

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

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

9th November 2020

Present

Staff:

Llanfair Caereinion C.P. School:

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

Caereinion High School:

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

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

Officers:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4th November 2020

Present

Governors:

Llanfair Caereinion C.P. School:

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

Caereinion High School:

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

Officers:

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

Glyn Whiteford, Challenge Advisor

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lynette Lovell: Thank you for your comments.

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

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

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

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

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

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

Lynette Lovell: Yes, that is the case.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11th November 2020

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

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

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

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

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

What do you like about your current school?

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

What do you not like about school?

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

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

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

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

What are you most excited about moving to high school?

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

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

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

Is there anything which concerns you about one school?

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

General Questions

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

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

Minutes of the meetings with Caereinion High School

11th November 2020 and 18th November 2020

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

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

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

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

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

What would be the advantages of the proposal?

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

What would be the disadvantages of the proposal?

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

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

What balance of choice currently exists between both language streams

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

What improvements need to be made to facilities

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

Opportunity for younger children to work with high school children

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

General comments/questions

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

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

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