



Changing the language category of Ysgol Bro Hyddgen

Consultation Document



Consultation on changing the language category of Ysgol Bro Hyddgen

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If you require a copy of the document in a different format, please contact the Transforming Education Team on 01597 826277, or e-mail school.organisation@powys.gov.uk.

Consultation on changing the language category of Ysgol Bro Hyddgen

OVERVIEW

1. The Proposal

Powys County Council is consulting on a proposal to change the language category of Ysgol Bro Hyddgen. The proposal is as follows:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

2. How to respond to the consultation

You can respond to this consultation by completing the online questionnaire which is available on our website:

<https://en.powys.gov.uk/article/9999/Ysgol-Bro-Hyddgen-Machynlleth>

A copy of the questionnaire is also available at the back of this document. Alternatively, you can respond in writing using the contact details below.

All responses must be received by the **26th January 2021**.

3. Contact details

All responses should be sent to the following address:

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

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

Phone: 01597 826277

4. What will happen next

Once the consultation period has ended, a consultation report will be produced which will outline the feedback received. The Council's Cabinet will consider the consultation report and will consider whether or not they wish to proceed with either of the options outlined in the consultation document. This is expected to happen in the spring of 2021.

If the Cabinet decide to proceed with the proposals, a statutory notice would be published, and there would be a period of 28 days for people to submit objections. The Cabinet would then need to consider another report summarising any objections received and decide whether or not to proceed with implementation.

PART A – THE CASE FOR CHANGE

Powys County Council is consulting on the following proposal:

- **To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.**
- **This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.**

1. BACKGROUND

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 schools, 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
Ysgol Bro Hyddgen	Community Middle School (All-through) School building owned by Powys County Council	Bilingual (Type B)	31 – Primary 73 – Secondary

Current pupil numbers¹ 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.

¹ Finance NOR - 2020 Pupil Count Day

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.

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 has been exploring options to move Ysgol Bro Hyddgen along the language continuum, to ensure that all pupils attending the school have the opportunity to become bilingual, fluent in Welsh and English, therefore contributing to the Welsh Government's aspiration to achieve a million Welsh speakers by 2050. This has included the following steps being undertaken:

- Discussions with representatives of Ysgol Bro Hyddgen
- Options appraisal exercise
- Options appraisal considered and agreed by the Transforming Education Programme Board
- Recommendation considered and agreed by Cabinet

The recommendation agreed by Cabinet on the 10th November 2020 was to commence consultation on the following:

'To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium

This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.'

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 school reorganisation activity in Powys over recent years, the county's schools' infrastructure largely remains similar to that which was in place 20 years ago.

The Council's new Strategy for Transforming Education in Powys outlines a number of challenges facing education in Powys, which were identified following engagement with key stakeholders during the autumn term 2019 and spring term 2020.

The following is a summary of the main challenges facing the Council:

i) High proportion of small schools

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

ii) Decreasing pupil numbers

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

iii) High number of surplus places

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

iv) Building condition

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

v) Financial pressures

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

vi) Inequality in access to Welsh-medium education

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

vii) Limited post-14 and post-16 offer

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

viii) Inequality in access to SEN provision

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

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

ix) Historical lack of political decision making

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

3. THE STRATEGIC CONTEXT

In the summer of 2019, Powys Education Services were inspected by Estyn. The report published by Estyn following the inspection outlined significant concerns regarding the Council's progress on school reorganisation, and includes a recommendation to 'Ensure that the organisation of provision for non-maintained, post-16, Welsh-medium education and secondary education meets the needs of children and young people of Powys.'

Following the publication of the inspection report, the Council carried out a strategic review of schools during 2019-20, which led to the development of a new Strategy for Transforming Education in Powys. The strategy, which was developed following engagement with a wide range of stakeholders, was approved in April 2020.

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

The Vision Statement is as follows:

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

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.

4. 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, rather than the two sites as currently exists** – 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 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 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

² Finance NOR - 2020 Pupil Count Day

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 bilingual, fluent in Welsh and English, therefore contributing to the Welsh Government's aspiration to achieve a million Welsh speakers by 2050.

