

Pecyn Dogfennau Cyhoeddus

Cyngor Sir

Man Cyfarfod
**Siambwr y Cyngor, Neuadd y Sir,
Llandrindod.**

Dyddiad y Cyfarfod
Dydd Gwener, 20 Rhagfyr 2019

Amser y Cyfarfod
10.00 am



Neuadd Y Sir
Llandrindod
Powys
LD1 5LG

I gael rhagor o wybodaeth cysylltwch â
Stephen Boyd
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steve.boyd@powys.gov.uk

13/12/19

Mae croeso i'r rhai sy'n cymryd rhan ddefnyddio'r Gymraeg. Os hoffech chi siarad Cymraeg yn y cyfarfod, gofynnwn i chi roi gwybod i ni erbyn hanner dydd ddau ddiwrnod cyn y cyfarfod

AGENDA

1.	YMDDIHEURIADAU
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Derbyn ymddiheuriadau am absenoldeb.

2.	DATGANIADAU O DDIDDORDEB
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Derbyn unrhyw ddatganiadau o ddiddordeb gan Aelodau mewn perthynas ag eitemau sydd i'w trafod ar yr agenda.

3.	YSGOL FABANOD LADYWELL GREEN AC YSGOL IAU HAFREN
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Ystyried adroddiad gan y Cynghorydd Phyl Davies, Aelod Portffolio ar faterion Addysg ac Eiddo.

(Tudalennau 1 - 152)

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol

CYNGOR SIR POWYS COUNTY COUNCIL.

POWYS COUNTY COUNCIL

20th December 2020

REPORT AUTHOR: County Councillor Phyl Davies
Portfolio Holder for Education and Property

SUBJECT: Ladywell Green Infants School and Hafren C.P. Junior School

REPORT FOR: Discussion by Full Council

1. Summary

- 1.1 On the 13th July 2016, the County Council debated a motion proposing that Full Council should meet to discuss recommendations relating to Primary and Secondary School proposals prior to a decision being taken by the Cabinet, and resolved the following:

‘That Full Council meets to discuss recommendations relating to Primary and Secondary School proposals that are affected by the Council’s Transformation Policy and Schools Reorganisation Policy 2015, to inform the Cabinet of Council’s views prior to any decision being taken by Cabinet.’

- 1.2 Further to the decision made by Cabinet on the 17th September 2019, the Council has recently carried out consultation on the following proposals:

- To close Ladywell Green Infants School and Hafren C.P. Junior School
- To establish a new English-medium primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School

- 1.3 The purpose of this report is to inform members of the responses received to the consultation carried out in respect of Ladywell Green Infants School and Hafren C.P. Junior School, and to enable members to discuss the recommendations relating to amalgamating these two schools, to inform the Cabinet prior to a decision being taken by Cabinet, in accordance with the motion outlined in 1.1 above.

- 1.4 The report is supported by the following appendices:

- **Appendix A** – Consultation Document
- **Appendix B** – Consultation Report
- **Appendix C** – Minutes of meetings with School Councils, Governors and Staff

- **Appendix D – Updated Impact Assessments**

2. Proposal

Background

The Consultation Period

- 2.1 On the 17th September 2019, Cabinet considered a report relating to Ladywell Green Infants School and Hafren C.P. Junior. At this meeting, Cabinet determined the following:

‘To carry out consultation in accordance with the requirements of the School Organisation Code on the amalgamation of Ladywell Green Infants School and Hafren C.P. Junior School, by closing Ladywell Green Infants School and Hafren C.P. Junior School and opening a new primary school for pupils aged 4-11 operating from the current school buildings.

The target date is to close the two schools on the 31st August 2021 and to open the new all-through school on the 1st September 2021.’

- 2.2 Consultation on the proposal to amalgamate the two schools and establish a new all-through school commenced on the 26th October 2019 and ended on the 7th November 2019.
- 2.3 The consultation document was available on the Council’s website throughout the consultation period. The document was also distributed to stakeholders as required by the School Organisation Code (2018). The consultation document that was issued is attached as Appendix A.
- 2.4 Consultees were asked to respond to the consultation by either completing the online consultation form, filling in a paper copy of the form and returning it to the School Transformation Team, or by writing to the School Transformation Team.
- 2.5 During the consultation period, meetings were also held with the following:
- Staff of Ladywell Green Infants School and Hafren C.P. Junior School
 - Governors of Ladywell Green Infants School and Hafren C.P. Junior School
 - School council of Ladywell Green Infants School
 - School council of Hafren C.P. Junior School

The minutes of these meetings are attached as Appendix C, and the issues raised in the meetings are included in the Consultation Report (Appendix B).

- 2.6 In addition, two drop in sessions were held during the consultation period, to give people the opportunity to discuss the proposals with officers. One session was held in Ladywell Green Infants School and the second was held in Hafren C.P. Junior School.

Consultation Responses

- 2.7 16 respondents completed the consultation response form which was included in the consultation document, including paper copies and responses submitted using the online response form. In addition, a written response was received from Estyn.
- 2.8 The consultation response form asked respondents to answer a number of questions. The findings are provided in full on pages 5 and 6 of the Consultation Report (Appendix B).
- 2.9 The written responses received included a response by Estyn, which is provided on page 17 of the Consultation Report (Appendix B).

Consultation Findings

- 2.10 As part of the consultation, a consultation response form was issued, which was completed by 16 respondents. 38% of respondents indicated that they were associated with Ladywell Green Infants School, 44% indicated that they were associated with Hafren C.P. Junior School, and 19% of respondents indicated that they were not associated with either school.
- 2.11 The consultation response form asked respondents whether or not they agreed with the proposal to amalgamate the two schools. The findings are outlined in full on pages 5-6 of the Consultation Report (Appendix B), and are also provided below:

3. *Do you agree with the current proposal to amalgamate Ladywell Green and Hafren?*

<i>Yes</i>	10	63%
<i>No</i>	4	25%
<i>Don't know</i>	2	13%
<i>Total Responses</i>	16	

4. *Do you think that the Council should be considering any other options for Ladywell Green Infants School and Hafren C.P. Junior School instead of the proposal to amalgamate the schools to establish a new primary school?*

<i>Yes</i>	4	27%
<i>No</i>	9	60%
<i>Don't know</i>	2	13%
<i>Total responses</i>	15	

2.12 Written comments were also provided in the consultation response form. These comments, as well as issues raised in written responses and those raised in the consultation meetings, are listed in the Consultation Report (Appendix B) from page 18 onwards, along with the Council's response to these issues. The issues raised relate to the following headings:

1. Impact on pupils
2. Impact on staff
3. Queries regarding categorisation / inspection arrangements
4. Financial queries
5. Reference to a potential new building
6. Comments relating to the North Powys Well-being Programme
7. Comments relating to documentation
8. Comments relating to the process
9. Other options

2.13 The findings of the consultation, as summarised in 2.11 above, suggest that the respondents' preferred option is to proceed with the proposal to amalgamate Ladywell Green Infants School and Hafren C.P. Junior School to establish a new primary school in Newtown.

The Proposal

2.14 Based on the findings of the consultation, the current proposal to Cabinet is as follows:

- i) To receive the Consultation Report in respect of the proposals relating to Ladywell Green Infants School and Hafren C.P. Junior School.
- ii) To approve the publication of a Statutory Notice proposing the following:
 - To close Ladywell Green Infants School and Hafren C.P. Junior School
 - To establish a new English-medium primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School

2.15 As indicated in the Consultation Document published in respect of this proposal, based on estimated pupil numbers for both schools in September 2020, it is estimated that implementation of the proposal would result in annual revenue savings to the Council of £131,885. This is calculated as follows:

Estimated funding for both schools 21/21	£1,025,302
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Estimated funding for one school 20/21	£893,466
Estimated saving / (Cost)	£131,885

The estimated savings figure will be reviewed going forward as estimated pupil numbers change.

2.16 In line with the Council's Scheme for Financing Schools, should either school be in a deficit budget position on closure of the school, the deficit would be written off.

2.17 In addition, in order to ensure effective stewardship of the resources available to schools, particularly those that are subject to closure, Powys' Scheme for Financing Schools makes provision for this under Section 3.7.2, where it states that:

'The Authority may impose additional restrictions, including but not limited to:

- restriction of expenditure to agreed plans
- removal of powers of virement'

2.18 It is therefore proposed that should a final decision be made to proceed with implementation of the proposal, the following actions would be taken:-

- spend at the schools would be restricted to that included in their approved budget plan and no virement of funds between budget headings to be permitted unless approved by the Authority;
- any staffing changes to be subject to approval by the Authority;
- any contracts awarded for the supply of goods or services to be subject to approval by the Authority.

This would ensure that expenditure was limited to that which was absolutely necessary to protect council resources.

2.19 It is anticipated that Statutory Notices will be published before the end of January 2019, and that a further report, summarising any objections received, will be considered by the Council's Cabinet before the end of March 2019.

2.20 The target would be for the new school to open in September 2021.

3. Options Considered / Available

3.1 A number of options were considered in respect of Ladywell Green Infants School and Hafren C.P. Junior School. These are outlined in the consultation document in respect of this proposal (Appendix A).

3.2 A number of other options were suggested during the consultation. These are outlined in the Consultation Report (Appendix B).

4. Preferred Choice and Reasons

- 4.1 As outlined in section 2 above, the outcome of the consultation exercise carried out suggests that the preferred option is to amalgamate Ladywell Green Infants School and Hafren C.P. Junior School and to establish a new primary school on the current sites of the two schools.
- 4.2 Therefore, the preferred choice is to proceed with amalgamating Ladywell Green Infants School and Hafren C.P. Junior School, and to establish a new primary school on the current sites of the two schools.
- 4.3 The reasons for this are as follows:
- To improve transition arrangements for pupils between Foundation Phase and Key Stage 2
 - To provide improved opportunities for staff as a result of being part of a larger team with opportunities to work with pupils across the primary age range
 - To provide a more efficient operating model – one staffing and governance structure rather than two
 - The option is in line with the Council's School Organisation Policy
 - In the longer term, to provide access to 21st Century Schools funding in order to improve building condition and running costs
 - The outcome of the consultation carried out suggested that this is the preferred option.
- 4.4 It must be noted that the establishment of a new school does not preclude that school from being a part of future reorganisation proposals.

5. Impact Assessment

5.1 Is an impact assessment required? Yes

5.2 If yes is it attached? Yes

A range of draft impact assessments were produced as part of the consultation documentation. These included a Single Integrated Impact Assessment, an Equalities Impact Assessment, a Community Impact Assessment and a Welsh Language Impact Assessment.

These draft impact assessments have been updated to reflect issues raised during the consultation period, and are attached in Appendix D.

6. Corporate Improvement Plan

6.1 Learning and Skills is one of the four priorities outlined in Vision 2025: Our Corporate Improvement Plan 2018-23. Within this priority, the Plan

includes a commitment to 'Improve our schools infrastructure'. In order to achieve this, 'we will implement our new School Organisation Policy and Delivery Plan to develop a more efficient schools network, with a greater focus on working in partnership with schools and the communities they serve.'

7. Local Member(s)

7.1 Local members will have the opportunity to comment as part of the discussion.

8. Other Front Line Services

Does the recommendation impact on other services run by the Council or on behalf of the Council? Yes

9. Communications

Have Communications seen a copy of this report? Yes

Comment: The report is of public interest and requires use of news release and social media to publicise the recommendation/decision.

10. Support Services (Legal, Finance, Corporate Property, HR, ICT, Business Services)

10.1 Legal: Comment to be provided.

10.2 The Schools Finance Manager confirms the estimated savings in the report. Finance will continue to work closely with the two current schools and the proposed new school to ensure the financial position is managed within the requirements of the Scheme for Financing Schools. If a decision is made to proceed with closure then ensuring effective stewardship of resources will need to be a consideration as set out in paragraph 2.18 and 2.19.

10.3 HR: The Schools HR Team will continue to work with the Headteachers, Employees, Governors and trade union representatives to ensure that Powys County Council's policies and procedures are followed in consulting upon and implementing any proposed changes.

11. Scrutiny

Has this report been scrutinised? No

12. Statutory Officers

The Head of Finance acknowledges the response from the Schools Finance Manager, and endorses the comments made – it is essential

that any school closures have a minimal effect on school deficits and support a longer term savings delivery plan.

The Solicitor to the Council (Monitoring Officer) will provide a comment during the meeting.

13. Members' Interests

The Monitoring Officer is not aware of any specific interests that may arise in relation to this report. If Members have an interest they should declare it at the start of the meeting and complete the relevant notification form.

Recommendation:	Reason for Recommendation:
To discuss the proposed recommendation to Cabinet in respect of Ladywell Green Infants School and Hafren C.P. Junior School as set out in paragraph 1.4 of this report, to enable Cabinet to take the views expressed by Council into account when making a decision.	To inform the Cabinet of Council's views prior to a decision being taken by Cabinet.

Relevant Policy (ies):	School Organisation Policy
Within Policy:	Y
Within Budget:	Y

Relevant Local Member(s):	Cllr David Selby (Newtown Central) Cllr Joy Jones (Newtown East) Cllr Daniel Rowlands (Newtown Llanllwchaiarn North) Cllr Mark Barnes (Newtown Llanllwchaiarn West) Cllr Les Skilton (Newtown South)
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Person(s) To Implement Decision:	School Organisation Team
Date By When Decision To Be Implemented:	End of January 2020

Contact Officer:	Sarah Astley
Tel:	01597 826265
Email:	sarah.astley@powys.gov.uk

Background Papers used to prepare Report:

CABINET REPORT TEMPLATE VERSION 5



PROPOSALS FOR LADYWELL GREEN INFANTS SCHOOL AND HAFREN C.P. JUNIOR SCHOOL

Consultation Document

Consultation dates: 26th September to 7th November 2019



Consultation on proposals for Ladywell Green Infants School and Hafren C.P. Junior School

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This document is also available on the Council's website via <https://en.powys.gov.uk/article/7476/Ladywell-Green-Infants-School-and-Hafren-Junior-School>.

If you require a copy of the document in a different format, please contact the School Transformation Team on 01597 826618, or e-mail school.modernisation@powys.gov.uk.

Consultation on proposals for Ladywell Green Infants School and Hafren C.P. Junior School

OVERVIEW

1. The Proposal

Powys County Council is consulting on a proposal to amalgamate Ladywell Green Infants School and Hafren C.P. Junior School in order to establish a new primary school for pupils aged 4-11 in Newtown.

The proposals are as follows:

- To close Ladywell Green Infants School and Hafren C.P. Junior School
- To establish a new English-medium primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School

The current target date is to close the two schools on the 31st August 2021, with the new school opening on the 1st September 2021.

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/7476/Ladywell-Green-Infants-School-and-Hafren-Junior-School>

A paper 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 **7th November 2019**.

Two 'drop in' consultation events will also be held during the consultation period. These will be held on the following dates:

Hafren C.P. Junior School, 14th October 2019, 3:00 – 6:00pm

Ladywell Green Infants School, 16th October 2019, 3:00 – 6:00pm

3. Contact details

All responses should be sent to the following address:

School Transformation Team
Powys County Council
County Hall
Llandrindod Wells
Powys
LD1 5LG

4. What will happen next

Once the consultation period has ended, a consultation report will be produced which will outline the feedback received. The consultation report will list all issues raised during the consultation period, and will also provide the Council's response to these issues.

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 early in 2020.

If the Cabinet decide to proceed with the proposal, 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 proposals:

- **To close Ladywell Green Infants School and Hafren C.P. Junior School**
- **To establish a new primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School**

The current target date is to close the two schools on the 31st August 2021, with the new school opening on the 1st September 2021.

1. BACKGROUND

Ladywell Green Infants School and Hafren C.P. Junior School are two English-medium schools located in the centre of Newtown in North Powys. They mainly serve pupils living within the town of Newtown. The two schools are located on the same site in the centre of Newtown.

The following table provides general information about the two schools:

School name and location	School Category	Language Category	Admission Number	Capacity
Ladywell Green Infants School, Park Lane, Newtown, Powys, SY16 1EG	Community Primary (Infant) School building owned by Powys County Council.	English	48	150
Hafren C.P. Junior School, Park Lane, Newtown, Powys, SY16 1EG	Community Primary (Junior) School building owned by Powys County Council.	English	52	210

Current pupil numbers¹ at the two schools are as follows:

	R	1	2	3	4	5	6	Total
Ladywell Green Infants School	26	39	29	N/A	N/A	N/A	N/A	94

¹ Teacher Centre, 4th September 2019

Hafren C.P. Junior School	N/A	N/A	N/A	28	34	37	46	145
Total	26	39	29	28	34	37	46	239

In the summer of 2017, the Council identified its priorities for Band B of the Welsh Government's 21st Century Schools Programme. This identified the need for investment in a number of projects in Newtown and the surrounding area. Since early 2018, the Council has been working with schools in Newtown to develop future plans for the schools infrastructure in Newtown. The early stages of this work included the following steps:

- **April 2018** – Initial meetings with Headteachers of all Newtown schools
- **June 2018** – Establishment of a Stakeholder Group, including Headteachers and Chairs of Governors of all Newtown schools, and local Councillors. A number of meetings were held between June 2018 and April 2019.

This initial work, which included consideration of data on Newtown schools (e.g. current, historical and projected pupil numbers, building condition, surplus places), identified the need for one new school to replace the current Ladywell Green Infants School and Hafren C.P. Junior School. This is in line with the Council's School Organisation Policy, which sets out the Council's aim to 'Remove infant / junior split by creating 'all-through' primary schools'.

In order to share information on the developments with the Ladywell Green and Hafren school communities, early engagement has been ongoing since May 2019. This has included the following:

- Joint meetings with the two governing bodies
- Distribution of a letter and FAQ document to parents of pupils attending the two schools
- An initial engagement meeting with staff
- Informal drop-in events for parents at both schools

The proposal to carry out consultation on amalgamating Ladywell Green Infants School and Hafren C.P. Junior School was considered by the School Transformation Board on the 13th August 2019, and was subsequently considered by the Council's Cabinet on the 17th September 2019.

The recommendation agreed by Cabinet was as follows:

'To carry out consultation in accordance with the requirements of the School Organisation Code on the amalgamation of Ladywell Green Infants School and Hafren C.P. Junior School, by closing Ladywell Green Infants School and Hafren C.P. Junior School and opening a new primary school for pupils aged 4-11 operating from the current school buildings.'

2. THE STRATEGIC CONTEXT

In March 2018, the Council's Cabinet approved a new School Organisation Policy, which set out the Council's aspirations for the schools infrastructure in Powys. The policy was subsequently amended slightly in April 2018 and in August 2019.

The policy states that:

'The Council aims to have an educational model which fulfils the following:

- Provides all learners with the opportunity to achieve their potential
- Has high quality, resilient leadership and management
- Has high quality learning environments, with the long term aim that all schools will be assessed as condition A or B
- Has a greater focus on collaboration and partnership working, in order to enable schools to provide the best possible opportunities for learners
- Enables schools to operate effectively and efficiently within the funding available
- Increases demand for Welsh-medium provision and provides access to provision which will enable pupils to become confident Welsh speakers
- Develops our schools into establishments that are central to community activity
- Has a high quality ICT infrastructure that will enable all schools to provide enhanced opportunities for learners
- Provides access to high quality early years provision
- Provides support for learners with additional learning needs which aligns with the requirements of the new Additional Learning Needs and Education Tribunal (Wales) Act
- Provides access to high quality post-16 provision in schools, which is attractive to learners, financially sustainable and minimises learner travel'

The policy also states that a Delivery Plan will be produced which sets out the Council's priorities:

'In order to move towards a more efficient schools network, a new Delivery Plan will be implemented with a greater focus on working in partnership with schools and the communities they serve, and on alternative models of delivering education, such as collaboration models, federation, multi-site schools and all-through schools.

The Council's Delivery Plan will focus on delivering the following priorities:

- Secondary schools to become 'all-through schools', or part of multi-sited arrangements
- Small primary schools² to be part of formal collaborations / federations / amalgamations
- Remove infant / junior split by creating 'all-through' primary schools
- New Welsh-medium provision to be established

² The Welsh Government defines a 'small school' as a school that contains fewer than 91 registered pupils in the Education (Small Schools) (Wales) Order 2014: <http://www.legislation.gov.uk/wsi/2014/1133/made>

- Improvements to the Powys schools estate, either as part of the Welsh Government's 21st Century Schools Programme or as part of the Council's Asset Management Programme
- A new model for delivering post-16 provision to be implemented
- Transforming the delivery of support for pupils with additional learning needs

In addition to the above priorities, the Council will encourage all schools to:

- Identify areas where staff and / or services can be shared across more than one school in order to improve efficiency
- Develop the use of ICT links between school sites to provide distance learning opportunities'

The current proposals in respect of Ladywell Green Infants School and Hafren C.P. Junior School are in line with these priorities.

3. WHY CHANGE IS NEEDED

Ladywell Green and Hafren School are both good schools. The most recent categorisation of the two schools in accordance with the National School Categorisation System categorised both schools as being in the Green support category³, and Ladywell Green Infants School has recently had a successful Estyn inspection. However, similarly to other schools across Powys, there are a number of challenges facing them.

The key challenges facing Ladywell Green Infants School and Hafren Junior School are explored below.

3.1 Building condition

The current building condition of the two schools is as follows⁴:

	Condition
Ladywell Green Infants School	C/D
Hafren C.P. Junior School	C

There are issues with building condition in both schools, in particular Ladywell Green Infants School which has been assessed as Condition C/D.

³ As determined by the National School Categorisation System. Further information is available at: <https://gov.wales/school-categorisation-system>

⁴ Building condition categories are defined as follows:

Category A	Good
Category B	Satisfactory
Category C	Poor
Category D	Bad

This does not meet the Council's aspiration for Powys schools as outlined in the School Organisation Policy, which states that 'The Council aims to have an educational model which...has high quality learning environments, with the long term aim that all schools will be assessed as condition A or B.'

3.2 Financial pressures

Similarly to many other schools across Powys and Wales, both schools are facing budget pressures.

The following table provides an overview of the expected budget position of both schools at the end of each financial year up until 2021/22⁵:

	2018/19 Actual Cumulative Outturn	2019/20 Budget	2020/21 Budget	2021/22 Budget
Ladywell Green Infants School	£63,925	£16,669	(£18,648)	(£73,828)
Hafren C.P. Junior School	£48,896	£73,718	£23,045	(£39,087)

This shows that Ladywell Green Infants School are projected to be in a deficit budget position by the end of the 2020/21 financial year, and Hafren C.P. Junior School are also projected to be in a deficit budget position by the end of the 2021/22 financial year, unless action is taken by the schools.

3.3 Decreasing pupil numbers

Total pupil numbers at the two schools over the last few years have been as follows:

	Jan. 2014	Jan. 2015	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019
Ladywell Green Infants School	154	138	127	113	96	96
Hafren C.P. Junior School	148	142	158	157	160	169
TOTAL	302	280	285	270	256	265

This shows that total pupil numbers across the two schools have decreased by nearly 40 since January 2014. Whilst there has been an increase in pupil numbers at Hafren C.P. Junior School, there has been a substantial reduction in pupil numbers at Ladywell Green Infants School. This is primarily due to the Council's decision to change the age of admission to primary schools in September 2018.

⁵ As of 1st May submittal by full governing body

Whilst this change has not impacted Hafren C.P. Junior School, it has had a significant impact on pupil numbers at Ladywell Green Infants School, and has also impacted on the number of surplus places.

