

Transforming Education in Powys

Options Appraisal

Ysgol Bro Hyddgen

Version Control:

Version	Date	Brief Summary of Change	Author
0.1	03/09/20	Document created	AM
0.2	16/10/20	Version for consideration by WS3	SA
0.3	21/10/20	Version for consideration by EMT	ME
0.4	28/10/20	Version for consideration by Cabinet	SA

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1. INTRODUCTION

The purpose of this paper is to consider options for the future language category of Ysgol Bro Hyddgen. Ysgol Bro Hyddgen is currently a dual stream all-age school.

The current language category of Ysgol Bro Hyddgen is Bilingual (Type B) which is described as: ‘At least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.’¹.

Current pupil numbers² at Ysgol Bro Hyddgen are as follows:

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

The Council’s Strategy for Transforming Education in Powys sets out a number of aims and objectives to transform the Powys education system over the next few years, in order to provide the best possible opportunities to Powys learners now and in the future. One of the objectives included in the strategy is to ‘improve access to Welsh-medium provision across all key stages’.

Within this objective, the Strategy includes an aim to ‘Move schools along the language continuum’.

The purpose of this paper is to consider options to move Ysgol Bro Hyddgen along the Welsh language continuum, in accordance with the aim outlined above.

¹ <https://gov.wales/sites/default/files/publications/2018-02/defining-schools-according-to-welsh-medium-provision.pdf>

² Finance Figures – NOR 2020 count day

PART A – THE CASE FOR CHANGE

2. STRATEGIC CONTEXT

2.1 POLICY CONTEXT

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 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 stages'. Within this aim, the Strategy sets out a Strategic Objective to 'Move schools along the language continuum.'

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:

i) High proportion of small schools

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

ii) Decreasing pupil numbers

Pupil numbers have decreased over the past decade, and are expected to decrease further over the next five years. Pupil numbers in the primary sector in Powys are expected to decrease by approximately 4% by 2025.

iii) High number of surplus places

Based on PLASC 2019 figures, there was 18% surplus capacity in Powys primary schools. With pupil numbers across Powys projected to decrease overall over the coming years, the proportion of surplus places across the county will continue to increase.

iv) Building condition

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

v) Financial pressures

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

vi) Inequality in access to Welsh-medium education

In contrast to other areas of Wales, there has been no growth in Welsh-medium pupil numbers in Powys over recent years. Significant changes are needed to the Welsh-medium offer in Powys to reverse the trend of the last few years and ensure that all Powys learners can access comprehensive Welsh-medium provision throughout their educational careers.

vii) Limited post-14 and post-16 offer

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

viii) Inequality in access to SEN provision

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

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

ix) Historical lack of political decision making

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

3. WHY CHANGE IS NEEDED IN YSGOL BRO HYDDGEN

3.1 THE CURRENT SITUATION

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

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

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

	School Type	Language Category	Admission Number	Rural School? ³
Ysgol Bro Hyddgen	Community Middle School (All-through) School building owned by Powys County Council	Bilingual (Type B)	31 ⁴	No

Pupil Numbers

i) Current pupil numbers⁵

Current pupil numbers at Ysgol Bro Hyddgen are as follows:

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

³ 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.

⁴ This number increases to 73 in Year 7 when pupils from other schools in the catchment join the school

⁵ Finance Figures – NOR 2020 count day

ii) **Historical pupil numbers⁶**

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

iii) **Projected pupil numbers (Birth rate)⁷**

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

iv) **Projected pupil numbers (Finance projections)⁸**

	Jan. 2021	Jan. 2022	Jan. 2023	Jan. 2024	Jan. 2025
Ysgol Bro Hyddgen	472	486	488	N/A	N/A

Building Capacity and Condition

i) **Capacity**

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

	Current Capacity	Currently Filled	Surplus Capacity
Ysgol Bro Hyddgen – Primary Campus	213	166 (77.9%)	47 (22.1%)
Ysgol Bro Hyddgen – Secondary Campus	442	296 (66.9%)	146 (33.1%)

⁶ PLASC

⁷ Powys Schools Service Projections based on PLASC & Birth Rates

⁸ Powys Finance Projections based on data provided by the school

ii) Building condition

In 2009, Welsh Government carried out condition and suitability assessments of the school.