5. THE BENEFITS OF BILINGUALISM

Between 60% and 75% of the world's population is bilingual, and international research has shown that there are many benefits associated with being bilingual. These include the following:

- Children exposed to different languages become more aware of different cultures, other people and other points of view
- Bilingual children tend to be better than monolinguals at 'multitasking' and focusing attention
- Generally, bilingual people find it easier to learn other languages
- Research suggests that learning another language can delay the onset of dementia

In Wales, being bilingual in Welsh and English brings further benefits when seeking employment, as employers are increasingly looking for people who are able to work in Welsh and English.

Welsh-medium education is the best way to ensure young people become fully bilingual in Welsh and English. Most pupils that access Welsh-medium education don't speak Welsh when they start school, however they are immersed in the Welsh language when they start in school, becoming fully bilingual, and able to communicate fluently in Welsh and English.

More information about bilingualism and Welsh-medium education is available at <https://gov.wales/cymraeg-education>

6. OPTIONS CONSIDERED

The following options have been identified as possible ways to move Ysgol Bro Hyddgen along the language continuum:

Option	Description
1	<p>Status quo</p> <ul style="list-style-type: none"> - Ysgol Bro Hyddgen continues to operate as a dual stream school - Welsh-medium and English-medium provision continues to be available to pupils in all year groups
2	<p>Support the school to move Foundation Phase provision along the Welsh language continuum</p> <ul style="list-style-type: none"> - Welsh-medium provision is phased in gradually in the foundation phase only - Eventually, all Foundation Phase pupils at the school would access Welsh-medium provision - At the end of the Foundation Phase, parents / pupils could choose either 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"> - Welsh-medium provision is phased in gradually in the primary phase - Eventually, all primary aged pupils at the school would access Welsh-medium provision - At the end of the primary phase, parents / pupils could choose either Welsh-medium or English-medium provision - 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 - Welsh-medium and English-medium provision would continue to be available to primary pupils - Welsh-medium provision to be phased in gradually in the secondary phase - Pupils educated through the medium of English in the primary phase would either need to transfer to Welsh-medium provision or transfer to another school - Additional Welsh language support to be introduced to support pupils wishing to transfer to Welsh-medium provision

	<ul style="list-style-type: none"> - 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"> - Welsh-medium provision is phased in gradually - Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English - Additional Welsh language support 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 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

SWOT analyses have been carried out for each of these options. In addition, the options have been assessed against a number of Critical Success Factors. These can be found in Appendix B of this document.

Based on the SWOT analyses and the assessment against the Critical Success Factors, the preferred option for Ysgol Bro Hyddgen is as follows:

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
- Welsh-medium provision is phased in gradually
- Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi

7. IMPLEMENTATION OPTIONS

There are a number of possible implementation options in order to take forward the preferred option for Ysgol Bro Hyddgen identified above. These are as follows:

Option	Description
Option 5A	<ul style="list-style-type: none"> - Welsh-medium provision to be phased in year by year, starting with Reception in September 2022 - Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English - Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support
Option 5B	<ul style="list-style-type: none"> - 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 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"> - 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 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"> - Welsh-medium provision to be phased in year by year, starting by merging the Foundation Phase and Year 7 in September 2022 - Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English - Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support
Option 5E	<ul style="list-style-type: none"> - 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 Welsh-medium classes. To start in September 2022 - Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English

	<ul style="list-style-type: none"> - 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"> - 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 Welsh-medium classes. To start in September 2022 - Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English - Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

SWOT analyses have also been carried out for each of these options. In addition, the options have been assessed against a number of Critical Success Factors. These can be found in Appendix C of this document.

Based on the SWOT analyses and the assessment against the Critical Success Factors, the preferred implementation option is as follows:

Option 5A:

- Welsh-medium provision to be phased in year by year, starting with Reception in September 2022
- Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support 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
- Opportunity to offer complementary provision to support the change in language category e.g. Trochi, Welsh language support

8. IDENTIFICATION OF PREFERRED OPTION

Based on the preferred option identified in section 6 above and the preferred implementation option identified in section 7, the preferred option for Ysgol Bro Hyddgen is as follows:

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

- 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 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

In order to take forward this preferred option, the Council is consulting on the following proposal:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

The proposal is further explored in the following section.

