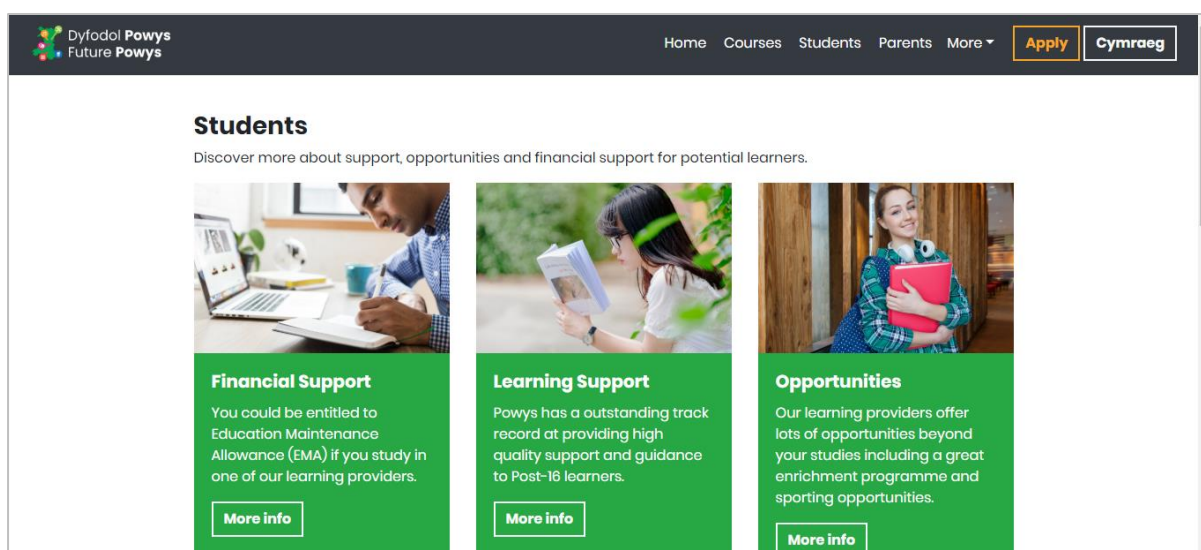
This would mean that all sixth forms in Powys sit within this single brand which will be a consistent feature of promotional campaigns – this will have the following benefits:

- Consistent marketing materials to all providers.

- Provision of a bilingual digital platform (e.g. web, apps) for course searching and information for learners.
- Providers no longer need to create individual sixth form marketing materials.

The digital platform would provide information on:

- Course search, provider information, events and applications.
- All courses across whole of Powys in one place, with each regional provider views.
- Mobile and web compatible for maximum reach.



Learners would be able to apply directly online which would mean easier planning for learners and for providers.

The authority is planning to launch the brand in readiness for September 2019 open evenings. It is expected that a small 'marketing budget' will be included in the revised post-16 funding formula.

5.1.2 Developing digital learning opportunities

The authority is currently piloting a new digital learning initiative. E-sgol is a Welsh Government-funded initiative that is being piloted as a partnership between Ceredigion and Powys, with implementation from September 2019. The delivery is based on a teacher teaching a course to groups of learners across all Powys schools.

The authority is also currently piloting the delivery of two AS courses virtually via Tute Teach, a company specialising in delivering A/AS courses via technology. Courses are taught by qualified teachers from the company's base in Wrexham there is no need for any additional hardware as the course is delivered via computer/laptop/Ipad. Tute Teach offer courses through the medium of English and Welsh. Following an evaluation of the first pilot year, the authority's intention is to buy more courses from Tute Teach by using some of the uplift funding. This may have an impact on the overall funding available to schools.

The development of digital learning in Powys sixth forms is clearly an opportunity to expand choice, especially in relation to Welsh-medium education, and to deliver in a more cost-effective way whilst reducing the need to travel between schools. However, the quality of the provision must be monitored very closely over the next two years to ensure it delivers the best outcomes for learners.

Digital learning must also be seen as part of a blended offer and is complementary to the traditional teaching taking place.

5.1.3 Relaunching the Powys 14 – 19 Network

In recent years, the Powys 14- 19 Network was responsible for the strategic planning of 14 – 19 provision in the county. The Network included a range of providers, including schools, NPTC, training providers as well as partner agencies such as Careers Wales. As this was a Welsh Government initiative with grant funding attached, the Network operated effectively.

However, without the grant funding available, the Network has not been as effective and there hasn't been a joined-up strategic approach to 14 – 19 planning and delivery.

The authority is currently in the process of re-establishing the Network with a refreshed focus which will improve the ability to strategically plan for both post-16 and 14 – 16 provision.

5.1.4 Revising the post-16 funding formula

The current formula for allocating the post-16 grant has been in use for several years and does not accurately reflect the amount which schools actually spend per course. The authority is currently revising the formula and this will be discussed at the Formula Review Group – if approved by Cabinet, it is expected that this formula will be in place for September 2020 intake. The outcome of this will be a fairer and more equitable funding formula which better reflects the actual costs of teaching an AS/A level.

5.2 Medium term solution - reorganisation

Whilst it may be possible that the short-term solutions outlined above can help improve the sustainability of the system in the short-term, the evidence suggests that a more ambitious solution is required. The current structure of eleven sixth forms delivering to around a thousand pupils doesn't enable the creation of a critical mass in more than one of these sixth forms. This doesn't enable the system to be able to provide the breadth of provision that young people are entitled to have, without the necessity of additional inter-school travel or the use of technology.

Sixth form provision can be reorganised in a number of ways that need to be further explored. These could include enhanced local partnerships of sixth forms; establishing 'area' sixth forms, or establishing independent sixth form centres with close links to further and higher education providers along with businesses, which would enhance the curriculum offer, not only for 16 – 18 year olds but for all. Another model that may need exploring would be to establish a new post-16 commissioning arrangement, where the local authority is responsible for planning and funding the provision, and agreeing where delivery takes place.

6. Conclusion and Recommendations

It is clear from the evidence outlined in this report that the future sustainability of the current sixth form infrastructure is clearly at risk unless a combination of short-term actions and medium-term solutions are found. It is therefore recommended:

- a) That the short term solutions outlined in section 5.1 are fully supported and implemented with immediate effect
- b) That the medium-term solution – sixth form reorganisation – outlined in section 5.2 is taken forward to Stage 2 and 3 of the review process:

Stage 1	Case for Change and initial recommendations	July 2019
Stage 2	Engagement exercise with young people, communities and other stakeholders – to shape the future of sixth form provision in Powys	Autumn Term 2019
Stage 3	Report and Business Case to Cabinet with final recommendations	Spring Term 2020