

# **Powys Secondary and Post-16 Education Modernisation**



**Strategic Outline Programme -  
A Discussion Document**

**June 2010**

## **Preface by Councillor David Jones, Portfolio Holder for Schools**

The main priority for Powys County Council is to improve standards and widen learning opportunities for our children and young people. In an environment of rapid economic change and increasing economic pressures, the sustainability of the current secondary and post-16 provision in Powys is under pressure. Given the numerous demands upon the education system, falling rolls, the need to expand and increase the range of subjects, and the need to invest and improve the quality of school buildings, it is imperative that Powys Education Authority considers the future provision of education in the county.

This document provides a basis for extensive discussion about the shape of education delivery in the future. It includes information about the issues facing the sector and a range of possible options for consideration.

The Authority wants to build on the excellent teaching and learning that takes place daily in our schools. We are committed to ensuring the successful implementation of the School Effectiveness Framework which aims to improve learning outcomes and the well-being of all children and young people. This will be done through a collaborative understanding between schools, Local Authorities and the Welsh Assembly Government.

Within the School Effectiveness Framework, we want to work with schools to help extend the curriculum options for 14 – 19 year olds, linked to the Welsh Assembly Government's 14 – 19 Learning Pathways initiative. This will enable *every* learner to access a wide range of subjects, both academic and vocational, as well as providing a full package of support and advice. It is important that we build partnerships between providers in Powys so that the provision is fully embedded within our learning communities.

Whilst we want to succeed in delivering our aspirations for learners, it is essential that education in Powys is put on a firm financial platform for the long-term, and we will need to consider the most appropriate ways of achieving this. We will need to continue to build on the good practice in our schools and put in place an infrastructure that ensures education in Powys is sustainable and vibrant for years to come. Investment in the fabric of our schools and in technology is essential so that learners and staff benefit from learning environments that are inspirational and add value to their experience.

We are committed to an inclusive and transparent approach to the development of a sustainable secondary and post-16 infrastructure in Powys, and we look forward to engaging in discussion with you about the future of education in Powys.

## Contents

	Page
Executive Summary	3
1. Purpose of the Document	6
2. Strategic Case	8
3. Strategy and Programme Investment Aims	10
4. Existing Arrangements	12
5. National Drivers for change	14
6. Local Drivers for change	18
7. Critical Success Factors	27
8. Recommendations and options	28
9. Descriptions of Models	31
10. Next Steps	37
11. Timetable	38

## Executive summary

This document has been developed in accordance with the HM Treasury's Five Case Business Model, and is the first consultative and strategic document outlining Powys County Council's aspirations for modernising its secondary school and post-16 sectors. It aims to provide a clear understanding of the strategic context, the desired outcomes and the implementation strategy

Our vision for Powys for the next 25 years is for a secondary and post-16 education and training sector that offers ***the highest quality bilingual learning provision with a broad range of learning opportunities, supported by world-class facilities and technology that will enable all Powys learners to develop their skills to the highest level.***

We believe that the fundamental aim of education is to produce learners who are motivated and effective, increasingly responsible for their own learning, able to make full use of the new technologies and who will be able to learn and apply new skills effectively throughout their lives, in their communities and workplace.

The Strategy is underpinned by the following **Key Principles**:

- **Entitlement**  
All learners should have access to a bilingual curriculum that meets a wide range of needs and aspirations within an appropriate travel time;
- **Partnership**  
A world-class learning network that is delivered through partnership working and collaboration between the Authority, schools and partner organisations;
- **Quality of education**  
Any developments will need to ensure that the excellent quality of education and training is maintained and improved;
- **Efficiency and Effectiveness**  
In order to meet the needs of all learners, a framework of educational provision should be created to ensure learning provision is educationally and financially viable.
- **Learning Environment and Community;**  
Learning should take place in an outstanding environment that is inspirational, with resources for the whole community which can offer a range of co-located facilities such as childcare, health and social services, and adult learning;

The document outlines the existing arrangements within the education sector and outlines the key factors that are challenging the sector currently and over the next few years, which include a changing curriculum; demographic implications; financial viability issues; inclusion; the need to provide Welsh Medium education; transforming the post-16 sector and a need to invest in the capital infrastructure of our estates and technology. Whilst it is acknowledged that standards of achievement in Powys are very good compared to other Authorities, learners in Powys do not have an equitable access to learning opportunities.

Reference is made to a range of potential models for the re-organisation of the sector, which will be evaluated further during the development of the business case. These highlight our ambition for a new, dynamic and vibrant learning network that is also financially sustainable in the long term. Full public consultation will be essential to enable us to fully evaluate the appropriateness of these models.

A strong theme of this Strategy is that the local, regional and national context are all key drivers that suggest that Powys needs to consider whether the way education and training is currently delivered can fulfil the needs of all its learners over both the short and long term.

## 1. Purpose of the document

This document is designed to provide information about Powys County Council's Secondary School Modernisation Strategy, which is part of the Authority's overall programme of modernising its schools. A primary modernisation programme is already underway, and recently the process of reviewing its secondary schools commenced.

This document outlines our aspirations for a secondary and post-16 education and training sector that delivers ***the highest quality bilingual learning provision with a broad range of learning opportunities, supported by world-class facilities and technology, which will enable all Powys learners to develop their skills to the highest level.*** It will outline the strengths and weaknesses of the current sector, the challenges and opportunities that we face, and will make recommendations and options for the future.