PART B – THE PROPOSAL

9. OVERVIEW

Powys County Council is consulting on proposals to move Ysgol Bro Hyddgen along the language continuum. The proposal is as follows:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.
- This will be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

This would mean that:

- Welsh-medium provision would be phased in gradually year by year, starting with Reception in September 2022
- Eventually, all pupils at the school would attend Welsh-medium provision, ensuring that all pupils would be fluent in Welsh and English
- Additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support

10. REASONS FOR THE PROPOSAL

In addition to the strengths and opportunities identified in section 6 above, the Council is proposing to move Ysgol Bro Hyddgen along the language continuum for the following reasons:

- To improve educational outcomes
 - Children would no longer be taught in mixed language classes in the secondary phase
 - Children would no longer be taught in mixed age classes in the primary phase
 - There will be more pupils who are fluent and confident in using the Welsh and English language equally
- To improve educational provision
 - Opportunities to develop a broader curriculum to meet the needs of pupils
 - Having one language stream would make it easier to track and target the progress of pupils and their well-being
- To improve leadership and management
 - The school's management team could work more efficiently
- To improve efficiency in the delivery of education

- Potential for the school to operate more efficiently through more efficient deployment of staff and resources
- To increase the number of pupils accessing Welsh-medium education
 - More pupils would be fluent in both Welsh and English, therefore contributing to the Welsh Government’s aim to achieve a million Welsh speakers by the year 2050.

11. ADVANTAGES AND DISADVANTAGES

The advantages and disadvantages of the current proposal in Ysgol Bro Hyddgen are summarised below:

Advantages	Disadvantages
<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 - 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"> - 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

12. RISKS

As with all school reorganisation proposals, there are risks associated with the proposal to move Ysgol Bro Hyddgen along the language continuum.

These are outlined below, along with suggested mitigating actions:

Risk	Inherent Risk Rating	Mitigating Actions	Residual Risk Rating
Parents don't want their children to attend a Welsh-medium school, so choose for them to move to alternative schools	Medium	<ul style="list-style-type: none"> - Change to be phased in to minimise the impact on current pupils - Engagement with parents to take place throughout the process 	Low
Parents choose for their children to attend other schools instead of Ysgol Bro Hyddgen in the future, which would impact on the school's budget and increase surplus places	Medium	<ul style="list-style-type: none"> - Promotional campaign to help parents understand the benefits of a bilingual education and the support available, e.g. Trochi 	Low
Other changes resulting from other Council developments e.g. ALN transformation, Post-16 transformation	Medium	<ul style="list-style-type: none"> - Regular updates to be provided to the school 	Low

13. POTENTIAL IMPLEMENTATION TIMESCALE

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

Formal Consultation	8 December 2020 to 26 January 2021
Consultation Report to be published, and considered by Cabinet	Spring 2021

If Cabinet decide to proceed:

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

If Cabinet approves implementation:

The English stream starts to be phased out year by year, starting with Reception	September 2022
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PART C – LIKELY IMPACT OF THE PROPOSAL

14. IMPACT ON PUPILS

i) Pupils currently attending Ysgol Bro Hyddgen

Should the proposal be implemented, the change in the school's language category would be phased in gradually, starting with the Reception class in September 2022. All pupils currently accessing English-medium provision at Ysgol Bro Hyddgen would be able to continue to access this provision until they leave school. Therefore, it is anticipated that the impact on pupils currently attending Ysgol Bro Hyddgen would be minimal.

ii) Pupils attending other primary schools in the Machynlleth catchment

It is not anticipated that implementation of the proposal would have a significant impact on pupils attending other primary schools in the Machynlleth catchment. Pupils would continue to be able to apply for a place at Ysgol Bro Hyddgen when they transfer to year 7.

Should the proposal be implemented, from September 2029 all year 7 pupils at Ysgol Bro Hyddgen would be taught through the medium of Welsh. However, all other primary schools in the Machynlleth catchment are Welsh-medium primary schools, therefore all pupils would have the necessary Welsh language skills to be able to access Welsh-medium secondary provision.

From September 2029, any pupils wishing to access English-medium secondary provision would need to attend other schools.

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

It is not anticipated that implementation of the proposal would have a significant impact on pupils attending primary or secondary schools not in the Machynlleth catchment.

Should the proposal be implemented, from September 2029 all year 7 pupils at Ysgol Bro Hyddgen would be taught through the medium of Welsh. Any pupils from primary schools not in the Machynlleth catchment wishing to access English-medium secondary provision at Ysgol Bro Hyddgen would no longer be able to do so – they would need to attend other schools.

15. IMPACT ON STAFF

Almost all staff at Ysgol Bro Hyddgen are able to work through the medium of Welsh. Whilst there are a small number of staff at Ysgol Bro Hyddgen who are not able to work through the medium of Welsh, the phasing in of the new linguistic

delivery model would provide an opportunity for these staff to improve and develop their own Welsh language skills.