Projected pupil numbers up until 2024 are as follows⁶:

	January 2020	January 2021	January 2022	January 2023	January 2024
Ladywell Green Infants School	106	106	107	106	108
Hafren C.P. Junior School	147	131	129	130	128
TOTAL	253	237	236	236	236

This suggests that, whilst pupil number at Ladywell Green Infants School are expected to stabilise, they will remain significantly lower than they were in 2014. In addition, pupil numbers at Hafren C.P. Junior School are projected to decrease. Overall pupil numbers at the two schools are projected to continue to decrease.

3.4 Transition arrangements

Whilst the two schools work closely together to minimise disruption for pupils on transition from the Foundation Phase to Key Stage 2 in order to ensure that they can effectively move from one school to the other, the current arrangement does mean that there is an additional transition for pupils during their educational careers, which can cause disruption to pupils and their families.

3.5 Staff development opportunities

The current arrangement provides the opportunity for staff to specialise in a particular educational phase – either Foundation Phase or Key Stage 2. However, this does mean that it is more difficult for them to gain experience across the primary age range.

4. LINKS TO OTHER PROJECTS

This proposal links to the North Powys Well-being Programme, which is being led by the Powys Regional Partnership Board. The Programme is developing ambitious plans to improve health and social care provision in North Powys, and is designing a new model of care for the area. Alongside this, there is a vision to establish a Multi-agency Well-being Campus in Newtown, bringing together a range of services to include education, health and social services, to create an intergenerational wellbeing campus.

An early Proof of Concept report has been produced outlining the plans to establish a Multi-agenda Well-being Campus. Following consideration of a number of sites in

⁶ Schools Service projections based on PLASC January 2019 and live birth information.

Newtown, this work identified a site adjacent to Park Street Newtown as the preferred site for the proposed campus. This site is currently occupied by the Park Day Centre, Newtown Integrated Family Centre (formerly Ysgol Dafydd Llwyd), health services and Hafren and Ladywell Green schools. The site assessment work carried out included the provision of a new primary school on the site, as part of the multi-agency well-being campus, to be built in accordance with Building Bulletin guidance, and the intention is that this new building would replace the buildings currently occupied by Ladywell Green and Hafren Schools.

The plans for a new building and the wider plans for the site are at a very early stage, and there will be numerous opportunities for the school and the wider school community to contribute to this work as it moves forward. However, the Council is keen to consider the best way forward in order to amalgamate the two schools, to prepare for a move to a new building in the future.

5. OPTIONS CONSIDERED

Having identified the need to establish one new school to replace Ladywell Green Infants School and Hafren C.P. Junior School, the Council has considered the following options as possible ways of moving forward:

Option	Description
1	Status quo – infant and junior school continue to operate independently
2	Federation – infant and junior school federate to create a federated primary school
3	New primary school – infant and junior school amalgamate to create a new primary school

These options are considered further below.

5.1 Advantages and disadvantages of available options

SWOT analyses for each of these three options are provided below:

Option 1: Status Quo – Ladywell Green Infants School and Hafren Junior School continue to operate independently

Strengths	Weaknesses
<ul style="list-style-type: none"> - Good relationships between the schools - Leadership, teaching and learning is strong at both schools - No disruption to pupils and parents 	<ul style="list-style-type: none"> - Lack of opportunities for older pupils to nurture younger pupils - Poor buildings - Cost of maintaining current buildings

	<ul style="list-style-type: none"> - Would not lead to any financial efficiencies - Duplication of management tasks - Lack of suitable parking for parents, staff and visitors - Does not align with the Council's aspirations for Powys schools as outlined in the School Organisation Policy
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunities for collaboration between the two schools - Opportunities to share resources, for example ICT support, administration - Opportunities to come together to take part in extracurricular activities - Opportunities for staff to work collaboratively together 	<ul style="list-style-type: none"> - Falling pupil numbers - Financial threat - Unsuitable accommodation and building condition

Option 2: Federation – Ladywell Green Infants School and Hafren Junior School federate to create a federated all-through primary school

Strengths	Weaknesses
<ul style="list-style-type: none"> - Each school would retain its own character, ethos and identity - Improved opportunities for sharing staff expertise and good practice - Improved transition links between the two schools - Potential to run more efficiently through shared staffing and resources - One governing body which would have strategic overview of the two schools - Would be easier to dissolve a federation if the change was not working - Opportunities to build on the good relationships that exist between each school - Strong leadership at both schools - Potential for one headteacher across the two schools in the future - Teaching and Learning is strong at both schools 	<ul style="list-style-type: none"> - Would remain as two separate schools therefore there could be some tensions between the two schools - Federation is a less robust model than amalgamation - Parents would still have to apply to admit their children to the junior phase

Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity for collaboration between the two schools - Opportunity to run more efficiently 	<ul style="list-style-type: none"> - Falling pupil numbers - Budget pressures - Unsuitable accommodation and building condition

Option 3: New primary school – Ladywell Green Infants School and Hafren Junior School amalgamate to create a new primary school

Strengths	Weaknesses
<ul style="list-style-type: none"> - In line with the School Organisation Policy - More flexibility for staff and opportunities for personal development - Would enable staff expertise and good practice to be shared across the entire primary experience - Parents would not have to re-apply for admission to junior phase - One governing body and one leadership team - More attractive for prospective pupils - More efficient model of governance and leadership - Improved transition arrangements between Foundation Phase and Key Stage 2 	<ul style="list-style-type: none"> - Impact on staff as management of change process would need to take place leading to potential job losses - Loss of individual school identity
Opportunities	Threats
<ul style="list-style-type: none"> - Opportunity to access 21st Century Schools funding - Opportunities for staff personal development being part of a larger team - Opportunity to collaborate on curriculum development spanning the two phases 	<ul style="list-style-type: none"> - Potential reduction in outdoor space available in the event of a new building - Job losses

6. PREFERRED OPTION AND REASONS

Based on the SWOT analyses carried out, the preferred option is to proceed with Option 3 – to amalgamate Ladywell Green Infants School and Hafren Junior School to create a new primary school.

The reasons for this are as follows:

- To improve transition arrangements for pupils between Foundation Phase and Key Stage 2
- To provide improved opportunities for staff as a result of being part of a larger team with opportunities to work with pupils across the primary age range
- To provide a more efficient operating model – one staffing and governance structure rather than two
- The option is in line with the Council's School Organisation Policy
- In the longer term, to provide access to 21st Century Schools funding in order to improve building condition and running costs

This is the basis for the current proposal on which the Council is consulting. This option is explored further in the following section.

PART B – THE PROPOSAL

7. OVERVIEW

Powys County Council is consulting on a proposal to amalgamate Ladywell Green Infants School and Hafren C.P. Junior School in order to establish a new primary school for pupils aged 4-11 in Newtown.

The proposals are as follows:

- To close Ladywell Green Infants School and Hafren C.P. Junior School
- To establish a new English-medium primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School

The current target date is to close the two schools on the 31st August 2021, with the new school opening on the 1st September 2021.

If the proposal was implemented, the following table provides details about the proposed new school:

Name	The name of the new school would be proposed by the temporary governing body, and approved by the Portfolio Holder for Education.
Proposed Admission number and admissions arrangements	The new admission number would be 48. Pupils attending the current Hafren and Ladywell Green Schools would automatically be allocated a place in the new school. Future pupils would apply for a place in accordance with the usual admission arrangements.
Age range	4 – 11
Pupil places capacity	The capacity would reflect the combined capacities of the two current schools. The capacity of the new primary school would be 342.
Location	The new school would operate from the existing sites of Ladywell Green Infants School and Hafren C.P. Junior School
Category	Community School
Language category	English medium

Details of proposed accommodation	The accommodation would remain the same as the current accommodation.
Home to school transport arrangements	Home to school transport would continue to be provided in accordance with the Council's transport policy.

8. REASONS FOR THE PROPOSAL

The Council is proposing to establish a new primary school in Newtown for the following reasons:

- To improve transition arrangements for pupils between Foundation Phase and Key Stage 2
- To provide improved opportunities for staff as a result of being part of a larger team with opportunities to work with pupils across the primary age range
- To provide a more efficient operating model – one staffing and governance structure rather than two
- The option is in line with the Council's School Organisation Policy
- In the longer term, to provide access to 21st Century Schools funding in order to improve building condition and running costs.

9. ADVANTAGES AND DISADVANTAGES

The advantages and disadvantages of the current proposal in respect of Ladywell Green Infants School and Hafren C.P. Junior School are summarised below:

Advantages	Disadvantages
<ul style="list-style-type: none"> - More flexibility for staff and opportunities for personal development - Would enable staff expertise and good practice to be shared across the entire primary experience - Parents would not have to re-apply for admission to junior phase from infant phase - One governing body and one leadership team can be a more efficient model of governance - Improved transition arrangements between Foundation Phase and Key Stage 2 - Opportunities to access 21st Century Schools funding 	<ul style="list-style-type: none"> - Impact on staff as management of change process would need to take place leading to potential job losses - Loss of individual school identity - Potential reduction in outdoor space available in the event of a new building

10. RISKS

As with all school reorganisation proposals, there are some risks associated with the proposal to amalgamate Ladywell Green Infants School and Hafren C.P. Junior School.

These are outlined below, along with suggested mitigating actions:

Risk	Likelihood	Impact	Mitigating Actions
Parents don't want their children to attend the new school, so move to them to alternative schools	Low	Low	Engagement with parents to take place throughout the process. Should the Cabinet decide to proceed with the proposal, opportunities to be provided to parents to contribute to the process of establishing the new school.
Period of uncertainty for the two affected schools whilst the statutory process is being carried out and implemented may have a negative impact on standards at the two schools	Medium	Medium	Support to be provided during the transition period.
Uncertainty for staff during the transition period, may result in some staff leaving	Low	Low	Process to be concluded as quickly as possible in order to minimise the period of uncertainty for staff.
Changes resulting from new council initiatives e.g. ALN transformation	Medium	Medium	Support to be provided to the two schools during the transition period.

11. POTENTIAL IMPLEMENTATION TIMESCALE

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

Formal Consultation	26 th September 2019 to 7 th November 2019
Consultation Report to be published, and considered by Full Council and Cabinet	January/February 2020
If Cabinet decide to proceed:	
Publish Statutory Notice (28 days objection period)	March/April 2020
Objection Report to be published and considered by Cabinet	May/June 2020
If Cabinet approves implementation:	
Establish temporary governing body	September 2020
Appoint headteacher	By end of 2020
Develop and appoint to a new staffing structure	Spring 2021
Current schools close	31 st August 2021
New school opens	1 st September 2021

PART C – LIKELY IMPACT OF THE PROPOSAL

The Welsh Government's School Organisation Code outlines factors to be considered when developing school organisation proposals. Consideration is given below to the impact of the preferred option, to amalgamate Ladywell Green Infants School and Hafren Junior School, on the factors outlined in the Code.

12. IMPACT ON PUPILS

i) Pupils currently attending Ladywell Green Infants School and Hafren C.P. Junior School

As implementation of the proposal would see the continuation of English-medium primary in the centre of Newtown, on the current sites of the two schools, it is anticipated that there would be very little change to pupils currently attending the two schools.

It is anticipated that pupils would continue to be educated in their current building – pupils up to year 2 would be educated on the current site of Ladywell Green Infants School, whilst pupils from year 3 onwards would be educated on the current site of Hafren C.P. Junior School. However, there would be improved opportunities for pupils to access facilities on both sites as appropriate.

Implementation of the proposal would also provide improved opportunities for pupils in all key stages to benefit from staff specialisms throughout their time at the school, and to provide continuity in the support provided to vulnerable pupils throughout their time at the school. There would also be improved opportunities for more able and talented pupils.

It is also expected that implementation of the proposal would result in improved transition between the infant and junior education phases, which should have a positive impact on the pupil well-being, and on their educational performance.

As education would continue to be provided on the current sites, it is not anticipated that there would be any additional home to school transport required for any pupils. Transport would continue to be provided in accordance with the Council's Home to School Transport Policy.

ii) Pupils attending other schools

It is not anticipated that the proposal would impact on any pupils attending other schools.

13. IMPACT ON QUALITY AND STANDARDS IN EDUCATION

i) Standards, wellbeing and attitudes to learning

Standards and progress overall, of specific groups and in skills

Standards of education and progress at both schools are currently good.

The Council would expect amalgamating the schools to further strengthen the current standards. It would enable pupil progression to be monitored throughout pupils' time in primary school, from age 4 to age 11, ensuring continuity in delivery and approach, and it is anticipated that this would have an overall positive impact on standards and progress overall.

This would also apply in respect of pupils belonging to specific groups, such as pupils eligible for Free School Meals, pupils for whom English is an Additional Language, Looked after Children and pupils with Additional Learning Needs. Amalgamating the two schools would ensure that their progress could be monitored, supported and tracked over a longer period of time, and throughout their time in primary school.

It is also anticipated that amalgamating the two schools would have a positive impact on the skills of all pupils, including literacy, numeracy and ICT, through improved opportunities to share staff expertise and resources across the primary phase, and through improved ability to monitor pupil progress in these aspects.

Wellbeing and attitudes to learning

Wellbeing and attitudes to learning are currently strong in both schools, and amalgamating the two schools would provide an opportunity to strengthen this, by providing continuity in progression and approach throughout the primary phase. It is anticipated that this would have a positive impact, particularly with regard to pupils' emotional health.

ii) Teaching and learning experiences

Quality of teaching

Quality of teaching is currently good in both schools. It is anticipated that amalgamating the two schools would provide an opportunity to enhance this, by providing flexibility to share good practice and teaching experiences across the primary phase. For example, there would be enhanced opportunities to share Foundation Phase pedagogy with Key Stage 2 classes, which would enhance teaching approaches across the school, and vice versa.

Amalgamating the two schools would also ease transition from Year 2 to Year 3, which would have positive benefits for staff and pupils.

The breadth, balance and appropriateness of the curriculum

Amalgamating the two schools would provide the opportunity to further strengthen the curriculum offered, and would help to facilitate continuous progress across the primary phase. The school would be better placed to develop provision which meets the requirements of the new curriculum.

The provision of skills

The provision of skills is strong in both schools now, however, amalgamating the two schools would provide an opportunity to strengthen this. Progression would be smoother in terms of skills as there would be no need for transition to a new school in year 3.

iii) Care support and guidance

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

These elements are already strong in the two schools, however amalgamating the two schools would provide an opportunity to further develop this. It is anticipated that amalgamating the two schools would have a positive impact on tracking, monitoring and the provision of learning support as the school would know the child for longer, and would monitor their development from 4 years old to 11 years old. For those children that need additional support, this continuity of approach would be beneficial.

Personal development is strong at both schools, however amalgamating the two schools would provide an opportunity to strengthen this, as the new school would be working with each child for a longer period. Amalgamating the two schools would also provide the opportunity for the same approaches to be used across the primary phase.

The site currently occupied by the two schools is challenging in terms of safeguarding. The schools are located on an open site in the centre of town, which requires managing in terms of safeguarding. Amalgamating the two schools in their current accommodation would not impact on this – there would still be a requirement to manage the site to ensure that safeguarding arrangements are in place, however it is not anticipated that there would be a negative impact in terms of safeguarding.

In the longer term, the Council intends to invest in a new building to replace the current accommodation as part of Band B of the 21st Century Schools programme, which would improve the position with regard to safeguarding. The intention is that the new building would be part of a multi-agency well-

being development, and safeguarding arrangements would be a key consideration when planning the site design, and when designing the new school building. The Council is confident that the safeguarding arrangements would be enhanced compared with the current accommodation.

iv) Leadership and management

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

Leadership is good at both schools. Amalgamating the two schools would provide an opportunity to further enhance this, and would increase the capacity for leadership, and sharing of good practice between the Foundation Phase and Key Stage 2.

The new school would be a larger school, which would provide the opportunity for a non-teaching headteacher and would enable increased focus on leadership. Amalgamating the two schools would also provide enhanced opportunities to develop leadership across the school, and would provide enhanced leadership opportunities for staff.

Amalgamating the two schools would provide enhanced opportunities to develop self-evaluation processes across the primary phase, enabling processes to be extended across the school, enabling the school to see each pupil's full development across the primary age range.

In addition, there would be enhanced opportunities for improvement planning across the primary phase. Pupils would attend the new school for longer, therefore the school would be better informed about the pupils, which would enable more effective target setting and improvement planning.

Professional learning

Amalgamating the two schools would provide improved professional learning opportunities for staff through greater opportunities for cross phase working, opportunities to develop leaders more effectively and more opportunities to develop middle leaders. In addition, there would be improved opportunities to see the progression of learning across the primary age range and improved opportunities to apply the principles of the new curriculum.

Use of resources

Should the two schools amalgamate to create one new school, the school would be funded as one school, with one budget, and would be run by one headteacher, one leadership team, and one governing body. This would enable the school to operate more efficiently compared with the current arrangements, and should result in some efficiencies through shared staffing and sharing of other resources.

The proposal is to establish the new school in the accommodation currently occupied by the two schools. The building capacity would remain the same, and there would be no impact on surplus places. Whilst this means that there would be a need to maintain both buildings in the short term, there are longer term plans to provide a new building to replace the current accommodation, which would enable the school to operate even more efficiently, and would provide an opportunity to reduce surplus places.

v) Impact on the school’s ability to deliver the full curriculum in the foundation stage and each key stage

Whilst the two schools currently deliver a full Foundation Phase or Key Stage 2 curriculum to pupils, amalgamating the schools would enable the provision of a full curriculum to pupils across the primary age range. This would enable the further enhancement of the current provision by enabling further development of the curriculum across the primary age range.

vi) Impact on other schools

It is not anticipated that implementation of this option would impact on any pupils currently attending other schools.

14. FINANCIAL IMPACT

i) Revenue funding

Based on the Council’s current funding formula for schools, the funding that would be provided to Ladywell Green Infants School and Hafren C.P. Junior School during 21/22 is as follows (based on **estimated** pupil numbers for both schools in September 2020):

Estimated funding for both schools 21/21	£1,025,302
Estimated funding for one school 20/21	£893,466
Estimated saving / (Cost)	£131,885

It is estimated that implementation of the proposal would result in annual revenue savings to the Council based on the 21/22 funding estimates of £131,885. This will be reviewed as pupil numbers change and any changes to the funding formula are known.

As the proposal is to establish a new school in the accommodation currently occupied by Ladywell Green Infants School and Hafren C.P. Junior School, there would be no impact on transport costs, and there would be no capital costs.

If the proposal is implemented, the existing schools would only receive formula funding for the proportion of the financial year for which it is open,

e.g. if a school closes on 31st August, it will only be resourced for the first 5 months of the financial year (5/12 of the formula allocation). When the school(s) close, any balance (surplus or deficit) will revert to the Council. This position will be managed in line with the scheme for the financing schools.

It is currently estimated that there would be a net deficit position of approximately £44,482 for both schools by September 2022, prior to any action being taken by the governing bodies. This figure is based on the 1st of May 2019 balance report to Cabinet.

The Council provides funding to support schools during transition to new governance models to support the additional work that is required when developing new staffing structures, curriculum planning, etc. Should the Council proceed with the proposal, the amount of transitional funding to be provided would be agreed with the temporary governing body.

ii) Capital funding

No capital funding would be required in order to implement the proposal. The new school would be located on the current sites of the two schools. The current accommodation can accommodate current and projected pupil numbers, therefore no capital expenditure would be required. Implementation of the proposal would not lead to any capital receipts.

There are longer term plans for a new building to replace the current accommodation as part of the Council's plans for Band B of the 21st Century Schools programme, which is linked to the aspiration to develop a Multi—Agency Well-being Campus as part of the North Powys Well-being Programme. This would improve the quality of accommodation for pupils in the longer term. This would require capital funding, however as the plans for a new building remain at a very early stage, the costs are currently unknown.

15. IMPACT ON STAFF

Should the proposal be implemented, Ladywell Green Infants School and Hafren C.P. Junior School would close, and a new school would be opened with a new governing body. Following a final decision to proceed with the proposal, a temporary governing body would be appointed for an interim period, until the new school were to open. The temporary governing body would be made up of current members of the two governing bodies.

The temporary governing body would be responsible for appointing a headteacher for the new school and would then work with the headteacher to develop the leadership, management and staffing structures for the new school.

Implementation of the new staffing structure would be in accordance with the relevant HR Policies for teaching and support staff. As part of this process, there

would be an opportunity for the temporary governing body to 'ringfence' all teaching and associated staff posts to staff currently employed within the existing schools in the first instance.

Should the proposal be implemented, all cleaning and catering staff that are currently employed centrally by the Council would be supported by the relevant HR policies for Council employees.

16. LAND AND BUILDINGS

i) Impact on quality of accommodation for pupils

As the proposal is to establish a new school in the current accommodation of the two schools, there would be no impact on the quality of accommodation for pupils.

There are longer term plans for a new building to replace the current accommodation as part of the Council's plans for Band B of the 21st Century Schools programme, which is linked to the aspiration to develop a Multi—Agency Well-being Campus as part of the North Powys Well-being Programme. This would improve the quality of accommodation for pupils in the longer term.

ii) Impact on buildings

Should the proposal be implemented, the new school would be located on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School. There would be no requirement for transfer or disposal of land.

iii) Any building work necessary to ensure that transferred children can be accommodated

All current pupils can be accommodated within the current accommodation. No building work would be necessary to be able to proceed with the proposal.

17. TRAVEL AND TRANSPORT

i) Impact on pupils' journeys to school

The proposal is to establish a new school on the current sites of Ladywell Green Infants School and Hafren Junior School, therefore there would be no change in terms of journey times.

ii) Impact on school transport costs

Should the proposal be implemented, home to school transport arrangements would continue to be in accordance with the Council's Home

to School Transport Policy and the Learner Travel (Wales) Measure 2008. The Council's current Home to School Transport Policy is available on-line at <https://en.powys.gov.uk/article/3879/Apply-for-school-transport>.

Should the proposal be implemented, primary provision would continue to be provided at the same location. No additional home to school transport would be required, therefore there would be no impact on school transport costs.

iii) Walking routes to school

Should the proposal be implemented, walking routes to the new school would be the same as the current walking routes to Ladywell Green Infants School and Hafren C.P. Junior School.

18. SCHOOL ADMISSIONS

Admissions for the two current schools are administered by the Council. Should the proposal be implemented, admissions for the new 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>.

Should the proposal be implemented, pupils currently attending the schools would be allocated places in the new primary school. New pupils wishing to attend the school would need to apply for a place in accordance with the Council's admissions arrangements.

19. IMPACT ON GOVERNANCE ARRANGEMENTS

Implementation of the proposal would result in the establishment of a new primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School. A single governing body would be responsible for the school, which would replace the two existing governing bodies. A new Instrument of Government would be developed in accordance with The Government of Maintained Schools (Wales) Regulations 2005. This is likely to include the following number of governors:

Category of governor	Number
Parent Governor	4 or 5
LEA Governor	3 or 4
Teacher Governor	1 or 2
Staff Governor	1
Community Governors	3 or 4
Headteacher	1

Should the proposal to establish a new primary school be approved by the Council's Cabinet, a temporary governing body would initially be established to oversee the strategic and operational transition to the new school. The composition of the temporary governing body would be as per the table above.

The temporary governing body would be appointed from the current members of the two governing bodies. The temporary governing body would be responsible for appointing a Headteacher for the new school, and for developing a new staffing structure for the school in conjunction with the Headteacher.

A permanent governing body would be established upon the formal opening of the new school, based on the Instrument of Government outlined above.

The Welsh Government consulted on new regulations for the composition of governing bodies during 2017. Should any new regulations come into effect in the future, it is likely that changes would be required to the composition of the governing body.

20. WELSH IN EDUCATION STRATEGIC PLAN (WESP)

The proposal is to amalgamate two English-medium schools in order to establish one new English-medium primary school. The proposal is not linked to the targets in the Council's Welsh in Education Strategic Plan.

