



# **LADYWELL GREEN INFANTS SCHOOL AND HAFREN JUNIOR SCHOOL**

**Options Appraisal**

**August 2019**

## 1. INTRODUCTION

As part of its plans for Band B of the Welsh Government's 21<sup>st</sup> Century Schools Programme, the Council has identified the need for a new primary school building to replace the buildings currently occupied by Ladywell Green Infants School and Hafren C.P. Junior School, to be located on the site currently occupied by the two schools.

In order to prepare for a move to one new building in the future, the Council intends to proceed with the statutory process to amalgamate the two schools in their current accommodation, before a move to one new building in the future.

The purpose of this paper is to provide justification for the proposal to amalgamate the two schools, and consider the impact on factors outlined in the Welsh Government's School Organisation Code<sup>1</sup> as factors to be taken into consideration when developing school organisation proposals.

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<sup>1</sup> <https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>

## 2. BACKGROUND

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 Stakeholder Group, including Headteachers and Chairs of Governors of all Newtown schools. A number of meetings held between June 2018 and April 2019.

This initial work identified the need for a new building to replace the current buildings of Ladywell Green Infants School and Hafren Junior School.

In parallel with this, the North Powys Well-being Programme, which is being led by the Powys Regional Partnership Board, was established. 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 North Powys. Alongside this, there is a vision to establish a Multi-agency Well-being Campus, 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-agency Well-being Campus. Following consideration of a number of sites in 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.

In order to share information on these 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

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.

### **3. STRATEGIC CONTEXT**

#### **3.1 Vision 2025**

Vision 2025 sets out the Council's vision for the future.

Learning and Skills is one of the priorities within Vision 2025. Within this priority, the Council states that:

'We will strengthen Learning and Skills, by:

- Improving the educational attainment of all pupils
- Supporting children and families to have the best start in life
- Improving our schools infrastructure
- Improving the skills and employability of young people and adults.'

#### **3.2 School Organisation Policy**

The Council's aspirations for developing the educational infrastructure are outlined in its School Organisation Policy. The policy states Council's aims for the Powys schools infrastructure, which are as follows:

'The Council aspires to ensure that Powys has the right number of schools in the right place, and in the right condition, for the current and future pupil population.

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'

Further to this, the Policy states that:

'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 schools<sup>2</sup> 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
- Improvements to the Powys schools estate, either as part of the Welsh Government's 21<sup>st</sup> 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'

### **3.3 21<sup>st</sup> Century Schools Programme**

21<sup>st</sup> Century Schools is a collaboration between the Welsh Government and Local Councils in Wales. It is a significant, long-term and strategic capital investment programme, with the aim of creating a generation of 21<sup>st</sup> Century Schools in Wales.

The Council is now nearing the end of the first phase of the 21<sup>st</sup> Century Schools programme (Band A), which has seen significant investment in the schools estate in Powys, and is now planning for the second phase of the programme (Band B). The programme is aligned with national, regional and local strategies, such as: Taking Wales Forward; the Wellbeing of Future

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<sup>2</sup> 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>

Generations Act; the Wales Infrastructure Investment Plan; National Mission for Education; Welsh Language Strategy 2050.

The Council submitted its Strategic Outline Programme (SOP) for Band B to the Welsh Government during the summer of 2017. This was subsequently approved in principle by the Welsh Government and the Council's Cabinet in November 2017.

The Council's SOP for Band B identifies a number of areas for investment, based on the criteria for Band B, which include:

- Improving the condition of educational assets;
- Reductions of surplus capacity and inefficiency in the system;
- Expansion of schools and colleges in areas of increased demand for educational services; and
- Provision of sufficient places to address growth in demand for Welsh-medium education

The Council's SOP includes a number of Newtown based projects, including the following:

- Investment in primary schools in Newtown
- New build Special School to replace the current Ysgol Cedewain
- Development of Welsh-medium secondary provision.

