



Proposal to establish an all-age School in Llanfair Caereinion

Updated Impact Assessments

April 2021

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Proposal to establish an all-age School in Llanfair Caereinion

Updated Impact Assessments

1. Introduction

Powys County Council consulted on proposals to establish a new all-age school for pupils aged 4-18 in Llanfair Caereinion, and published a consultation report outlining the findings of the consultation exercise.

The Council has subsequently published a Statutory Notice, proposing the following:

From 31 August 2022:

- i) The Council proposes to discontinue the following two schools which are maintained by Powys County Council:
 - Llanfair Caereinion Community Primary School/Ysgol Gynradd Llanfair Caereinion, Llanfair Caereinion, Welshpool, Powys, SY21 0SF (“Llanfair Caereinion C.P. School”);
 - Caereinion High School, Llanfair Caereinion, Welshpool, Powys, SY21 0HW.

From 1 September 2022:

- i) The Council proposes to establish a new bilingual community school maintained by Powys County Council for boys and girls aged 4-18 years old, that will operate on the current sites of Llanfair Caereinion C.P. School and Caereinion High 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 were updated to reflect issues raised during the consultation period, and have now been updated again to reflect issues raised during the objection 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	Portfolio Holder	Cllr Phyl Davies
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Proposal
To amalgamate Llanfair Caereinion C.P. School and Caereinion High School to create a new all-age school in Llanfair Caereinion. This will be achieved by closing Llanfair Caereinion C.P. School and Caereinion High School and opening a new all-age school providing education for pupils aged 4-18 on the current site of the two schools.

Outline Summary / Description of Proposal
The Council carried out consultation on proposals to establish a new all-age school for pupils aged 4-18 in Llanfair Caereinion. The proposals are as follows: <ul style="list-style-type: none"> - To close Llanfair Caereinion C.P. School and Caereinion High School - To establish a new bilingual all-age school for pupils aged 4-18 on the current sites of Llanfair Caereinion C.P. School and Caereinion High School.

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

Version	Author	Date
1	Developed at a workshop attended by the following: <ul style="list-style-type: none"> - Sarah Astley, Programme Manager, Transforming Education Team - Richard Williams, Programme Officer, Transforming Education Team - Glyn Whiteford, Challenge Advisor - Delyth Jones, Challenge Advisor - Bedwyr Fychan, Welsh Language Officer 	03/09/2020

	- Bets Ingram, Strategic Planning and Risk Officer	
2	Sarah Astley, Programme Manager, Transforming Education Team	04/01/2021
3	Sarah Astley, Programme Manager, Transforming Education Team	23/04/2021

2. Profile of savings delivery (if applicable)

2020-21	2021-22	2022-23	2023-24	2024-25	TOTAL
£	£	£6,996.50	£4,997.50	£	£11,994

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 and Corporate Parenting?) PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY	
Adult Services	<input type="checkbox"/>
Children's Services	<input checked="" type="checkbox"/>
Commissioning	<input type="checkbox"/>
Digital Services	<input checked="" type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Finance	<input checked="" type="checkbox"/>
Highways, Transportation and Recycling	<input type="checkbox"/>

Housing and Community Development	<input type="checkbox"/>
Legal and Democratic Services	<input checked="" type="checkbox"/>
Property, Planning and Public Protection	<input checked="" type="checkbox"/>
Transformation and Communications	<input checked="" type="checkbox"/>
Workforce and OD	<input checked="" type="checkbox"/>
Data Protection Impact Assessment	
Will the proposal involve processing the personal details of individuals? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Is Powys County Council the data controller? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
If you have answered yes to either of the above you will be required to complete, as a minimum, the screening questions on the data protection impact assessment.	
For further advice please contact the Data Compliance Team.	

4a Geographical Locations

What geographical area(s) will be impacted by the proposal? (Chose all those applicable)	
Powys	<input type="checkbox"/>
North	<input type="checkbox"/>
Mid	<input type="checkbox"/>
South	<input type="checkbox"/>
Brecon	<input type="checkbox"/>
Builth and Llanwrtyd	<input type="checkbox"/>
Crickhowell	<input type="checkbox"/>
Hay and Talgarth	<input type="checkbox"/>

Knighton and Presteigne	<input type="checkbox"/>
Llandrindod and Rhayader	<input type="checkbox"/>
Llanfair Caereinion	<input checked="" type="checkbox"/>
Llanfyllin	<input type="checkbox"/>
Llanidloes	<input type="checkbox"/>
Machynlleth	<input type="checkbox"/>
Newtown	<input type="checkbox"/>
Welshpool and Montgomery	<input type="checkbox"/>
Ystradgynlais	<input type="checkbox"/>

5. How does your proposal impact on Vision 2025?

Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
The Economy We will develop a vibrant economy	No impact	Neutral		
Health and Care We will lead the way in providing effective, integrated health and care in a rural environment	No impact	Neutral		

Learning and skills We will strengthen learning and skills	The proposal would provide a more sustainable model for delivering primary and secondary education in Llanfair Caereinion, and would have a positive impact on the quality of education provided to pupils.	Good		
Residents and Communities We will support our residents and communities	The proposal would have a positive impact on residents in the Llanfair Caereinion area as it would provide a more sustainable model for delivering primary and secondary education in the town. In addition, it would provide enhanced opportunities for primary aged pupils to access community facilities located on in the secondary school.	Good		

Source of Outline Evidence to support judgements
Initial meetings with governing bodies, consultation responses / report, objections / objection report

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

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 a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately	No impact	Neutral		

<p>(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>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>No impact</p>	<p>Neutral</p>		
<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 would have a positive impact on learners in Llanfair Caereinion.</p> <p>In particular, it would enable primary aged pupils to access specialist facilities at the high school, including community and sports facilities located on the site, resulting in a positive impact on learner well-being and physical & mental health.</p>	<p>Good</p>		
<p>A Wales of cohesive communities:</p> <p>Attractive, viable, safe and well-connected Communities.</p>	<p>The proposal would lead to the establishment of one all-age school in Llanfair Caereinion, which would bring the two existing school communities in the town together.</p> <p>It is anticipated that this would lead to improved cohesion between primary and secondary parents and learners, both in the town of Llanfair</p>	<p>Good</p>		

	Caereinion and across the wider Caereinion catchment area.			
<p>A globally responsible Wales: 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: 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>	No impact	Neutral		

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.

Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards

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 a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<i>Opportunities for persons to use the Welsh language, and treating the Welsh</i>	The proposal is to amalgamate two dual stream schools in order to establish a new dual stream all-age school.	Neutral	Should the Council proceed with the proposal, dialogue to take place with the temporary governing body and leadership of the new school, in order to	Neutral

<p><i>language no less favourable than the English language</i></p>	<p>Whilst the proposal would not change the current language category of the two schools, it is anticipated that amalgamating the two schools would lead to enhanced opportunities to use the Welsh language throughout the school, for example by providing opportunities for older pupils to act as Welsh advocates within the school, increased opportunities for participation in Welsh language extra-curricular opportunities and involvement in the Urdd.</p> <p>Implementation of the proposal would also result in the establishment of a new governing body and staffing structure, who would be responsible for embedding a vision for the Welsh language across the whole school, and for ensuring consistency across both phases of education.</p> <p>It is not anticipated that the proposal would lead to the Welsh language being treated less favourably than the English language, however some comments were received in the consultation responses which suggested that the Welsh language is currently being treated less favourably than English, in particular due to differences in subject choice for Welsh-medium pupil. Concern was also expressed in the consultation responses that the proposal to establish a new dual stream all-age school in Llanfair Caereinion is not ambitious enough.</p> <p>Whilst the current consultation does not propose a change to the current language category, the</p>		<p>move the school along the language continuum. If the outcome is the need to change the school's language category, a further statutory process would be required.</p>	
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	Consultation Document clearly states the Council's intention to develop Welsh-medium provision at the school in a phased approach.			
<i>Opportunities to promote the Welsh language</i>	<p>The proposal is to amalgamate two dual stream schools in order to establish a new dual stream all-age school.</p> <p>Whilst the proposal would not change the current language category of the two schools, it is anticipated that amalgamating the two schools would lead to enhanced opportunities to promote the Welsh language within the school, for example:</p> <ul style="list-style-type: none"> - By having one 'Siartr Iaith' (Welsh Language Charter) across the whole school - By having one 'Cryw Cymraeg' working to promote the Welsh language throughout the school and the wider community - Improved transition opportunities for Welsh-medium pupils, between Key Stage 2 and 3 in particular - Increased opportunities for school to school working in order to promote the Welsh language - Improved opportunities to provide Welsh language cluster activities. <p>Some concerns were raised in the consultation responses received which expressed concern about the current Welsh-medium provision at</p>	Neutral	Should the Council proceed with the proposal, dialogue to take place with the temporary governing body and leadership of the new school, in order to move the school along the language continuum. If the outcome is the need to change the school's language category, a further statutory process would be required.	Neutral

	<p>Caereinion High School, and that the proposal to establish a new dual stream all-age school is not ambitious enough. Whilst the current consultation does not propose a change to the current language category, the Consultation Document clearly states the Council's intention to develop Welsh-medium provision at the school in a phased approach.</p> <p>These comments were also reflected in the objections received following publication of the statutory notice.</p>			
<i>People are encouraged to do sport, art and recreation.</i>	The proposal would lead to increased opportunities for learners in the primary phase to use specialist facilities currently available at Caereinion High School, including sports facilities, as well as art, music, cookery, technology.	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).

Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).

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 a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<i>Age</i>	The proposal would provide improved educational opportunities for all school aged	Good		

	pupils in Llanfair Caereinion, regardless of their age.			
Disability	<p>The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, including any pupils with disabilities.</p> <p>The proposal would amalgamate the two schools in their existing accommodation, therefore there would be no change in terms of access for disabled pupils in accordance with requirements under the Equality Act 2010. Some comments were received to the consultation expressing concern that Caereinion High School's current building does not meet the requirements of the Equality Act 2010.</p> <p>It is anticipated that the proposal would provide improved provision for pupils with additional learning needs, as they would be part of one school throughout their time in school, enabling consistent support to be provided to them.</p>	Good		
Gender reassignment	No impact.	Neutral		
Marriage or civil partnership	No impact.	Neutral		
Race	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their race.	Good		

Religion or belief	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their religion or belief.	Good		
Sex	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their sex.	Good		
Sexual Orientation	The proposal would provide improved educational opportunities for all school aged pupils in Llanfair Caereinion, regardless of their sexual orientation.	Good		
Pregnancy and Maternity	No impact.	Neutral		
Socio-economic duty	The proposal would contribute to the educational outcomes of specific groups, e.g. learners eligible for Free School Meals. It is anticipated that the proposal would at least sustain or improve outcomes for these groups of learners.	Neutral		

Source of Outline Evidence to support judgements
Initial meetings with governing bodies, PLASC 2019/2020, consultation responses / report, objections / objection report

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

Sustainable Development Principle (5 ways of working)

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 a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
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 in Llanfair Caereinion, enabling education to be delivered more efficiently, therefore safeguarding the provision of primary and secondary education in Llanfair Caereinion.	Good		
Collaboration: <i>Working with others in a collaborative way to find shared sustainable solutions.</i>	<p>This proposal has been developed in collaboration with the governing bodies of Llanfair Caereinion C.P. School and Caereinion High School.</p> <p>There is already a strong commitment to cluster and collaborative working at both Llanfair Caereinion C.P. School and Caereinion High School. Implementation of the proposal would enable opportunities for collaboration within Llanfair Caereinion to be maximised. In addition, the new school would be expected to continue to collaborate with other schools, including other primary schools in the Llanfair Caereinion catchment area and other secondary and all-age providers across Powys and beyond, in order to maximise the opportunities available to pupils.</p>	Good		