16. IMPACT ON GOVERNANCE ARRANGEMENTS

Implementation of the proposal would not result in changes to governance arrangements at the school.

17. IMPACT ON QUALITY AND STANDARDS IN EDUCATION

i) Standards, wellbeing and attitudes to learning

Standards and progress overall, of specific groups and in skills

The Council would expect changing the school's language category 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 secure improved opportunities for learners across all ages.

It is anticipated that changing the school's language category 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 Welsh-medium 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 changing the school's language category 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.

Wellbeing and attitudes to learning

Changing the school's language category 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.

ii) Teaching and learning experiences

Quality of teaching

The Council would expect that changing the school's language category 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 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.

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'.

The provision of skills

It is anticipated that changing the school's language category 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.

iii) Care support and guidance

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

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

The Council would expect that changing the school's language category 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.

iv) Leadership and management

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

It is anticipated that changing the school's language category 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.

Professional learning

Changing the school's language category could provide improved professional learning opportunities for staff through greater opportunities for collaboration with other Welsh-medium schools across Wales.

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.

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

A Welsh-medium all-age school would provide enhanced opportunities to support pupils belonging to vulnerable groups. There would be improved opportunities to provide support to pupils across the primary age range and will provide continuity in the support provided to vulnerable pupils. However, there may be negative impact on pupils with ALN who are from predominantly English-medium families, which would require an enhanced level of support from the school to meet their requirements.

vi) Impact on the school's ability to deliver the full curriculum in the foundation stage and each key stage, including the quality of curriculum delivery and the extent to which the structure or size of the school is impacting on this

It is 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.

vii) Impact on other schools

It is not anticipated that implementation of the proposal would have a significant impact on other schools. It is possible that some pupils may choose to access alternative English-medium providers instead of accessing Welsh-medium provision at Ysgol Bro Hyddgen, therefore it is possible that there would be an increase in pupil numbers at these schools, however the numbers are likely to be relatively small therefore it is not anticipated that the impact would be significant.

18. NEED FOR PLACES AND IMPACT ON AVAILABILITY OF PLACES AND ACCESSIBILITY OF SCHOOLS

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

It is not anticipated that the preferred option would have a significant 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.

- ii) Is the alternative provision sufficient to meet existing and projected demand for schools of the same language category and designated religious character?**

The intention 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.

- iii) 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.

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

The latest pupil projection figures received by the Council 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.

v) 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.

19. RESOURCING OF EDUCATION AND OTHER FINANCIAL IMPLICATIONS

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

The intention is to 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 it is not anticipated that there would be an 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.

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

The 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.

iii) What are the recurrent costs of proposals over a period of at least 3 years and is the necessary recurrent funding available?

There are no recurrent costs associated with changing the school's language category.

iv) 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.

v) 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.

vi) 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 result in annual revenue savings to the Council of approximately £184k 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.

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

Ysgol Bro Hyddgen is not currently projected to be in a deficit budget position.

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

Any savings would be reinvested into the schools system.

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

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

20. FACTORS TO BE CONSIDERED IN RESPECT OF PROPOSALS TO CHANGE LANGUAGE MEDIUM

- i) **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.

- ii) **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.

21. IMPACT ON SIXTH FORM PROVISION

- iii) **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.

iv) 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.

v) 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.

vi) 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.

vii) 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.

viii) 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.

ix) 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.

x) 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 would support them in their future careers.

xi) 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.

22. OTHER CONSIDERATIONS

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

It is anticipated that changing the school's language category would have a positive impact on educational attainment among children from economically deprived backgrounds. All pupils from all economic backgrounds would participate in a Welsh-medium curriculum from the beginning of their education, ensuring that all pupils become bilingual.

ii) Land and Buildings

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

As the proposal relates to change of language category, there would be no impact on the quality of accommodation for pupils.

Information on any building works necessary to ensure that transferred children can be accommodated

No building work would be necessary to be able to proceed with the proposal.

Details of any potential transfer or disposal of land or buildings that may need to occur as a result of the proposals

There would be no requirement for transfer or disposal of land.