### **3.4 North Powys Well-being Programme**

Under the Powys Regional Partnership Board, Powys County Council, Powys Teaching Health Board, Powys Association of Voluntary Organisations and other key partners from public service bodies, the private sector, and voluntary third sector organisations, are working together to take forward a once in a generation opportunity to transform health and wellbeing services in north Powys, by moving to a new model of care as set out in the Health and Care Strategy which was approved in April 2018.

The North Powys Well-being Programme aims to focus on wellbeing; promote early help and support by being able to provide technology that helps people live at home; tackle the biggest causes of ill health and poor wellbeing; and ensure joined up care involving neighbourhood teams and communities working together to ensure a more seamless service.

In addition to transforming health and wellbeing services through a new model of care is a once in a lifetime opportunity to create a Multi-agency Well-being Campus in the heart of Newtown. This could be the first intergenerational campus for Powys, and could include primary education, health, social care and supported accommodation.

On the site, there could be the further development of a new state of the art Rural Regional Centre which could be co-located next to some supported living accommodation, improved school facilities, as well as a Community Wellbeing Hub which could be part of a network of other Community Wellbeing Hubs across north Powys.

The North Powys Wellbeing Programme is currently at the early planning phase and is working with communities to shape what the model of care and the campus could look like.

## 4. CASE FOR CHANGE

Ladywell Green and Hafren School are both good schools. 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.

### 4.1 Building condition

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

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

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

### 4.2 Financial pressures

Similarly to many other schools across Powys and Wales, both schools are facing budgetary pressures. The following table provides an overview of the expected budget position of both schools at the end of each financial year up until 2021/22<sup>3</sup>:

	2018/19 Actual Cumulative Outturn	2019/20 Budget	2020/21 Budget	2021/22 Budget
<b>Ladywell Green Infants School</b>	£63,925	£16,669	(£18,648)	(£73,828)
<b>Hafren C.P. Junior School</b>	£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.

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<sup>3</sup> As of 1<sup>st</sup> May submittal by full governing body

### 4.3 Decreasing pupil numbers

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

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

This shows that total pupil numbers across the 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. 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.

Projected pupil numbers up until 2024 are as follows:

	January 2020	January 2021	January 2022	January 2023	January 2024
<b>Ladywell Green Infants School</b>	106	106	107	106	108
<b>Hafren C.P. Junior School</b>	147	131	129	130	128
<b>TOTAL</b>	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 continue to decrease. Therefore, overall pupil numbers at the two schools are projected to continue to decrease.

### 4.4 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.

#### **4.5 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.

## 5. OPTIONS CONSIDERED

The Council has considered the following options as possible ways of moving forward in respect of Ladywell Green Infants School and Hafren C.P. Junior School:

Option	Description
1	Status quo – infant and junior school continue to operate independently
2	Federation – infant and junior school federate to create a federated all-through 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"> <li>- Good relationships between the schools</li> <li>- Leadership, teaching and learning is strong at both schools</li> <li>- No disruption to pupils and parents</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of opportunities for older pupils to nurture younger pupils</li> <li>- Poor buildings</li> <li>- Cost of maintaining current buildings</li> <li>- Would not lead to any financial efficiencies</li> <li>- Duplication of management tasks</li> <li>- Lack of suitable parking for parents, staff and visitors</li> <li>- Does not align with the Council's aspirations for Powys schools as outlined in the School Organisation Policy</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>- Opportunities for collaboration between the two schools</li> <li>- Opportunities to share resources, for example ICT support, administration</li> </ul>	<ul style="list-style-type: none"> <li>- Falling pupil numbers</li> <li>- Financial threat</li> <li>- Unsuitable accommodation and building condition</li> </ul>

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

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

## 5.2 Preferred option

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:

- The option is in line with the School Organisation Policy
- Would provide 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
- More efficient model of governance and leadership – one governing body and one leadership team
- Improved transition arrangements between Foundation Phase and Key Stage 2

An estimate of the financial impact of this option has been carried out. This estimates that the proposal to amalgamate the two schools would result in annual savings of at least £22,739. The actual savings would depend on the staff appointed to positions in the new school, and could be more than this. This figure does not take account of any redundancy costs which may initially be required.