<p>Involvement (including Communication and Engagement): <i>Involving a diversity of the population in the decisions that affect them including:</i></p> <p>Unpaid Carers:</p> <p><i>Ensuring that unpaid carers views are sought and taken into account</i></p>	<p>The proposal has been developed in discussion with the governing bodies of Llanfair Caereinion C.P. School and Caereinion High School.</p> <p>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.</p> <p>A statutory notice has also been published, giving an opportunity for people to submit written objections if they don't agree with the proposal. An objection report has been prepared which outlines the objections received. This will be considered by Cabinet when determining whether to proceed with implementing the proposal. This impact assessment has been updated to reflect the objections received.</p>	<p>Good</p>		
<p>Prevention: <i>Understanding the root causes of issues to prevent them from occurring including:</i></p> <p>Safeguarding:</p> <p><i>Preventing and responding to abuse and neglect of children, young people and adults with</i></p>	<p>The intention is that establishing a new all-through school to serve the town would provide a more efficient delivery model, which would safeguard the provision of primary and secondary education in Llanfair Caereinion.</p> <p>The proposal would result in a larger school community, both in terms of number of learners and number of staff. Having a larger number of</p>	<p>Good</p>		

<p><i>health and social care needs who can't protect themselves.</i></p>	<p>staff contributes positively to creating a safe environment.</p> <p>The secondary sector usually has more staffing roles which are dedicated to well-being and safeguarding learners. Should the proposal be implemented, it is anticipated that these roles would be replicated in the new all-age school, which would have a positive impact on the safeguarding arrangements for primary aged pupils.</p> <p>Should Cabinet decide to proceed with the proposal, full consultation would be carried out in accordance with the requirements of the School Organisation Code. This would include consultation with pupils, which would ensure that their views and any concerns would be taken into account.</p>			
<p>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></p>	<p>No impact.</p>	<p>Neutral</p>		
<p>Powys County Council Workforce:</p> <p>What Impact will this change have on the Workforce?</p>	<p>The proposal would impact on all current staff at Llanfair Caereinion C.P. School and Caereinion High School.</p> <p>Should Cabinet decide to proceed with the proposal, full consultation would be carried out in accordance with the requirements of the School Organisation Code, supported by the relevant LA teams (e.g. HR). This would include consultation with staff, which would ensure that they had an</p>	<p>Neutral</p>	<p>Ensure that processes are carried out as swiftly as possible to minimise the period of uncertainty.</p>	<p>Neutral</p>

	<p>opportunity to give their views on the recommendation.</p> <p>Should the recommendation be implemented, the new school's temporary governing body would agree a new staffing structure would be produced for the new school, and the management of change process would take place. It is possible that there would be a change in the number of positions available at the new school. There would be an opportunity for staff to apply for positions in the new school, and an opportunity for any staff who do not secure a post in the new school to be redeployed.</p> <p>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>As the new school would be an all-age school with a larger team of staff, it is anticipated that the proposal would have a positive impact on staff in the longer term, through enhanced opportunities for collaboration with colleagues, increased opportunities for staff development, and more leadership opportunities.</p>			
<p>Payroll: How will this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this</p>	<p>Should the proposal be implemented, the new school would be allocated to a new school group for the purposes of leadership pay.</p> <p>The new school group is anticipated to be higher than the current school group for Caereinion High</p>	<p>Neutral</p>	<p>Ensure that should the proposal go ahead, all staff are fully consulted with and are aware of any impact on their particular terms and conditions.</p>	<p>Neutral</p>

proposal comply with the Councils Single Status Terms and Conditions?	School, which could result in a higher level of pay for senior leadership roles.			
Welsh Language impact on staff	Implementation of the proposal would provide more opportunities for all staff, including Welsh-speaking staff and staff who are learning Welsh, as a result of being part of a larger organisation.	Good		
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?	No impact.	Neutral		

Source of Outline Evidence to support judgements
Initial meetings with governing bodies, consultation responses / report, objections / objection report

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

Communities	How does the proposal impact on residents and community?	<u>IMPACT</u> See impact definitions in guidance document	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> See impact definitions in guidance document	Source of Outline Evidence to support judgement
Llanfair Caereinion	The proposal would have a positive impact on residents in the Llanfair Caereinion area as it would lead to in an	Minor			

	increase in use by the primary phase of facilities available and provide a more sustainable model for delivering primary and secondary education in the town.				
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9. What are the risks to service delivery or the council following implementation of this proposal?

Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)
Parents don't want their children to attend an all-through school, so move them to alternative schools	Low		
Lack of support for the proposal from other primary schools in the Llanfair Caereinion catchment area	Low		
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	Ensure that processes are carried out as swiftly as possible to minimise the period of uncertainty.	Low

10. Overall Summary and Judgement of this Impact Assessment?

Overall, it is anticipated that the proposal to establish an all-age school in Llanfair Caereinion would provide improved educational opportunities for all school aged pupils in the town. Implementation of the proposal would provide a more sustainable model of delivering education in Llanfair Caereinion, ensuring that education could be delivered more efficiently, therefore safeguarding the provision of primary and secondary education in Llanfair Caereinion.
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11. Is there additional evidence to support the Impact Assessment (IA)?

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

Initial meetings with governing bodies, PLASC, consultation responses / report, objections / objection report

12. On-going monitoring arrangements?

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

The Transforming Education Programme Board will continue to monitor impact over time.

Please state when this Impact Assessment will be reviewed.