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

Ysgol Bro Hyddgen is not subject to any trust or charitable interests which might be affected by the implementation of the proposal.

iii) Walking routes to school

Should the proposal be implemented, walking routes would be the same as the current walking routes to Ysgol Bro Hyddgen.

iv) School Admissions

Admissions for Ysgol Bro Hyddgen are administered by the Council. Should the current proposal be implemented, admissions for the school would continue to be administered by the Council in accordance with the Council's Admissions Policy, which is available on-line at:

<https://en.powys.gov.uk/article/1158/Applying-for-a-School-Place>

New pupils wishing to attend the school would need to apply for a place in accordance with the Council's admissions arrangements.

v) Welsh in Education Strategic Plan (WESP)

The Council's Welsh in Education Strategic Plan (WESP) for 2017-20 sets out the Council's aim to provide equality of provision for Welsh-medium learners in Powys.

Implementation of the proposal would ensure that all pupils in Machynlleth would be able to access Welsh-medium provision throughout their time in school, ensuring that they develop bilingual skills in Welsh and English. This would lead to an increase in the number of pupils accessing Welsh-medium education, therefore contributing to the Council's targets to increase the number of pupils studying through the medium of Welsh, and the Welsh Government's aim to achieve a million Welsh speakers by 2050.

Following full implementation of the proposal, there would be improved Welsh-medium opportunities for learners from attending a fully Welsh-medium school, including improved opportunities for pupils to use the Welsh language throughout the school,

23. EQUALITY, COMMUNITY AND WELSH LANGUAGE IMPACT ASSESSMENTS

Draft impact assessments have been carried out in respect of the proposal. These will be updated following the consultation period to reflect any additional issues raised. The assessments are available on the Council's website:

<https://en.powys.gov.uk/article/9999/Ysgol-Bro-Hyddgen-Machynlleth>

A summary of the assessments are provided below:

i) Equalities impact assessment

Should the proposal be implemented, the medium of instruction of Ysgol Bro Hyddgen would change to Welsh-medium. This would be phased in, year on year, starting with Reception pupils. There would be no impact on existing pupils.

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

It is noted that there could be concern about the impact of the proposal to change the school's language category to Welsh-medium on any pupils with additional learning needs attending the school in the future. To mitigate this concern, the school may need to provide enhanced support to pupils with ALN as needed in order to meet their needs. The consultation period will provide an opportunity for any concerns about the impact on pupils with ALN to be raised, and these will be considered as the process moves forward.

ii) Impact on the community

As the proposal only relates to changing the language category of Ysgol Bro Hyddgen, it is anticipated that the proposal's impact on the community would be minimal. Primary and secondary provision would continue to be available in Machynlleth, and community facilities associated with the school would continue to be available, and would be enhanced following the planned new building.

It is acknowledged that the proposal would eventually lead to additional travel for pupils wishing to access English-medium education, however by phasing in the change in language category over a number of years, the intention is that all pupils living in the catchment area would have the Welsh language skills needed to continue to study through the medium of Welsh throughout their time in school. Therefore the number of pupils travelling to access English-medium education should be small.

iii) Impact on the Welsh language

Implementation of the proposal would have a positive impact on the Welsh language, as in time, it would ensure that all pupils in the Machynlleth catchment would access Welsh-medium education, and would become fully bilingual in Welsh and English, leading to an increase in the number of pupils able to use the Welsh language confidently, and contributing to the Welsh Government's Strategy to achieve a million Welsh speakers by 2050.

PART D – CONSULTATION DETAILS

Who will we consult with?

The Council will consult with a range of stakeholders as required by the School Organisation Code, which include the following:

- Parents, carers and guardians at Ysgol Bro Hyddgen
- Governors at Ysgol Bro Hyddgen
- Staff at Ysgol Bro Hyddgen
- Parents of pupils attending all feeder schools for Ysgol Bro Hyddgen
- Pupils at Ysgol Bro Hyddgen and all feeder schools for Ysgol Bro Hyddgen
- The Church in Wales and Roman Catholic Diocesan Authorities
- The Welsh Minister for Education
- Neighbouring Local Authorities
- Local Powys Councillors
- Town and Community Councils in the local area
- The Member of the Senedd for Montgomeryshire and regional Members of the Senedd for the area
- The MP for Montgomeryshire
- Estyn
- Teaching and staff trade unions
- ERW
- The Police & Crime Commissioner for Dyfed Powys
- Nursery providers in the local area
- Mudiad Meithrin
- The Powys Children and Young People's Partnership
- NPTC College
- Welsh Language Commissioner

Consultation with pupils will take place in accordance with the Welsh children and young people's national participation standards³.