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

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

Standards of Education

i) Estyn

	Ysgol Bro Hyddgen
Date of Inspection	February 2017
Standards	Adequate
Well Being	Good
Learning Experiences	Adequate
Teaching	Good
Care, Support and Guidance	Good
Learning Environment	Good
Leadership	Good
Improving Quality	Adequate
Partnership Working	Good

Resource Management	Adequate
Outcome	The school will produce an action plan that shows how it will address the recommendations. Estyn will review the school's progress.

ii) School Categorisation

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

Financial information

i) Cost per pupil (Section 52 Budget Statement, 2019/2020)

	Budget share per school	Budget share per pupil	Notional SEN budget	Non ISB funds devolved to the school
Ysgol Bro Hyddgen	£2,484,000	£6,419	£78,000	£44,000
Powys average (Middle)	N/A	£6,419	N/A	N/A
Wales average (Middle)	N/A	£2,237	N/A	N/A

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

	2019/20 Actual Cumulative Outturn	2020/21 Budget	2021/22 Budget	2022/23 Budget
Ysgol Bro Hyddgen	£162,071	£197,602	£125,798	£34,764

Equalities Information

i) Free School Meals⁹

	Number of pupils who had a free school meal on Census day
Ysgol Bro Hyddgen	25 (14.5%)

ii) Pupils in care¹⁰

	Number of pupils in care
Ysgol Bro Hyddgen	4

iii) SEN/ALN¹¹

	School Action	School Action Plus	Statement
Ysgol Bro Hyddgen	27 (15.6%)	15 (8.7%)	3 (1.7%)

3.2 WHY CHANGE IS NEEDED IN YSGOL BRO HYDDGEN

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

- **Stage 1: Establishment of Ysgol Bro Hyddgen**

Ysgol Bro Hyddgen was established in September 2014 following the merger of Machynlleth C.P. School and Ysgol Bro Ddyfi. The purpose of this merger process was to address many of the identified challenges facing education in the town. This has been a success for the Council. Since the school's establishment, permanent leadership arrangements have been in place, and the quality of provision has improved.

- **Stage 2: Plans to develop a new community campus on a single site, to replace the two current sites**

The Council has been developing plans to provide a replacement building for Ysgol Bro Hyddgen for a number of years. Moving to a new building will

⁹ PLASC 2020

¹⁰ PLASC 2020

¹¹ PLASC 2020

address some of the remaining issues facing the school, such as the current poor accommodation at the secondary campus in particular, and will provide additional benefits to the school from being located on one campus.

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

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

Current pupil numbers at Ysgol Bro Hyddgen are as follows:

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

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

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

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

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

In order to meet these aims and objectives, the Council is keen to explore options to move Ysgol Bro Hyddgen along the language continuum. This would ensure that all

pupils attending the school have the opportunity to become fluent in Welsh and English, therefore contributing to the Welsh Government's aspiration to achieve a million Welsh speakers by 2050.

PART B – OPTIONS FOR YSGOL BRO HYDDDGEN

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

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

5. SWOT ANALYSIS OF EACH OPTION

SWOT analyses for each of the three options are provided below.

Option 1: Status quo

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

	<ul style="list-style-type: none"> - Continued small numbers in the English-medium stream

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

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education - Would enable the school to operate more efficiently to some extent, by avoiding the need to duplicate provision in the Foundation Phase - All Foundation Phase pupils would study through the medium of Welsh and would develop bilingual skills - Pupils would choose whether to access Welsh-medium or English-medium provision after having access fully bilingual provision in the Foundation Phase, which could lead to an increase in the number of pupils choosing Welsh-medium education - 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 	<ul style="list-style-type: none"> - Possible impact on pupils numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - May be unpopular with some members of the local community - Pupils would still be able to choose English-medium provision after the Foundation Phase. Likely that pupils choosing English-medium provision would not be fully bilingual when they leave school - If the change results in an increase in pupils choosing to continue to choose Welsh-medium provision after the Foundation Phase, English-medium pupils would reduce further and it would exacerbate the challenges faced by the school in order to offer English-medium provision for these pupils - Would not provide access to dedicated Welsh-medium secondary provision - The majority of the school would still operate as a dual stream school, which could cause challenges in ensuring a Welsh-medium ethos - Further statutory processes would be required to make any changes to language provision in other years in the future - Possible impact on non-Welsh speaking staff in the longer term
Opportunities	Threats

<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - The school may no longer attract pupils from out of county wishing to access English-medium provision - Possible reduction in English-medium pupil numbers from KS2 onwards, which would cause further challenges for the school
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Option 3: Support the school to move primary provision along the Welsh language continuum over time