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

13. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Astley		
Head of Service:	Lynette Lovell		
Portfolio Holder:	Cllr Phyl Davies		

14. Governance

Decision to be made by	Cabinet	Date required	12 th January 2021
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3. Equality Impact Assessment

Powys County Council

Equality Impact Assessment (EqIA)



Proposal	To establish a bilingual all-age school for pupils aged 4-18 in Llanfair Caereinion
Service Area	Schools Service
Date of Assessment	September 2020 Updated January 2021 Updated April 2021
Lead Person undertaking the assessment	Richard Williams / Sarah Astley
Relevant Head of Service who has agreed this assessment	Lynette Lovell

The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following 'general duty':

- (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.**

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.

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.

1. AIM or PURPOSE

Briefly describe the aim or purpose of the change proposal being assessed.

The Council has published a statutory notice proposing the following:

From 31 August 2022:

ii) The Council proposes to discontinue the following two schools which are maintained by Powys County Council:

- Llanfair Caereinion Community Primary School/Ysgol Gynradd Llanfair Caereinion, Llanfair Caereinion, Welshpool, Powys, SY21 0SF (“Llanfair Caereinion C.P. School”);
- Caereinion High School, Llanfair Caereinion, Welshpool, Powys, SY21 0HW.

From 1 September 2022:

ii) The Council proposes to establish a new bilingual community school maintained by Powys County Council for boys and girls aged 4-18 years old that will operate on the current sites of Llanfair Caereinion C.P. School and Caereinion High School.

2. OBJECTIVES

Please state the current business objectives of the change proposal.

The Council is proposing to establish a new bilingual all-age school in Llanfair Caereinion for the following reasons:

- To improve educational outcomes
 - More opportunities for staff to move between key stages, to further develop expertise in specific areas
 - Opportunities for pupils in all key stages to benefit from staff expertise in specific subject areas
 - Improved curricular and extra-curricular opportunities for pupils in all key stages

- To improve educational provision
 - Opportunities to develop a broader curriculum to meet the needs of pupils in all key stages
 - Opportunity to improve the range and quality of facilities and learning resources available to the benefit of pupils in all key stages
 - Improved opportunities for continuity of support for vulnerable groups of pupils
 - Improved opportunities for more able and talented pupils
- To improve leadership and management
 - Opportunity for high quality, robust leadership across all key stages
 - Improved opportunities for the headteacher to distribute key leadership tasks to a greater number staff across all phases of education
 - Improved opportunities for the governing body to have strategic oversight of education for pupils from 5 – 18
- To improve efficiency in the delivery of education
 - Potential for the school to operate more efficiently through more efficient deployment of staff
 - Potential for sharing of resources across all key stages
- To provide more seamless transition between key stages
 - Opportunity to provide seamless progression between each phase of education
 - Improved opportunities for continuity of support for vulnerable groups of pupils throughout their school careers

3. BENEFITS and OUTCOMES

i) What are the intended benefits or outcomes from the change proposal?

The benefits of the proposal are:

- Retention of primary and secondary provision in Llanfair Caereinion
- There would be no additional transport costs
- Would enable staff expertise and good practice to be shared across all key stages
- Would improve transition between each key stage
- Minimal disruption for pupils and parents
- Would improve the ability to provide an appropriate curriculum to all pupils
- Would enable the school to run more efficiently through shared staffing, shared resources etc.
- One governing body which would have strategic overview over the provision for pupils/learners in all key stages

- One leadership team which would have strategic overview over the provision for pupils/learners in all key stages
- Small financial saving to the Council
- No detrimental impact on the local community from loss of provision

4. CORPORATE RELEVANCE

How does this change proposal relate to Vision 2025?

Learning and Skills is one of the four priorities outlined in Corporate Improvement Plan 2020-25: Vision 2025. Within this priority, the Plan includes a commitment to 'Improve our schools infrastructure'.

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 ✓

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

6. DATA ANALYSIS

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:

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

PLASC January 2020

Llanfair Caereinion C.P. School

Based on the information provided in the school's PLASC return in January 2020, the following pupils belong to the protected characteristic groups:

- Free school meals: 14.5% of pupils are eligible for Free School Meals
- ALN: 21.1% of pupils have special educational needs. Of these, 25 pupils are on School Action, 10 pupils are on School Action Plus and 0 pupils have statements
- Disabilities: 21.1% of pupils have additional learning needs
- English as an Additional Language: 0.0% of pupils are identified as EAL pupils.
- Ethnicity: The ethnic group of 84.3% of pupils in the school is White British. 4.2% of pupils belong to ethnic groups other than White British.
- Looked after Children: 0.0% of pupils are looked after.

Caereinion High School

Based on the information provided in the school's PLASC return in January 2020, the following pupils belong to the protected characteristic groups:

	<ul style="list-style-type: none"> - Free school meals: 7.4% of pupils are eligible for Free School Meals - ALN: 21.0% of pupils have special educational needs. Of these, 64 pupils are on School Action, 30 pupils are on School Action Plus and 0 pupils have statements - Disabilities: 21.0% of pupils have additional learning needs - English as an Additional Language: 0.2% of pupils are identified as EAL pupils. - Ethnicity: The ethnic group of 98.0% of pupils in the school is White British. 2.0% of pupils belong to ethnic groups other than White British. - Looked after Children: 0.4% of pupils are looked after. <p>This information shows that a proportion of pupils that belong to the protected characteristic groups will be affected by this proposal. In particular:</p> <ul style="list-style-type: none"> - 14.5% of pupils at Llanfair Caereinion C.P. School are eligible for Free School Meals. This is higher than the Powys average for primary schools (12.7%) - 21.1% of pupils at Llanfair Caereinion C.P. School have additional learning needs. This is higher than the Powys average for primary schools (18.8%) - 21.0% of pupils at Caereinion High School have additional learning needs. This is higher than the Powys average for secondary schools (20.1%) <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 bilingual all-age school in Llanfair Caereinion would impact on all pupils currently attending Llanfair Caereinion C.P. School and Caereinion High 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 Llanfair Caereinion, including any pupils belonging to the protected characteristic groups.</p>
<p><u>6.2 Qualitative</u> Summarise the key qualitative data analysis, providing key themes or patterns.</p>	<p>Consultation has been carried out on the proposal to establish an all-age school in Llanfair Caereinion, which included meetings with pupils at Llanfair Caereinion C.P. School and Caereinion High School.</p>