The consultation period

The consultation period will commence on the 8 December 2020 and will end on the 26 January 2021.

The statutory process

Consultation on this proposal will follow the guidelines set out by the Welsh Government in the revised School Organisation Code which became operational on the 1st November 2018. The process is summarised below:

i) Consultation

³ <https://gov.wales/children-and-young-peoples-national-participation-standards>

Consultation will start on the 8 December 2020 and will end on the 26 January 2021. Feedback from the consultation will be collated and summarised, and a consultation report will be produced and shared with stakeholders.

It is important to note that responses made to the consultation will not be counted as objections to the proposal, and that only objections can be registered following publication of a statutory notice.

The Council's Cabinet will consider the consultation report and the feedback received during the consultation period, and will decide whether to proceed with the proposal, to make changes to the proposal, or to not proceed with the proposal. If the Cabinet decides not to proceed, that will be the end of this proposal.

It is anticipated that the Consultation Report will be considered by the Cabinet in the spring of 2021.

ii) Statutory notice

If the Cabinet decides to proceed with the proposal, statutory notices would be published after the Cabinet meeting. There would then be a period of 28 days for people to submit written objections.

If there were objections, the Council would publish an objection report providing a summary of the objections and the Council's response to them before the end of 7 days beginning with the day of the local authority's determination. Only written objections submitted during the statutory notice period will be considered as objections and included in this report. Comments submitted as part of the consultation period would not be counted as objections. Should stakeholders wish their consultation responses to be considered as objections, they would need to be re-submitted in writing during the statutory notice period.

A further report would be presented to the Council's Cabinet, which they would consider alongside the objection report, in order to decide whether or not to approve the proposal.

It is anticipated that a final decision would be made by the end of the 2020/21 academic year.

iii) Implementation

If the Council's Cabinet were to approve the proposal, it would be implemented in accordance with the date given in the statutory notice or any subsequently modified date.

How to respond to the consultation

A consultation response form is attached to this document. An online version is also available on the Council's website:

<https://en.powys.gov.uk/article/9999/Ysgol-Bro-Hyddgen-Machynlleth>

Alternatively, you can respond in writing.

Completed forms and other written responses should be sent to the following address:

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

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

All correspondence should be received by the **26 January 2021**.

If you have any further questions about this proposal, you can contact the Transforming Education Team using the above contact details, or by phoning (01597) 826277.

APPENDIX A – KEY DATA

Information about schools likely to be affected by the proposals is provided below.

As the proposal is to introduce the change to Ysgol Bro Hyddgen’s language category on a phased basis, no current pupils would need to transfer to alternative schools. Therefore, the Council’s view is that Ysgol Bro Hyddgen is the only school that would be affected by the proposal.

Should the proposal be implemented, it is possible that in the future, some pupils may choose to attend other schools to access English-medium provision, in the secondary sector in particular. However the expectation is that the number of pupils would be small, therefore there would be no significant impact on these schools.

General information

	School Type	Language Category	Admission Number	Rural School? ⁴
Ysgol Bro Hyddgen	Community Middle School (All-through) School building owned by Powys County Council	Bilingual (Type B)	31 – Primary 73 – Secondary	No

Pupil numbers

i) Current pupil numbers⁵

	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

ii) Historical pupil numbers⁶

⁴ 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.

⁵ Finance NOR - 2020 Pupil Count Day

⁶ PLASC

	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**

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

Building Capacity and Condition

i) **Capacity**

The following table provides information about the current capacity of Ysgol Bro Hyddgen:

	Current Capacity	Currently Filled	Surplus Capacity
Ysgol Bro Hyddgen – Primary Campus	213	165 (77.5%)	48 (22.5%)
Ysgol Bro Hyddgen – Secondary Campus	442	312 (70.6%)	130 (29.4%)

ii) **Building condition**

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

	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.