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education - Would enable the school to operate more efficiently, by avoiding the need to duplicate provision in the Foundation Phase and KS2 - All primary aged pupils would study through the medium of Welsh and would develop bilingual skills - Pupils would choose whether to access Welsh-medium or English-medium provision after having 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 - More opportunities could be offered through the medium of Welsh in the primary phase - Improved Welsh language ethos in the primary phase - Possible increase in pupils studying through the medium of Welsh - Small potential financial saving to the authority in the long term 	<ul style="list-style-type: none"> - Possible impact on pupils numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - May be unpopular with some members of the local community - Pupils would still be able to choose English-medium provision after the primary phase. - Pupils choosing English-medium secondary provision may lose their bilingual skills before they leave school - If the change results in an increase in pupils choosing to continue to choose Welsh-medium provision in the secondary phase, English-medium pupils would reduce further and it would exacerbate the challenges faced by the school in order to offer English-medium provision for these pupils - Further statutory processes would be required to make any changes to language provision in other years in the future - Would not provide access to dedicated Welsh-medium secondary provision - Challenges in ensuring a Welsh-medium ethos as the secondary provision would still be dual stream - Possible impact on non-Welsh speaking staff in the longer term

Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - The school may no longer attract pupils from out of county wishing to access English-medium provision - Possible reduction in English-medium pupil numbers in the secondary phase, which would cause further challenges for the school

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

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

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

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

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

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would enable the school to operate more efficiently - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh in the longer term - Meets the Council’s Strategy for Transforming Education in Powys - Potential financial saving to the authority - Shorter transition period for the school 	<ul style="list-style-type: none"> - Pupils currently accessing English-medium provision at Ysgol Bro Hyddgen would need to transfer to alternative schools - Additional travel for pupils currently accessing English-medium provision at Ysgol Bro Hyddgen - Significant impact on pupil numbers at Ysgol Bro Hyddgen in the short term, as pupils currently accessing English-medium provision may choose to transfer to other schools - Possible impact on pupils numbers at Ysgol Bro Hyddgen in the longer term as the school may no longer attract pupils from out of county

	<p>wishing to access English-medium provision</p> <ul style="list-style-type: none"> - Increase in surplus places at Ysgol Bro Hyddgen - Impact on non-Welsh speaking staff at Ysgol Bro Hyddgen - Likely to be unpopular with the local community
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support - Opportunity to increase the number of pupils studying through the medium of Welsh should pupils wish to transfer to Welsh-medium provision 	<ul style="list-style-type: none"> - Significant impact on Ysgol Bro Hyddgen pupil numbers in the short term

6. CRITICAL SUCCESS FACTORS

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

Critical Success Factor	Description
1 – Strategic fit and business needs	<ul style="list-style-type: none"> • The option must align with the Council’s Strategy for Transforming Education in Powys 2020-2030, to include the following: <ul style="list-style-type: none"> - Address the challenges facing education in Powys, as outlined in the Council’s Strategy for Transforming Education in Powys 2020-2030 - Align with the Vision and Guiding Principles outlined in the Council’s Strategy for Transforming Education in Powys 2020-2030 - Align with the Strategic Aims and Objectives outlined in the Council’s Strategy for Transforming Education in Powys 2020-2030 • The option must optimise the benefits of the Council’s Transforming Education Programme
2 – Value for money	<ul style="list-style-type: none"> • The option must optimise the resources available for the delivery of learning

	<ul style="list-style-type: none"> The option must provide value for money in the delivery of learning
3 – Potential achievability	<ul style="list-style-type: none"> The option must be achievable within current legislation The option must be operationally achievable The option must be physically achievable
4 – Potential affordability	<ul style="list-style-type: none"> The extent to which the option is affordable within the Council's forecasted revenue The extent to which the option is affordable within the forecasted capital funding available to the Council

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

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

The assessment for each option is as follows:

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

7. EMERGING PREFERRED OPTION

Based on the work carried out, the emerging preferred option for Ysgol Bro Hyddgen is:

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

The reasons for this are:

- Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school
- In the long term, would enable the school to operate more efficiently
- In the long term, more opportunities could be offered through the medium of Welsh
- Increase in pupils studying through the medium of Welsh
- Meets the Council's Strategy for Transforming Education in Powys
- Potential financial saving to the authority in the long term

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 Hyddgen:

Option 5: Support the school to move along the Welsh language continuum over time

- Fully bilingual (Welsh-medium) provision is phased in gradually
- 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