<p>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> <p>i) Do certain groups have a different service user experience? How will a change affect this?</p> <p>ii) Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views?</p> <p>iii) What are the reasons behind some groups not using the service? How will a change affect this position?</p> <p>iv) What has consultation on your proposals revealed about impact on the protected characteristics?</p>	<p>The following issues were raised regarding the proposal’s impact on pupils belonging to the protected characteristic groups:</p> <p><u>Age</u>: Some concerns were raised about the impact of younger pupils attending the same school as older pupils.</p> <p><u>Additional Learning Needs</u>: Concern was expressed about the Welsh-medium provision for pupils with ALN. It was also noted that continued support was needed for younger pupils with ALN, and that the High School building does not comply with the requirements of the Equality Act 2010. It was also suggested that implementation of the proposal could have a positive impact on pupils with ALN through ensuring seamless support for pupils from the primary phase into KS3 and beyond.</p> <p>The Council has subsequently published a statutory notice proposing the establishment of an all-age school in Llanfair Caereinion. The objections received did not contain any comments relating to the impact of the proposal on people with protected characteristics.</p>
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7. EqIA RESULT

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>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) 14.5% of pupils attending Llanfair Caereinion C.P. School and 7.4% of pupils attending Caereinion High School are eligible for Free School Meals.</p> <p>iii) Llanfair Caereinion C.P. School and Caereinion High School are both dual stream schools, therefore the proposal will affect Welsh speakers. As required by the Welsh Government's School Organisation Code, a separate Welsh Language Impact Assessment has been carried out.</p>
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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>Should the proposal be implemented, a new dual stream all-through school would be established, and all pupils currently attending Llanfair Caereinion C.P. School and Caereinion High School would be able to attend the new school. The aim of the proposal is to improve the educational opportunities available to all pupils in Llanfair Caereinion, 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>
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<p>iii) Should the proposal be considered for removal, owing to the degree of impact it is likely to have?</p>	<p>Comments were received during the consultation period relating to the proposal's impact on pupils with Additional Learning Needs, including concern about Welsh-medium provision for pupils with ALN, the need for continued support for younger pupils with ALN, and that the High School building does not comply with the requirements of the Equality Act 2010. Responses to these issues are provided in the Consultation Report. It was also suggested that implementation of the proposal could have a positive impact on pupils with ALN through ensuring seamless support for pupils from the primary phase into KS3 and beyond.</p> <p>Comments were also received which expressed concern about primary aged pupils attending the same school as secondary aged pupils, however as the proposal is to establish the new school on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, it is unlikely that there would be any significant change compared with the current position.</p> <p>Many comments were received during the consultation period and the objection period relating to the Welsh language / Welsh-medium education. These concerns are addressed in the Consultation Report itself, the Welsh Language Impact Assessment and the Integrated Impact Assessment.</p>
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9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?

<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>
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4. Community Impact Assessment

4.1 Llanfair Caereinion C.P. School

i) Information on the proportion of pupils from the catchment area that attend the school

Welsh-medium Stream

The closest Welsh-medium provider for pupils attending the Welsh-medium stream at Llanfair Caereinion C.P. School in January 2020 was as follows:

School	% of Pupils
Llanfair Caereinion C.P. School	74.7%
Ysgol Cwm Banwy	2.4%
Ysgol Rhiw Bechan	4.8%
Ysgol Pontrobert	6.0%
Ysgol Dafydd Llwyd	1.2%
Ysgol Gymraeg y Trallwng	7.2%
Ysgol Carno	3.6%

This suggests that 74.7% of pupils attending the school's Welsh-medium stream were attending their closest Welsh-medium provider, whilst 25.3% of pupils attending the school's Welsh-medium stream live closer to other Welsh-medium providers.

English-medium Stream

The closest English-medium provider for pupils attending the English-medium stream at Llanfair Caereinion C.P. School in January 2020 was as follows:

School	% of Pupils
Llanfair Caereinion C.P. School	85.5%

Castle Caereinion C. in W. School	8.4%
Ysgol Rhiw Bechan	1.2%
Welshpool C. in W. School	4.8%

This suggests that 85.5% of pupils attending the school's English-medium stream were attending their closest English-medium provider, whilst 14.4% of pupils attending the school's English-medium stream live closer to other English-medium providers.

ii) After-school clubs and extra-curricular activities provided by the school

The school provides the following after-school clubs and extra-curricular activities:

- Sports – football, netball, hockey and cross country
- Urdd Club – practicing for the Urdd Eisteddfod. This includes singing, choir, disco dancing and folk dancing
- Arts and Craft Club
- Lego Club
- Computer Coding Club
- Gardening Club

iii) Any other facilities or services the school accommodates or services the school provides

The school accommodates or provides the following other facilities or services:

- After School Club

iv) Other use by the community of the school building

The school building is not used by the community for any other activities.

v) Other links between the school and the community

- Links with the chapel and churches
- Local Eisteddfods
- Instrumental lessons – piano, guitar, drums, flute and brass
- Links with the high school for concerns and Eisteddfod
- Library visits
- Arts Connect

- Visits by emergency services e.g. police, fire service, nurses

vi) 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 bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore the current Llanfair Caereinion C.P. School site would continue to be available.