Secondary schools in Powys deliver a high quality education for learners, as demonstrated by the consistently high examination results attained every year. However, it is becoming clear that the secondary school sector is facing serious financial decline and is in danger of becoming unsustainable. The reasons for change are articulated in full within the document but can be summarised as follows:

- current and proposed budget deficits and high costs of provision ;
- falling rolls;
- legislative requirement to widen the range of provision at 14 – 19;
- sustainability of Welsh medium provision;
- viability of small class sizes;
- inefficient delivery;
- significant capital investment required in school buildings and technology;
- need to transform post-16 learning in the county;

Although schools and their partners are beginning to work together to develop and support education, there are significant fundamental issues that affect the sector. We, along with schools and partner organisations, need to find cost-effective solutions so that we can continue to deliver the highest quality education that our learners and communities demand, in the context of the serious budgetary and demographic forecasts

It is also important to state that we now have an excellent opportunity to create a learning infrastructure in Powys that can meet the needs and aspirations of learners in the 21<sup>st</sup> Century. This may mean moving away from the traditional way that education has been delivered and we will have to consider whether the traditional definition of a 'school' is appropriate to the needs of 21<sup>st</sup> Century learners and communities. Due to the rural and dispersed geographic nature of Powys, the need to provide efficient citizen-focused services is a challenge for all services, and consideration must be given to further integration with these other services, such as health, social care and leisure.

It may also be necessary to consider partnerships with providers in neighbouring Welsh Authorities, where schools are close to borders.

Our aspirations for a new, modern, vibrant education network will require consideration of the effectiveness of how the sector is managed and governed, and whether new management arrangements are necessary to support the sector. Reference will be made to the 'Powys Strategic Outline Case for Post-16 Education and Training'<sup>1</sup> 2009, which put forward options for the management and governance of post-16 education in the county. This includes provision that is the responsibility of both the Local Authority and Coleg Powys. Post-16 education in this context includes full and part-time learning for 16 – 19 year olds, 19+, community learning and the Authority's and Coleg Powys' work-based learning provision. These options will be considered alongside any proposals for the reorganisation of schools.

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<sup>1</sup> Post 16 Learning Infrastructure Strategic Outline Case – RSM Bentley Jennison 2009

## 2. Strategic case

### **Organisation overview**

Powys is a large, rural county of around 130,000 people situated in mid Wales, running alongside a significant proportion of the English Border and neighbouring a number of other Welsh counties. The main centres of population are the towns of Newtown, Welshpool, Brecon, Llandrindod and Ystradgynlais, with a number of smaller towns and villages.

### Demography and Economy

Powys faces several challenges and an analysis of demographics and social economic trends<sup>2</sup> has identified a number of issues affecting the County:

- Low population density and dispersed settlement patterns;
- A relatively stable population characterised by net outward migration of the young and net inward migration of older people;
- The dominance of public administration education and health which represents 33% of all employment in the County.
- Powys is one of the lowest waged areas in Wales;
- There has been a move away from traditional sectors such as agriculture, to tourism, retail and the public sector;
- Private housing stock in poor condition;
- Low economic output;
- Declining economic health;
- high levels of self-employment;
- Low take up of training and skills development within Small and Medium Enterprises (SMEs) and micro-businesses;
- Lower levels of NVQ2 and 3 qualifications in comparison to Wales and UK levels.
- Powys covers a quarter of the landmass of Wales and is the most sparsely populated county in England and Wales, with only 25 persons per square kilometre in 2007 (Wales 144).

### **Powys County Council**

Council is made up of 73 councillors, and most decisions are the responsibility of the Board which consists of 15 councillors who reflect the political balance of the council.

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<sup>2</sup> The Powys Strategic Regeneration Framework 2009 – Powys County Council

The Senior Management structure has recently been restructured and the Schools and Inclusion Service now sits within the new directorate 'Communities, Skills and Learning; which also includes leisure services and economic regeneration.

The Authority has been working within a challenging budgetary situation for the last few years. After receiving the lowest settlement from the Welsh Assembly Government, with only a 1.5% increase in 2009 and only 1% increase for the 2010-11 financial year, the Authority is required to look at ways of making efficiency savings and of providing services in a more efficient and effective manner.

The Authority has also agreed to investigate a merger with the Powys Local Health Board, which is expected to see the creation of a single organisation by 2013.

### **The Council's Vision – 'Efficient Services for the Green Heart of Wales'**

Powys County Council is committed to providing high-quality, citizen-centred services to a dispersed population within a very challenging financial and economic outlook. To achieve this vision, the Authority has identified four Improvement Priorities, which are:

- Adult Living
- Learning in the Community
- Economic Regeneration
- Climate Change

These, along with another six Efficiency Priorities, will make up the Authority's Aim High Programme and will be at the core of the Corporate Improvement Plan.

The Authority strongly believes that **partnership working** is essential if services are to be delivered efficiently and effectively in a rural county such as Powys and the Authority plays a leading role in a range of multi-agency partnerships.

### 3. Strategy and programme investment aims

The vision for the Powys Secondary & Post 16 Modernisation Strategy is ***to develop a secondary and post-16 sector that delivers the highest quality bilingual learning provision with a broad range of learning opportunities, supported by world-class facilities and technology, which will enable all Powys learners to develop their skills to the highest level.***

The Strategy is underpinned by the following Key Principles:

- **Entitlement**  
All learners should have access to a bilingual curriculum that meets a wide range of needs and aspirations within an appropriate travel time;
- **Partnership**  
A world-class learning network that is delivered through partnership working and collaboration between the Authority, schools and partner organisations;
- **Quality of teaching and learning**  
Any developments will need to ensure that the excellent quality of education and training are maintained and improved;
- **Efficiency and Effectiveness**  
In order to meet the needs of all learners, a framework of educational provision should be created to ensure learning provision is educationally and financially viable.
- **Learning Environment and Community;**  
Learning should take place in an outstanding environment that is inspirational, with resources for the whole community which can offer a range of co-located facilities such as childcare, health, social services, and adult learning;

#### **The Objectives of the Strategy are as follows:**

- To develop and implement a programme that delivers a sustainable secondary and post-16 learning infrastructure in Powys for the next 25 years, with enhanced focus on meeting the statutory requirement of the 14 – 19 Learning and Skills (Wales) Measure;
- To ensure that all learners (11+) in Powys have equality of access to high-quality learning opportunities (both through the medium of English and Welsh);

- To broaden the range of high-quality learning provision available, both academic and vocational;
- To ensure that all learners (11+) in Powys are able to learn in settings that are fit-for-purpose;

#### **4. Existing arrangements**

Powys has thirteen secondary schools offering education to approximately 9,000 pupils, aged from 11 – 18 years, with three special schools for 300 learners aged 2 – 18 years old. In September 2009, 1,465 learners enrolled in school sixth forms. The secondary schools range in size from 330 pupils to 1,140.