The proposal would not expand or reduce the availability of Welsh language provision.

21. IMPACT ON EARLY YEARS PROVISION

Implementation of the proposal would result in the establishment of a new primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School.

Early years provision is currently available on the Ladywell Green site. This is delivered by a private provider. The current proposal to amalgamate Ladywell Green Infants School and Hafren C.P. Junior School would not affect this provision, which would continue as per the existing contract in the same accommodation.

22. EQUALITY AND COMMUNITY 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 full assessments are available on the Council's website:

<https://en.powys.gov.uk/article/7476/Ladywell-Green-Infants-School-and-Hafren-Junior-School>

A summary of the assessments are provided below:

i) Equalities Impact Assessment

The proposal would impact on a number of pupils belonging to the protected characteristic groups that currently attend Ladywell Green Infants School and Hafren C.P. Junior School. In particular, the % of pupils eligible for free school meals at both schools is higher than the Powys average, and the % of pupils with ALN attending the two schools is relatively high – the % of pupils with ALN attending Hafren C.P. Junior School is higher than the Powys average. In addition, there are a proportion of pupils belonging to ethnic groups other than White British at both schools, as well as a proportion of EAL pupils and a small number of Looked after Children.

The proposal would retain primary provision on the current site, and the aim is to improve the educational opportunities offered to pupils currently attending the two schools, including any pupils that belong to the protected characteristic groups.

ii) Impact on the Community

As the proposal would see the retention of primary provision in the buildings currently occupied by Ladywell Green Infants School and Hafren C.P. Junior School, it is not anticipated that the proposal would have a significant impact on the community.

PART D – CONSULTATION DETAILS

23. WHO WILL WE CONSULT WITH?

The Council will consult with a range of stakeholders as required by the School Organisation Code (2018), which include the following:

- Parents, governors and staff of Ladywell Green Infants School and Hafren C.P. Junior School
- Pupils at Ladywell Green Infants School and Hafren C.P. Junior School
- 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 AM for Montgomeryshire and regional AMs for the area
- The MP for Montgomeryshire
- Estyn
- Teaching and staff trade unions
- ERW
- The Police & Crime Commissioner
- Nursery providers in the local area
- The Powys Children and Young People's Partnership

Consultation with pupils will take place in accordance with the children and young people's participation standards for Wales⁷.

24. THE CONSULTATION PERIOD

The consultation period will commence on the 26th September 2019 and will end on the 7th November 2019.

Two 'drop in' consultation events will also be held during the consultation period. These will be held on the following dates:

Hafren C.P. Junior School, 14th October 2019, 3:00 – 6:00pm

Ladywell Green Infants School, 16th October 2019, 3:00 – 6:00pm

25. 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:

⁷ <https://gov.wales/topics/people-and-communities/people/children-and-young-people/rights/ParticipationforChildrenandYoungPeople/?lang=en>

i) Consultation

Consultation will start on the 26th September 2019 and will end on the 7th November 2019. Once the consultation period has ended, a consultation report will be published, which will outline the feedback received. The consultation report will list all issues raised during the consultation period, and will also provide the Council's response to these issues.

As part of the Council's approach to school reorganisation proposals, all consultation reports are considered by the Full Council prior to consideration by Cabinet. Therefore, the Consultation Report in respect of this consultation will need to be considered by the Full Council.

After the report is considered by the Full Council, the Council's Cabinet will consider the report and the feedback received during the consultation period, and will decide whether to proceed with the proposal, to make changes to the proposal, or to not proceed with the proposal. If 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 Full Council and the Cabinet in Spring 2020.

ii) Statutory Notice

If the Cabinet decides to proceed with the proposal, a statutory notice 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.

The objection report would be considered by the Council's Cabinet, who would decide whether or not to approve the proposal.

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.

26. 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/7476/Ladywell-Green-Infants-School-and-Hafren-Junior-School>

Alternatively, you can respond in writing.

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

School Transformation Team, Powys County Council, County Hall, Llandrindod Wells, LD1 5LG

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

All correspondence should be received by the **7th November 2019**.

If you have any further questions about this proposal, you can contact the School Transformation Team using the above contact details, or by phoning (01597) 826618.

27. HOW WE WILL USE YOUR DATA

The Council is committed to keeping your personal information safe and secure and keeping you informed about how we use your information.

To learn about how the Council protects your personal information, please see the Council's privacy notice, which is available via the following link:

<https://en.powys.gov.uk/privacy>.

For information on how the School Transformation Team protects and uses personal information collected during consultation processes, please see the School Transformation privacy notice, which is available via the following link:

<https://en.powys.gov.uk/schoolmodernisation>

APPENDIX A – KEY DATA

Key data about Ladywell Green Infants School and Hafren C.P. Junior School is provided below:

General information

School Name	School Category	Language Category	Admission Number	Capacity
Ladywell Green Infants School	Community Primary (Infant) School building owned by Powys County Council.	English	48	150
Hafren C.P. Junior School	Community Primary (Junior) School building owned by Powys County Council.	English	52	210

Pupil numbers

i) Current pupil numbers⁸

	R	1	2	3	4	5	6	Total
Ladywell Green Infants School	26	39	29	N/A	N/A	N/A	N/A	94
Hafren C.P. Junior School	N/A	N/A	N/A	28	34	37	46	145
Total	26	39	29	28	34	37	46	239

ii) Historical pupil numbers⁹

	Jan. 2014	Jan. 2015	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019
Ladywell Green Infants School	154	138	127	113	96	96
Hafren C.P. Junior School	148	142	158	157	160	169
TOTAL	302	280	285	270	256	265

⁸ Teacher Centre, 4th September 2019

⁹ PLASC

iii) **Projected pupil numbers**

	January 2020	January 2021	January 2022	January 2023	January 2024
Ladywell Green Infants School	106	106	107	106	108
Hafren C.P. Junior School	147	131	129	130	128
TOTAL	253	237	236	236	236

Building Capacity and Condition

The following table provides information about the capacity and condition of the two schools¹⁰:

	Capacity	Condition	Suitability
Ladywell Green Infants School	150	C/D	B
Hafren C.P. Junior School	210	C	B

Quality and standards of education

i) **Estyn**

The following tables summarise the last Estyn inspections of the two schools. The Estyn inspection framework changed in September 2017. Whilst Ladywell Green Infants School were inspected under the current inspection framework in June 2019, Hafren C.P. Junior School's last inspection was under the previous inspection framework. The findings for each school reflect the inspection framework which was in use at the time of the inspection.

¹⁰ Building condition categories are defined as follows:

Category A	Good
Category B	Satisfactory
Category C	Poor
Category D	Bad

	Hafren C.P. Junior School
Date of Inspection	December 2015
School's Current Performance	Adequate
Prospects for Improvement	Adequate
Follow Up Activity	Estyn Monitoring Estyn Monitoring visit March 2017 – the school was judged to have made good progress, and was removed from the list of schools requiring Estyn monitoring

	Ladywell Green Infants School
Date of Inspection	June 2019
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good
Follow up activity	The school will prepare an action plan to address the recommendations.

ii) School Categorisation

The latest categorisations of the two schools in accordance with the National School Categorisation System¹¹ for 2018 are as follows:

	Standards Group	Improvement Capacity	Support Capacity
Ladywell Green Infants School	N/A	A	Green
Hafren C.P. Junior School	N/A	A	Green

¹¹ As determined by the National School Categorisation System. Further information is available at: <https://gov.wales/school-categorisation-system>

Budgetary position¹²

	2018/19 Actual Cumulative Outturn	2019/20 Budget	2020/21 Budget	2021/22 Budget
Ladywell Green Infants School	£63,925	£16,669	(£18,648)	(£73,828)
Hafren C.P. Junior School	£48,896	£73,718	£23,045	(£39,087)

Equalities information¹³

i) Ethnic Group (Pupils aged 5 or over according to PLASC)

	% White British	% Other known ethnicity	% Not obtained / refused	Total pupils
Ladywell Green Infants School	88.5%	11.5%	0%	96
Hafren C.P. Junior School	91.1%	7.7%	1.2%	168

ii) English as an Additional Language

	% EAL pupils
Ladywell Green Infants School	7.3%
Hafren C.P. Junior School	4.2%

iii) Free School Meals

	% of pupils eligible for FSM
Ladywell Green Infants School	27.4%
Hafren C.P. Junior School	22.0%

¹² As of 1st May submittal by full governing body

¹³ PLASC January 2019

iv) Pupils in care

	% of pupils in care
Ladywell Green Infants School	3.1%
Hafren C.P. Junior School	0.6%

v) Additional Learning Needs (ALN)

	% SEN (All Stages)
Ladywell Green Infants School	16.7%
Hafren C.P. Junior School	26.2%

APPENDIX B - RESPONSE FORM

LADYWELL GREEN INFANTS SCHOOL AND HAFREN C.P. JUNIOR SCHOOL

Powys County Council is consulting on the following proposals relating to Ladywell Green Infants School and Hafren C.P. Junior School:

- To close Ladywell Green Infants School and Hafren C.P. Junior School
- To establish a new English-medium primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School

The current target date is to close the two schools on the 31st August 2021, with the new school opening on the 1st September 2021.

A consultation document which provides more information about the proposals is available on the Council's website at <https://en.powys.gov.uk/article/7476/Ladywell-Green-Infants-School-and-Hafren-Junior-School>.

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 **7th November 2019**. All responses must be received by this date.

The Council is committed to keeping your personal information safe and secure and keeping you informed about how we use your information. To learn about how we protect and use your personal information, please see the Council's privacy notice which is available here: <https://en.powys.gov.uk/privacy> and the School Transformation privacy notice which is available here: <https://en.powys.gov.uk/schoolmodernisation>.

Part 1 – About You

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

Parent, carer or guardian Member of staff

Prospective parent, carer or guardian Member of the community

Governor No association

Other (Please specify) _____

2. Please specify which school you are associated with:

Ladywell Green Infants School Hafren C.P. Junior School No association with either school

3. Please provide your postcode _____

5. Do you think that the Council should be considering any other options for Ladywell Green Infants School and Hafren C.P. Junior School instead of the proposal to amalgamate the schools to establish a new primary school?

Yes

No

Don't know

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

Other comments

6. Please provide any other comments in the space below:

7. 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. We will take all responses into consideration when determining how to proceed, regardless of whether or not this information has been provided.

8. Can you understand, speak or write Welsh?

Yes No Don't want to say

9. If you have school-aged children, are they entitled to receive free school meals?

Yes No Don't want to say

10. If you have school-aged children, do they have any additional learning needs?

Yes No Don't want to say

11. Do you consider yourself to be disabled?

Yes No Don't want to say

12. What is your ethnic group?

White Mixed or multiple ethnic groups

Asian or British Asian Black, African, Caribbean or Black British

Any other ethnic group Don't want to say

Thank you for completing this questionnaire. Completed questionnaires should be sent to the following address, to arrive **no later than the 7th November 2019**:

School Transformation Team, Powys County Council, County Hall, Llandrindod Wells, LD1 5LG or
by e-mail: school.consultation@powys.gov.uk



PROPOSALS FOR LADYWELL GREEN INFANTS SCHOOL AND HAFREN C.P. JUNIOR SCHOOL

Consultation Report

November 2019



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CONSULTATION ON PROPOSALS FOR LADYWELL GREEN INFANTS SCHOOL AND HAFREN C.P. JUNIOR SCHOOL

1. OVERVIEW OF THE CONSULTATION

Powys County Council consulted on proposals to amalgamate Ladywell Green Infants School and Hafren C.P. Junior School in order to establish a new primary school for pupils aged 4-11 in Newtown. The proposals were as follows:

- To close Ladywell Green Infants School and Hafren C.P. Junior School
- To establish a new English-medium primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School

The consultation took place from the 26th September 2019 to the 7th November 2019.

1.1 Consultation methods

The consultation documentation was available on the Council's website throughout the consultation period, and was distributed to stakeholders, as required by the School Organisation Code (2018). A separate version for pupils was available and distributed to pupils, and was also available on the Council's website throughout the consultation period.

Consultees were invited to respond to the consultation by either completing an online consultation form, filling in a paper copy of the form and returning it to the School Transformation Team at County Hall, or by e-mailing / writing to the School Transformation Team.

Informal drop in sessions were held to give parents the opportunity to discuss any queries with officers. These were held in Hafren C.P. Junior School on 14th October 2019 (3-6pm) and in Ladywell Green Infants School on 16th October 2019 (3-6pm).

In addition, meetings were held with the following:

- Staff of Ladywell Green Infants School and Hafren C.P. Junior School – 9th October 2019
- Governors of Ladywell Green Infants School and Hafren C.P. Junior School – 9th October 2019
- School Council of Ladywell Green Infants School – 14th October 2019
- School Council of Hafren C.P. Junior School – 14th October 2019

1.2 Responses received

A total of 16 respondents completed the consultation response form which was included in the consultation document. This included paper copies as well as responses submitted using the online response form.

In addition, 1 written response was received from Estyn.

The response received from Estyn is provided on page 17, in-line with the requirements of the School Organisation Code.

1.3 Summary of issues raised

The issues raised in the consultation responses are listed in detail in section 6 on page 19. This includes the Council's response to each issue.

However, the following is a summary of the issues raised:

1. Impact on pupils
2. Impact on staff
3. Queries regarding categorisation / inspection arrangements
4. Financial queries
5. Reference to a potential new building
6. Comments relating to the North Powys Well-being Programme
7. Comments relating to documentation
8. Comments relating to the process
9. Other options

2. CONSULTATION RESPONSE FORM

16 respondents completed the consultation response form which was included in the consultation document. This included paper copies as well as responses submitted using the online response form.

The quantitative findings of the questionnaire are summarised below. Written comments were also provided in the consultation response forms. The issues raised in these comments are included in Section 6 of this report.

Section 1 – About you

1. Please indicate how you are associated with Ladywell Green Infants School and Hafren C.P. Junior School:

Parent, carer or guardian	9	45%
Prospective parent, carer or guardian	2	10%
Governor	3	15%
Member of staff	2	10%
Member of the community	2	10%
No association with either school	1	5%
Other	1	5%
Total responses ¹	20	

2. Please specify which school you are associated with:

Ladywell Green Infants School	6	38%
Hafren C.P. Junior School	7	44%
No association with any school	3	19%
Total responses	16	

Section 2 – Consultation Response

3. Do you agree with the current proposal to amalgamate Ladywell Green and Hafren?

Yes	10	63%
No	4	25%
Don't know	2	13%
Total responses	16	

4. Do you think that the Council should be considering any other options for Ladywell Green Infants School and Hafren C.P. Junior School instead of the proposal to amalgamate the schools to establish a new primary school?

¹ Some respondents provided more than one response to this question therefore the total percentage is higher than 100%.

Yes	4	27%
No	9	60%
Don't know	2	13%
Total responses	15	

3. CONSULTATION WITH PUPILS

Officers from the local authority met with the School Council of Ladywell Green Infants School and Hafren C.P. Junior School to get their views on the proposals.

The notes of these meetings are provided below:

i) Ladywell Green Infants School

Officers from the School Transformation Team met with Ladywell Green School Council on the 14th of October to discuss the consultation on the future of Ladywell Green and Hafren Junior School.

One session was held with 9 pupils from the school council in Ladywell Green. The group were a combination of students from reception to year 2.

The officers explained the proposals for the merging of Ladywell Green and Hafren Infant School and explained the difference between other primary schools in the Newtown area compared to Ladywell Green and Hafren Infant School as most primary schools educate pupils from reception to Year 6.

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

1. What do you think is good about Ladywell Green School?

- We are all friends
- We play – tag, cars, football and hide and seek.
- In Hafren there is one big playground with a gym
- There are two playgrounds – one for break time and one for snack time.
- We like the teachers.
- We like the school dinners
- We get to go on trips, went to Shropshire Hill

2. Is there anything you don't like about Ladywell Green?

- I don't like people hurting me
- I don't like being called mean
- I don't like people who fuss about me
- I don't like when people snatch

3. What do you think about the buildings and the classrooms?

- Great
- Fantastic
- The toilets are leaking

4. If things were different and Ladywell Green and Hafren were one school what would be different?

- The hall would be bigger
- We would have different yards
- There would only be one headteacher
- New uniform which would be exciting
- New name for the school

5. What do you think would be better if Ladywell Green and Hafren were one school?

- We would be in the same school as our brothers and sisters
- We might be able to get more laptops
- The schools are joint together

6. Is there anything that would be worse or worry you about Ladywell and Hafren being one school?

- Older children might bully you

To conclude the session, the officers explained the next steps in the consultation process. It was explained that the consultation would close on the 7th November, after half term, and the pupils were encouraged to send any further comments to the school transformation team using the contact details on the pupil version of the consultation document, or to their teachers who would be able to arrange for them to be sent on.

ii) Hafren C.P. Junior School

Officers from the School Transformation Team met with Hafren School Council on the 14th October 2019 to discuss the consultation on the future of Ladywell Green Infants School and Hafren Junior School.

One session was held with 12 pupils from the school council in Hafren Junior School. The group was a combination of pupils from year 3 to year 6.

Officers explained the proposals to merge Ladywell Green Infant School and Hafren Junior School.

The pupils were asked a number of questions, and their responses are summarised below:

1. What do you like about Hafren Junior School? What's good about the school?

- The grounds
- Everyone is nice and friendly
- Gym
- Lessons
- Teachers – being able to get humorous teachers to teach you
- Competitions and sporting events
- Cross Country

- Creative writing club
- The school is healthy
- We go on lots of trips – we went somewhere that talked to us about Celts and we did some weaving
- In year 5 and 6 you can go to London and Llangrannog
- We go on trips to Liverpool
- The grounds are big so we can have nice big events like, summer fete, visits from tanks and a fire engine, the air ambulance lands there, also used for school sports and sometimes Ladywell pupils use the grounds
- The yard has games painted on the floor, designed by school council
- Mile a day around the ground which gives us more energy
- Gardening club where we grow tomatoes, carrots, peas and corn

2. Is there anything you don't like about Hafren Junior School?

- A friend used to be a bully
- Bring back the swimming pool
- People could respect the library more
- Food in the school – healthy eating
- There could be more clubs in the school - recycling, dance, football and singing club.

3. What do you think about the buildings?

- They need to fix the buildings
- They need to make the buildings cleaner
- The corridor where the headteacher's office is could be used more than it is now.
- The school's bathroom looks quite scary – it looks like the roof is about to collapse on use and there is a door that doesn't have a lock anymore.

4. If the Council was to move forward with the plan to merge Ladywell Green and Hafren Schools, what would be different?

- People wouldn't have the excitement of moving to a new school in year 3
- New uniform
- New logo
- New school name
- There would be only one headteacher
- Where the school be? (It was explained that for the time being, pupils would still attend school in the same buildings – so older pupils would come to the Hafren buildings, and younger pupils would go to the Ladywell Green buildings. However, there are plans for a new building in the future, which all pupils would go to.)

5. Is there anything you think would be better if Ladywell Green and Hafren were one school instead of being two separate schools?

- We would be able to help the younger pupils and help teach them like year 6 do with new year 3's.
- There is a big playground so we will all be able to play
- The older children might help the younger children when they are getting picked on.
- More teachers and more to learn
- Pupils would be in the same school as their older/younger brothers or sisters.

6. Is there anything that would be worse or worry you about Ladywell and Hafren being one school?

- The younger children might get bullied.
- Being a bit squished at dinner time
- On the playground, some people are littering – Ladywell Green pupils don't know about climate change and littering so this could be worse.
- We would need to teach the younger pupils the rules – or there might be new rules
- When we are in class and hear all the construction and the playground being squished.
- The school field being built over.
- The tress would probably have to be cut down and there are hedgehogs nesting in the oak trees along with bats.
- Car parking
- We would need more ice packs
- If nursery children do the mile a day they could run off.

To conclude the session, the officers explained the next steps in the consultation process. It was explained that the consultation would close on the 7th November, after half term, and the pupils were encouraged to send any further comments to the school transformation team using the contact details on the pupil version of the consultation document, or to their teachers who would be able to arrange for them to be sent on.

4. CONSULTATION MEETINGS WITH STAFF AND GOVERNORS

Consultation meetings were held with the staff and governors of both schools. The issues raised at these meetings are summarised below:

i) Consultation meeting with Staff of Ladywell Green Infants School and Hafren C.P. Junior School – 9th October 2019

- Could you repeat the timescales?
- Initially we were advised that the temporary governing body would be established in Easter 2020 and therefore the staffing processes would start at this time. However, from looking at the consultation document, it looks as though the timescale has been pushed back.
- The more time we can have to work through the staffing processes the better as there are many discussions which will need to be had. I see from the consultation document that the intention is that Cabinet considers the consultation report in January/ February. Can that be moved to January? Obviously we don't want to rush things through, but it's important that nothing is delayed. The earlier this can be moved forward the better for the staff, they don't want the process to be delayed. Also, not linked directly to the merger, we are aware of the wider plans for the site and the buildings – some decisions are due to be made in April 2020. I'm concerned that there would be no governing body or headteacher in place by this time. It's crucial that no decision is made about the site until there is a temporary governing body and headteacher in place. If there are decisions that cannot be made until there is a governing body and headteacher in place, it's important that the health board are aware of this as it could delay them.
- In terms of the temporary governing body, it's only made up of who currently sits on the governing bodies of the two schools. It's important that it's set up as early as possible. However, if it's people that are already on the governing bodies of the current schools, they could be well prepared for the sorts of decisions they will need to make.
- Are you not able to tell us when the final decision will be? We were first told April but then the document says December?
- So that would be relatively soon after June?
- Can a temporary governing body be set up ready?
- So if there was a general election, could this then delay the process?
- What is the February Cabinet date?
- Given the amount of work involved and that our governors are working, what happens if there are not enough expressions of interest to form a temporary governing body?
- Is the membership of the temporary governing body kept equal between the schools that are merging?
- Would staff governors be allowed on the temporary governing body?
- Do members of the temporary governing body continue to hold their positions as governors in their respective schools?
- Is there any more you can tell us about the staffing process at this stage?
- Would staff have brand new contracts?
- Would it affect sick pay or anything like that?

- When the temporary governing body start to set up the new staffing structure do, will they know what the budget will be?
- Will the budget correspond to the budget for a school in a new building, or will it be based on the new school being established in the current ageing buildings?
- Can you explain how redeployment works?
- If more than one person is going for a role and you don't get the role and take redundancy, is it correct that you cannot work for Powys for a year?
- Would there still be a break in service if you started working somewhere else on the 15th of September?
- Is there a frequently asked questions sheet that has got all this information on?
- With the staffing structure, would the current level / pay grades of TAs go across?
- Can I ask about the new build? This merger is based on establishing a new school in the current buildings, but is there money set aside for a new building?
- If you are on a 39-hour contract but all the jobs are 25-hour contracts, would you get redundancy for those 14 hours?
- Is that for Teaching Assistants as well, if they lose a grade?
- What happens next? Will there be another meeting like this during the next phase of the process?
- Will the sessions for parents will be a meeting like this?
- How long will it take for the Consultation Report to be pulled together?

ii) Consultation meeting with Governors of Ladywell Green Infants School and Hafren C.P. Junior School – 9th October 2019

- If the process is completed more quickly, is it possible that the implementation date could be brought forward?
- How does this impact on governors that are already governors at two schools – can they be governors at two schools and a member of a temporary governing body?
- In the staff meeting earlier today we were told that if there was a redundancy situation, you wouldn't be able to work for Powys for a month and a day. If a decision is made at Easter that you will be made redundant, would your contract end at the end of August and would that mean that you were unable to apply for a job until the 2nd October?
- This consultation is to merge the two schools. The timeline you are proposing seems adequate from the point of view that it will ensure that there is plenty of time to prepare the two schools. The outside pressure which isn't really referred to in the document is the promise of a new building and the plans relating to the well-being centre, which will also have key decision dates. This isn't reflected in the timeline. We need to have a full timeline presented to us before any decision is made – the temporary governing body will need to be in place before any decisions are made.
- The concern is that while the schools are in a period of flux, it's not clear who will be making decisions relating to the site. You have said that there won't be a temporary governing body until a decision is made by

Cabinet to move forward with this proposal, the two separate governing bodies will continue, however decisions could be made about how the site is used without the school having a voice.