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

Should the proposal be implemented, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore pupils would be able to continue to access Welsh-medium and English-medium provision at the same location. There would be no impact on distance and travelling time.

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

Should the proposal be implemented, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore pupils would be able to continue to access Welsh-medium and English-medium provision at the same location. It is not anticipated that there would be a significant impact in terms of parents' and pupils' engagement with the new school.

During the transition period, it is anticipated that there would be opportunities for parents and pupils to be involved in the process of establishing the new school, including opportunities for some parents to be part of the new school's temporary governing body, as well as opportunities to be involved in identifying a name / logo / branding for the new school.

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

It is not anticipated that implementation of the proposal to establish an all-age school would impact on public transport provision or community safety.

4.2 Caereinion High School

i) Information on the proportion of pupils from the inside and outside the catchment area that attend the school

Welsh-medium Stream

The closest Welsh-medium provider for pupils attending the Welsh-medium stream at Caereinion High School in January 2020 was as follows:

School	% of Pupils
Caereinion High School	88.7%
Ysgol Llanfyllin	6.9%
Llanidloes High School	4.4%

This suggests that 88.7% of pupils attending the school's Welsh-medium stream were attending their closest Welsh-medium provider, whilst 11.3% of pupils attending the school's Welsh-medium stream live closer to other Welsh-medium providers.

English-medium Stream

The closest English-medium provider for pupils attending the English-medium stream at Caereinion High School in January 2020 was as follows:

School	% of Pupils
Caereinion High School	60.3%
Welshpool High School	8.0%
Ysgol Llanfyllin	4.5%
Newtown Campus, Newtown High School	24.1%
Llanidloes High School	1.0%

Mary Webb School & Science College (Out of County)	0.5%
The Marches School (Out of County)	1.5%

This suggests that 60.3% of pupils attending the school's English-medium stream were attending their closest English-medium provider, whilst 39.7% of pupils attending the school's English-medium stream live closer to other English-medium providers.

ii) After-school clubs and extra-curricular activities provided by the school

The school provides the following after-school clubs and extra-curricular activities:

- Sports – rugby, hockey, football, netball, rounders, athletics, squash, badminton, and weight training
- Urdd
- Drama Club
- Science Club
- Computer Coding Club
- Music – choir, instrumental, band, concert practice & Urdd auditions
- Study groups across the curriculum plus Homework Club

iii) Any other facilities or services the school accommodates or services the school provides

The school accommodates or provides the following other facilities or services:

- After School Club
- A strong bilingual community has and will continue to be represented through the bilingual Music and Drama concerts and involvement in the Urdd.

iv) Other use by the community of the school building

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

- Welsh Classes in the evenings provided by Aberystwyth University
- Llanfair Caereinion Community Partnership Group

v) Other links between the school and the community

- The school is linked with the Llanfair Caereinion Community Group, which has 60 individuals representing businesses, tourist attractions, town council, primary schools and local sporting clubs e.g. Dyffryn Banwy FC, Cobra Rugby, Llanfair Caereinion FC, Llanfair Ladies Hockey Club, Library, EvaBuild, Cast-Alum and Welshpool & Llanfair Light Railway.

vi) 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 bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore the current Llanfair Caereinion C.P. School site would continue to be available.

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

Should the proposal be implemented, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore pupils would be able to continue to access Welsh-medium and English-medium provision at the same location. There would be no impact on distance and travelling time.

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

Should the proposal be implemented, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore pupils would be able to continue to access Welsh-medium and English-medium provision at the same location. It is not anticipated that there would be a significant impact in terms of parents' and pupils' engagement with the new school.

During the transition period, it is anticipated that there would be opportunities for parents and pupils to be involved in the process of establishing the new school, including opportunities for some parents to be part of the new school's temporary governing body, as well as opportunities to be involved in identifying a name / logo / branding for the new school.

ix) Any wider implication e.g. impact on public transport provision, wider community safety issues

It is not anticipated that implementation of the proposal to establish an all-age school would impact on public transport provision or community safety. However, the school has noted that there is a need to consider improving pathway access to the site.

4.3 Issues raised during the consultation period

Some comments relating to the community were received in the consultation responses. The majority of comments suggested that the proposal provides an opportunity to develop and enhance links with the community, and emphasised the need to work with the community in order to develop bilingualism in the school. Comments were also received to reflect that Caereinion High School serves a wider community than the immediate Llanfair Caereinion catchment, as it is also the Welsh-medium provider for Newtown and Welshpool.

4.4 Issues raised during the objection period

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

4.5 Conclusion

As the proposal would see the retention of primary and secondary Welsh-medium and English-medium provision in Llanfair Caereinion in the buildings currently occupied by Llanfair Caereinion C.P. School and Caereinion High School, it is not anticipated that the proposal would have a negative impact on the community.

It is anticipated that implementation of the proposal would provide enhanced opportunities for pupils across all age ranges, and enhanced opportunities to establish and develop links with the community.

5. Welsh Language Impact Assessment

This Welsh Language Impact Assessment should be read in conjunction with the Integrated Impact Assessment and Equality Impact Assessment earlier on in this document.