The average year group size for Powys secondary schools are fairly small for years 7 - 11, averaging at 117 per year group per school in January 2010, although this ranges from around 56 pupils per year group at Ysgol Bro Ddyfi to 191 at Welshpool High School.

Welsh medium education is provided at seven of the 13 schools, although the range of subjects on offer in the medium of Welsh varies according to each school. Powys Local Authority delivers Welsh medium provision in secondary schools through dual-streams..

Data provided by Careers Wales<sup>3</sup> shows that 86% of Year 11 pupils continue in full-time education, which is higher than the Welsh average of 82%. Of these, 52% continued in Powys sixth forms, a figure which has risen steadily over the last few years. Of those who stay on, 86% complete a two year course. 2.8% entered work-based learning whilst 1.9% went into employment. The level of leavers who are neither in education or employment in Powys is low compared to other authorities, at around 2.1% - the lowest figure in Wales.

Analysis also shows that the majority of those Year 11 pupils who continue in full-time education at a Further Education College do so at Coleg Powys, but that there is a significant outflow of learners to other providers outside the county.

66% of learners who left Powys schools at Year 13 in 2009 went on to Higher Education.

The quality of education in Powys secondary schools is of a consistently high standard. Key Stage 3 Teacher Assessments in 2009 show that Powys pupils are achieving standards that are amongst the highest in Wales, across the Core Subject Indicators. Attainment at Level 2 threshold is also higher than the national average, and has been rising steadily since 2002. Level 3 threshold results are also high compared to the Welsh average. Value-added scores have also improved over the last few years and compare favourably with Key Stage 2 results for the county.

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<sup>3</sup> Careers Wales Powys and Mid Glamorgan Destination Data 2009

Schools follow the National Curriculum at Key Stages 3 and 4. The development of initiatives such as 14 – 19 Learning Pathways and the Welsh Baccalaureate, provide a wider curriculum and schools have been working together and with other providers to meet the expanding curriculum. Coleg Powys, Powys Training and other providers work with schools to provide vocational opportunities for school pupils aged 14 – 19, and schools are also beginning to work together to provide additional courses. Collaboration with providers outside of the county has been happening for a few years, and this will be developed further as the need to provide maximum opportunities to Powys pupils increases. This is particularly important where Welsh medium provision is concerned and the Authority is keen to utilise the expertise and opportunities available outside the county.

## **5. National Drivers for change**

- a) Transforming Education and Training Provision in Wales<sup>4</sup>
- b) School Effectiveness Framework<sup>5</sup>
- c) 14 – 19 Learning Pathways<sup>6</sup>
- d) 21<sup>st</sup> Century Schools Programme<sup>7</sup>

### **a) Transforming Education and Training**

In September 2008, the Welsh Assembly Government's Department of Children, Education, Lifelong Learning and Skills (DCELLS) published its policy for transforming post-16 provision as part of its aspiration and strategy for raising skills levels, 'Skills that Work for Wales'<sup>8</sup>. The policy states that the existing configuration of post-16 providers will not provide the necessary infrastructure to meet these aspirations. Learning partnerships were invited to develop proposals that would transform post-16 education in local areas. The policy isn't prescriptive, emphasising instead that there should be local solutions for local areas, with collaboration an essential element of any proposals. It also states that proposals could involve post-11 providers, if appropriate.

Powys Local Authority and Coleg Powys, the 'Powys Learning Partnership', have been working together for a number of years to explore potential options for post-16 provision in the county. This includes Further Education, school sixth forms, Adult Community Learning and the Authority and Coleg Powys' work-based learning provision. A Strategic Outline Case<sup>9</sup> (SOC) was developed and approved by the Welsh Assembly Government in April 2009. This document examined a number of different options for the management and governance of post-16 provision. It is to be noted that the key commonality between the three preferred models is the agreed principle that there needs to be a central planning and funding body that will oversee all post-16 provision in the county. This may manifest itself operationally in a number of different ways, the outcome of which will be agreed at the conclusion of the Outline Business Case.

The Transformation policy states that the entitlement of learners to a broad skills curriculum requires Learning Partnerships to build new ways of working. It suggests that the status quo will not deliver these ambitions for Wales within the current funding system.

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<sup>4</sup> Transforming Education and Training Provision in Wales – DCELLS; Welsh Assembly Government 2008

<sup>5</sup> School Effectiveness Framework – DCELLS; Welsh Assembly Government 2008

<sup>6</sup> The Learning Country: Learning Pathways 14 – 19 – Welsh Assembly Government 2002

<sup>7</sup> 21<sup>st</sup> Century Schools Summary - Welsh Local Government Association 2010

<sup>8</sup> Skills that Work for Wales – A Skills and Employment Strategy and Action Plan– DCELLS, Welsh Assembly Government 2008

<sup>9</sup> Post 16 Learning Infrastructure Strategic Outline Case – RSM Bentley Jennison 2009

This has significant implications for Powys. On the whole, individual providers do not have the necessary critical mass to deliver viable provisions, and, as Powys, through the Transformation proposal and the 14 – 19 Partnership, begins to develop local curricula and joint- management and planning arrangements, it is imperative that we begin to plan the physical blueprint on which to build a high-quality education and training system which is fit for the 21<sup>st</sup> Century, and which will provide all our learners with appropriate employability and transferable skills that will meet the needs of the economy of Powys and Wales.

### **Work Based Learning**

Work Based Learning is delivered by a range of providers in Powys. Cambrian Training, Powys Training, Mid and North Wales Training and Coleg Powys are the main providers of WBL that are based within Powys, although approximately 40 other providers receive Welsh Assembly Government contracts to deliver to learners in the county. Powys Training is a Powys County Council business unit operating across Powys<sup>10</sup>.