- That is my view too – you are asking us to agree to the merger but there are other things going on in the background. I find it difficult to make this decision without knowing what else is going to happen in the future. There are concerns that the planned developments for the site will be detrimental to our pupils in terms of the open space available. I think we need more assurances.
- This is a school site, and therefore school land. We have some of the most vulnerable pupils in Newtown who need that open space to be able to let off steam in a controlled environment. If we are going to be hemmed in, it could be to the detriment of our pupils.
- The temporary governing body and the headteacher need to be key decision makers regarding the site and where the different elements are going to be.
- It feels like the Health Board is deciding where they are going to be, and we will end up with what's left.
- Councillor Alexander's role as Portfolio Holder for Education expanded and she also became responsible for the North Powys Well-being Programme – Cllr Davies, does your role as Portfolio for Education also include responsibility for the North Powys Well-being Programme?
- We are under no illusions, we know that there is a lot of land on this site and understand that compromises will need to be made, however the open space here is very important to us here, the headteachers, governors and parents will back me up on this. We accept that there is guidance and formulas, but I think you need to step outside the formula here.
- What you are saying is giving me confidence. However, I'm still concerned about the timeline. What I would like is to see the temporary governing body established and the headteacher appointed. Once this is done we will have key decision makers in place. I wouldn't want plans for the site to be drawn up and sent out for the public to give feedback on before we have these key people in place.
- In Welshpool for example, who was approving? Were the schools merged by then or was it the 4 individual schools?
- The point I'm trying to make is that I know you're saying you will consult with us, but there is consulting, and there is key decisions being made – these are different. As two separate bodies working together, we can give you our views, but the key decision makers have got to be the newly appointed head and the new governing body.
- Is there any regulation that would prevent a joint working party of governors being set up in the interim instead of having a temporary governing body until a decision has been made?
- Is there one appointed consultant working on the Well-being Programme looking at the whole space, or is it two separate entities?
- It seems that the plans are quite open ended and vague. The wellbeing hub needs some of the schools land to work for it to work, and the fact that the plans haven't developed in any way make it difficult to know what is that impact – does the design of the new school need to take

account of a certain amount of land which is required to make the well-being hub work, or can we continue and let them have what's left over?

- If the Well-being Development doesn't go ahead, what happens then?
- We knew that this merger was on the cards when the 21st Century Schools Programme was published. We knew that and we are quite happy and accepting of the timescales. From what I hear, you are saying that we have real plans and real ambition, and the well-being hub is a secondary priority which may or may not happen.
- Could we be accused of putting the cart before the horse in that a new build school is dependent on what you do with the rest of Newtown. We are looking at population expansion within Newtown. It depends what you do with other schools – we have to do something sensible, you can't just let the situation remain as it is. The Council has to do something pretty drastic because of budgets, so that creates pressure elsewhere. If we're only building a new school for what we've got now, I'm assuming that you will be taking things like that into account.
- I would like to point out an error on page 15. It talks about the capacity of the new school being 342.
- This is different to what is presented earlier in the document – on page 5 it states that the capacity of Ladywell Green is 150 and the capacity of Hafren is 210 – the total is 360, not 342.
- But you are building a school for 360?
- Are any other projects in Newtown going ahead?
- The governing body will be given a budget for the next school year a whole year ahead. How accurate is that going to be as we currently find out our budget in the February?
- On page 23 of the Consultation Document you have the potential saving and the funding for the school. This gives an estimated saving of £131,000. For me, the only significant saving would be one Headteacher – that's not £131,000. Where is that figure of £131,000 coming from?
- Were the two figures based on the same pupil numbers?
- The sensitivity is already coming from the staff, the land, the site and now it's down to the children. This all means that ensuring as long as possible for stage 2 is crucial.
- Can I get clarification about the budgets – about the information in paragraph 2 on page 24. There is an error here – it says 2022. In this paragraph you talk about a net deficit. I can't see where the £44,000 you refer to on page 24 comes from. We are talking about year 2, and on page 9 Ladywell is £14,000 in deficit and Hafren is £20,000 in surplus. How do you see the wind up process going if the schools have a deficit or a surplus?
- So, with regard to Ladywell's circumstances at the moment, something needs to be done to ensure that they are not in a deficit position.
- We work hard to get the deficit down. The new funding formula comes in on the 31st of March and we came out of that ok, that then affected my spend this year. My spending changed on the 1st of April to reflect the differences in the funding formula. On the 1st of April 2020, am I able to change my spending plans for or against to make savings or not?
- In Hafren, we are working hard and look at that 3rd year figure, however if the proposal goes forward that won't exist – does that mean we don't need to worry about it?

- The new temporary body will get a 3-year budget plan based on the new funding formula?
- The temporary governing body will be working with 2 different budgets as it will be for one school on two sites and a different one in a few years when there is a new building.
- As soon as the temporary governing body is formed and not when the school is opened, I would be looking for a transitional budget and additional funding to cover additional costs.
- I think a lot of the work we would need to do would be getting our parents involved. What we don't want is for some parents to leave the school. I think we are going to have to work very hard in order to ensure that parents are engaged. Would we be able to access funding to engage with parents and get them on board?
- When are pupils consulted?
- What happens if the Cabinet refuse to move forward with the merger?
- If there was a redundancy situation as a result of this proposal, would the school have to pick up the cost of this?
- If we were a new school on the existing site what I wouldn't want us to need to have staff running between the two schools continuously. We want to see it adequately staffed – we are aware of the Builth and Llandrindod situation and know what has happened in that area.
- Would Powys help with the costs of moving to one admin team, for example by installing an internal phone system?
- I think in the new building we can see where the savings will be. I think with a new school in the existing buildings, the funding formula will disadvantage us and I would want us to see a factor to ensure that we can operate. We have talked about a transitional budget, but that isn't going to help with the day to day running costs. If we go on the funding formula alone, the pupils are going to miss out.
- I agree. Not only are those pupils going to be shoved into smaller classes, in one building while one or both is being demolished, we will also have lost a lot of staff because we can't afford to pay them. The pupils that are in the school during that transitional period are going to be doubly affected. Parents aren't going to send their children to a school with less teachers and no building.
- The site of the school is working in our favour as we can build the new school on another part with little or no impact on the education of the children, so we have to see that as a positive
- On the educational front we have two green schools, on the opening of the new school a new headteacher would be appointed, would we become a yellow school and get additional support?
- I thought it was automatic that a school with a newly appointed headteacher would be yellow?
- As a new school, when would we expect an Estyn inspection?
- How does that affect schools that are categorised, for example schools that are in special measures?
- There is a bit of a disparity in the equalities information between Ladywell Green and Hafren, for example things like percentage of pupils having English as an Additional Language and Free School Meals. What does this tell us about what's happening in the area?

- We have a number of languages, Ladywell have Polish, Bulgarian, Portuguese, Spanish and Vietnamese.

5. ESTYN

Estyn's response to the consultation is provided below:

The proposal is part of the Council's School Organisation Policy, which sets out the Council's aim to 'remove infant / junior split by creating 'all-through' primary schools.'

It is Estyn's opinion that the proposal is likely to at least maintain the current standards of education and provision in the amalgamated schools.

Description and benefits

The proposer has provided a clear rationale for the reasons behind this proposal. It has outlined well the reasons for amalgamating the two schools and creating an all through 4-11 primary school. It states clearly that this would be in accordance with its policy of amalgamating separate infant and junior schools and developing high quality learning environments.

The proposer states relevantly that the proposal will not affect Welsh-medium provision as it concerns the amalgamation of two English-medium schools.

The proposer outlines effectively the potential benefits of the proposal. These appear to be reasonable and include:

- Management of projected deficit budgets
- Responding to falling numbers at foundation phase and a projected overall fall in numbers over both phases over the next four years
- More effective transition arrangements between foundation phase and key stage 2
- More effective staff development by providing opportunities to develop skills across the phases
- Addressing the poor condition of both buildings and in the long term replacing with a new build alongside a Multi-Agency, Well-Being Campus bringing together a range of services to include education, health and social services on one site

The proposer lists potential disadvantages and risks appropriately. These include adjustment to the staffing complement and the impact of this on provision. The proposer appears to have given valid consideration to the management of such risks.

The proposer has given suitable consideration to alternative options to the current proposal. These include retaining the two schools as separate entities and federating both the infant and junior school. It has outlined clearly the advantages and disadvantages of each option and the reasons for its preferred option.

The proposer has suitably considered the impact on learner travel arrangements and states reasonably that the proposal will not have any effect on existing arrangements.

The proposer has given sufficient consideration to the effect on surplus places and states validly that new primary school will operate at the same capacity as the current infant and junior schools.

Educational aspects of the proposal

The proposer has considered effectively the impact of the proposals on the quality of outcomes, provision and leadership and management.

The proposer has referenced the outcomes of the most recent Estyn reports, but has stated that both schools are now 'good schools'. The infant school has recently been inspected and achieved 'good' in all areas whereas the junior school received 'adequate' judgments in its last inspection under a previous framework. However, the proposer has explained clearly and reasonably how the amalgamation will strengthen provision in each inspection area.

The proposer has also provided the categorisation reports on both schools and indicates that if implemented, the proposal will be likely to have a positive effect on learning outcomes.

The proposer has suitably considered the impact of the proposal on pupils with special needs. They anticipate that amalgamation would strengthen the monitoring, tracking and support of more vulnerable pupils, those with additional learning needs and the more able and talented. They suggest, reasonably, that the school would be able to work with vulnerable children for longer periods of time and therefore ensure a consistency of approach for pupils across the whole primary phase.

The proposer asserts reasonably that an amalgamated school may improve the leadership structure of the school by providing an opportunity for a non-teaching head teacher and therefore an increased focus on leadership. It suggests, with merit, the new structure will result in improved professional development for staff and ensure an enhanced approach to developing self-evaluation and improvement approaches.

The proposer claims reasonably that there would be a simplified single school management and support structure with one governing body covering the whole 4-11 age range.

The proposer states validly, that an all-through primary school will be equipped appropriately to deliver a full curriculum across both the Foundation Phase and Key Stage 2 and will be in a better position to deliver the demands of the new curriculum for Wales.

The proposer has identified fairly that there will be limited disruption to pupils, transport and to the local community as the amalgamated school will remain on its current site and no current building work will be required.

6. ISSUES RAISED DURING THE CONSULTATION PERIOD

The following tables list the issues raised during the consultation period, and provide the local authority's response to these issues.

1. IMPACT ON PUPILS		
1.1 Positive impact		
1.1.1 Opportunities for older pupils to help younger pupils		
1.1.1.1	We would be able to help the younger pupils and help teach them like year 6 do with new year 3's.	The Council notes these comments and agrees that implementation of the proposal would provide opportunities for older pupils to support younger pupils.
1.1.1.2	The older children might help the younger children when they are getting picked on.	
1.1.2 Improved transition		
1.1.2.1	We would be in the same school as our brothers and sisters.	Comment noted.
1.1.3 Improved facilities/equipment		
1.1.3.1	We might be able to get more laptops	Comments noted.
1.1.3.2	There is a big playground so we will all be able to play together	
1.1.4 Improved learning opportunities		
1.1.4.1	There would be more teachers and more to learn	Comment noted.
1.2 Concerns about possible negative impact		

1.2.1 Concerns about bullying		
1.2.1.1	Hafren is very crowded now and a lot goes on unseen (bullying) so I would hate for this to make this worse.	Should the Council proceed with the proposal to amalgamate the two schools, the new school would be responsible for ensuring the well-being of all pupils and to manage their behaviour. All schools are required to have a bullying policy, and the schools would be required to operate in accordance with its bullying policy.
1.2.1.2	The younger children might get bullied.	
1.2.1.3	Older children might bully you	
1.2.2 Transition		
1.2.2.1	People wouldn't have the excitement of moving to a new school in year 3	Comment noted. Should the Council proceed with the proposal to amalgamate the two schools, it is true that pupils wouldn't move to a new school in year 3. However the Council's view is that being part of one school throughout their primary education would have positive benefits for pupils.
1.2.3 Concern about older and younger pupils being part of one school		
1.2.3.1	On the playground, some people are littering – Ladywell Green pupils don't know about climate change and littering so this could be worse.	Comments noted. Should the Council proceed with the proposal to amalgamate the two schools, there would be a period of transition, which would provide an opportunity to ensure a shared understanding of the expectations of pupils.
1.2.3.2	We would need to teach the younger pupils the rules – or there might be new rules	
1.2.3.3	If nursery children do the mile a day they could run off.	Should the Council proceed with the proposal to amalgamate the two schools, the new school would need to ensure that appropriate arrangements were in place to ensure the health and safety of pupils of all ages.
1.2.4 Concern about impact on the space / facilities available		

1.2.4.1	Being a bit squished at dinner time	The current proposal is to establish the new school in the buildings currently occupied by the two schools, therefore there should be no impact on the space available to pupils.
1.2.4.2	We would need more ice packs	Comment noted.
1.2.5 Concern about bigger class sizes		
1.2.5.1	Concern that children will struggle with bigger classes and different staffing ratios.	The Council notes this comment. Should the Council proceed with the proposal to amalgamate the two schools, the temporary governing body and headteacher would be required to determine the class structure and staffing structure of the new school within the budget available to it. Whilst it is possible that there could be an impact on class sizes and staffing ratios, this would not be known until later on in the process. However, the temporary governing body would need to ensure that class sizes were manageable in order to provide the best possibly opportunities to all learners.
1.2.5.2	Concern that there will be less teachers as the new school won't be able to afford them, which will have a negative impact on pupils.	
1.3 Impact on pupils during any building process		
1.3.1	Pupils will be in stuck and will hear all the construction and the playground being squished.	It is acknowledged that there could be an impact on pupils during any building process which may be required in the future. Every effort would be made to minimise the impact on pupils during this process.
	Pupils will be shoved into smaller classes, in one building while one or both is being demolished.	The current proposal is to establish the new school in the buildings currently occupied by the two schools. This was not impact on the space available. It is acknowledged that there could be an impact on pupils during any building process which may be required in the future. Every effort would be made to minimise the impact on pupils during this process.

	Concern that pupils in the school during the transitional period will be doubly affected as there will be less teachers and they will be affected by building works.	It is acknowledged that any school reorganisation process impacts on pupils in the schools affected, and that in this case there could also be an impact on pupils in the future during any building process which may be required. Every effort would be made to minimise the impact on pupils during this process.
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2. IMPACT ON STAFF		
2.1 Comments relating to current staff		
2.1.1	I hope that current teaching staff can be maintained as this can be an opportunity to provide much better quality education given that there are more potential classes so class numbers can potentially be smaller.	<p>Comment noted. The staffing structure for the new school would be determined by the temporary governing body, who would be required to operate within the budget allocated to the new school.</p> <p>The impact on the number of teachers / classes and class sizes would not be known until later on in the process. However, the temporary governing body would need to ensure that class sizes are manageable in order to provide the best possibly opportunities to all learners.</p>
2.1.2	Hafren needs more qualified staff who have up to date training.	Comment noted.
2.2 Concerns about job security		
2.2.1	My concern is that of job security. There are going to reductions in roles due to currently there being two schools that both have a management system that will now be reduced to one. There is also the issue of both teaching and non teaching roles within the two schools.	Should the Council proceed with the new amalgamation of the two schools, the staffing structure for the new school would be determined by the temporary governing body in discussion with the headteacher, and would need to be within the budget allocated to the school.
2.2.2	I am fully aware that much of this is dependent on the new governing body for the process. In the meantime there is an	Staffing requirements at all levels within the new school will not be known until later on in the process, however it is acknowledged that any school reorganisation process creates a period of

	awful lot of unsettlement within the staffing structure and many unanswered questions.	uncertainty for the staff affected. The Council will proceed with this process as quickly as possible in order to minimise this period of uncertainty for those affected.
2.3 Queries regarding the staffing structure		
2.3.1	How will the new staffing structure be set up?	Should the Council make a final decision to proceed with the proposal to amalgamate the two schools, the next step would be to establish a temporary governing body, made up of current governors at the two schools, to oversee the transition to the new school. One of their first tasks would be to appoint a headteacher for the new school, then they would work with the headteacher on the staffing structure for the new school. It is not possible to provide any further details on the make up of the staffing structure at the current time, as this would be determined by the temporary governing body in conjunction with the new headteacher. There would be consultation with staff as part of the staffing process, which would provide an opportunity for staff to give their views on the proposed staffing structure before it is finalised.
2.3.2	How will the new Management Structure be set up?	
2.3.3	With the staffing structure, would the current level / pay grades of TAs go across?	No, there would be a whole new staffing structure. The temporary governing body would need to consider what grades / levels were needed in the new school.
2.4 Queries regarding staffing processes		
2.4.1 Timescales		
2.4.1.1	The more time we can have to work through the staffing processes the better as there are many discussions which will need to be had.	Comments noted. The Council acknowledges that any school reorganisation process leads to a period of uncertainty for those affected by the proposals, and will move forward with the process

2.4.1.2	The earlier this can be moved forward the better for the staff, they don't want the process to be delayed.	as quickly as possible in order to minimise this period of uncertainty for those affected.
2.4.2 Appointment processes		
2.4.2.1	Will staff have to re apply for their current positions, will be it skills based?	Following agreement of a staffing structure for the new school, the next stage would be to get people into posts. This would be done in accordance with the management of change principles. The posts in the new school would be ringfenced to the current staff. If there is more person for a post, there would need to be a competitive element, either an interview process or a skills audit. The temporary governing body along with the headteacher make the decisions, and HR are there to advise, to ensure that decisions are made in a sensible and transparent way.
2.4.2.2	If the Head Teacher position is ring fenced to the two current Head Teachers, will the unsuccessful candidate then be able to apply for a Teaching Position within the New School?	Any member staff who is displaced would be entitled to discuss any other suitable alternative positions that may be available within the new staffing structure.
2.4.3 Queries regarding contractual implications		
2.4.3.1	Would staff have brand new contracts?	It would be a new contract as it would be a new school. However, because the proposal is that the current schools close on 31 st August and the new school opens on the 1 st September, staff would have continuity of service.
2.4.3.2	Would it affect sick pay or anything like that?	No, it would not affect sick pay. Because the proposal is that the current schools close on 31 st August and the new school opens on the 1 st September, continuity of service would continue.
2.4.3.3	Would there still be a break in service if you started working somewhere else on the 15th of September?	Each case would need to be looked at but normally a break of a week or more constitutes a break in service but there are also specific rules when redundancy payments are made and the break in this case would need to be at least a month if the new job is on a list of employers who are on the redundancy modification order.

2.4.4 Queries regarding redundancy arrangements		
2.4.4.1	If more than one person is going for a role and you don't get the role and take redundancy, is it correct that you cannot work for Powys for a year?	<p>There are different types of redundancy. The redundancy where you can't work for the Council for a year is where people took voluntary redundancy as part of the severance scheme, and it was to stop people from taking redundancy then coming back to work for the Council immediately.</p> <p>In this situation, it would be a compulsory redundancy situation, therefore it would be a month and a day – staff wouldn't be able to work for the Council, other local authorities or other organisations which recognise continuous service for a month and a day.</p>
2.4.4.2	In the staff meeting earlier today we were told that if there was a redundancy situation, you wouldn't be able to work for Powys for a month and a day. If a decision is made at Easter that you will be made redundant, would your contract end at the end of August and would that mean that you were unable to apply for a job until the 2nd October?	This is correct – you would not be able to have another contract with the Council for a month and a day.
2.4.4.3	If you are on a 39-hour contract but all the jobs are 25-hour contracts, would you get redundancy for those 14 hours?	If staff were to lose hours, they would get a compensatory payment, but because they wouldn't lose their continuity of service, the compensatory payment would be taxable. This would be the same for teaching assistants.
2.4.4.4	If there was a redundancy situation as a result of this proposal, would the school have to pick up the cost of this?	At the moment, the Council is still picking up the cost of this.
2.5 Impact on staff of working in a school located on two sites		
2.5.1	If we were a new school on the existing site what I wouldn't want us to need to have staff running between the two schools continuously. We want to see it adequately staffed – we are aware of the Builth and Llandrindod situation and	Comment noted. However, this is a different situation to other examples where schools have merged in separate buildings. In the Ysgol Calon Cymru example (Builth and Llandrindod), the two buildings are located several miles apart. If you look at Welshpool,

	know what has happened in that area.	<p>the school is located on 3 separate sites and have to travel between them.</p> <p>Here, the two buildings are located on the same site, therefore there would be more opportunities to move to a staffing structure which is more similar to the structure you would have in one building as you would be closer together. For example, it is possible that the school would be run with one admin team, despite being located in two buildings.</p>
2.6 Other		
2.6.1	What's the point of a brand new school with retro trained teachers	Comment noted.
2.6.2	Is there a frequently asked questions sheet that has all the information regarding the staffing processes?	Yes, a frequently asked questions sheet has been prepared in the past as part of the staffing process in order to establish a new school. However, this can't be provided until a final decision has been made and the temporary governing body is in place.
2.6.3	I agree with the proposal as long as they provide enough staff	<p>The Council notes this comment. Should the Council proceed with the proposal to amalgamate the two schools, the temporary governing body and headteacher would be required to determine the class structure and staffing structure of the new school within the budget available to it.</p> <p>Staffing numbers would not be known until later on in the process, however the temporary governing body would need to ensure that class sizes were manageable in order to provide the best possibly opportunities to all learners.</p>

3. QUERIES REGARDING CATEGORISATION / INSPECTION ARRANGEMENTS		
3.1 National Classification Model		
3.1.1	On the educational front we have two green schools, on the opening of the new school a new headteacher would be appointed, would we become a yellow school and get additional support?	The categorisation process would be exactly the same as happens every other year – the categorisation visit would be carried out in the same way, and would be categorised based on evidence given by the headteacher and governing body.
3.1.2	I thought it was automatic that a school with a newly appointed headteacher would be yellow?	No, this would only be in the case of a new head appointment who is a new head, in which case the default position would be amber.
3.2 Estyn inspection arrangements		
3.2.1	As a new school, when would we expect an Estyn inspection?	In the current inspection framework, it's usually two years before a new school is inspected, however they can inspect schools at any time.
4. FINANCIAL QUERIES		
4.1 Reference to the need for transition funding		
4.1.1	As soon as the temporary governing body is formed and not when the school is opened, I would be looking for a transitional budget and additional funding to cover additional costs.	The Council recognises that there are additional costs associated with establishing a new school, and funding is provided to support this, however this is not an endless pot. We usually provide funding for a day a week to release the headteacher to work on the staffing structure and other things they have to deal with, however any costs must be reasonable, and there would need to be a good business case.
4.1.2	Would Powys help with the costs of moving to one admin team, for example by installing an internal phone system?	Yes, the Council would help with the cost of this.