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

Option 5A	<ul style="list-style-type: none"> - Fully bilingual (Welsh-medium) provision to be phased in year by year, starting with Reception in September 2022 - 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
Option 5B	<ul style="list-style-type: none"> - Fully bilingual (Welsh-medium) provision to be phased in year by year, starting by merging the Foundation Phase in September 2022 - Eventually, all pupils at the school would attend 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
Option 5C	<ul style="list-style-type: none"> - Fully bilingual (Welsh-medium) provision to be phased in year by year, starting with Reception and Year 7 in September 2022 - Eventually, all pupils at the school would attend 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
Option 5D	<ul style="list-style-type: none"> - Fully bilingual (Welsh-medium) provision to be phased in year by year, starting by merging the Foundation Phase and Year 7 in September 2022

	<ul style="list-style-type: none"> - 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
Option 5E	<ul style="list-style-type: none"> - Fully bilingual (Welsh-medium) provision to be phased in year by year, starting with Reception. Merge secondary classes to create bilingual (Welsh-medium and English-medium) classes, until they become fully bilingual (Welsh-medium) classes. To start in September 2022 - 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
Option 5F	<ul style="list-style-type: none"> - Fully bilingual (Welsh-medium) provision to be phased in year by year, starting by merging the Foundation Phase. Merge secondary classes to create bilingual (Welsh-medium and English-medium) classes, until they become fully bilingual (Welsh-medium) classes. To start in September 2022 - 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

9. SWOT ANALYSIS OF EACH OPTION

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

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school - In the long term, would enable the school to operate more efficiently - Would enable school leadership to make more effective use of human resources 	<ul style="list-style-type: none"> - Possible impact on pupils numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Possible impact on non-Welsh speaking staff in the longer term - May be unpopular with some members of the local community

<ul style="list-style-type: none"> - Would allow staff to focus on one linguistic delivery model - Would allow time for any necessary staff development and professional learning - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Meets the Council's Strategy for Transforming Education in Powys - Potential financial saving to the authority 	<ul style="list-style-type: none"> - Lengthy transition period for the school
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - Possible decrease in pupil numbers due to parental choice of language delivery

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

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education at the school – apart from pupils in the Foundation Phase, provision would continue until pupils left school - In the long term, would enable the school to operate more efficiently - Would enable school leadership to make more effective use of human resources - Would allow staff to focus on one linguistic delivery model - Would allow time for any necessary staff development and professional learning - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Meets the Council's Strategy for Transforming Education in Powys 	<ul style="list-style-type: none"> - Possible impact on pupils numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Possible impact on non-Welsh speaking staff in the longer term - Parents of pupils currently accessing English-medium in the Foundation Phase may not want their children to access Welsh-medium provision - May be unpopular with some members of the local community - Lengthy transition period for the school

<ul style="list-style-type: none"> - Potential financial saving to the authority - Would shorten the transition period slightly compared with Option 5A 	
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - Possible decrease in pupil numbers due to parental choice of language delivery

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

Strengths	Weaknesses
<ul style="list-style-type: none"> - Would shorten the transition period to a new delivery model - Would enable the school to operate more efficiently - Would enable school leadership to make more effective use of human resources - Would allow staff to focus on one linguistic delivery model - Would allow time for any necessary staff development and professional learning - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Meets the Council's Strategy for Transforming Education in Powys - Potential financial saving to the authority 	<ul style="list-style-type: none"> - In the short term, pupils attending English-medium provision in the primary phase would need to either transfer to Welsh-medium provision in the secondary sector or move to a different school - Possible reduction in secondary pupil numbers in the short term should English-medium pupils choose to transfer to different schools - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Possible impact on non-Welsh speaking staff in the longer term - May be unpopular with some members of the local community - Lengthy transition period for the school - More disruption to current pupils compared with option 5A and 5B
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - Possible decrease in pupil numbers due to parental choice of language delivery

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

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

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

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

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

Strengths	Weaknesses
<ul style="list-style-type: none"> - Minimal impact on pupils currently accessing English-medium education at the school – apart from pupils in the Foundation Phase, provision would continue until pupils left school - Would shorten the transition period to a new delivery model - Would enable the school to operate more efficiently from implementation 	<ul style="list-style-type: none"> - Possible impact on pupil numbers at Ysgol Bro Hyddgen in the long term – the school may no longer attract pupils from out of county wishing to access English-medium provision - Parents of pupils currently accessing English-medium in the Foundation Phase may not want their children to access Welsh-medium provision

<ul style="list-style-type: none"> - Would enable school leadership to make more effective use of human resources - In the long term, would allow staff to focus on one linguistic delivery model - Would allow time for any necessary staff development and professional learning - More opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Potential financial saving to the authority 	<ul style="list-style-type: none"> - Possible impact on non-Welsh speaking staff in the longer term - Challenges to staff from all secondary teaching being carried out bilingually - Impact on Welsh-medium provision during the transition period as all teaching is carried out bilingually - Would impact on all secondary aged pupils - May be unpopular with some members of the local community - Lengthy transition period for the school
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support 	<ul style="list-style-type: none"> - Possible decrease in pupil numbers in the long term due to parental choice of language delivery