As part of its plans to transform the provider network, the Welsh Assembly Government is changing the way it awards Work Based Learning contracts with effect from April 2011. There are presently a multitude of Work Based Learning providers across both Wales and Powys, some attached to Local Authorities or Further Education Institutions, institutions, some commercial organisations and some charities. The Welsh Assembly Government has made it clear that it wishes to contract with fewer providers from 2011 and is encouraging collaboration amongst providers.

### **b) Schools Effectiveness Framework**

The School Effectiveness Framework is the overarching policy framework that seeks to transform educational standards and provision in Welsh Assembly Government, local authorities and schools over the next decade. It is Wales' key policy for education reform and the one to which all other education policies are aligned. The aims and objectives are to:

- Achieve better learning outcomes and wellbeing for all children and young people regardless of their socio economic background; and
- Reduce the variation in learning outcomes within and between classrooms, schools and local authorities;

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<sup>10</sup> Post 16 Learning Infrastructure in Powys Strategic Outline Case – RSM Bentley Jennison 2009

All levels of the education system in Wales must co-operative and collaborate in order to improve outcomes for children and young people. Local Authorities, Local Health Boards and NHS Trusts and their partners, including the police and probation services, have statutory duties under the Children Act 2004<sup>11</sup> to cooperate to improve the well being of children and young people in their area. Such cooperation can only be effective if full engagement in partnership working at all levels of planning, management and delivery is achieved. Schools are key partners in promoting wellbeing for children and young people and need to be fully involved in collaborative working

### **c) 14 – 19 Learning Pathways**

The aim of this initiative is to transform learning provision for 14 – 19 year olds:

*'95% of young people by the age of 25 to be ready for high skilled employment and/or further or higher education by 2015'.*

Learning Pathways 14 – 19 incorporate six key elements which will ensure that all learners receive the appropriate balance of learning experiences to meet their individual needs, with full support and guidance. The initiative focuses on formal learning, informal learning and non-formal learning opportunities as well as providing appropriate support for learners. The six key elements are:

- Individual learning pathways to meet the needs of each learner;
- Wider choice and flexibility of programmes and ways of learning;
- A learning core;
- Learning Coach support;
- Personal support; and
- Impartial careers advice and guidance.

To support this initiative, the Welsh Assembly Government has introduced the ***Learning and Skills (Wales) Measure 2009***<sup>12</sup>. The Measure places a duty on Local Authorities and the Welsh Ministers to provide a minimum entitlement of subjects to learners aged 14 – 19. A local authority must form one or more local curricula for its area to enable pupils to elect to follow a course of study. A minimum number of courses and vocational courses must be included in a local curriculum. It is expected that by September 2012, all learners between the ages of 14 and 16 should have access to a minimum of 30 subject choices, 5 of those vocational. Those pupils wishing to access provision through the medium of Welsh should have the same entitlement as those choosing an English medium education.

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<sup>11</sup> Children's Act 2004 – [www.opsi.gov.uk](http://www.opsi.gov.uk)

<sup>12</sup> Learning and Skills (Wales ) Measure 2009 – [www.opsi.gov.uk](http://www.opsi.gov.uk)

The legislative requirement for post 16 is similar. By September 2011, all learners should have access to a minimum of 30 subjects at Level 3 (equivalent to A Level), five of which should be vocational.

#### **d) 21<sup>st</sup> Century Schools Programme**

The Welsh Assembly Government has made a commitment to ensure that all schools are fit for the 21<sup>st</sup> Century<sup>13</sup>. The Welsh Assembly Government is working in partnership with the Welsh Local Government Association to develop a strategy for delivering the programme. Whilst the full definition of a '21<sup>st</sup> Century School' is being finalised, it is clear that the ambition is for

- schools that are configured to respond to changing approaches in teaching and learning;
- inspirational environments that are appropriate for new educational development and technologies;
- world-class, sustainable environments, supported fully by ICT, that drive improvement in educational standards;
- outstanding resources for the whole community which can offer a range of co-located facilities such as childcare, health and social services, and adult training;

The 21<sup>st</sup> Century Schools Programme is requiring Local Authorities to develop Strategic Outline Programmes for their school capital investment needs and ambitions. Local Authorities will be required to show how they are working with their partners to take forward Welsh Assembly Government policies such as Transformation, School Effectiveness Framework and the 14 – 19 Learning Pathways through the 21<sup>st</sup> Century Schools Programme.

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<sup>13</sup> One Wales – A Progressive Agenda for the Government of Wales 2007 – Welsh Assembly Government

### **Local Drivers for change:**

- a) The impact of curriculum change;
- b) Demographic factors and pupil numbers;
- c) Financial viability;
- d) Welsh Medium Education;
- e) Inclusion;
- f) Estates and technological infrastructure;

#### **a) The impact of curriculum change:**

The last few years have seen significant changes in the curriculum delivered in secondary schools. A revised school curriculum for 7 – 16 year olds in Wales has been implemented from September 2008<sup>14</sup>, and establishes a curriculum to meet the needs of individual learners whilst taking account of the broader skills needs of Wales.

A non statutory skills framework has also been introduced for 3 – 19 year olds, placing the emphasis on the development of skills in thinking, communication, information and communication technology (ICT) and numeracy. These will provide young people with the skills to be successful in their communities and workplaces.

The main curriculum change facing the secondary sector recently has been the introduction of the Welsh Assembly Government's 14 – 19 Learning Pathways initiative and the Learning and Skills Measure that requires Local Authorities to ensure that all learners have a minimum entitlement to a range of subjects.

The 14 – 19 Network, working with schools, Coleg Powys and other providers, is making significant progress in ensuring that learners have access to the minimum number of subjects throughout the county. All schools are meeting the minimum number of subjects required this year, at Key Stage Four and work is on-going towards ensuring that all schools are able to provide the minimum required at Key Stage Five.