4.1.3	I think in the new building we can see where the savings will be. I think with a new school in the existing buildings, the funding formula will disadvantage us and I would want us to see a factor to ensure that we can operate. We have talked about a transitional budget, but that isn't going to help with the day to day running costs. If we go on the funding formula alone, the pupils are going to miss out.	The new school will be funded in line with other Powys schools in accordance with the Council's funding formula. Some transitional funding will be provided to support transition to one new school, however any costs must be reasonable, and there would need to be a good business case.
4.1.4	A lot of work will need to be done to get our parents involved – we don't want for some parents to leave the school during the transition period. Would we be able to access funding to engage with parents and get them on board?	Comment noted. Some transitional funding will be provided to support transition to one new school, it is possible that funding could be made available to engage with parents, subject to approval of a business case.
4.2 Queries relating to budgets		
4.2.1	Will the new temporary governing body get a 3-year budget plan based on the new funding formula?	Yes they would.
4.2.2	The temporary governing body will be working with 2 different budgets as it will be for one school on two sites and a different one in a few years when there is a new building.	Yes this is the case.
4.2.3	The governing body will be given a budget for the next school year a whole year ahead. How accurate is that going to be as we currently find out our budget in the February?	<p>In relation to the current and ongoing projects, if a new school was going to open in September 2021, we would have to have a discussion with the schools service management team as to what potentially is the cut off date for estimates of pupil numbers which are used to fund the period from September 2021 – March 2022.</p> <p>At the moment as an example, the Council funds the financial year from April 2020 based on the first Friday after the October/November half term. When schools are merged, the funding is based on estimates for the September the school is due to open. For the financial year that follows, you would go back to the normal funding count date.</p>

4.2.4	Will the budget correspond to the budget for a school in a new building, or will it be based on the new school being established in the current ageing buildings?	The budget will be based on the current buildings.
4.2.5	When the temporary governing body start to set up the new staffing structure do, will they know what the budget will be?	Yes, finance officers will support the temporary governing body and will ensure that they have this information.
4.3 Reference to savings		
4.3.1	I am at a loss to see how large savings can be made from this restructure.	The savings in the current proposal are based on the current estimated pupil numbers received from the both schools. The saving is predominantly in relation to the Headteacher saving and the estimated number of classes provided to the new school, which differs from the current funding provided to the existing schools. This will be reviewed on an ongoing basis should the proposal proceed.
4.3.2	They are both on the same site effectively but with two headteachers. Amalgamation will save one salary.	Comment noted. As indicated in the consultation document, it is currently estimated that implementation of the proposal would result in annual revenue savings to the Council of £131,885, based on the latest estimated pupil numbers available. This will be updated if pupil numbers change and the proposal proceeds.
4.3.3	The amalgamation is obviously a sensible way to save money within the county.	Comments noted.
4.3.4	I accept that School modernisation needs to be carried out and savings made	
4.3.5	Any savings made should automatically go towards maintaining and improving the current buildings which according to the consultation report are in need of some attention.	Both schools would receive property funding in their budget allocations.

5. REFERENCE TO A POTENTIAL NEW BUILDING		
5.1	This merger is based on establishing a new school in the current buildings, but is there money set aside for a new building?	<p>The current proposal is to establish a new school in the buildings currently occupied by the two schools. However, there is an intention to provide a new building in the future, as part of the Welsh Government's 21st Century Schools programme.</p> <p>There is an indicative allocation in the Council's capital programme to build a new primary school here. To access the money from Welsh Government we would have to submit a number of business cases. However, the case is strong given the condition of the buildings and the pressure the heads are under to maintain them.</p>
5.2	A new build school is dependent on what you do with the rest of Newtown. We are looking at population expansion within Newtown. It all depends on what happens with the other schools in Newtown – it we're only building a new school for what we've got now, this may not meet the future demand.	The work that has been done so far in terms of the site and the early spatial planning which has been done has been based on a school for 360 pupils. This would already be building in some additional capacity compared with the current pupil numbers at the two schools.
5.3	Are you building a school for 360 pupils?	However, we would need to look in more detail at the size when we get to the actual design work – the capacity of the new building could end up being larger or smaller than this depending on the local situation.
5.4	We knew that this merger was on the cards when the 21st Century Schools Programme was published. We knew that and we are quite happy and accepting of the timescales.	Comment noted.
5.5	The site of the school is working in our favour as we can build the new school on another part with little or no impact on the education of the children, so we have to see that as a positive	Comment noted.

6. COMMENTS RELATING TO THE NORTH POWYS WELL-BEING PROGRAMME		
6.1 Concerns that there will be less land available for the school due to the planned Well-being development		
6.1.1	I just hope it don't take all the green away from them and the gyms and the mile a day walk	<p>The Council notes these comments relating to the possible reduction in the land available for a new school building due to being co-located with the Well-being centre being planned by the North Powys Well-being Programme.</p> <p>No decisions have yet been made in terms of the site configuration, however opportunities will be provided for key stakeholders to contribute to this process.</p> <p>As part of any building process which may be required in the future, full ecological surveys would be carried out in line with planning policies, which would include consideration of these aspects.</p> <p>Comments noted. Any new building in the future will be developed in line with Building Bulletin and Welsh Government guidance, and the space available to pupils will meet these requirements as a minimum.</p>
6.1.2	This is a school site, and therefore school land. We have some of the most vulnerable pupils in Newtown who need that open space to be able to let off steam in a controlled environment. If we are going to be hemmed in, it could be to the detriment of our pupils.	
6.1.3	Concern about the school field being built over	
6.1.4	Concern that the trees may need to be cut down – there are hedgehogs nesting in the oak trees along with bats.	
6.1.5	We are under no illusions, we know that there is a lot of land on this site and understand that compromises will need to be made, however the open space here is very important to us here, the headteachers, governors and parents will back me up on this. We accept that there is guidance and formulas, but I think you need to step outside the formula here.	
6.1.6	There are concerns that the planned developments for the site will be detrimental to our pupils in terms of the open space available. I think we need more assurances.	
6.2 Queries regarding decision making relating to the site		
6.2.1	The concern is that while the schools are in a period of flux, it's not clear who will be making decisions relating to the site.	There will be numerous opportunities for key stakeholders to contribute to discussions relating to the future configuration of the

	You have said that there won't be a temporary governing body until a decision is made by Cabinet to move forward with this proposal, the two separate governing bodies will continue, however decisions could be made about how the site is used without the school having a voice.	site. Should this work proceed before a temporary governing body has been established, opportunities will be provided to representatives of both current governing bodies to be involved in these discussions.
6.2.2	The temporary governing body and the headteacher need to be key decision makers regarding the site and where the different elements are going to be.	Decisions regarding the school site will be made in discussion with all partners within the North Powys Well-being Programme. Whilst the school(s) will be key stakeholders in this work, they are not decision makers.
6.2.3	Whilst the Council says it will consult with us, with us, but there is consulting, and there is key decisions being made – these are different. As two separate bodies working together, we can give you our views, but the key decision makers have got to be the newly appointed head and the new governing body.	However, there will be numerous opportunities for key stakeholders, including the temporary governing body and the headteacher of the new school, to contribute to discussions relating to the future configuration of the site. Should this work proceed before a temporary governing body has been established, opportunities will be provided to representatives of both current governing bodies to be involved in these discussions.
6.2.4	Whilst the schools are in a period of flux, it's not clear who will be making decisions relating to the site. You have said that there won't be a temporary governing body until a decision is made by Cabinet to move forward with this proposal, the two separate governing bodies will continue, however decisions could be made about how the site is used without the school having a voice.	
6.2.5	Some decisions on the site are due to be made in April 2020. I'm concerned that there would be no governing body or headteacher in place by this time. It's crucial that no decision is made about the site until there is a temporary governing body and headteacher in place. If there are decisions that cannot be made until there is a governing body and headteacher in place, it's important that the health board are aware of this as it could delay them.	

6.2.6	I'm still concerned about the timeline. What I would like is to see the temporary governing body established and the headteacher appointed. Once this is done we will have key decision makers in place. I wouldn't want plans for the site to be drawn up and sent out for the public to give feedback on before we have these key people in place.	
6.2.7	In Welshpool for example, who was approving? Were the schools merged by then or was it the 4 individual schools?	<p>Whilst the temporary / permanent governing body will be key stakeholders in relation to developments regarding the site, and there will be numerous opportunities for them to contribute to discussions relating to the future configuration of the site / new building.</p> <p>In respect of the work in Welshpool, the schools had already been merged before the detailed work on the building designs commenced.</p>
6.3 General comments regarding the North Powys Well-being Programme		
6.3.1	If the Well-being Development doesn't go ahead, what happens then?	<p>The indicative funding allocation for a new primary school building is included in the Council's capital programme for Band B of the 21st Century Schools programme, and needs to be spent by 2025, so the Council would proceed with the new school building.</p> <p>If the Well-being Development is delayed, the Council could commission designers to start working on the new school building.</p>
6.3.2	From what I hear, you are saying that we have real plans and real ambition, and the well-being hub is a secondary priority which may or may not happen.	
6.3.3	Can we continue with the plans for a new school building and let the North Powys Well-being Programme have what's left over?	
6.3.4	The wellbeing hub needs some of the schools land to work for it to work, and the fact that the plans haven't developed in any way make it difficult to know what is that impact – does the design of the new school need to take account of a	<p>The new school would be designed in accordance with Building Bulletin guidance.</p> <p>The work that has been done so far in terms of the site and the early spatial planning which has been done has been based on a</p>

	certain amount of land which is required to make the well-being hub work?	school for 360 pupils. This would already be building in some additional capacity compared with the current pupil numbers at the two schools.
6.3.5	Is there one appointed consultant working on the Well-being Programme looking at the whole space, or is it two separate entities?	A consultant was initially employed to prepare an initial feasibility report as part of the North Powys Well-being Programme, which included initial spatial planning work. The Programme are currently carrying out a further tendering process to appoint consultants to prepare a business case for the site, which would include consideration of where each element would be located.
6.3.6	It feels like the Health Board is deciding where they are going to be, and we will end up with what's left.	This is not the case. No decisions have yet been made regarding what will be located where on the site. There will be opportunities for key stakeholders, including the two current schools, to contribute to this as it moves forward.
6.3.7	Councillor Alexander's role as Portfolio Holder for Education expanded and she also became responsible for the North Powys Well-being Programme. Does Cllr Phyl Davies' role as Portfolio Holder for Education also include responsibility for the North Powys Well-being Programme?	No it doesn't. Responsibility for the North Powys Well-being Programme remains with Cllr Alexander.

7. COMMENTS RELATING TO DOCUMENTATION

7.1 Queries relating to timescales

7.1.1	Initially we were advised that the temporary governing body would be established in Easter 2020 and therefore the staffing processes would start at this time. However, from looking at the consultation document, it looks as though the timescale has been pushed back.	The indicative timescales provided in the Consultation Document are a worst case scenario based on receiving a significant number of responses. However, if the level of response is relatively low, it's possible that the timescales for the statutory process could be brought forward.
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7.1.2	I see from the consultation document that the intention is that Cabinet considers the consultation report in January/ February. Can that be moved to January? Obviously we don't want to rush things through, but it's important that nothing is delayed.	The Council carried out the process to merge Llanfyllin CP School and Llanfyllin High School last year. This process started in November, and the final decision was made in April which was earlier than planned, so it's possible that a final decision could be made earlier than what's indicated in the Consultation Document in the case of this proposal.
7.1.3	Are you not able to tell us when the final decision will be? We were first told April but then the document says December?	<p>The document says the final Cabinet decision would be made in May/June 2020. It could be sooner than that, but it wouldn't be expected to be any later than that. This would be the final decision to move forward with the proposal.</p> <p>Then, the next step would be to set up the governing body, and one of their first tasks would be to appoint the headteacher.</p>
7.1.4	This consultation is to merge the two schools. The timeline you are proposing seems adequate from the point of view that it will ensure that there is plenty of time to prepare the two schools. The outside pressure which isn't really referred to in the document is the promise of a new building and the plans relating to the well-being centre, which will also have key decision dates. This isn't reflected in the timeline. We need to have a full timeline presented to us before any decision is made – the temporary governing body will need to be in place before any decisions are made.	<p>Comment noted. The current proposal is based on merging the two current schools in their existing buildings and is not dependent on the provision of a new building or the development of the well-being centre. This is the reason why timescales for these elements are not included in the consultation document.</p> <p>There will be numerous opportunities for key stakeholders to contribute to discussions relating to the future configuration of the site. Should this work proceed before a temporary governing body has been established, opportunities will be provided to representatives of both current governing bodies to be involved in these discussions. This will include sharing information on timescales for these other elements as these become clearer.</p>
7.2 Queries relating to capacity of a new school		
7.2.1	I would like to point out an error on page 15. It talks about the capacity of the new school being 342. This is different to what is presented earlier in the document – on page 5 it states that	The proposed capacity of the new school which is provided on page 15 is based on a calculation based on a formula provided by Welsh Government. It is not simply a case of adding one capacity figure to another.

	the capacity of Ladywell Green is 150 and the capacity of Hafren is 210 – the total is 360, not 342.	
7.3 Queries relating to financial information		
7.3.1	Can I get clarification about the budgets – about the information in paragraph 2 on page 24. There is an error here – it says 2022. In this paragraph you talk about a net deficit. I can't see where the £44,000 you refer to on page 24 comes from. We are talking about year 2, and on page 9 Ladywell is £14,000 in deficit and Hafren is £20,000 in surplus. How do you see the wind up process going if the schools have a deficit or a surplus?	<p>The 2022 in the consultation document is an error and should read 2021.</p> <p>The financial position on closure has been calculated using the prorated (5 months) in year projected overspend position for the 2021/22 financial year for both schools, combined with the brought forward balances from 2020/21.</p> <p>Work will continue with the current schools to ensure that any deficit projected has a robust recovery plan to recover the deficit prior to closure.</p>
7.3.2	On page 23 of the Consultation Document you have the potential saving and the funding for the school. This gives an estimated saving of £131,000. For me, the only significant saving would be one Headteacher – that's not £131,000. Where is that figure of £131,000 coming from?	<p>The savings in the current proposal are based on the current estimated pupil numbers received from the both schools.</p> <p>The saving is predominantly in relation to the Headteacher saving and the estimated number of classes provided to the new school, which differs from the current funding provided to the existing schools. This will be reviewed on an ongoing basis should the proposal proceed.</p>
7.4 Queries relating to equality information		
7.4.1	There is a bit of a disparity in the equalities information between Ladywell Green and Hafren, for example things like percentage of pupils having English as an Additional Language and Free School Meals. What does this tell us about what's happening in the area?	The equalities information in the consultation documentation suggests that there is a higher percentage of EAL pupils and pupils eligible for Free School Meals in Ladywell Green compared with Hafren. However, it must be noted that pupil numbers are higher at Hafren, which may have an impact on the percentages.

8. COMMENTS RELATING TO THE PROCESS		
8.1 General comments regarding the consultation process		
8.1.1	When are pupils consulted?	<p>Pupils could give their views on the proposal at any time during the consultation period.</p> <p>A pupil version of the consultation document was distributed to pupils at the two schools at the start of the consultation process.</p> <p>In addition, officers met with the school councils of both schools during the consultation period to discuss the proposals with them.</p>
8.1.2	Will the sessions for parents will be a meeting like this?	No, the sessions for parents was be 'drop-in' sessions similar to the informal sessions held before the start of the formal consultation process, to provide an opportunity for parents to discuss any questions / concerns they have with officers.
8.2 Queries regarding the process going forward		
8.2.1	What happens next? Will there be another meeting like this during the next phase of the process?	No, there won't be any other meetings as part of the formal process to merge the two schools. Letters will be provided to stakeholders, including staff, governors and parents, to advise of progress during each stage of the process.
8.2.2	What happens if the Cabinet refuse to move forward with the merger?	<p>The Cabinet would make a decision on whether to proceed based on the feedback received during the consultation period. It is unlikely that they would decide not to move forward unless feedback received indicated significant concerns regarding the proposal.</p> <p>However, there have been circumstances where the Council's Cabinet has decided not to proceed with school reorganisation proposals following consultation. Should this happen in this case,</p>

		that would be the end of this process, and the two schools would continue to operate as separate schools.
8.2.3	You are asking us to agree to the merger but there are other things going on in the background. I find it difficult to make this decision without knowing what else is going to happen in the future.	The purpose of this consultation process is to ask for views from key stakeholders on the proposal to merge the two schools – responsibility for decision making remains with the Council's Cabinet.
8.3 Queries regarding timescales		
8.3.1	How long will it take for the Consultation Report to be pulled together?	This will depend on the level of responses received. If the number of responses received is relatively low, it is possible that the report could be completed and a decision on whether or not to proceed could be made more quickly than the timeline provided in the consultation document.
8.3.2	If the process is completed more quickly, is it possible that the implementation date could be brought forward?	In theory this could be possible, however generally it makes more sense to open a new school on the 1 st September.
8.3.3	If there was a general election, could this then delay the process?	Should a general election be announced, it would not be possible for the Council's Cabinet to make a decision on whether or not to proceed with the proposal during the pre-election period. This have an impact on timescales depending on the timing of the election and Cabinet dates, however the Council would endeavour to work around this in order to minimise any delay to the process.
8.4 Queries relating to establishing a temporary governing body		
8.4.1	In terms of the temporary governing body, it's only made up of who currently sits on the governing bodies of the two schools. It's important that it's set up as early as possible. However, if it's people that are already on the governing bodies of the current schools, they could be well prepared for	A temporary governing body cannot be established until a final decision has been made to proceed with the proposal to merge the two schools.

	the sorts of decisions they will need to make.	
8.4.2	Can a temporary governing body be set up ready?	No, a temporary governing body cannot be established until a final decision has been made to proceed with the proposal to merge the two schools.
8.4.3	Given the amount of work involved and that our governors are working, what happens if there are not enough expressions of interest to form a temporary governing body?	Generally there are enough expressions of interest to form a temporary governing body. If there are not expressions of interest to fill all positions, it's likely that the temporary governing body would continue to operate with these vacancies.
8.4.4	Is the membership of the temporary governing body kept equal between the schools that are merging?	Expressions of interest would be invited from all current governors at the two schools. The local authority would then make every effort to ensure an equal balance of governors from both schools on the temporary governing body, however this would be dependent on the expressions of interest received from each school.
8.4.5	Would staff governors be allowed on the temporary governing body?	Yes, staff governors would be part of the temporary governing body in accordance with the instrument of government. However there are certain discussions which they would not be able to be part of, e.g. discussions relating to the staffing structure.
8.4.6	Do members of the temporary governing body continue to hold their positions as governors in their respective schools?	Yes, members of the temporary governing body continue to act as governors in their respective schools alongside their membership of the temporary governing body.
8.4.7	How does this impact on governors that are already governors at two schools – can they be governors at two schools and a member of a temporary governing body?	Yes, governors can be governors at two schools and a member of a temporary governing body.
8.4.8	Is there any regulation that would prevent a joint working party of governors being set up in the interim instead of having a temporary governing body until a decision has been	No, there is no reason why a joint working group consisting of governors from the two schools could not be set up in the short term, before a temporary governing body is established.

	made?	
9. OTHER OPTIONS		
9.1 Status Quo		
9.1.1	Keep them separate at least for now, repair or replace the buildings. If you must amalgamate them because of the plans being for only one building then amalgamate them when the new school is built.	The Council would need to carry out the statutory process to amalgamate the two schools before completion of the building work. The Council's view is that completing this stage of the process now would provide greater clarity in terms of roles and responsibilities during any new build process in the future.
9.2 Retain separate infant provision		
9.2.1	I am a proponent of Infant education believing that children will benefit from the nurturing environment that being in an Infant School can give. Ladywell Green is exemplar in providing this.	The Council notes this comment regarding the benefits of a separate infant school. However, as outlined in the Consultation Document, the Council's view is that the primary model offers a number of benefits compared with the separate infant / junior school model, including benefits for pupils, benefits for staff and financial benefits. In addition, an all-through primary school would be better equipped to provide education which meets the requirements of the new curriculum.
9.2.2	Has thought been given to establishing one English Medium Infant School for the whole of Newtown and then condensing the remaining Primary Schools into 2.	As outlined in the Consultation Document, the Council's view is that the primary model offers a number of benefits compared with the separate infant / junior school model, including benefits for pupils, benefits for staff and financial benefits. In addition, an all-through primary school would be better equipped to provide education which meets the requirements of the new curriculum.
9.2.3	A through welsh medium school would vacate the site that Ysgol Dafydd Llwyd sits on and an Infant School would fit there. Then the current Hafren/Ladywell site could be used as a large Primary School base. You will be building anyway.	Whilst consideration was being given to establishing a Welsh-medium all-through school in Newtown, this is at a very early stage and there have been no decisions to proceed with this.

		As outlined in the Consultation Document, the Council's view is that the primary model offers a number of benefits compared with the separate infant / junior school model, including benefits for pupils, benefits for staff and financial benefits. In addition, an all-through primary school would be better equipped to provide education which meets the requirements of the new curriculum.
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10. OTHER COMMENTS		
10.1	Are any other projects in Newtown going ahead?	<p>The Council is currently moving forward with plans for a replacement building for Ysgol Cedewain.</p> <p>No other projects are currently being taking forward in respect of other primary schools in Newtown, however a large scale review of education of education across Powys is currently underway, which could have implications for other Newtown schools.</p>
10.2	Concern about parents leaving the school during the transition period.	The Council acknowledges that any school reorganisation process leads to a period of uncertainty for the schools affected, and stakedholders associated with those schools, including parents. The Council will aim to conclude this process as swiftly as possible, in order to minimise this period of uncertainty for those involved.

Mae'r dudalen hon wedi'i gadael yn wag yn fwiadol

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

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1. Meeting with staff of Ladywell Green Infants School and Hafren C.P. Junior School

9th October 2019

Present

Staff:

Ladywell Green Infants School:

Poppy Buckley – Teaching Assistant/Cleaner
Emma Jones-Clements – Teaching Assistant
Susan Jones – Cook/Cleaner
Chanthra Poston – Cleaner
H. Gittoes – Class Teacher
H. Jones – Teaching Assistant
Rachael Owen – Head Teacher
Helen Williams – Cleaner
Sam Hyde – Teaching Assistant
J. Warmington – Assistant Head/ Class Teacher

Hafren C.P. Junior School:

Kate Orehawa – School Administrator
Pauline Morgan – Teaching Assistant
Margaret Allen – ALN Co-ordinator Teacher
Irfon Davies – Planning, Preparation and Assessment Teacher
Martin Copus – Teaching Assistant
Carl Hyde – Headteacher
Lisa Bridges – Class Teacher
Sara Breeze – Teaching Assistant
Hannah Allen – Teaching Assistant
Caroline Ogden – Teaching Assistant
Chloe Matthews – Class Teacher
Iris Strivens-Joyce – Class Teacher

Officers:

Marianne Evans, Senior Manager Education Services
Sarah Astley, Strategic Programme Manager, School Transformation
Richard Williams, Programme Officer, School Transformation
Sarah Christoforou, HR Business Partner (Schools)

Minutes:

Angharad Morgan, Programme Co-ordinator, School Transformation

Sarah Astley welcomed everyone to the meeting and explained that this is part of the consultation on merging Ladywell Green Infants School and Hafren Junior School,

which started on the 26th of September and will end on the 7th of November. As part of the consultation, Powys have published a consultation document which is available on the Powys website. Copies of the consultation document were distributed.

The officers present introduced themselves. Staff were advised that the meeting would be recorded to enable accurate minutes to be taken, and that the recording would be deleted once the minutes have been finalised. Staff were asked whether they had any objection to this – no member of staff objected.

It was explained that the Council is consulting on the following proposal, as stated in the consultation document:

‘To close Ladywell Green Infants School and Hafren C.P. Junior School and to establish a new English-medium primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School. The current target date is to close the two schools on the 31st of August 2021, with the new school opening on the 1st of September 2021.’

It was explained that the purpose of the consultation is to give anyone interested the opportunity to give their views on the proposal. As well as being able to give their views in writing, this meeting is an additional opportunity for the staff who would be affected by the proposal to ask any questions, and to give their views.