5.1 Llanfair Caereinion C.P. School

i) Standards in the Welsh language

Language, literacy and communication skills in Welsh (LCW)

Foundation Phase

	Number of Year 2 pupils	No. Outcome 5+	% Outcome 5+	No. Outcome 6+	% Outcome 6+
2017	11	11	100%	6	54.5%
2018	13	13	100%	2	23.1%
2019	11	10	90.9%	1	9.1%

No Teacher Assessment in 2020 due to Covid-19

Welsh First Language

Key Stage 2

	Number of Year 6 pupils	No. Level 4+	% Level 4+	No. Level 5+	% Level 5+
2017	11	11	100%	6	54.5%
2018	10	10	100%	5	50%
2019	15	15	100%	6	46.7%

No Teacher Assessment in 2020 due to Covid-19

Welsh Second Language

Key Stage 2

	Number of Year 6 pupils	No. Level 4+	% Level 4+	No. Level 5+	% Level 5+
2017	16	13	81.3%	4	25.0%
2018	16	15	93.8%	6	37.5%
2019	10	10	100%	4	40%

No Teacher Assessment in 2020 due to Covid-19

ii) After school / extra-curricular activities which provide additional opportunities for pupils to use Welsh

All of the after-school clubs provided by the school provide opportunities for pupils to use their Welsh, either as a first or second language. These include the following:

- Sports – football, netball, hockey and cross country
- Urdd Club – practicing for the Urdd Eisteddfod includes singing, choir, disco and folk dancing
- Arts and Craft Club
- Lego Club
- Computer Coding Club
- Gardening Club

iii) Opportunities provided by the school for members of the community to learn Welsh, or undertake activities through the medium of Welsh

The school has provided Welsh lessons for parents in the past, but these have had very small uptake.

iv) Other links between the school and the Welsh language community

- Visits and performances at the Welsh Chapel at Harvest and Christmas
- Participation in local and regional Eisteddfods – Cylch a Talaith
- School representatives support the Urdd committee
- Visits to the local library
- The school contributes to the local Plu'r Gweunydd magazine.

5.2 Caereinion High School

i) Standards in the Welsh language

Welsh First Language

End of Key Stage 3

	Number of Year 9 pupils	No. Level 5+	% Level 5+	No. Level 6+	% Level 6+
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	assessed in Welsh 1st lang				
2017	58	56	96.6%	45	77.6%
2018	39	37	94.9%	24	61.5%
2019	42	42	100.0%	26	61.9%

No data in 2020 due to Covid-19

End of Key Stage 4

	Total number of GCSE Welsh 1st lang. entries	Number of pupils that achieved grades A* - C	% of pupils that achieved grades A* - C
2017	46	40	87.0%
2018	50	43	86.0%
2019	55	48	87.3%

No data in 2020 due to Covid-19

Welsh Second Language

End of Key Stage 3

	Number of Year 9 pupils assessed in Welsh 2nd lang	No. Level 5+	% Level 5+	No. Level 6+	% Level 6+
2017	25	24	84.4%	14	50.0%
2018	34	29	94.4%	21	61.1%
2019	33	31	85.7%	19	60.0%

No data in 2020 due to Covid-19

End of Key Stage 4

	Total number of GCSE Welsh 2nd lang. entries	Number of pupils that achieved grades A* - C	% of pupils that achieved grades A* - C
2017	25	24	96.0%
2018	25	24	96.0%
2019	24	20	83.3%

No data in 2020 due to Covid-19

ii) After school / extra-curricular activities which provide additional opportunities for pupils to use Welsh

The following after school / extra-curricular activities provide additional opportunities for pupils to use Welsh:

- Urdd
- Drama Group
- Music
- Educational sessions
- Ysgol Theatr Maldwyn

iii) Opportunities provided by the school for members of the community to learn Welsh, or undertake activities through the medium of Welsh

The school provides opportunities for school staff and members of the community to learn Welsh, these include the following:

- Welsh classes in the evenings provided by Aberystwyth University
- After school Welsh lessons for school staff

iv) Other links between the school and the Welsh language community

The school has hosted Eisteddfod planning meetings.

5.3 Other considerations

i) Whether it might be appropriate to provide additional after school facilities at any alternative school to further secure standards in the Welsh language

Should the proposal be implemented, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School.

It is anticipated that implementation of the proposal would provide enhanced opportunities for pupils across all age ranges, including opportunities to take part in Welsh language activities, which could include after school activities.

ii) How parents' and pupils' engagement with any alternative school and any specific language enhancement it offers could be supported

Should the proposal be implemented, a new bilingual all-age school would be established on the current sites of Llanfair Caereinion C.P. School and Caereinion High School, therefore pupils would be able to continue to access Welsh-medium and English-medium provision at the same location. It is not anticipated that there would be a significant impact in terms of parents' and pupils' engagement with the new school.

During the transition period, it is anticipated that there would be opportunities for parents and pupils to be involved in the process of establishing the new school, including opportunities for some parents to be part of the new school's temporary governing body, as well as opportunities to be involved in identifying a name / logo / branding for the new school.

It is anticipated that implementation of the proposal would provide enhanced opportunities for pupils across all age ranges, including opportunities to take part in Welsh language activities. In addition, there would be an opportunity to develop enhanced opportunities for families to take part in Welsh language activities, and to further develop links with Welsh language organisations.

iii) Observations provided by the local authority's Welsh medium Education Forum

The following is a summary of observations provided by the local authority's Welsh-medium Education Forum at a meeting held on the 24th September 2020:

'The Welsh-medium Education Forum acknowledges that merging the schools in Llanfair Caereinion to establish an all-age school is the first step of the journey, and acknowledges that the Council's vision is to improve access to Welsh-medium education across all key stages, and to move schools along the language continuum. The Forum supports this aim, and considers this to be a natural and important step for education in the Caereinion area.

However, the Forum is very disappointed that the current proposal for the schools in Llanfair Caereinion is not more ambitious with regard to the language medium of the new school. Historically, secondary Welsh-medium provision in Powys has been too reliant on dual stream schools. This hasn't provided clarity to pupils and parents about the provision available. There is a risk that continuing to rely on Welsh-

medium streams in the secondary sector will not provide clarity on the provision available, and will not ensure that the best possible provision is available to learners.