## **6. FURTHER ASSESSMENT OF PREFERRED OPTION**

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.

### **5.1 Quality and Standards in Education**

#### **5.1.1 Likely impact on 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 to further strengthen the current standards. It would enable pupil progression to be monitored throughout pupils' time in primary school, from age 5 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.

#### **5.1.2 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 these, 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.

#### **5.1.3 Teaching and learning experiences**

##### **i) 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.

**ii) 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.

**iii) 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.

**5.1.4 Care, support and guidance**

**i) Tracking, monitoring and the provision of learning support**

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 5 years old to 11 years old. For those children that need additional support, this continuity of approach would be beneficial.

**ii) Personal development**

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.

**iii) Safeguarding**

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 21<sup>st</sup> 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.

**5.1.5 Leadership and Management**

**i) Quality and effectiveness of leaders and managers**

Leadership is good at both schools, however, 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.

**ii) Self evaluation processes and improvement planning**

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.

**iii) 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 improve opportunities to apply the principles of the new curriculum.

**iv) 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. 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.

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

Amalgamating the two schools would provide enhanced opportunities to support pupils belonging to vulnerable groups. There would be improved opportunities to provide support to pupils across the primary

age range, and will provide continuity in the support provided to vulnerable pupils.

**5.1.7 Ability of the school/schools which are the subject of the proposals to deliver the full curriculum at the foundation phase and each key stage of education, including the quality of curriculum delivery and the extent to which the structure or size of the school is impacting on this**

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.

**5.2 Need for places and impact on accessibility of schools**

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

The proposal is to establish a new school in the current accommodation of the two schools, which will provide the same capacity as is currently available, and will provide accommodation of equivalent quality.

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 21<sup>st</sup> Century Schools programme. This would improve the quality of accommodation for pupils in the longer term.

**5.2.2 Is the alternative provision sufficient to meet existing and projected demand for schools of the same language category and (if relevant) designated religious character?**

The proposal is to establish a new school of the same language category as the two existing schools. Neither of the two existing schools have a designated religious character.

**5.2.3 What will be the nature of journeys to alternative provision and resulting journey times for pupils including SEN pupils?**

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.

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

The latest pupil projection figures suggests that pupil numbers at the two schools are not expected to increase over the coming years.

**5.2.5 Will the proposals improve access for disabled pupils in accordance with requirements under the Equality Act 2010?**

The intention is to amalgamate the two schools in their existing accommodation initially, therefore there would be no change in terms of access for disabled pupils.

There are longer term plans to provide a new building to replace the current accommodation, and this would provide improved access for disabled pupils.

**5.3 Resourcing of education and other financial implications**

**5.3.1 What effect will the proposals have on surplus places in the area?**

The proposal is to establish a new school in the buildings currently occupied by Ladywell Green Infants School and Hafren Junior School. It is not anticipated that the proposal would impact on surplus places in the area.

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

There are plans to provide a new building to replace the current accommodation of Ladywell Green Infants School and Hafren Junior School as part of Band B of the 21<sup>st</sup> Century Schools Programme. This is linked to wider plans to develop a multi-agency Health and Well-being campus in Newtown.

However, the current proposal to merge the two schools is not dependent on capital investment.

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

There are no recurrent costs associated with amalgamating the two schools.

**5.3.4 Will additional transport costs be incurred as a result of the proposal?**

No additional transport costs would be incurred as a result of the proposal.

**5.3.5 What are the capital costs of the proposal and is the necessary capital funding is available?**

There are no capital costs associated with the proposal.

**5.3.6 What is the scale of any projected net savings (taking into account school revenue, transport and capital costs)**

It is estimated that implementation of the proposal would result in annual revenue savings to the Council of at least £22,739 per annum. 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.