At the end of the consultation period, all issues, comments and feedback received will be summarised into a report which will need to go back to the Council’s Cabinet, who will then decide whether they go forward with the process. If they do, a Statutory Notice would be published, and there would be a further 28 days for people to submit objections. Another report would then go back to Cabinet, who would then decide whether or not to move forward with implementation.

Sarah Christoforou explained that the current consultation is separate to the consultation that would need to take place to implement any staffing changes – if the proposal to merge the two schools does proceed, there would be a further staffing process, and further consultation would take place relating to the staffing structure. Following a decision to proceed with the process, a temporary governing body would be established to take forward the staffing processes. There would be further consultation with staff as part of this process, and eventually a process to allocate people to posts. It was acknowledged that this process can be unsettling for staff, and staff were encouraged to contact Sarah C directly if they have any particular concerns. As the process moves forward, there will be further opportunities for staff to discuss the impact on them.

Staff were invited to ask questions. The following questions were asked:

Member of staff: Could you repeat the timescales?

Marianne Evans: The implementation date would be September 2021, and it is expected that the structure would be finalised by Easter 2021, however some posts would be decided earlier. The staffing process would begin with the Headteacher role and filter down.

Member of staff: Initially we were advised that the temporary governing body would be established in Easter 2020 and therefore the staffing processes would start at this time. However, from looking at the consultation document, it looks as though the timescale has been pushed back.

Marianne Evans: The whole process of establishing a new school normally takes up to two years, from the first paper going to Cabinet to ask for approval to start consultation to the day the new school opens. However, to a large extent the length of time it takes depends on the level of responses received – in some consultations, there is opposition, and we receive a large number of responses. This can be a lot to go through. However, if there are less responses, it can be possible to complete the process more quickly.

Sarah Astley: The timeline in the consultation document is an indicative timeline based on a worst case scenario. Last year the Council carried out the statutory process to merge Llanfyllin C.P. School and Llanfyllin High School to establish a new all-through school in Llanfyllin. The timescale published in the consultation document for the Llanfyllin proposal is similar to the timeline published in the consultation document for this proposal, however the Llanfyllin process moved forward more quickly – the final decision was made in April, which was a few months earlier than what was published in the consultation document.

Marianne Evans: With the Llanfyllin proposal, even though the statutory process was concluded more quickly, the planned opening date for the new school is still September 2020, therefore there is more time to carry out the required staffing processes.

Member of staff: The more time we can have to work through the staffing processes the better as there are many discussions which will need to be had. I see from the consultation document that the intention is that Cabinet considers the consultation report in January/ February. Can that be moved to January? Obviously we don't want to rush things through, but it's important that nothing is delayed. The earlier this can be moved forward the better for the staff, they don't want the process to be delayed.

Also, not linked directly to the merger, we are aware of the wider plans for the site and the buildings – some decisions are due to be made in April 2020. I'm concerned that there would be no governing body or headteacher in place by this time. It's crucial that no decision is made about the site until there is a temporary governing body and headteacher in place. If there are decisions that cannot be made until there

is a governing body and headteacher in place, it's important that the health board are aware of this as it could delay them.

Marianne Evans: We will do what we can to move forward with the process ahead of the timeline published in the consultation document. However, there are situations that can delay the process which are outside our control. For example, when there was a by-election in Brecon and Radnorshire recently, we were unable to take anything to Cabinet. Should there be a general election, this could impact on our ability to take papers to Cabinet.

Sarah Astley: It also depends on the level of responses received to the consultation – we won't know this until the end of the consultation period.

Marianne Evans: In other areas, we have had situations where too little time has been allocated to completing the staffing processes. For example in Welshpool, the Council closed 4 schools to establish 2 new schools. This was done on a very tight timescale and the staffing processes were taking place far too late, which was not ideal – this caused a lot of stress for school staff and officers.

Member of staff: In terms of the temporary governing body, it's only made up of who currently sits on the governing bodies of the two schools. It's important that it's set up as early as possible. However, if it's people that are already on the governing bodies of the current schools, they could be well prepared for the sorts of decisions they will need to make.

Member of staff: Are you not able to tell us when the final decision will be? We were first told April but then the document says December?

Sarah Astley: The document says the final Cabinet decision would be May/June 2020. It could be sooner than that, but it wouldn't be expected to be any later than that. This would be the final decision to move forward with the proposal. Then, the next step would be to set up the governing body, and one of their first tasks would be to appoint the headteacher.

Member of staff: So that would be relatively soon after June?

Sarah Astley: The temporary governing body would be set up soon after the final Cabinet decision, and the headteacher would be appointed soon after this.

Member of staff: Can a temporary governing body be set up ready?

Marianne Evans: Unfortunately not. The current stage is formal consultation. No decision has been made to move forward with the proposal, the only decision that has been made is to carry out consultation. There have been previous occasions where Cabinet have considered the responses received during the consultation period and decided not to move forward with the proposal. We can't move forward

with establishing a temporary governing body now, as this could be seen as pre-determining the outcome of the process.

Member of staff: So if there was a general election, could this then delay the process?

Sarah Astley: If there was a general election which coincided with when we were planning to take a paper to Cabinet relating to this proposal, it's likely that this would mean that we would have to delay. In terms of our current timeline, there is a Cabinet meeting on the 20th January, so we would be intending to take the consultation report to this meeting. It's possible that this could go to Cabinet in December, however the timescales would be quite tight – whether or not this is achievable would depend on the level of responses received.

Member of staff: What is the February Cabinet date?

Marianne Evans: It would be around 3 weeks after the January meeting. The process going forward is that Cabinet receive all the information and the responses, and they decide whether there are any issues that mean that the proposal shouldn't go ahead. If Cabinet support the proposal, the next stage is an Objection Period of 28 days. Another report would then be prepared outlining any Objections received, and this would again be considered by Cabinet. Based on the published timeline, the intention is that this goes to Cabinet in May/June. However, if the first decision is earlier, potentially the timescales would move forward.

Once a final decision has been made by Cabinet to move forward with a proposal, the next step is to establish the temporary governing body who will take forward the staffing processes. Normally we like to have at least 3 terms to take forward these processes. The temporary governing body is made up of members of the two current governing bodies – expressions of interest are sent out to all current governors, so all governors would have an opportunity to be part of the temporary governing body. The temporary governing body would have a large piece of work ahead of them – they would be responsible for setting up the whole staffing structure. Their first decision would be appointment of a headteacher. Following that, they would move forward to work with the headteacher on the staffing structure and the staffing processes. HR would also support with these processes.

Sarah Christoforou: The temporary governing body have other decisions to make as well, for example school name, uniform, policies, so there is a significant amount of work involved.

Member of staff: Given the amount of work involved and that our governors are working, what happens if there are not enough expressions of interest to form a temporary governing body?

Marianne Evans: That has not happened before. If there are vacancies in terms of the membership, they will be carried. Usually, we find that there are committed governors from both schools who want to be part of establishing the new school.

Member of staff: Is the membership of the temporary governing body kept equal between the schools that are merging?

Sarah Astley: We try to keep the membership equal as far as possible. However, this depends on the expressions of interest received.

Member of staff: Would staff governors be allowed on the temporary governing body?

Sarah Christoforou: Yes they would, however there would be certain discussions that they would not be able to part of.

Marianne Evans: Regarding the balance of the membership, often the Chair will come from one school and the Vice Chair will come from the other.

Member of staff: Do members of the temporary governing body continue to hold their positions as governors in their respective schools?

Marianne Evans: They do, so for people who sit on the temporary governing body as well as the current governing body, their workload will increase for a short period of time.

Member of staff: Is there any more you can tell us about the staffing process at this stage?

Sarah Christoforou: If a final decision is made to move forward with the proposal, the first thing for the temporary governing body to do would be to appoint the headteacher. Alongside that, the temporary governing body would be dealing with the staffing structure. As part of this process, there would be another consultation on the staffing structure, with an opportunity for staff to look at the structure and comment on it. If any members of staff aren't in a union, I would advise them to join a union. As part of this consultation process, there would be staff consultation meetings and we would go through the staffing structure. Every single role in the new school would be consulted on. All the comments would be collated and would go back to the temporary governing body. In the majority of school merger proposals, there have been tweaks to the staffing structure following the staff consultation as the staff themselves have come up with potential issues or better ideas. The next stage is to get people into posts. As mentioned earlier, there is something called the management of change principles. The posts in the new school would be ringfenced to the current staff. If there is more than one person for a post, then there would need to be a competitive element, either an interview process or a skills audit. This is where it can get emotional for staff if there is only one post in the

new structure where previously there were two. The temporary governing body along with the headteacher make the decisions, and HR are there to advise, to ensure that decisions are made in a sensible and transparent way. If there is any need to look at redeployment or changing hours or days, HR are here to support with this too.

Member of staff: Would staff have brand new contracts?

Sarah Christoforou: It would be a new contract as it would be a new school. However, because the proposal is that the current schools close on 31st August and the new school opens on the 1st September, staff would have continuity of service.

Member of staff: Would it affect sick pay or anything like that?

Sarah Christoforou: No. The school the staff are currently working at would cease to exist on the 31st August, so they would be issued with new contracts.

Member of staff: When the temporary governing body start to set up the new staffing structure do, will they know what the budget will be?

Sarah Christoforou: Yes, finance officers will also support the temporary governing body, and will ensure that the temporary governing body have this information.

Member of staff: Will the budget correspond to the budget for a school in a new building, or will it be based on the new school being established in the current ageing buildings?

Marianne Evans: The budget will be based on the current buildings. The temporary governing body will be responsible for the staffing, the teachers and staff of the school.

Sarah Christoforou: Anyone who is on a catering and cleaning contract would be part of a separate consultation, as their contract is with Powys County Council. The Council's managers would be responsible for making decisions about their roles. The temporary governing body could decide to bring another cleaning and catering company, however they do not make decisions on the catering and cleaning staff.

Member of staff: Can you explain how redeployment works?

Sarah Christoforou: If staff are at risk of redundancy and don't have a role at the new school, they would have a notice period and would be put on the redeployment register. There is a corporate redeployment register, schools can choose to be on it, however in the past they have tended not to be on it. Any jobs that are advertised by Powys County Council are sent out to people on the redeployment list before they are advertised on the intranet. If anyone is interested in a post, there will be a discussion and potentially an interview, and if successful they would be redeployed to that role. However, lots of schools recruit themselves and aren't part of the

redeployment register – it would be my job to research employment within local schools. Staff would have to be at risk before they could be put on the redeployment register.

Member of staff: If more than one person is going for a role and you don't get the role and take redundancy, is it correct that you cannot work for Powys for a year?

Sarah Christoforou: There are different types of redundancy. The redundancy where you can't work for the Council for a year is where people took voluntary redundancy or during the severance scheme, and it was to stop people from taking redundancy and then coming back to work for the Council immediately, for example as a consultant. In this scenario it would be a compulsory redundancy situation, therefore it would be a month and a day – staff wouldn't be able to work for the Council, other local authorities or other organisations on the redundancy modification order – semi public sector organisations which recognise continuous service – for a month and a day. The list changes every year. Payroll send the list out to confirm that staff haven't been employed by anyone on the list, and your redundancy will be released.

If staff do get offered a job in that timeframe of a month and a day then people could recognise your service and you might get asked to pay back the redundancy.

Member of staff: Would there still be a break in service if you started working somewhere else on the 15th of September?

Sarah Chrisoforou: If you had been offered that job before you left, it would be deemed that there is not enough break in service – so, for example if you were offered the job before the 31st August. If staff were offered the job on the 14th September and then started on the 15th, there would have been a break of service as the member of staff wouldn't have known about the job before they left. However, this rarely happens with posts in schools due to all the checks and DBS they must do due to working with children. If staff knew about the job before redundancy, then it would impact the redundancy pay. These are the sort of questions that HR will run through at the beginning of the staff consultation.

Member of staff: Is there a frequently asked questions sheet that has got all this information on?

Sarah Christoforou: Yes, we did prepare this information for Welshpool and Ysgol Calon Cymru. However, it cannot be done until a final decision has been made and the temporary governing body is in place.

Member of staff: With the staffing structure, would the current level / pay grades of TAs go across?

Sarah Christoforou: No, there would be a whole new staffing structure. It would be down to the temporary governing body to consider what level / grades were needed in the new school.

Member of staff: Can I ask about the new build? This merger is based on establishing a new school in the current buildings, but is there money set aside for a new building?

Marianne Evans: This consultation is about merging the two schools in their current buildings. There is money provisionally set aside for a new building as part of the Council's plans for the 21st Century Schools programme, however there are steps to go through before this money is made available. In order to draw down the money, the Council must build a very strong case that there is a need for a new build. We are aware though that there are maintenance issues with the current buildings.

Member of staff: If you are on a 39-hour contract but all the jobs are 25-hour contracts, would you get redundancy for those 14 hours?

Sarah Christoforou: If staff were to lose hours, they would get a compensatory payment, but because staff won't lose their continuity of service, this is taxable.

Member of staff: Is that for Teaching Assistants as well, if they lose a grade?

Sarah Christoforou: Yes, it is done on weekly pay. If staff are losing hours or it is a different grade, they will receive a compensatory payment. I acknowledge that this is a big thing for staff, it's emotional and difficult. I appreciate that you may not want to discuss your own personal situation in this forum, however I would encourage you to take the opportunity to have a one to one during any staffing consultation process which takes place in the future, as this would be an opportunity to go through your own personal circumstances. I am willing to come out and speak to you again if you would like me to.

Member of staff: What happens next? Will there be another meeting like this during the next phase of the process?

Sarah Astley: No, there won't be any further meetings as part of the statutory process. The consultation ends on the 7th November, then a Consultation Report will be prepared outlining the issues raised in the consultation period. Staff will be notified by letter when the Consultation Report is published, and during each step of the process. There is another meeting taking place with governors this evening, drop in sessions for parents on Monday and Wednesday and meetings with the school councils at both schools on Monday.

Member of staff: Will the sessions for parents will be a meeting like this?

Sarah Astley: No, it will be more informal, similar to the informal sessions held a few weeks ago.

Member of staff: How long will it take for the Consultation Report to be pulled together?

Sarah Astley: It depends on the amount of responses received, how long they are and how complicated they are. The report must summarise all issues raised during the consultation period, and provide the Council's response.

Marianne Evans: As it is a legal process, we must make sure that all the issues are listed and have been responded to. There have been other authorities that have rushed through the consultation and have faced problems. Our role is to ensure that everything is done correctly and in accordance with requirements.

Sarah Astley thanked all staff for attending and contributing to the meeting, and advised that if they had any further comments to make, they could respond individually to the consultation in writing. The closing date is the 7th November 2019. Staff can respond either by e-mailing school.consultation@powys.gov.uk, or they can fill in the on-line response form on the Council's website.

2. Meeting with governors of Ladywell Green Infants School and Hafren C.P. Junior School

9th October 2019

Present

Governors:

Ladywell Green Infants School:

Richard Lewis – Parent Governor
Debbie Jarvis – LEA Governor
Rachael Owen – Headteacher
Andrew Davies – Chair of Governors

Hafren C.P. Junior School:

Carl Hyde – Headteacher
Martin Copus – Staff Governor
Iris Strivens-Joyce – Teacher Governor
Neil Ainsworth – Chair of Governors
Luke Orehawa – Vice Chair of Governors

Officers:

Marianne Evans, Senior Manager Education Services
Sarah Astley, Strategic Programme Manager, School Transformation
Richard Williams, Programme Officer, School Transformation
Lynette Lovell, Interim Chief Education Officer
Nancy Owen, School Finance Manager
Councillor Phyl Davies, Portfolio Holder for Education and Property

Minutes:

Angharad Morgan, Programme Co-ordinator, School Transformation

Lynette Lovell welcomed everyone to the meeting and introduced Cllr Phyl Davies, the new Portfolio Holder for Education. Everyone introduced themselves.

It was explained that the meeting would be recorded to enable accurate minutes to be taken and that the recording would be deleted once the minutes have been finalised. Governors were asked whether they had any objection to this. Nobody had any objection.

Marianne Evans explained that this meeting is part of the formal consultation on the proposal to close Ladywell Green Infant School and Hafren C.P Junior School and to establish a new English medium primary school for pupils aged 4 – 11 on the existing site.

Marianne stated that information about the consultation has been sent to all governors and a Consultation Document is available on the Council's website. Copies of the Consultation Document were handed out. The minutes of today's meeting will be recorded and the comments made will be incorporated into the Consultation Report, however governors were encouraged to provide their own views online or in writing by the 7th of November.

Marianne referred to the potential implementation timescale on page 18 of the consultation document. The formal consultation has started, and will end on the 7th November, the next stage will be for the school transformation team to summarise all the issues raised and provide the authority's response to these issues in a consultation report. The consultation report will then be published, discussed by Full Council, and then considered by Cabinet, who will make a decision on whether to proceed. Should they decide to proceed, a statutory notice would be published, giving 28 days for people to submit objections. A further report will be prepared and considered by Cabinet, who will make a final decision on whether or not to proceed with the proposal.

The indicative timescales provided in the Consultation Document are a worst case scenario, however if the level of response is relatively low, it's possible that the timescales for the statutory process could be brought forward. The Council carried out the process to merge Llanfyllin CP School and Llanfyllin High School last year, and the final decision was made in April which was earlier than planned, so it's possible that a final decision could be made earlier than what's indicated in the Consultation Document.

Governor: If the process is completed more quickly, is it possible that the implementation date could be brought forward?

Marianne Evans: Theoretically it's possible that it could. It normally takes 3 terms to establish a new school, if a final decision was made earlier, we could potentially consider bringing the implementation date forward, however alternatively this additional time would mean that there would be more than enough time to carry out the required processes to establish the new school.

Sarah Astley: Generally, it makes more sense to open a new school on the 1st of September.

Marianne Evans: We have many examples of the time needed to establish a new school. In some cases we have had too little time available. For example, the Welshpool merger of 4 schools into 2 – this involved approximately 80 members of

staff in total. By the time the final decision had been made, we only had 2 terms to establish the school by the September. This meant that work on the staffing arrangements continued into the summer holidays – this wasn't ideal at all.

If the Cabinet do decide to move forward with this proposal, there is a process to follow. The first step would be to establish the temporary governing body, which is made up of the existing governing bodies. To do this, we invite all current governors to express interest in being on the temporary governing body. The workload is quite significant for the temporary governing body.

Governor: How does this impact on governors that are already governors at two schools – can they be governors at two schools and a member of a temporary governing body?

Sarah Astley: I believe that membership of a temporary governing body is in addition to membership of two permanent governing bodies. I'm not aware that anyone has been asked to resign from a permanent governing body to join a temporary governing body.

Marianne Evans: The first thing that the temporary governing body would have to do would be to receive the budget for the new school and move on to appointing a Headteacher. That is a key decision that the temporary governing body has to make. The Headteacher would then be involved in creating the staffing structure for the school. Most of the work for the temporary governing body is developing and implementing the staffing structure, with support from HR. The intention would be to have developed and appointed to a new staffing structure by the spring of 2021, with all decisions being made by Easter 2021, before the new school opens in the September.

It is acknowledged that this is a difficult process for staff in particular. HR were here at the meeting with staff earlier, and will support staff throughout this process.

Cllr Phyl Davies: Certainly, the view of the Cabinet and the Council is that we would want to take this process forward as quickly as possible. However, we can't rush it either, as we must take on everybody's views.

Governor: In the staff meeting earlier today we were told that if there was a redundancy situation, you wouldn't be able to work for Powys for a month and a day. If a decision is made at Easter that you will be made redundant, would your contract end at the end of August and would that mean that you were unable to apply for a job until the 2nd October?

Lynette Lovell: That's right, you would not be able to have another contract with them for a month and a day.

Governor: This consultation is to merge the two schools. The timeline you are proposing seems adequate from the point of view that it will ensure that there is plenty of time to prepare the two schools. The outside pressure which isn't really referred to in the document is the promise of a new building and the plans relating to the well-being centre, which will also have key decision dates. This isn't reflected in the timeline. We need to have a full timeline presented to us before any decision is made – the temporary governing body will need to be in place before any decisions are made.

Marianne Evans: The North Powys Well-being Programme is an additional complexity here. From the Council's perspective, we have an indicative allocation in our capital programme to build a new primary school here. To access the money from Welsh Government we would have to submit a business case, however the case is strong given the condition of the buildings and the pressures the heads are under to maintain them. The additional complexity with the building element is that we are working alongside our health colleagues on the Well-being hub.

Sarah Astley: There are plans to move forward with work on what the site could look like and how the different elements could work together – I believe that this is due to start imminently. We've been working with colleagues in the North Powys Well-being Programme over the last few months, and with yourselves as governors. There has also been extensive engagement around the programme across North Powys. The only assurance we can give is that we will continue to work with you as governors and heads as the programme moves forward.

Governor: The concern is that while the schools are in a period of flux, it's not clear who will be making decisions relating to the site. You have said that there won't be a temporary governing body until a decision is made by Cabinet to move forward with this proposal, the two separate governing bodies will continue, however decisions could be made about how the site is used without the school having a voice.

Governor: That is my view too – you are asking us to agree to the merger but there are other things going on in the background. I find it difficult to make this decision without knowing what else is going to happen in the future. There are concerns that the planned developments for the site will be detrimental to our pupils in terms of the open space available. I think we need more assurances.

Governor: This is a school site, and therefore school land. We have some of the most vulnerable pupils in Newtown who need that open space to be able to let off steam in a controlled environment. If we are going to be hemmed in, it could be to the detriment of our pupils.

Governor: The temporary governing body and the headteacher need to be key decision makers regarding the site and where the different elements are going to be.

Governor: It feels like the Health Board is deciding where they are going to be, and we will end up with what's left.

Sarah Astley: No, that isn't the case. No decisions have been made regarding locations of the individual elements on the site. Work on where the different elements could be located is due to start shortly, and the intention is that all key stakeholders, including you as the two schools currently located on the site, will have an opportunity to be involved in this.

Governor: Councillor Alexander's role as Portfolio Holder for Education expanded and she also became responsible for the North Powys Well-being Programme – Cllr Davies, does your role as Portfolio for Education also include responsibility for the North Powys Well-being Programme?

Cllr Phyl Davies: Councillor Alexander has been the lead portfolio for the North Powys Well-being Programme alongside her role as Portfolio Holder for Education and she continues to be responsible for the North Powys Well-being Programme as part of her new role. I have had some involvement with this Programme as the Portfolio Holder for Property. Having listened to your concerns regarding the site, I would like to emphasise that this is the Council's land, so whilst the well-being hub is a positive development, we will need to be comfortable with the plans for the site. It's likely that there are some compromises that will have to be made, however it is a school site, and our intention is that it will continue to be a school site. Safeguarding will be an important consideration going forward.

Marianne Evans: We have been very clear in the discussions we have had with the North Powys Well-being Programme over the last year and a half or so – we have two schools located on the site which are in dire need of modernisation. There have been difficult discussions around this. We have fought our corner and as officers we are committed to ensuring that a school continues to be located on this site, and to ensuring that the other developments planned for the site will not be detrimental to the school build.

Cllr Phyl Davies: The timing here is unfortunate – this is a positive potential development for the school, however the wider plans are muddying the water a bit. However, I'm here to be your voice as well as the officers – I hope you can have confidence in us.

Governor: We are under no illusions, we know that there is a lot of land on this site and understand that compromises will need to be made, however the open space here is very important to us here, the headteachers, governors and parents will back me up on this. We accept that there is guidance and formulas, but I think you need to step outside the formula here.

Cllr Phyl Davies: We are aware of this. There is separate work that will need to be done relating to the new building, and we will be working with you throughout this process. The interests of learners will be at the forefront.