The nature of Powys schools means that there are a large number of small Post-16 groups, which are very expensive to run. Analysis shows that, in 2009, 68% of A level subjects were taught to groups of fewer than eight pupils which results in high unit costs. Institutions bearing these high unit costs, along with substantial deficits, will find difficulties in meeting additional demand for an expanded curriculum, and will be unable to provide

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<sup>14</sup> Making the most of learning – implementing the revised curriculum - Welsh Assembly Government 2008

appropriate progression routes. There is a real danger that schools will not be able to guarantee sustainability of the minimum provision, let alone an expanded one.

Currently, 14 – 19 Learning Pathways is funded by the Welsh Assembly Government by means of a specific grant to the Authority. A key principle of the initiative has been that any new provision should become part of sustainable, mainstream provision, and the 14 – 19 Network and its partners have tried to ensure that this is factored into its planning. This year will be the final year that there will be 100% grant to fund 14-19 provision and it is unclear how 14 – 19 Learning Pathways will be funded in future. However, it is very clear that it is no longer possible to rely on grant funding to meet the Measure.

Providers in Powys have already experienced the fragility of this situation, with some schools already reducing the number of additional vocational courses offered. The implications of this are that provision is destabilised; it makes progression planning very difficult, and increases costs. It will also compromise the Authority's legislative duty to ensure a minimum entitlement for its pupils. The Network is in the process of reviewing the way 14 – 19 funding is managed, but it is wholly apparent that the situation cannot continue in its current form.

Providing an expanded curriculum through the medium of Welsh provides particular challenges. Some of the Welsh medium schools in the county have been working together and with providers out of county to provide additional Welsh medium vocational courses, as this provision isn't available within the county. However, sustainability of these courses is questionable, as funding is inadequate to deliver the full range of subjects through the medium of Welsh. Currently, agriculture and land-based subjects, childcare and health and social Care are the only vocational subjects delivered through the medium of Welsh in Powys, although the 14 – 19 Network and schools are working very hard to develop a wider range through partnerships with out-of-county providers. The geographic location of the Welsh medium schools does not make collaboration straightforward or cost-effective, and this is compounded further by the low numbers of pupils in the Welsh medium sector.

Plans are underway to pilot two local area curricula groups<sup>15</sup> from September 2010 in North and South Powys. The aim is that pupils will be able to access additional subjects at sites outside of their 'home' school, including other schools, Coleg Powys, and other training providers, sometimes outside the county. This will happen through a combination

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<sup>15</sup> Powys 14 – 19 Strategy - Powys County Council 2010

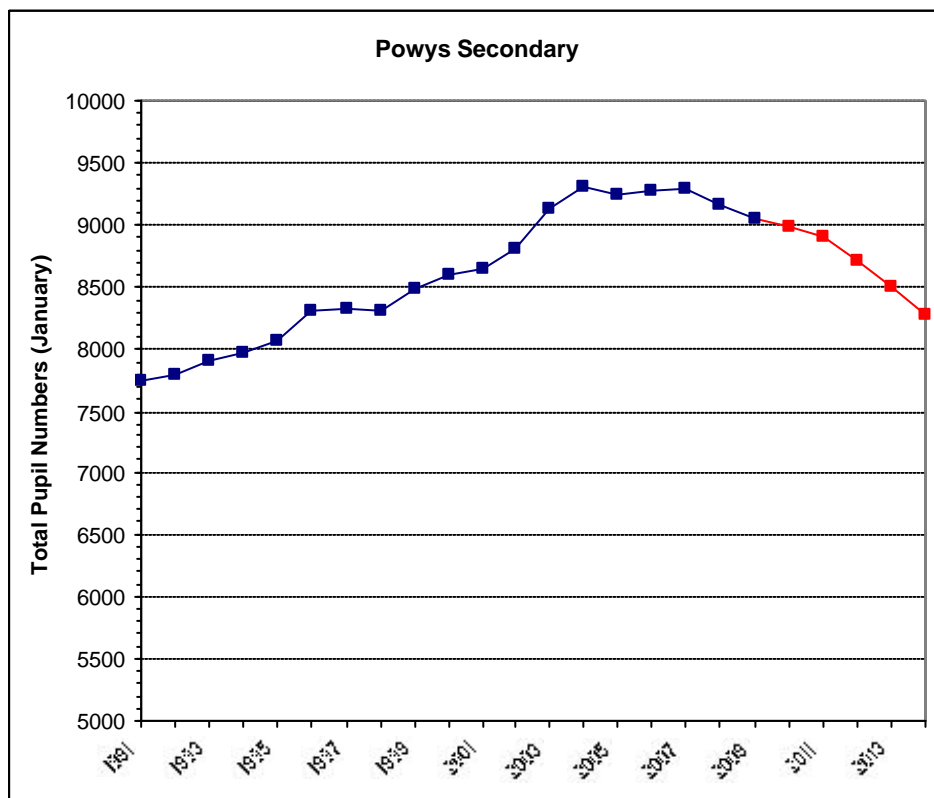
of pupils travelling to other establishments, staff travelling between establishments, and the increased use of technology through video-conferencing and e-learning. To provide such an expanded curriculum will make it necessary to look for new, innovative ways of teaching and learning.

It is also worth noting that the targets stated previously are MINIMUM targets. The Welsh Assembly Government is keen that provision is maximised. I.e. those Authorities and their partners aim to provide as wide-ranging a provision as possible. The ambition of the Powys 14 – 19 Network, supported by the Authority and its partners, is that learners in Powys are able to access as broad a range of high-quality opportunities as possible

### **b) Demographic factors and pupil numbers**

Pupil numbers have been falling in Powys since 2005. In January 2010, the number of pupils registered at Powys Secondary schools was 9019, but that figure is forecasted to reduce to around 8,000 in 2015. The average year 7 intake size will reduce to around a 100 per school by 2015.

With the general decline in numbers, it can be expected that the number of sixth form or college students will also decline as smaller year groups work through the secondary schools, contributing to an increase in unit costs.