**5.3.7 Without the proposals, would the schools affected face budget deficits?**

Both schools are expected to be in a deficit budget position within the next few years.

**5.3.8 Will any savings in recurrent costs be retained in the local authority's local school's budget?**

Any savings would be identified as an efficiency for the Schools Service.

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

Implementation of this proposal will not result in any capital receipts.

**5.4 Other general factors**

**5.4.1 What impact will the proposals have on educational attainment among children from economically deprived backgrounds?**

It is anticipated that amalgamation of the two schools would have a positive impact on educational attainment among children from economically deprived backgrounds. This would ensure that consistent support could be provided to these pupils throughout their time in primary school.

As a larger school, the new school would have a larger pupil deprivation grant, which could be used to support pupils consistently throughout their time in primary school.

#### **5.4.2 Any equality issues, including those identified through equality impact assessments**

Amalgamating the two schools would impact on pupils belonging to the protected characteristic groups that attend the schools. However, it is anticipated that amalgamating the two schools would have a positive impact on all pupils, including pupils belonging to protected characteristic groups.

#### **5.4.3 Whether the school / schools involved are subject to any trust or charitable interests which might be affected by the proposals, for example in relation to the use or disposal of land.**

The schools involved are not subject to any trust or charitable interests which might be affected by the proposals.

## APPENDIX A – INFORMATION ABOUT THE TWO SCHOOLS

Information about the two schools is provided below:

	School Type	Language Category	Admission Number
<b>Ladywell Green Infants School</b>	Community Primary (Infant) School building owned by PCC.	English	48
<b>Hafren C.P. Junior School</b>	Community Primary (Junior) School building owned by PCC.	English	52

### 2.1 Pupil Numbers

#### i) Current pupil numbers<sup>4</sup>

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

#### ii) Historical pupil numbers<sup>5</sup>

	Jan. 2014	Jan. 2015	Jan. 2016	Jan. 2017	Jan. 2018	Jan. 2019
<b>Ladywell Green Infants School</b>	154	138	127	113	96	96
<b>Hafren C.P. Junior School</b>	148	142	158	157	160	169

<sup>4</sup> Teacher Centre, 4<sup>th</sup> September 2019

<sup>5</sup> PLASC

<b>TOTAL</b>	302	280	285	270	256	265
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iii) **Projected pupil numbers**

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

## 2.2 Building Capacity and Condition

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

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

## 2.3 Quality and standards of education

i) **Estyn**

The following table summarises the last Estyn inspections of the two schools:

	<b>Ladywell Green Infants School</b>	<b>Hafren C.P. Junior School</b>
<b>Date of Inspection</b>	June 2019	December 2015
<b>School's Current Performance</b>	June 2019	Adequate

<b>Prospects for Improvement</b>	Good	Adequate
<b>Follow Up Activity</b>	Good	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

## ii) School Categorisation

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

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

## 2.4 Budgetary position (as of 1<sup>st</sup> May submittal by full governing body)

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

## 2.5 Equalities information<sup>6</sup>

### i) National identity

	British	English	Irish	Scottish	Welsh	Other	Not supplied	Refused	Total pupils
<b>Ladywell Green Infants School</b>	24	36	0	0	31	5	0	0	96
<b>Hafren C.P. Junior School</b>	39	70	0	1	50	5	3	0	168

### ii) Ethnic Group

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

### iii) English as an Additional Language

	% EAL pupils
<b>Ladywell Green Infants School</b>	7.3%
<b>Hafren C.P. Junior School</b>	4.2%

### iv) Free School Meals

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

<sup>6</sup> PLASC January 2019

v) Pupils in care

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

vi) SEN

	School Action	School Action Plus	Statement	% SEN (All Stages)
Ladywell Green Infants School	10	6	0	16.7%
Hafren C.P. Junior School	26	17	1	26.2%