Governor: What you are saying is giving me confidence. However, I'm still concerned about the timeline. What I would like is to see the temporary governing body established and the headteacher appointed. Once this is done we will have key decision makers in place. I wouldn't want plans for the site to be drawn up and sent out for the public to give feedback on before we have these key people in place.

Cllr Phyl Davies: I understand why you would be concerned, however we are key partners with the health board on this.

Sarah Astley: Just in terms of the development of the site, we have been engaging with you as governing bodies from the start. The work that is due to start shortly relating to the site will involve engaging with key stakeholders, which would include you. The fact that a decision won't have been made to move forward with the proposal to merge the two schools doesn't mean that we won't continue to work with the two current governing bodies on the plans for the site in the meantime. We won't be able to establish a temporary governing body until a final decision has been made to move forward with the proposal, however that doesn't mean that we can't continue to meet informally with the two governing bodies as we have been doing over the last few months.

Marianne Evans: We would always include governing bodies in the design work for a new school build – however the level of involvement does differ in every school. Sometime the whole governing body are involved, sometimes this is left to the headteacher. Some schools like us to draw up the initial designs, some like to start with us from the very beginning. However, in all cases, a key part of the design development is involving the headteacher and governing body. If we started on designs tomorrow, the two current governing bodies and the two current headteachers would be involved, but if we started the design work later on in the process, it would be the temporary governing body and the Headteacher.

Governor: In Welshpool for example, who was approving? Were the schools merged by then or was it the 4 individual schools?

Marianne Evans: The designs were approved after the schools merged.

Governor: The point I'm trying to make is that I know you're saying you will consult with us, but there is consulting, and there is key decisions being made – these are different. As two separate bodies working together, we can give you our views, but the key decision makers have got to be the newly appointed head and the new governing body.

Marianne Evans: Ideally yes, but if we were in a position where we wanted to draw down the Welsh Government money and begin the process, we would work with you until a new governing body is established. The key point in this is that we will engage with you as part of any new build, wherever we are in terms of the process to merge the two schools.

Governor: Is there any regulation that would prevent a joint working party of governors being set up in the interim instead of having a temporary governing body until a decision has been made?

Marianne Evans: No, we would encourage this. If the design work were to start tomorrow, that could be a way for you to be involved in the process – for you to establish a joint working group to be involved in developing the design. There are all kinds of possibilities, but it won't be done without your input.

Governor: Is there one appointed consultant working on the Well-being Programme looking at the whole space, or is it two separate entities?

Phil Davies: One consultant was initially working with the Programme team on this, however this wasn't very successful.

Governor: It seems that the plans are quite open ended and vague. The wellbeing hub needs some of the schools land to work for it to work, and the fact that the plans haven't developed in any way make it difficult to know what is that impact – does the design of the new school need to take account of a certain amount of land which is required to make the well-being hub work, or can we continue and let them have what's left over?

Governor: If the Well-being Development doesn't go ahead, what happens then?

Marianne Evans: We have the funding/indicative allocation in our capital programme, and it needs to be spent by 2025 so we will be pushing forward with the work. If the Well-being Development is delayed, we could commission our designers to start working on this.

Governors: We knew that this merger was on the cards when the 21st Century Schools Programme was published. We knew that and we are quite happy and accepting of the timescales. From what I hear, you are saying that we have real plans and real ambition, and the well-being hub is a secondary priority which may or may not happen.

Governor: Could we be accused of putting the cart before the horse in that a new build school is dependent on what you do with the rest of Newtown. We are looking at population expansion within Newtown. It depends what you do with other schools – we have to do something sensible, you can't just let the situation remain as it is. The Council has to do something pretty drastic because of budgets, so that creates

pressure elsewhere. If we're only building a new school for what we've got now, I'm assuming that you will be taking things like that into account.

Sarah Astley: All the work that has been done so far in terms of this site and the early spatial planning which has been done has been based on a school of 360. This would already be building in some additional capacity compared with the current pupil numbers at the two schools. However, we would need to look in more detail at the size when we get to the actual design work – the capacity of the new building could end up being larger or smaller than this.

Governor: I would like to point out an error on page 15. It talks about the capacity of the new school being 342.

Sarah Astley: Yes, this would be the capacity of the new school on the current site – so it is the combination of the buildings currently occupied by Ladywell Green and Hafren schools.

Governor: This is different to what is presented earlier in the document – on page 5 it states that the capacity of Ladywell Green is 150 and the capacity of Hafren is 210 – the total is 360, not 342.

Richard Williams: School capacity is calculated using a formula which is set by Welsh Government. This takes account of every element of the building e.g. toilets, corridors. Although the capacity is calculated based on the same buildings, the formula has provided a different total capacity when considering the buildings as one school.

Governor: But you are building a school for 360?

Sarah Astley: We have been planning based on the site requirements for a school for 360.

Marianne Evans: The spatial planning that has been carried out so far has been based on the requirements for 360 pupils to see if the site could accommodate 360 pupils. This is the size of the new school being built in Welshpool, and would be the largest school. What happens to the other schools in Newtown will be looked at, however site assessment work carried out around Newtown has indicated that there isn't much space to build new schools. There is a need here and space here.

Governor: Are any other projects in Newtown going ahead?

Marianne Evans: Cedewain is moving forward quite quickly. There were discussions about Welsh-medium secondary provision, we identified some potential land for this, however there are complexities with this. Our focus now is developing a new school here.

Governor: The governing body will be given a budget for the next school year a whole year ahead. How accurate is that going to be as we currently find out our budget in the February?

Nancy Owen: In relation to the current and ongoing projects, if you were going to open in September 2021, we will have to have a discussion with the schools service management team as to what potentially is the cut off date for estimates of pupil numbers which are used to fund the period from September 2021 – March 2022.

At the moment as an example we fund the financial year from April 2020 based on the first Friday after the October/November half term. When we merge schools, we fund based on estimates for the September the school opens, then the financial year that follows, you go back to the normal funding count date

Governor: On page 23 of the Consultation Document you have the potential saving and the funding for the school. This gives an estimated saving of £131,000. For me, the only significant saving would be one Headteacher – that's not £131,000. Where is that figure of £131,000 coming from?

Nancy Owen: The figures in the document and the estimated saving is based on pupil number estimates in the coming years that the current headteachers provided. The current funding formula works on the 30 class size rule. The estimate is based on the estimated pupil numbers at the time of opening, however the actual funding figures will depend on the pupil numbers at the time of opening.

Governor: Were the two figures based on the same pupil numbers?

Nancy Owen: Yes. We have moved the numbers on another year. Based on the pupil number estimates we hold, the school would be funded for 9 classes. Potentially if those pupil numbers and the funding formula stay the same, it could mean less funding

Governor: So, you could potentially have a Year 2&3 class?

Lynette Lovell: You could potentially have a Year 2&3 class. I don't know how the numbers would lie, but that could be the case.

Nancy Owen: The funding formula would dictate the funding that would be provided to the new school, and this would be based on pupil numbers. It will be up to the governing body to determine the class structure within this budget, however the school will have their own priorities. For example, I know of a school where the funding formula suggested 3 classes, however they have planned to keep 4 classes and have made savings elsewhere.

Lynette Lovell: It would be a Headteacher decision. Ideally, you would try and avoid a Year 2&3 class, you would look for another area to make savings – do you merge

Years 3&4? It is for the Headteacher to make the best decisions for the education of the pupils.

Governor: The sensitivity is already coming from the staff, the land, the site and now it's down to the children. This all means that ensuring as long as possible for stage 2 is crucial.

Cllr Phyl Davies: Because of process within Powys, the consultation report will need to be considered by Full Council before going to Cabinet. We don't have another Council meeting until January, however we could call a special meeting if the report is ready earlier. Hopefully we could have that in mid-December which would bring the Cabinet decision to January. So it's quite likely that the process could move forward more quickly.

Governor: Can I get clarification about the budgets – about the information in paragraph 2 on page 24. There is an error here – it says 2022. In this paragraph you talk about a net deficit. I can't see where the £44,000 you refer to on page 24 comes from. We are talking about year 2, and on page 9 Ladywell is £14,000 in deficit and Hafren is £20,000 in surplus. How do you see the wind up process going if the schools have a deficit or a surplus?

Nancy Owen: When a school closes, whatever balance is left at that point in time reverts back to the local authority, but obviously we have to ensure that any budgets meets the requirement of the scheme for financing schools. If there is a deficit, the Council will need to find the funding to cover this. A current schools proposal which went through Cabinet recently, Cabinet approved further restrictions on spend to prevent a deficit balance, and we will be working with the governing body and headteachers of those schools to ensure a zero balance on closure where possible. If a school has a surplus they are able to use this for the pupils in the school currently, however, we have to be really clear that it is not acceptable to have deficits.

Lynette Lovell: We do have a really clear steer from Estyn as well around deficit budgets so that will still continue.

Governor: So, with regard to Ladywell's circumstances at the moment, something needs to be done to ensure that they are not in a deficit position.

Governor: We work hard to get the deficit down. The new funding formula comes in on the 31st of March and we came out of that ok, that then affected my spend this year. My spending changed on the 1st of April to reflect the differences in the funding formula. On the 1st of April 2020, am I able to change my spending plans for or against to make savings or not?

Nancy Owen: Yes, now what we are doing is getting the budgets agreed by the temporary governing bodies, and we are working with both schools to remain within

balanced budgets. If a budget isn't balanced, the school must go away and the request is made by the Interim Chief Education Officer and Head of Financial Services to come back with a balanced budget.

Governor: In Hafren, we are working hard and look at that 3rd year figure, however if the proposal goes forward that won't exist – does that mean we don't need to worry about it?

Nancy Owen: At the moment you are still 2 schools, this is still a consultation. That 3rd year budget will remain on your budget sheet until the decision and process is complete.

Governor: The new temporary body will get a 3-year budget plan based on the new funding formula?

Nancy Owen: Yes, for example what we are doing with Llanfyllin and will start to do with the new school in the Banw Valley is to work with the temporary governing body to create a structure, the headteacher would heavily support this.

Governor: The temporary governing body will be working with 2 different budgets as it will be for one school on two sites and a different one in a few years when there is a new building.

Nancy Owen: Yes, we will need to model that.

Governor: As soon as the temporary governing body is formed and not when the school is opened, I would be looking for a transitional budget and additional funding to cover additional costs.

Marianne Evans: We do provide a transformation budgets as there are additional costs, i.e. planning, logo, branding. We usually provide a day a week of funding to release the head to work on the staffing structure and other things they have to deal with. We do recognise that there is a cost to merging two schools, however this is not an endless pot. Any costs must be reasonable. There needs to be a good business case. However, the minimum would be funding to cover the headteacher for one day a week.

Governor: I think a lot of the work we would need to do would be getting our parents involved. What we don't want is for some parents to leave the school. I think we are going to have to work very hard in order to ensure that parents are engaged. Would we be able to access funding to engage with parents and get them on board?

Marianne Evans: We recognise that there is a need to communicate the good, positive messages around the development. Sometimes there is a cost to that. Once the temporary governing body is established, there is a staffing structure to work out, there will be finances to sort out and there is an opportunity to engage the parents

and the outside community, which will require a new website, logo, branding and vision.

Governor: When are pupils consulted?

Marianne Evans: The team are going to meet the school councils at both schools on Monday as part of the consultation on the proposal to merge the two schools. There is also a pupil version of the consultation document.

Sarah Astley: As well as the discussion with the school council, pupils are welcome to respond to the consultation. Should the proposal move forward, there would be further opportunities for pupils to be involved, for example they could be involved with the new school name and designing a logo.

Marianne Evans: We have to include the views of learners in the Consultation Report produced.

Governor: What happens if the Cabinet refuse to move forward with the merger?

Cllr Phyl Davies: The only reason the Cabinet would not want to move forward with the merger would be if there were a large amount of objection. Cabinet are mindful that this is the best option for this site. The worst-case scenario would be that this is pushed down the line which we don't want to do as pace is key.

Sarah Astley: Often during consultation periods such as this, we hear from people who feel strongly against something, but we don't hear from many that are in support of proposals. We would encourage you all to respond to the consultation, whether that is to raise concerns, or if you are in support of the proposal.

Governor: If there was a redundancy situation as a result of this proposal, would the school have to pick up the cost of this?

Nancy Owen: At the moment, we are still picking the cost up.

Governor: If we were a new school on the existing site what I wouldn't want us to need to have staff running between the two schools continuously. We want to see it adequately staffed – we are aware of the Builth and Llandrindod situation and know what has happened in that area.

Lynette Lovell: I think you are in a better position here. If you look at Welshpool for example, they are on 3 separate sites and have to travel between them. There are more opportunities for you to move to a staffing structure which is more similar to the structure you would have in one building as you are closer together. In my opinion you probably could run with one lot of admin staff, it is an easier situation.

Rachael Owen: Would Powys help with the costs of moving to one admin team, for example by installing an internal phone system?

Marianne Evans: Yes, Powys would help with the costs of this.

Lynnette Lovell: Hafren used to share the hall with Dafydd Llwyd, so historically there has been movement on this site. I appreciate that it would be different when you are in one building, but it isn't as complex as Builth/Llandrindod and Welshpool.

Rachel Owen: The reduction going into a new building would be cleaning staff and possibly catering and kitchen staff.

Governor: I think in the new building we can see where the savings will be. I think with a new school in the existing buildings, the funding formula will disadvantage us and I would want us to see a factor to ensure that we can operate. We have talked about a transitional budget, but that isn't going to help with the day to day running costs. If we go on the funding formula alone, the pupils are going to miss out.

Governor: I agree. Not only are those pupils going to be shoved into smaller classes, in one building while one or both is being demolished, we will also have lost a lot of staff because we can't afford to pay them. The pupils that are in the school during that transitional period are going to be doubly affected. Parents aren't going to send their children to a school with less teachers and no building.

Lynette Lovell: I can assure you that this won't happen because we want this to be successful. It's true that sometimes there is an impact on the space available for learners during any building phase, however at the end of it the provision for the learners is better.

Governor: The site of the school is working in our favour as we can build the new school on another part with little or no impact on the education of the children, so we have to see that as a positive

Cllr Phyl Davies: Yes, and to retain the green space element you would have a smaller building footprint with a two-storey build.

Governor: On the educational front we have two green schools, on the opening of the new school a new headteacher would be appointed, would we become a yellow school and get additional support?

Lynette Lovell: It isn't necessarily the case – however we don't know how long the national categories will be in place anyway. What would happen is exactly the same as happens every other year – the categorisation visit would be carried out in exactly the same way, and would be categorised based on evidence given by the headteacher and the governing body.

Governor: I thought it was automatic that a school with a newly appointed headteacher would be yellow?

Lynette Lovell: No, only a new head appointment who is a new head. The default would actually be amber.

Governor: As a new school, when would we expect an Estyn inspection?

Lynette Lovell: Next year Estyn are suspending all of their inspections, but they are visiting every school in Wales. The pressure is still on I would say. From this, they will have a really good idea where they will want to inspect the following year. In the current inspection framework, it's usually 2 years before a new school is inspected, but they can turn up at any time.

Governor: How does that affect schools that are categorised, for example schools that are in special measures?

Lynette Lovell: That carries on – if a school is in special measures they will still be inspected.

Governor: There is a bit of a disparity in the equalities information between Ladywell Green and Hafren, for example things like percentage of pupils having English as an Additional Language and Free School Meals. What does this tell us about what's happening in the area?

Richard Williams: The figures are percentages, the number of pupils is small – there are more pupils in Hafren so this would impact on the percentage figure.

Sarah Astley: Also the figures are referring to different pupils – the pupils that are in Ladywell Green now, you would expect these to be in Hafren in the coming years.

Lynette Lovell: You are always going to have this on this site, with free school meals it has always been 20% and over. There is a clear understanding that there are vulnerable learners on this site. It may be that we should consider providing information in other languages for parents of EAL pupils to encourage engagement.

Governor: We have a number of languages, Ladywell have Polish, Bulgarian, Portuguese, Spanish and Vietnamese.

Marianne explained that the notes of tonight's meeting would be reflected in the Consultation Report prepared at the end of the consultation period. It was explained that the consultation period would end on the 7th November, and governors were encouraged to submit individual responses in writing before the end of the consultation period.

Governors were thanked for their participation in the meeting.

3. Meeting with the School Council of Ladywell Green Infants School

Present: Sarah Astley, Richard Williams, Angharad Morgan (School Transformation Team)

Officers from the School Transformation Team met with Ladywell Green School Council on the 14th of October to discuss the consultation on the future of Ladywell Green and Hafren Junior School.

One session was held with 9 pupils from the school council in Ladywell Green. The group were a combination of students from reception to year 2.

The officers explained the proposals for the merging of Ladywell Green and Hafren Infant School and explained the difference between other primary schools in the Newtown area compared to Ladywell Green and Hafren Infant School as most primary schools educate from reception to Year 6.

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

1. What do you think is good about Ladywell Green School?

- We are all friends
- You play – tag, cars, football and hide and seek.
- In Hafren there is one big playground with a gym
- There are two playgrounds – one for break time and one for snack time.
- We like the teachers.
- We like the school dinners
- We get to go on trips, went to Shropshire Hill

2. Is there anything you don't like about Ladywell Green?

- I don't like people hurting me
- I don't like being called mean
- I don't like people who fuss about me
- I don't like when people snatch

3. What do you think about the buildings and the classrooms?

- Great
- Fantastic
- The toilets are leaking

4. If things were different and Ladywell Green and Hafren were one school what would be different?

- The hall would be bigger
- We would have different yards
- There would only be one headteacher
- New uniform which would be exciting
- New name for the school

5. What do you think would be better if Ladywell Green and Hafren were one school?

- We would be in the same school as our brothers and sisters
- We might be able to get more laptops
- The schools are joint together

6. Is there anything that would be worse or worry you about Ladywell and Hafren being one school?

- Older children might bully you

To conclude the session, the officers explained the next steps in the consultation process. It was explained that the consultation would close on the 7th November, after half term, and the pupils were encouraged to send any further comments to the school transformation team using the contact details on the pupil version of the consultation document, or to their teachers who would be able to arrange for them to be sent on.

4. Meeting with the School Council of Hafren C.P. Junior School

Present: Sarah Astley, Richard Williams, Angharad Morgan (School Transformation Team); Carl Hyde (Headteacher)

Officers from the School Transformation Team met with Hafren School Council on the 14th October 2019 to discuss the consultation on the future of Ladywell Green Infants School and Hafren Junior School.

One session was held with 12 pupils from the school council in Hafren Junior School. The group was a combination of pupils from year 3 to year 6.

Officers explained the proposals to merge Ladywell Green Infant School and Hafren Junior School.

The pupils were asked a number of questions, and their responses are summarised below:

1. What do you like about Hafren Junior School? What's good about the school?

- The grounds
- Everyone is nice and friendly
- Gym
- Lessons
- Teachers – being able to get humorous teachers to teach you
- Competitions and sporting events
- Cross Country
- Creative writing club
- The school is healthy
- We go on lots of trips – we went somewhere that talked to us about Celts and we did some weaving
- In year 5 and 6 you can go to London and Llangrannog
- We go on trips to Liverpool
- The grounds are big so we can have nice big events like, summer fete, visits from tanks and a fire engine, the air ambulance lands there, also used for school sports and sometimes Ladywell pupils use the grounds
- The yard has games painted on the floor, designed by school council
- Mile a day around the ground which gives us more energy
- Gardening club where we grow tomatoes, carrots, peas and corn

2. Is there anything you don't like about Hafren Junior School?

- A friend used to be a bully
- Bring back the swimming pool

- People could respect the library more
- Food in the school – healthy eating
- There could be more clubs in the school - recycling, dance, football and singing club.

3. What do you think about the buildings?

- They need to fix the buildings
- They need to make the buildings cleaner
- The corridor where the headteacher’s office is could be used more than it is now.
- The school’s bathroom looks quite scary – it looks like the roof is about to collapse on use and there is a door that doesn’t have a lock anymore.

4. If the Council was to move forward with the plan to merge Ladywell Green and Hafren Schools, what would be different?

- People wouldn’t have the excitement of moving to a new school in year 3
- New uniform
- New logo
- New school name
- There would be only one headteacher
- Where the school be? (It was explained that for the time being, pupils would still attend school in the same buildings – so older pupils would come to the Hafren buildings, and younger pupils would go to the Ladywell Green buildings. However, there are plans for a new building in the future, which all pupils would go to.)

5. Is there anything you think would be better if Ladywell Green and Hafren were one school instead of being two separate schools?

- We would be able to help the younger pupils and help teach them like year 6 do with new year 3’s.
- There is a big playground so we will all be able to play
- The older children might help the younger children when they are getting picked on.
- More teachers and more to learn
- Pupils would be in the same school as their older/younger brothers or sisters.

6. Is there anything that would be worse or worry you about Ladywell and Hafren being one school?

- The younger children might get bullied.
- Being a bit squished at dinner time

- On the playground, some people are littering – Ladywell Green pupils don't know about climate change and littering so this could be worse.
- We would need to teach the younger pupils the rules – or there might be new rules
- When we are in class and hear all the construction and the playground being squished.
- The school field being built over.
- The tress would probably have to be cut down and there are hedgehogs nesting in the oak trees along with bats.
- Car parking
- We would need more ice packs
- If nursery children do the mile a day they could run off.

To conclude the session, the officers explained the next steps in the consultation process. It was explained that the consultation would close on the 7th November, after half term, and the pupils were encouraged to send any further comments to the school transformation team using the contact details on the pupil version of the consultation document, or to their teachers who would be able to arrange for them to be sent on.



**Ladywell Green Infants School
and
Hafren C.P. Junior School**

Updated Impact Assessments

December 2019

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Proposals relating to Ladywell Green Infants School and Hafren C.P. Junior School

Updated Impact Assessments

1. Introduction

Powys County Council is consulting on a proposal to amalgamate Ladywell Green Infants School and Hafren C.P. Junior School in order to establish a new primary school for pupils aged 4-11 in Newtown.

The proposals are as follows:

- To close Ladywell Green Infants School and Hafren C.P. Junior School
- To establish a new English-medium primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School

In-line with the Council's policy, an Integrated Impact Assessment has been carried out which incorporates the Welsh Language, Equalities, Well-being of Future Generations Act, Sustainable Development Principles, Communication and Engagement, Safeguarding, Corporate Parenting, Community Cohesion and Risk Management.

In addition, the Welsh Government's School Organisation Code (2018) requires local authorities to carry out an Equality Impact Assessment and Community Impact Assessment in relation to all school reorganisation proposals. For proposals which affect teaching through the medium of Welsh, local authorities are also required to carry out a Welsh Language Impact Assessment.

Draft impact assessments were prepared and published with the consultation documentation. These impact assessments have now been updated to reflect issues raised during the consultation period.

2. Integrated Impact Assessment

The Impact Assessment (IA) below incorporates Welsh Language, Equalities, Well-being of Future Generations Act, Sustainable Development Principles, Communication and Engagement, Safeguarding, Corporate Parenting, Community Cohesion and Risk Management, supporting effective decision making and ensuring compliance with respective legislation.

Service Area	Schools Service	Head of Service	Lynette Lovell	Director	Caroline Turner	Portfolio Holder	Cllr Phyl Davies
Proposal	To amalgamate Ladywell Green Infants School and Hafren C.P Junior School to create a new 'all-through' primary school in Newtown. This will be achieved by closing Ladywell Green Infants School and Hafren C.P Junior School and opening a new primary school providing education for pupils aged 4-11 on the current site of the two schools.						
Outline Summary / Description of Proposal							
In the spring of 2018, Cabinet approved a new Policy and Delivery Plan, which set out the aim to 'Remove infant / junior split by creating all-through primary schools'. The proposal is to amalgamate Ladywell Green Infants School and Hafren C.P. Junior School to create a new 'all-through' primary school in Newtown. This is linked to wider plans for a new build in the future as part of a proposed multi-agency wellbeing campus as part of the North Powys Wellbeing Programme.							