Currently, there is 15% surplus places in secondary schools, although 2 schools are over-capacity, the rest are under capacity. The cost of providing these places is approximately £1m. Projections indicate that there will be 25% surplus capacity in 5 years time, equalling a cost of up to £2m.

As Powys is a large county that shares a boundary with 11 other local authorities, it is only to be expected that pupils will move across the border to access provision, based on their geographic situation. Proposed changes to the Authority's Home-School Transport Policy will have an effect on future pupil movement, as the proposed policy states that transport will only be provided to a pupil's nearest school that provides education in the required language/. As the existing policy is still partly based on pre-1974 county arrangements, it is expected that, when the new policy is implemented, some schools may experience a fall in pupil numbers. Like all Local Authorities, Powys will be liable to fund Powys-resident pupils who access education out of county, if that provision is the closest suitable provision. The Authority currently provides equity of transport provision for 16 – 18 year olds who wish to access education either in sixth forms or further education colleges.

It is also likely that transport costs will rise due to rising fuel costs and an increase in collaborative learning.

### **c) Financial viability**

Local Authorities have a statutory responsibility to fund secondary schools according to its agreed fair funding formula. 16 – 19 funding is provided by DCELLS according to the national planning and funding system (NPFS) which is largely based on the numbers of learners and course weighting, but also recognises issues such as Welsh medium, deprivation and sparsity.

In 2010-11, the budget for secondary schools was £35.3m with £6.5m of this coming from DCELLS for post-16 provision. Around 85% of the total delegated budget is based on pupil-led funding, whilst the remainder of the funding is allocated on premises factors etc. With the projected reduction in pupil numbers, the funding made available through the pupil led element will be £3m per annum less funding for secondary schools within 6 years.

Powys has recently reviewed its formula and a new curriculum-led model has been introduced, which provides a minimum level of staffing required to deliver education in each school based on the number of learners in each year group.

Schools have seen a reduction in their budgets over the last few years, and coupled with projected falling rolls, the situation facing schools is critical. Since 2006, a cumulative total of £7m has been lost from the secondary school budgets as central government budgets are reduced. Currently, five of the thirteen schools have unlicensed budgets. In April 2010 it was projected that by 2011/12 the cumulative deficit for the Secondary Schools will be £2.3m, increasing to £6.5m by 2014. As pupil numbers decrease schools will be forced to reduce the number of teachers employed to balance the budget. To bring all budgets into a balanced position by 31<sup>st</sup> March 2014 the schools would need to lose between 15 – 20 teachers per year (75 teachers in total). .

Schools have already taken severe and painful action to try to balance the budgets. There has been a reduction in both teaching and non-teaching staff, reduced spend on buildings and capitation costs. In some schools, this has resulted in increased class sizes, and a reduction in curriculum options and enrichment activities, as well as impacting on staff and pupil morale. The budgetary challenges facing schools is exacerbated further by the pressure to provide even more subjects and the unknown financial climate facing the county.

The immediate and long-term sustainability of the current infrastructure is very concerning. The formula has been revised but it is still unable to remove existing and forecasted deficits. The current delivery of education and training provision is inefficient in terms of the upkeep of surplus school places; duplication of 16-19 provision across schools; resulting in restricted choice for many learners; too many small post-16 classes; and a significant rise in projected surplus places.

#### **d) Welsh Medium Education**

Powys currently follows a policy of delivering Welsh Medium secondary education through a dual-stream system. The Welsh Language Education Scheme states that schools are required to ensure continued linguistic progression at all key stages, to ensure equal opportunities, and to contribute to a pupil's growth in Welsh Language skills.

The Welsh Assembly Government's document 'Defining Schools according to Welsh Medium Provision'<sup>16</sup> was issued in 2007. This sets out definitions and categories of schools in Wales according to the language which is used as the medium of instruction and the normal business of the school:

Category 1: Welsh medium schools;

Category 2: Bilingual schools (with four sub-categories according to the

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<sup>16</sup> Defining Schools According to Welsh Medium Provision – Welsh Assembly Government 2007

percentage of subjects taught through the medium of Welsh and whether there is parallel provision in English);

Category 3: Predominantly English medium schools with significant use of Welsh

Category 4: English medium schools;

Five of the thirteen schools in Powys have Welsh Medium streams and are in Category 2, with another two schools in the third category. The range of subjects provided through the medium of Welsh varies significantly between these schools. Welsh medium post-16 provision is only provided at four schools, usually to fairly low numbers.

The current budgetary situation facing education in the county, along with the requirement to expand the choice of courses available, both academic and vocational, is putting an additional pressure on Welsh medium provision. Sustaining a dual-stream school is costly as there's a duplication of teaching costs and resources, usually to smaller cohorts.

- In the south of the county, the number of Key Stage 3 and 4 subjects taught through the medium of Welsh has decreased since 2005, This is due to:
- a decrease in the number of subjects taught through the medium of Welsh in both schools; and
- an increase in the overall number of subjects taught at KS4 and as these are mainly English medium only subjects the percentage of WM courses has decreased.

Progression for Welsh medium primary pupils as they enter secondary schools in the South and Mid of the county is of particular concern. . This places Welsh medium pupils at a linguistic and educational disadvantage. The Authority is not providing suitable linguistic and educational continuity for these pupils and could face a legal challenge

This situation is better in the north of the county, but providers still face the challenge of maintaining cost-effective provision. Coleg Powys does not offer any Welsh medium vocational provision, therefore schools need to collaborate with the national Welsh Medium network of schools for a solution.

The Authority has agreed an Action Plan for the last 18 months of the current Welsh Language Scheme which states the need to designate specific Secondary Schools as centres for Welsh Language provision, and advocates centralising provision in order to concentrate resources, create the required critical mass of pupils, and provide economies

of scale that will lead to viability of provision whilst allowing for the adequate planning of linguistic progression.