10. CRITICAL SUCCESS FACTORS

The options have also been assessed against the Critical Success Factors on page ** above. Each option has been assessed against the Critical Success Factors based on the following criteria:

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

The assessment for each option is as follows:

	Option 5A	Option 5B	Option 5C	Option 5D	Option 5E	Option 5F
1 – Strategic fit and business needs	✓	✓	✓	✓	x	x
2 – Value for money	✓	✓	x	x	✓	✓
3 – Potential achievability	✓	✓	?	?	x	x

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

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

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

Whilst option 5A and option 5B both met the critical success factors, option 5B would have a greater impact on pupils currently attending Ysgol Bro Hyddgen, therefore option 5A is identified as the preferred option.

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 Hyddgen is as follows:

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

- Fully bilingual (Welsh-medium) provision to be phased in gradually year by year, starting with Reception in September 2022
- Eventually, all pupils at the school would attend 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

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 Hyddgen to move along the language continuum over time, on the following basis:

- Fully bilingual (Welsh-medium) provision to be phased in year by year, starting with Reception in September 2022
- 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

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 Hyddgen 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 fully bilingual learning continuum would be implemented across all age ranges, meaning that pupil literacy progress could be monitored and supported more effectively throughout their school career. This would be particularly beneficial for pupils belonging to specific groups such as those outlined above. There would be improved opportunities for all staff to work more collaboratively and share best practice and specialisms and expertise, ensuring that they can be more effectively supported throughout their time in the school.

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

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

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 Hyddgen, due to the improved Welsh medium professional development and collaboration opportunities that could be offered to staff, for example collaborating with other fully bilingual (Welsh medium) schools in other local authorities and educational regions to share best practice in pedagogy.

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

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

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 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 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 fully bilingual (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 Hyddgen 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 as pupils from out of county currently accessing English-medium provision at the school may no longer choose to attend the school, or pupils from the local area may choose to attend alternative English-medium providers.

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

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

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 the Reception year. It is therefore anticipated that pupils would continue to attend Ysgol Bro Hyddgen. There is sufficient

capacity to accommodate the current existing and projected demand for the school.

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

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 all pupils would continue to be able to access the school, therefore there would be no impact on journeys to school or journey times.

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

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

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

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.

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

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 the Reception year group and moving through the school each year as pupils move through the school. The intention is that all current pupils would

continue to attend the school, therefore there would be no impact on surplus places.

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

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

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

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

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 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 Hyddgen.

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 £107k per annum, once the

school is fully single-stream. There would be no saving in the first year, and although there would be opportunities for savings as the phasing takes place, this would be dependent on pupil numbers. The effectiveness of a single-stream school is optimised in the secondary sector.

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

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

As indicated in section 3.1 above, Ysgol Bro Hyddgen is not currently projected to be in a deficit budget position.

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

Any savings would be reinvested into the schools system.

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 Hyddgen'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?

There would be a positive impact on educational attainment among children from economically deprived backgrounds, as they would be able to participate in a fully bilingual curriculum from the beginning of their education. This would enable them to have the same experiences and opportunities as pupils from more economically privileged backgrounds.

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 Hyddgen 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 Powys. In the long term, implementing the proposed change to the language category of Ysgol Bro Hyddgen would ensure that this type of provision was available.

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

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

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

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

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

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

learners, and could result in increased participation in learning by pupils beyond compulsory school age.

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, therefore the intention is that all pupils in the area would have previously accessed Welsh-medium primary provision, and would be equipped with the bilingual skills needed to access this provision.

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

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 Hyddgen. It is not anticipated that the proposal would impact on the viability of the provision at Ysgol Bro Hyddgen 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 Hyddgen would enhance the Welsh-medium provision available for 14-19 year olds in the school. The proposed change would enable the school to operate more efficiently, which could enable an enhanced range of courses to be offered.

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

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 Hyddgen would not affect discretionary transport provision provided to learners above compulsory school age.

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:

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

- Fully bilingual (Welsh-medium) provision to be phased in gradually year by year, starting with Reception in September 2022
- Eventually, all pupils at the school would attend 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:

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

It is recommended that a paper is considered by the Council's Cabinet, requesting approval to commence consultation on a proposal to support Ysgol Bro Hyddgen to move along the Welsh language continuum, by phasing in fully bilingual (Welsh-medium) provision year by year, starting with Reception in September 2022.