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

Version	Author	Job Title	Date
1	Richard Williams	School Transformation Programme Officer	16/07/19
2	Richard Williams	School Transformation Programme Officer	05/12/19

2. Profile of savings delivery (if applicable)

2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
£0	£0	£0	£0	£0	£0

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Public consultation required	Consultation has taken place in accordance with the requirements of the School Organisation Code.

4. Impact on Other Service Areas

Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety, Corporate Parenting and Data Protection?)
PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY
Should a decision be made to proceed with implementation of the proposal as a result of the statutory process, input from other service areas, such as HR, Property, Legal, Communications and Finance would be required. Representatives of these service areas are invited to attend meetings of the School Transformation Project Board, therefore are aware of the recommendation, and will receive regular updates as the statutory process moves forward.

5. How does your proposal impact on the council’s strategic vision?

Council Priority	How does the proposal impact on this priority?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below

Council Priority	How does the proposal impact on this priority?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
The Economy We will develop a vibrant economy	N/A	Choose an item.		Choose an item.
Health and Care We will lead the way in effective, integrated rural health and care	There are plans to develop a new multi-agency wellbeing campus in the centre of Newtown and the intention is that a new primary school building to replace the current Hafren and Ladywell Green buildings would be part of this development, although this proposal is not directly dependent on this, in the longer term this provides opportunities to integrate health and education provision.	Good		Choose an item.
Learning and skills We will strengthen learning and skills	The proposal would provide a more sustainable model for delivering English-medium primary education in Newtown, and would have a positive impact on the quality of education provided to pupils.	Good		Choose an item.
Residents and Communities We will support our residents and communities	The proposal would have a positive impact on residents in the Newtown area as it would provide a more sustainable model for delivering English-medium primary education in the town.	Good		Choose an item.

Source of Outline Evidence to support judgements

Initial engagement with governing bodies and staff, consultation responses / report

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

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A prosperous Wales:</p> <p>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>N/A</p>	<p>Choose an item.</p>		<p>Choose an item.</p>

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A resilient Wales:</p> <p>A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The proposal is linked to a longer-term plan to replace the current buildings with a new building which would be more significantly more energy efficient than the current buildings. The longer-term plan also involves the creation of a multi-agency wellbeing campus on the current site. During early engagement and the consultation exercise, concern has been expressed about the impact of this development on the green space available to pupils.</p>	Good	Regular opportunities for the two schools to contribute to the plans for the new building and the wider site development.	Good
<p>A healthier Wales:</p> <p>A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017:</p> <p>Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	<p>The proposal is linked to a longer-term plan to develop a multi-agency wellbeing campus on the current sites of the two schools. This would provide stronger links between the school and health & care provision. However, during early engagement and the consultation exercise, concern has been expressed that the wider plans for the site could lead to a reduction in the green space available to pupils which could have a negative impact on their physical and mental well-being.</p>	Neutral	Regular opportunities for the two schools to contribute to the plans for the new building and the wider site development.	Good
<p>A Wales of cohesive communities:</p> <p>Attractive, viable, safe and well-connected Communities.</p>	<p>Should the longer term plan to develop a multi-agency wellbeing campus be achieved this would enable closer links to be established with the community.</p>	Good		Choose an item.

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A globally responsible Wales:</p> <p>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p> <p>Human Rights - is about being proactive (see guidance)</p> <p>UN Convention on the Rights of the Child:</p> <p>The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.</p>	<p>The proposal would provide improved educational opportunities for all school aged pupils in Newtown</p>	<p>Good</p>		<p>Choose an item.</p>
<p>A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>				

<i>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i>	The proposal is to establish a new English medium primary school to replace the two current English medium schools, pupils would continue to study Welsh as a second language and it is anticipated that opportunities to use the Welsh Language would either be sustained or improved.	Neutral		Choose an item.
<i>Opportunities to promote the Welsh language</i>	N/A	Choose an item.		Choose an item.
<i>Welsh Language impact on staff</i>	N/A	Choose an item.		Choose an item.
<i>People are encouraged to do sport, art and recreation.</i>	The proposal would be to increase the number of pupils therefore leading to an increase in opportunity to participate in sport, art and recreational activities. However, the proposal is linked to a longer-term plan to develop a multi-agency wellbeing campus on the current sites and during early engagement and the consultation exercise, concern has been expressed that the plans could lead to a reduction in green space available to pupils.	Neutral	Regular opportunities for the two schools to contribute to the plans for the new building and the wider site development.	Good
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).				
<i>Age</i>	The proposal would provide improved educational opportunities for pupils attending Hafren and Ladywell Green.	Good		Choose an item.
<i>Disability</i>	The proposal would provide improved educational opportunities for pupils attending Hafren and Ladywell Green, including any pupils with disabilities.	Good		Choose an item.
<i>Gender reassignment</i>	N/A	Choose an item.		Choose an item.

<i>Marriage or civil partnership</i>	N/A	Choose an item.		Choose an item.
<i>Race</i>	The proposal would provide improved educational opportunities for pupils attending Hafren and Ladywell Green, regardless of their race.	Good		Choose an item.
<i>Religion or belief</i>	The proposal would provide improved educational opportunities for pupils attending Hafren and Ladywell Green, regardless of their religion or belief.	Good		Choose an item.
<i>Sex</i>	The proposal would provide improved educational opportunities for male and female pupils.	Good		Choose an item.
<i>Sexual Orientation</i>	The proposal would provide improved educational opportunities for pupils attending Hafren and Ladywell Green, regardless of their sexual orientation.	Good		Choose an item.
<i>Pregnancy and Maternity</i>	N/A	Choose an item.		Choose an item.

Source of Outline Evidence to support judgements

Initial discussions with the governing bodies and staff, PLASC, Consultation responses / report

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

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
Long Term: <i>Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</i>	The proposal would provide a more sustainable model of delivering education which will ensure that education can be delivered more efficiently in the long term.	Good		Choose an item.

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Collaboration: <i>Working with others in a collaborative way to find shared sustainable solutions.</i>	Discussions with the two governing bodies and staff have taken place surrounding the proposal. All Powys schools are expected to collaborate with other schools in order to provide the best possible opportunities for pupils. Should this proposal be implemented, the new school would be expected to continue to collaborate with other schools, including other primary schools in the Newtown catchment area and other secondary providers across Powys and beyond, in order to maximise the opportunities available to its pupils.	Good		Choose an item.
Involvement (including Communication and Engagement): <i>Involving a diversity of the population in the decisions that affect them.</i>	Consultation has been carried out with stakeholders in accordance with the School Organisation Code which has provided an opportunity for all interested parties to give their views. A consultation report has been produced which summarises the findings of the consultation, which will be considered by Cabinet when determining how to proceed. This impact assessment has also been updated to reflect any feedback received.	Good		Choose an item.
Prevention: <i>Understanding the root causes of issues to prevent them from occurring.</i>	The intention is that the proposal would provide a more efficient delivery model of education which would enable education to be provided more cost effectively.	Good		Choose an item.

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Integration: <i>Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.</i>	The proposal is linked to a longer-term plan to develop a multi-agency wellbeing campus on the current sites of the two schools. This would provide stronger links between the school and health & care provision.	Good		Choose an item.
Preventing Poverty: Prevention, including helping people into work and mitigating the impact of poverty.	N/A	Choose an item.		Choose an item.
Unpaid Carers: Ensuring that unpaid carers views are sought and taken into account	Full consultation has been carried out in accordance with the School Organisation Code. All stakeholders had an opportunity to give their views as part of this process, including any unpaid carers in the area.	Good		Choose an item.

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Safeguarding:</p> <p>Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</p>	<p>Full consultation has been carried out in accordance with the requirements of the School Organisation Code. This included a meeting with pupils at the two affected schools.</p> <p>The proposal is linked to a longer-term plan to develop a multi-agency wellbeing campus on the current sites of the two schools. During the early engagement carried out, concerns were expressed regarding the safeguarding implications of having a multi-agency wellbeing campus adjacent or sharing the same site as a primary school.</p>	Neutral	Safeguarding implications will be a key consideration of the plans to develop the new site.	Good

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Impact on Powys County Council Workforce	<p>Implementation of the proposal would impact on the current staff at Ladywell Green Infants School and Hafren C.P. Junior School. Full consultation has been carried out in accordance with the requirements of the School Organisation Code and supported by the relevant LA teams (eg HR). There was an opportunity for staff to submit their views as part of this process, and in addition, a meeting was held with staff governors of the two schools, which provided an opportunity for staff to raise concerns about the impact on them.</p> <p>Should this option be implemented, a management of change process would take place, and there would be an opportunity for staff to apply for positions in the new school. The staffing procedures required include an opportunity for staff to be redeployed. However, it is acknowledged that there would be a period of uncertainty for staff whilst these processes are taking place which could have a negative impact on them.</p> <p>Some concerns were raised during the consultation period about the proposal's impact on staff.</p>	Poor	Ensure that processes are carried out as swiftly as possible to minimise the period of uncertainty.	Poor

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Source of Outline Evidence to support judgements				
Initial discussions with the governing bodies and staff, PLASC, Consultation responses / report				

8. What is the impact of this proposal on our communities?

Severity of Impact on Communities	Scale of impact	Overall Impact
Low	Low	Low
Mitigation		

9. How likely are you to successfully implement the proposed change?

Impact on Service / Council	Risk to delivery of the proposal	Inherent Risk
Low	Low	Low
Mitigation		

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Risk Identified	Inherent Risk Rating	Mitigation	Residual Risk Rating
Parents don't want their children to attend an 'all-through' primary school, so move to them to alternative schools	Low		Choose an item.
Lack of support for the proposal from other primary schools in the Newtown catchment area	Low		Choose an item.
Period of uncertainty for the two affected schools whilst the statutory process is being carried out and implemented may have a negative impact on standards at the two schools	Medium	Support to be provided to the two schools during the transition period	Low
Uncertainty for staff during the transition period, may result in some staff leaving	Low		Choose an item.
Changes resulting from new council initiatives e.g. ALN transformation	Medium	Support to be provided to the two schools during the transition period	Low
Overall judgement (to be included in project risk register)			
Very High Risk	High Risk	Medium Risk	Low Risk
			x

10. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:	

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

What additional evidence and data has informed the development of your proposal?

Initial engagement with governing bodies and staff

12. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?

Please state when this Impact Assessment will be reviewed.

The impact assessment will be reviewed at each stage of the process

13. Indicative timetable for actions to deliver change proposal, if approved

Action	Target Date	Outcome	Decisions made
Statutory consultation in accordance with School Organisation Code	Consultation to commence in September, and to continue until November.	Consultation report	Whether or not to proceed with the publication of statutory notices
Publication of statutory notices	January 2020	Objection report	Whether to proceed with implementation of the proposal
Establishment of shadow governing body to take forward the establishment of the new school	July 2020	Shadow governing body established	
Portfolio Holder decision required	No	Date required	

Cabinet decision required	Yes	Date required	Various stages during the process
Council decision required	No	Date required	Whilst no full council decision is needed, there is a need for a full council discussion on the consultation report before a Cabinet decision is made on how to proceed.

14. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Astley		
Head of Service:	Lynette Lovell		
Director:	Caroline Turner		
Portfolio Holder:	CIlr Phyl Davies		

14. Governance

Decision to be made by	Cabinet	Date required	January 2020
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3. Equalities Impact Assessment

Powys County Council

Equality Impact Assessment (EqIA)



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Proposal	To establish a new primary school for pupils aged 4-11 in Newtown.	Lead Person undertaking the assessment	Richard Williams
Service Area	Schools Service	Relevant Head of Service who has agreed this assessment	Lynette Lovell
Date of Assessment	September 2019		
<p>The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following ‘general duty’:</p> <p>(a) Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act; (b) Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; (c) Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.</p> <p><i>The protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sex and sexual orientation. This assessment also includes a consideration of impact upon people and communities whose language of choice is Welsh.</i></p> <p>The specific regulations for Wales [Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011] require public sector bodies to monitor relevant policy and practises and then assess and report on the impact based upon an analysis of relevant data and evidence.</p>			
1. AIM or PURPOSE			
Briefly describe the aim or purpose of the change proposal being assessed.	<p>The Council is consulting on proposals to establish a new primary school for pupils aged 4-11 in Newtown. The proposals are as follows:</p> <ul style="list-style-type: none"> - To close Ladywell Green Infants School and Hafren C.P. Junior School 		

	<ul style="list-style-type: none"> - To establish a new English-medium primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School
2. OBJECTIVES	
Please state the current business objectives of the change proposal.	<p>The Council is proposing to establish a new primary school in Newtown for the following reasons:</p> <ul style="list-style-type: none"> • To improve transition arrangements for pupils between Foundation Phase and Key Stage 2 • To provide improved opportunities for staff as a result of being part of a larger team with opportunities to work with pupils across the primary age range • To provide a more efficient operating model – one staffing and governance structure rather than two • The proposal is in line with the Council’s School Organisation Policy • In the longer term, to provide access to 21st Century Schools funding in order to improve building condition and running costs.
3. BENEFITS and OUTCOMES	
i) What are the intended benefits or outcomes from the change proposal?	<p>The benefits of the proposal are:</p> <ul style="list-style-type: none"> - More flexibility for staff and opportunities for personal development - Would enable staff expertise and good practice to be shared across the entire primary experience - Parents would not have to re-apply for admission to junior phase from infant phase - One governing body and one leadership team can be a more efficient model of governance - Improved transition arrangements between Foundation Phase and Key Stage 2 - Opportunities to access 21st Century Schools funding in the future
4. CORPORATE RELEVANCE	
How does this change proposal relate to Vision 2025?	<p>Learning and Skills is one of the four priorities outlined in Vision 2025: Our Corporate Improvement Plan 2018-23. Within this priority, the Plan includes a commitment to ‘Improve our schools infrastructure’. In order to achieve this, ‘we will implement out new School Organisation Policy and Delivery Plan to develop a more efficient schools network, with a greater focus on working in partnership with schools and the communities they serve.’</p>

5. DATA USED		
5.1. What data has been used to conduct this assessment? Tick/shade boxes as appropriate.	Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.	✓
	Service user satisfaction rates, broken down by the protected characteristics.	
	Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.	
	Qualitative data gathered from those that are not currently using the service.	
	Complaints monitoring against the protected characteristics	
	Wider research reports and findings.	
	Relevant service based Equality Impact Assessment	
5.2. Are there any gaps in the data?	Yes <input type="checkbox"/> ✓ Please state the gaps: No qualitative data is currently available How will the gaps be addressed going forward? Qualitative data will be collected as part of the forthcoming consultation process.	No <input type="checkbox"/>
6. DATA ANALYSIS		
	<u>PLASC January 2019</u>	

6.1 Quantitative**Summarise the key quantitative data analysis results, providing key headline statistics.**

Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.

Key questions:

- i) Are certain groups currently underrepresented in service user figures? Will a change affect this?
- ii) How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?

Ladywell Green Infants School

Based on the information provided in the school's PLASC return in January 2019, the following pupils belong to the protected characteristic groups:

- Free school meals: 27.4% of pupils are eligible for Free School Meals
- ALN: 16.7% of pupils have special educational needs. Of these, 10 pupils are on School Action, 6 pupils are on School Action Plus and 0 pupils have statements
- Disabilities: 16.7% of pupils have additional learning needs
- English as an Additional Language: 7.3% of pupils are identified as EAL pupils.
- Ethnicity: The ethnic group of 88.5% of pupils in the school is White British. 11.5% of pupils belong to ethnic groups other than White British.
- Looked after Children: 3.1% of pupils are looked after.

Hafren C.P. Junior School

Based on the information provided in the school's PLASC return in January 2019, the following pupils belong to the protected characteristic groups:

- Free school meals: 22.0% of pupils are eligible for Free School Meals
- ALN: 26.2% of pupils have special educational needs. Of these, 26 pupils are on School Action, 17 pupils are on School Action Plus and 1 pupil has statements
- Disabilities: 26.2% of pupils have additional learning needs
- English as an Additional Language: 4.2% of pupils are identified as EAL pupils.
- Ethnicity: The ethnic group of 91.1% of pupils in the school is White British. 8.9% of pupils belong to ethnic groups other than White British or not recorded.
- Looked after Children: 0.6% of pupils are looked after.

This information shows that a proportion of pupils that belong to the protected characteristic groups will be affected by this proposal. In particular:

	<ul style="list-style-type: none"> - The % of pupils eligible for Free School Meals at both schools is higher than the Powys average (9.5%) - The % of ALN pupils at Hafren C.P. Junior School (26.2%) is higher than the Powys average (17.7%) <p>In addition, there are a proportion of pupils belonging to ethnic groups other than White British at both schools, as well as a proportion of EAL pupils and a small number of Looked after Children.</p> <p>The proposal to establish a primary school in Newtown would impact on all pupils currently attending Ladywell Green Infants School and Hafren C.P. Junior School, including those pupils belonging to protected characteristic groups. However, the aim of the proposal is to improve the educational opportunities available for all pupils in the town, including any pupils belonging to the protected characteristic groups.</p>
<p>6.2 Qualitative Summarise the key qualitative data analysis, providing key themes or patterns. Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics focus group on the proposal.</p> <p>Key questions:</p> <ul style="list-style-type: none"> i) Do certain groups have a different service user experience? How will a change affect this? ii) Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views? iii) What are the reasons behind some groups not using the service? How will a 	<p>Consultation has been carried out on the proposal to establish an all-through school in Llanfyllin, which included consultation with the school councils of the affected schools.</p> <p>The following issues were raised regarding the proposal’s impact on pupils belonging to the protected characteristic groups:</p> <p>Age: Some concerns were raised about the impact of younger pupils attending the same school as older pupils.</p>

<p>change affect this position?</p> <p>iv) What has consultation on your proposals revealed about impact on the protected characteristics?</p>		
7. EqIA RESULT		
<p>Based on an analysis of the available qualitative and quantitative data, please tick/shade the appropriate box opposite to provide the EqIA assessment result.</p>	<p>The proposal does not present any adverse impact on equality. [Proceed to question 10]</p>	
	<p>The proposal presents some adverse impact on equality. [Proceed to question 8]</p>	✓
	<p>The proposal presents significant impact on equality [Proceed to question 8]</p>	
8. AREAS for IMPROVEMENT		
<p>Please provide detail of weak or sensitive areas of the proposal identified by the assessment.</p> <p>i) Which protected characteristic groups are particularly affected?</p> <p>ii) Will people on low incomes be affected?</p> <p>iii) Will Welsh speakers be affected?</p>	<p>i) The proposal will impact on a number of pupils with additional learning needs, pupils that belong to ethnic groups other than White British, have English as an Additional Language or are Looked After Children.</p> <p>ii) 27.4% of pupils attending Ladywell Green Infants School and 22.0% of pupils attending Hafren C.P. Junior School are eligible for Free School Meals.</p> <p>iii) The proposal relates to two English-medium schools therefore it is not anticipated that Welsh speakers will be affected.</p>	

9. EQUALITY IMPROVEMENT		
<p>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</p> <p><i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i></p> <p>i) Can the impact be mitigated, and how will this be done?</p> <p>ii) Does the proposal require modification to reduce or remove this impact?</p> <p>iii) Should the proposal be considered for removal, owing to the degree of impact it is likely to have?</p>	<p>Should the proposal be implemented, a new primary school would be established in the current buildings, and all pupils currently attending Ladywell Green Infants School and Hafren C.P. Junior School would be able to attend the new school. The aim of the proposal is to improve the educational opportunities available to pupils, including any pupils belonging to the protected characteristic groups.</p> <p>There is no reason to believe that the proposed new school would be unable to meet the needs of pupils belonging to the protected characteristic groups that would be affected, including pupils with Additional Learning Needs, pupils belonging to Ethnic Groups other than White British, EAL pupils, pupils eligible for Free School Meals and Looked After Children. The aim of the proposal is to improve the educational opportunities available to all pupils, including pupils belonging to protected characteristic groups.</p> <p>Some comments received during the consultation period expressed concerns about younger, primary aged pupils attending the same school as older, secondary aged pupils, however as the proposal is to establish the new school on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School, it is unlikely that there were be any significant change compared with the current position.</p>	
<p>9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?</p>	<p>Yes <input type="checkbox"/></p> <p>Date added.....</p> <p>Reference.....</p>	<p>No <input checked="" type="checkbox"/></p> <p>If no, please explain why not: Need was not identified at time of writing Service Strategy</p>

4. Community Impact Assessment

4.1 Ladywell Green Infants School

i) Other facilities or services provided by the school

The school provides no direct after-school clubs, however, extra-curricular activities provided are:

- Urdd Clwb
- Yoga Club

ii) Other services accommodated by the school

A number of other activities take place in the school. These include the following:

- Hosting a dance group for children in the school hall at weekends
- Occupational therapy use the grounds and school hall for a bike group for children

iii) Other use by the community of the school building

The school building is also used by the community for the following:

- Incredible Years building is used to host courses and consultation days
- Incredible Years room is also used by other organisations as and when, e.g. a trainee play therapist
- The school is host to the pre-school setting provided by Ladywell Children's Centre (Magik Inc)

iv) Other links between the school and the community

- Visits by pupils to the Day Care Centre and Maes-y-Wennol
- Regular visits by classes to Newtown library
- School building used to host courses e.g. Down's Syndrome training / Thrive training, which are available to other organisations.
- The school has links with Maldwyn Nursery and use the school for access to their after-school club.
- Pupils access the breakfast club at Hafren School in the mornings.

v) If accommodation, facilities or services are provided by a school, where would they be provided in the event of closure?

Should the proposal be implemented, a new primary school would be established on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School, therefore the current Ladywell Green Infants School site would continue to be available.

vi) Distance and travelling time involved in attending an alternative school of the same language category

N/A

vii) How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported

N/A

viii) Any wider implications e.g. impact on public transport provision, wider community safety issues

N/A

4.2 Hafren C.P. Junior School

i) Other facilities or services provided by the school

The school provides the following after-school clubs:

- Sports Clubs (rugby, football, athletics, cycling, netball)
- Cookery
- Gardening
- Art
- Clwb yr Urdd
- Reading and Debating Club
- ICT
- Criw Cymraeg

ii) Other services accommodated by the school

A number of other activities take place in the school. These include the following:

- Newtown Young Performers (NYP)
- Jane Jones Royal Academy for Ballet
- Adiict Dance

iii) Other use by the community of the school building

The school building is also used by the community for the following:

- Dyfed Powys Police Fun Days
- Newtown Football Club
- Farming Community
- Hafren Cycling Club
- Newtown Integrated Family Centre Holiday Fun Days
- Newtown Integrated Family Centre Youth Club
- Newtown Rugby Club Church Groups

iv) Other links between the school and the community

- Dyfed Powys Police
- Newtown Scouts
- Ysgol Ladywell Green

i) If accommodation, facilities or services are provided by a school, where would they be provided in the event of closure?

Should the proposal be implemented, a new all-through school would be established on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School, therefore the current Hafren C.P. Junior School site would continue to be available.

ii) Distance and travelling time involved in attending an alternative school of the same language category

N/A

iii) How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported

N/A

iv) Any wider implications e.g. impact on public transport provision, wider community safety issues

N/A

4.3 Issues raised during the consultation period

No comments were received during the consultation period which related to the impact of the proposal on the community.

4.4 Conclusion

As the proposal would see the retention of primary provision in the buildings currently occupied by Ladywell Green Infants School and Hafren C.P. Junior School, it is not anticipated that the proposal would have a significant impact on the community.

Mae'r dudalen hon wedi'i gadael yn wag yn fwriadol