### **e) Inclusion**

There are currently 3 Special Schools in Powys providing education and care to approximately 300 children and young people with additional learning needs, some of which are extremely complex. It is the case that a significant number of these children have to travel considerable distances from their home to school in either Brecon or Newtown and the Council has taken the view that there needs to be more locally based provision for this client group across Powys. To deliver on this, the needs of children and young people with additional learning needs is being incorporated into the Council's school modernisation programme and is leading to establishing teaching and other areas within primary and secondary schools for children with additional learning needs. The new schools planned for Ystradgynlais will include a significant increase in local provision for those learners with the greatest needs.

This approach will be extended into the Secondary/Post-16 Modernisation with a view to creating further learning environments for this age group within the school campus. As resources are developed children and young people will have the opportunity to move from their special school to a more locally provided learning environment. The strategy includes the possibility of staff from the special schools working on an enhanced outreach basis in this provision and on the basis of a 'hub and satellite, approach.

It is anticipated that the numbers of children attending the special schools in Powys will reduce significantly over time with only the most severely disabled attending special school. Those children with less serious disability will be supported in their more local provision. The Children & Young People's Partnership is working up a model that could lead to the existing special schools becoming wider assessment and support centres where multi-agency teams work from to support these most complex children. Clearly, the development of provision for children with additional learning needs will require significant capital expenditure and this will be reflected in the Outline Business case.

### **g) Estates and Technology**

The current condition of secondary schools in Powys is under review, but it is estimated that the estimated cost for immediate repairs is around £34m. As school budgets are reducing, less is being spent on the up-keep of school buildings, and this is resulting in some schools being in breach of health and safety regulations, in some cases. Generally, the school estate is old, with a few exceptions, and do not meet the 21<sup>st</sup> Century Schools

definition of a fit-for-purpose environment, as outlined by the Welsh Assembly Government and Welsh Local Government Associations's 21<sup>st</sup> Century Schools Programme.

There is evidence that new buildings contribute to raising educational standards, as supported in a report by Estyn in 2007 which confirmed that improvements to the school environment had a beneficial effect on the quality of teaching, and that the behaviour of pupils also improves.

Powys Local Authority is committed to supporting the principles of the 21<sup>st</sup> Century Schools Programme. It is planned that any reorganisation of secondary schools will be supported by a significant capital investment.

The use of technology is central to the transformation of education and training in Powys. The vision is to enhance teaching and learning using digital technology, which can transcend the traditional boundaries of the school. An ICT-rich environment allows teachers and learners to work in different ways and underpins the definition of a 21st century school. We must ensure that all children and young people in education have the right level of learning and technical resources to enable them to develop the vital first steps of digital life skills and digital work skills.

It is widely recognised that the global information economy requires young people to be independent learners, confident in their knowledge of how to learn and able to meet the increasingly complex demands of life in a constantly changing and technologically evolving world.

The National Curriculum Review in England<sup>17</sup>, led by Sir Jim Rose, recommends the internet becomes embedded in the curriculum. BECTA has warned that if information technology, (ICT), is not embedded into the curriculum there is a risk that a digital underclass will emerge.

The Powys County Council ICT Strategy 2009-2012 sets out the Council's vision for an ICT infrastructure for all its public services and their users. Currently, the ICT service is considering the opportunities that are presented by school modernisation to re-design the ICT provision in schools for education & learning purposes and for efficient & effective schools administration and management.

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<sup>17</sup> Independent review of teaching of early reading – Dept for Education and Skills 2006

A recent SWOT analysis of 14-19 in Powys conducted by the Powys 14-19 Partnership Board as part of its three year strategic plan identified Powys' poor ICT infrastructure across some parts of the Network as a weakness and identified that the full utilisation of ICT teaching and learning was limited.

The Transformation agenda in Powys should enable all learners to benefit from a 21st century ICT infrastructure which supports them in their learning and equips them to fulfil their potential in the digital world.

## **7. Critical success factors**

Powys Local Authority is committed to ensuring that modernisation will result in the following:

- Improved learning outcomes for all learners;
- All learners are able to maximise their educational and social potential;
- An infrastructure that is affordable, and provides long-term sustainability;
- An infrastructure that enables all learners to access a wide range of high- quality provision within a reasonable geographic spread,
- An infrastructure that is based on learning environments that are fit for the 21<sup>st</sup> Century;

Any school reorganisation must ensure that schools can provide for the needs of all learners and their communities. This is a unique opportunity to take advantage of other significant drivers for change, including taking a holistic approach to providing efficient citizen-focused services, harnessing multi-agency working through the implementation of the Children and Young People's Plan<sup>18</sup>, and contributing to the regeneration of our communities and the economic development of the county.

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<sup>18</sup> Powys Children and Young People's Plan – Powys County Council 2008

## **8. Recommendations and options**

A number of short-term recommendations are made which will enable the implementation of curriculum change over the next two years and also help address the current financial difficulties facing Powys. However, it is essential that these are considered alongside longer-term proposals for the reorganisation of secondary and post-16 sector. It must be emphasised that doing nothing at all will be the most detrimental proposal for secondary education in Powys in the long term as the sector will no longer be viable.

### **Short-term recommendations (2010 – 2012):**

- Pilot a local area curricula for 14 – 19 which includes joint-planning arrangements;
- Investigate the feasibility of alternative governance arrangements linked to area curricula, based on a commissioning model;
- Draft a new Welsh Language Scheme, implementing the recommendations made in the Scheme;
- Undertake an evaluation of the Secondary Schools Fair Funding Formula;
- Implement the School Effectiveness Framework;
- Carry out a detailed feasibility of a 3 – 19 management model in one area of Powys;
- Carry out a detailed feasibility study of establishing Integrated Community and Skills Hubs in North, Mid and South Powys;
- Develop more opportunities to introduce work-based learning pathways for 14 – 19 year olds by supporting collaborative arrangements between providers;
- Facilitate the development of a Powys ICT Strategy for Learning, in partnership with all learning providers;
- Investigate ways of reducing surplus capacity in schools through the utilisation of buildings to their full capacity to create the optimum learning environment for the community and removal of excess capacity e.g. unsuitable buildings from school sites

## **Long-term options for the delivery and governance of Secondary and Post-16**

### **Education:**

#### **Delivery**

It is recommended that the following delivery models are taken forward for further detailed analysis and evaluation, prior to full public consultation on any preferred options.