If the proposal to establish an all-age school in Llanfair Caereinion is implemented, the Welsh-medium Education Forum would be more than happy to work with the new school, to support the school to move along the language continuum, to ensure that the best possible opportunities are offered to Powys pupils by providing Welsh-medium provision which will create bilingual citizens.'

iv) How does the proposal fit with the authority's Welsh in Education Strategic Plan

The Council's Welsh in Education Strategic Plan (WESP) for 2017-20 sets out the Council's aim to provide equality of provision for Welsh-medium learners in Powys, and its commitment to developing 'an infrastructure that will enable all pupils to access full provision in either Welsh or English throughout all stages of education'.

Implementation of the proposal would ensure continued access to Welsh-medium education in Llanfair Caereinion. It is anticipated that the Welsh-medium provision in the new school would be at least at the same level as the current provision in Llanfair Caereinion C.P. School and Caereinion High School, and would also provide improved opportunities for sharing resources between educational phases, sharing of staff and sharing of specialist facilities, and improved opportunities for pupils to use the Welsh language throughout the school.

Implementation of the proposal would also provide an opportunity to strengthen the linguistic continuum between the educational phases.

v) Any future actions that will be needed in consequence of the change to continue to comply with the scheme or meet targets in the scheme.

The current process is focussed on creating an all-age governance structure in Llanfair Caereinion, and does not propose any change to the current language categories of Llanfair Caereinion C.P. School and Caereinion High School.

However, the Council recognises the strength of Welsh-medium provision in this area, and that in particular, the secondary Welsh-medium provision at Caereinion is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision.

Alongside this consultation, the Council will accelerate its constructive dialogue with representatives of Llanfair Caereinion C.P. School and Caereinion High School, in order to continue to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion, and will also include all feeder schools in this dialogue. This would contribute to the implementation of the Council's Welsh in Education Strategic Plan (WESP) and the Welsh Government's Strategy to achieve a million Welsh speakers by 2050.

If the outcome of this is a need to change the school's language category, a further statutory process would be required to implement this. If required, this would be separate to the current process to merge the two schools, and a separate consultation exercise would be required.

5.4 Issues raised during the consultation period

A number of comments received during the consultation period related to the Welsh language. These included comments expressing concern about Welsh-medium provision in general and concern about the proposal, as well as comments which suggested that the proposal offered opportunities to impact positively on the Welsh language. These comments and the Council's response are listed in full in the consultation report published in respect of this proposal, however a summary is provided below:

i) Impact on pupils

- Improved Welsh language opportunities

ii) Reference to the community

- Need to work with the community to develop bilingualism

iii) Comments about the current provision

- Positive comments about the current Welsh-medium provision
- Negative comments about the current Welsh-medium provision

iv) Comments about the Welsh language

- The proposal would have a positive impact on the Welsh language
- Don't think the proposal will have a significant impact on the Welsh language
- Concern that the proposal would have a negative impact on the Welsh language

- Reference to 'A million Welsh speakers'
- Need to provide Welsh language support for parents
- Need to do more to promote Welsh
- Need to offer Welsh-medium pre-school provision
- Need to offer immersion
- Reference to the Siartr Iaith / opportunities to use Welsh

v) Reference to Welsh-medium education delivery models

- Support for the dual stream model
- Criticism of the dual stream model
- Support for the Welsh-medium model
- Criticism of the Welsh-medium model

vi) Reference to equality of opportunity / Welsh language being treated less favourably than English

- Reference to inequality in terms of subject choice
- Concern that the proposal will have a negative impact on the Welsh language / Welsh-medium provision

vii) Other options

- Establish dedicated Welsh-medium secondary provision at Caereinion
- Establish dedicated Welsh-medium secondary provision in a different location e.g. Newtown
- Other comments relating to establishing dedicated Welsh-medium provision

5.5 Issues raised during the objection period

All of the objections received to the statutory notice related to Welsh-medium education, and the need for designated Welsh-medium provision in the area.

The objections received are listed in the objection report published in respect of the proposal, along with the Council's response to each point.

5.6 Conclusion

Implementation of the proposal would see the retention of primary and secondary Welsh-medium and English-medium provision in Llanfair Caereinion. Whilst the proposal would not change the current language category of the two schools, it is anticipated that amalgamating the two schools would lead to enhanced opportunities to use and promote the Welsh language within the new school.

It is also anticipated that implementation of the proposal would result in improved transition between key stages, which could lead to improvements in the proportion of pupils continuing to access Welsh-medium provision on transfer from the primary sector to the secondary sector.

Implementation of the proposal would result in the establishment of a new governing body and staffing structure, who would be responsible for embedding a vision for the Welsh language across the whole school, and for ensuring consistency across both phases of education, which could lead to enhancing the Welsh-medium provision available.

During the consultation period and the objection period, a number of comments were received which related to the Welsh language. These included comments expressing concern about Welsh-medium provision in general and concern about the proposal, as well as comments which suggested that the proposal offered opportunities to impact positively on the Welsh language. All comments received are noted, and whilst the current proposal is to establish a dual stream all-age school in Llanfair Caereinion, the Consultation Document that was published clearly states that the Council recognises the strength of Welsh-medium provision in the Caereinion area, and that the Welsh-medium provision at Caereinion High School is central to the Council's aspiration to provide access to enhanced Welsh-medium secondary provision. This was also reflected in the papers considered by Cabinet on the 16th February 2021, where the Cabinet agreed 'to accelerate dialogue with representatives of the two schools and the community to explore ways to develop and enhance the Welsh-medium provision in Llanfair Caereinion, and to include all feeder schools in this dialogue.'

Initial discussions have taken place with Caereinion High School and its feeder schools. Recognising the comments received, should the Cabinet approve the proposal to establish the all-age school in Llanfair Caereinion, this dialogue will continue with the temporary governing body and leadership of the new school, in order to move the school along the language continuum. Feeder schools and other partners will be essential to help develop this vision.

If the outcome of this is the need to change the school's language category, a further statutory process would be required to implement this.