Quality and standards of education

i) Estyn

The following table summarises the last Estyn inspections of the school:

	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

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

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

Equalities information⁷

i) National identity

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

	British	English	Irish	Scottish	Welsh	Other	Not supplied	Refused	Total pupils
Ysgol Bro Hyddgen Primary Campus	36.4%	9.2%	0%	0%	37.6%	3.5%	0%	0.6%	173
Ysgol Bro Hyddgen	20.3%	8.6%	0%	0%	68.4%	2.3%	0.0%	0.3%	301

⁷ PLASC 2020

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

	White British	Other known ethnicity	Information not yet obtained	Total pupils
Ysgol Bro Hyddgen Primary Campus	82.1%	3.5%	15.5%	173
Ysgol Bro Hyddgen Secondary Campus	96.7%	3.0%	0.3%	301

iii) **English as an Additional Language**

	NOR	% EAL	% EAL A/B/C
Ysgol Bro Hyddgen Primary Campus	173	0%	0%
Ysgol Bro Hyddgen Secondary Campus	301	0.7%	0.0%

iv) **Free School Meals**

	Not eligible for FSM	Eligible for FSM	Total pupils	% Eligible for FSM
Ysgol Bro Hyddgen Primary Campus	148	25	173	14.5%
Ysgol Bro Hyddgen Secondary Campus	266	35	301	11.6%

v) **Looked after children**

	Looked after children
Ysgol Bro Hyddgen	1.1%

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

	None	School Action	School Action Plus	Statement	Total Pupils	% ALN
Ysgol Bro Hyddgen Primary Campus	74.0%	15.6%	8.7%	1.7%	173	26.0%
Ysgol Bro Hyddgen Secondary Campus	88.0%	7.6%	0%	0%	301	12.0%

APPENDIX B – SWOT AND CRITICAL SUCCESS FACTOR ANALYSIS – LANGUAGE OPTIONS

1. SWOT ANALYSES

SWOT analyses for each of these three options identified in section 5 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 would 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 accessed Welsh-medium provision in the Foundation Phase, which could lead to an increase in the 	<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 - 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

<p>number of pupils choosing Welsh-medium education</p> <ul style="list-style-type: none"> - In the long term, more opportunities could be offered through the medium of Welsh - Increase in pupils studying through the medium of Welsh - Small potential financial saving to the authority in the long term 	<p>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</p> <ul style="list-style-type: none"> - 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

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 accessed Welsh-medium provision in the primary phase, which could lead to an increase in the number of 	<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 - 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

<p>pupils choosing Welsh-medium education in the secondary phase</p> <ul style="list-style-type: none"> - 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 	<p>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</p> <ul style="list-style-type: none"> - 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
<p>Opportunities</p>	<p>Threats</p>
<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

<p>Strengths</p>	<p>Weaknesses</p>
<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 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 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

	<ul style="list-style-type: none"> - 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 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 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
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
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<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 pupil numbers at Ysgol Bro Hyddgen in the longer term as the school may no longer attract pupils from out of county wishing to access English-medium provision - 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

2. CRITICAL SUCCESS FACTORS

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

Critical Success Factor	Description
1 – Strategic fit and business needs	<ul style="list-style-type: none"> • The option must align with the Council's Strategy for Transforming Education in Powys 2020-2030, to include the following: <ul style="list-style-type: none"> - Address the challenges facing education in Powys, as outlined in the Council's Strategy for Transforming Education in Powys 2020-2030

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

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

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

The assessment for each option is as follows:

	Option 1	Option 2	Option 3	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

APPENDIX C – SWOT AND CRITICAL SUCCESS FACTOR ANALYSIS – IMPLEMENTATION OPTIONS

1. SWOT ANALYSES

SWOT analyses for each of the implementation options identified in section 6 are provided below:

Option 5A: 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 - 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"> - 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
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: 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 - Potential financial saving to the authority - Would shorten the transition period slightly compared with Option 5A 	<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 - 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
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: 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 	<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

<ul style="list-style-type: none"> - 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"> 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

Option 5D: 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

	<ul style="list-style-type: none"> - 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: 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 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: 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 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 - 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 - 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 - 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

2. CRITICAL SUCCESS FACTORS

The options have also been assessed against the Critical Success Factors on pages 48/9 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

APPENDIX D – RESPONSE FORM

PROPOSAL TO CHANGE THE LANGUAGE CATEGORY OF YSGOL BRO HYDDGEN

Powys County Council is consulting on the following proposals relating to Ysgol Bro Hyddgen:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

A consultation document which provides more information about the proposals is available on the Council's website at <http://www.powys.gov.uk/transformingeducation>. This consultation response form gives you the opportunity to let us know your view on the Council's proposal. The response form can also be completed online – a link to the online form is available by following the link above.

The closing date for this consultation is the **26 January 2021**. All responses must be received by this date.

For information on how the Transforming Education Team protects and uses personal information collected during consultation processes, please see the Transforming Education privacy notice, which is available via the following link:
<https://en.powys.gov.uk/article/9803/Transforming-Education-Privacy-Notice>

Part 1 – About You

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

- | | | | |
|--------------------------|---------------------------|--------------------------|---------------------------------------|
| <input type="checkbox"/> | Parent, carer or guardian | <input type="checkbox"/> | Prospective parent, carer or guardian |
| <input type="checkbox"/> | Governor | <input type="checkbox"/> | Member of staff |
| <input type="checkbox"/> | Member of the community | <input type="checkbox"/> | Organisation e.g. Community Council |
| <input type="checkbox"/> | No association | <input type="checkbox"/> | Other |

If you said 'Other', please specify: _____

2. Please specify which school you are associated with:

- | | | | |
|--------------------------|-------------------|--------------------------|--------------------------------------|
| <input type="checkbox"/> | Ysgol Bro Hyddgen | <input type="checkbox"/> | A feeder school of Ysgol Bro Hyddgen |
| <input type="checkbox"/> | Another school | | |

If you are associated with a feeder school of Ysgol Bro Hyddgen or another school, please specify which school: _____

3. Please provide your postcode: _____

Part 2 – Consultation Response

Please indicate your responses to the questions below.

4. Do you agree with the current proposal to change the language category of Ysgol Bro Hyddgen?

Yes

No

I don't know

Please provide any additional comments:

5. Do you think that the Council should be considering any other options for Ysgol Bro Hyddgen instead of the proposal to change the school's language category?

Yes

No

I don't know

Please provide any additional comments, including a description of the option(s) you think the Council should be considering:

Impact on the Welsh language

6. In your opinion, what positive effects would the proposal to change the language category of Ysgol Bro Hyddgen have on:

a) Opportunities for persons to use the Welsh language?

b) Treating the Welsh language no less favourably than the English language?

7. In your opinion, what adverse effects would the proposal to change the language category of Ysgol Bro Hyddgen have on:

a) Opportunities for persons to use the Welsh language?

b) Treating the Welsh language no less favourably than the English language?

8. How do you think the proposal to change the language category of Ysgol Bro Hyddgen could be formulated or revised so that it would have positive effects, or more positive effects on:

a) Opportunities for persons to use the Welsh language?

b) Treating the Welsh language no less favourably than the English language?

9. How do you think the proposal to change the language category of Ysgol Bro Hyddgen could be formulated or revised so that it would not have adverse effects, or less adverse effects on:

a) Opportunities for persons to use the Welsh language?

b) Treating the Welsh language no less favourably than the English language?

Impact on people with protected characteristics

10. Do you have any comments or concerns about the impact of the proposal to change the language category of Ysgol Bro Hyddgen on people with protected characteristics under the Equality Act 2010?

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Copy of Consultation Report

11. At the end of the Consultation Period, the Council will publish a Consultation Report, summarising the issues raised in the consultation responses received and providing the Council's response to these issues.

Would you like to be informed of the publication of the consultation report?

Yes

No

If you answered 'Yes', please provide an e-mail address or postal address:

Part 3 – Equalities Information (Optional)

We want to ensure that we include all sectors of the community in our consultation, and are requesting that you provide this information to enable us to identify whether the consultation has been inclusive. However, these questions are optional.

12. How old are you?

Under 16

16-24

25-34

35-44

45-54

55-64

65-74

75-84

85+

Prefer not to say

13. What is your gender?

<input type="checkbox"/>	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>	Gender Fluid
<input type="checkbox"/>	Non-Binary	<input type="checkbox"/>	Gender neutral	<input type="checkbox"/>	Prefer not to say

14. Can you understand, speak or write Welsh?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say
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15. If you have school-aged children, are they entitled to receive free school meals?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say
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16. If you have school-aged children, do they have any additional learning needs?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say
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17. Do you consider yourself to be disabled?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Prefer not to say
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18. What is your ethnic group?

<input type="checkbox"/>	White	<input type="checkbox"/>	Asian	<input type="checkbox"/>	Black, African or Caribbean
<input type="checkbox"/>	Mixed	<input type="checkbox"/>	Gypsy/Traveller	<input type="checkbox"/>	Other
<input type="checkbox"/>	Prefer not to say				

Thank you for completing this questionnaire.

Completed questionnaires should be sent to the following address, to arrive **no later than the 26 January 2021**.

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

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