- Model 1: Do nothing (current infrastructure)
- Model 2: Learning Hubs for 11 – 19 year olds +
- Model 3: Learning Hubs for 14 - 19 year olds+
- Model 4: Tertiary System (schools will provide education for 11 – 16 year olds whilst Post-16 is managed and delivered through another arrangement)
- Model 5: Area Consortia for 11 – 19 year olds
- Model 6: Area Consortia for 16 – 19 year olds
- Model 7: All Through Schools for 3 – 19 year olds

It is expected that any reconfiguration of schools will be supported by the transformation of approaches to teaching and learning, in particularly through the School Effectiveness Framework. This also includes transforming our approach to teaching and learning through the use of ICT and Digital Technologies. An ICT –rich environment allows teachers and learners to work in different ways. As we develop our infrastructure, we must ensure that every learner is supported by the right level of learning and technical resources to develop their skills.

Consideration must also be given to Welsh medium and bilingual education within each of these specific models, as well as the potential of any model to reflect the true ethos of the Powys Community Focused Services Strategy<sup>19</sup>. Opportunities for the single management of a range of different Council services within communities must also be a factor as a way of ensuring efficient access to services in rural areas.

The models will be evaluated to understand how they contribute to the educational development of learners with additional learning needs and special education needs.

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<sup>19</sup> Community Focused Services Strategy 2010

### **Governance of Post-16 Education**

It is recommended that the following governance models, as identified in the Post 16 Learning Infrastructure Strategic Outline Case<sup>20</sup> are evaluated alongside the delivery models.

- Option 1: Multi-sited tertiary system, under the governance of Coleg Powys;
- Option 2: Commissioning Body – joint arrangement between Local Authority and Coleg Powys;
- Option 3: new Powys Education Institution – the creation of a new institution which includes the Local Authority and Coleg Powys;

As has previously been mentioned, the key commonality between these three options is the agreed principle that there needs to be a central planning and funding body that will oversee all post-16 provision in the county.

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<sup>20</sup> Post-16 Learning Infrastructure Strategic Outline Case – RSM Bentley Jennison 2009

## 9. Description of Models:

### **Model 1: Do Nothing – current infrastructure (see page 11)**

### **Model 2: Learning Hubs for 11 – 19 year olds +**

These models are based on the concept of Learning Hubs, in a partnership approach between the Authority and Coleg Powys, but also inclusive of providers across all sectors.

These will be sites that can offer first-class facilities, supported by state-of-the-art technology, with a low carbon footprint. These Learning Hubs could provide an enhanced provision for post-16 learners as well as skills provision for the wider community. Schools that aren't situated at a Learning Hub could offer a limited core provision at post-16, but collaborate with a Learning Hub to provide for extended choice. These Hubs may be based on existing school sites or on shared sites with Coleg Powys and other providers, and could also offer additional community support facilities such as leisure and youth service.

The degree of capital investment required will be dependent on the preferred option, but it will be a combination of new-build and extensive refurbishment/remodelling. There would also need to be a major investment in the use of technology to support learning at the Hub and to facilitate the sharing of provision between the Hub and the local school network. This would reduce the amount of travel needed by pupils and teachers, and would enable the development of a virtual learning environment. The potential of technology to transform a learners' experience is extensive, and a Learning Hub could be the central enabler for a network of schools in an area.

The models are predicated on the need to create larger institutions, with larger cohorts of pupils to ensure cost-effectiveness, adequate staffing support and flexibility to develop a wider curriculum, in both languages. The Welsh Assembly Government's Transformation Policy suggests that the minimum size of a sixth form should be 150 and we have taken that into account.

It will be necessary to consider the number and location of Hubs that are required to meet the needs of learners and communities across the county, but also to ensure the long-term viability of the sector.

There is an opportunity to develop and specialise in Welsh medium education by centralising provision from 11 onwards at any of the Hubs as this enables a cost-effective solution, progression routes and critical mass.

### Strengths and Weaknesses

This option could potentially be the most radical if there is a reduction in the number of sites, which will cause the most disruption within communities. It has the potential of affecting the quality of education and learner outcomes if successful schools are closed, but it will address overcapacity in secondary schools. The provision of learning hubs is expected to deliver improved choice and more efficient delivery but with significantly increased travel times for learners. There is a fear that the resulting learning hubs will become too large (2,000+ learners) with a lack of expertise in Powys to manage large establishments, as well as raising concerns about pastoral care and support. Additional transport to the Hubs increases costs and puts additional pressure on pupils.

The model provides a potentially cost-effective solution by enabling a wider range of provision, including vocational, to be delivered at specific sites. Larger sized establishments will allow for larger, more cost-efficient and educationally-viable groups.

### **Model 3: Learning Hubs for 14 - 19 year olds+**

This model is similar to the Model 2, but will provide learning specifically for 14 – 19 year olds at a range of main sites. An extended provision of both academic and vocational will be provided from these sites. All pupils will transfer to the Learning Hub for Key Stage 4 and Key Stage 5 provision. It will be necessary to consider whether primary and Key Stage 3 provision is delivered through schools for 3 – 13 year olds, or 3 – 7, 7 – 13 year olds.

As with Model 2, technology will be used to support learners and teachers within this model, enabling the Hub to be at the centre of a virtual learning network. This would allow the need to travel to be reduced.

### Strengths and Weaknesses

This option has the potential to provide the maximum provision for 14 – 19 year olds, including a mixture of academic and vocational. It is the most cost-effective way of meeting the Measure as there is opportunity to develop a critical mass.

Current transition issues between KS2 and KS3 will be addressed as schools will be able to focus solely on this age range. However, there may be difficulties at transition between KS3 and KS4, with a drop in standards – this comes at a key point in a young person's education.

It is also questionable whether there are sufficiently large cohorts to enable schools to deliver the appropriate curriculum, if two year groups are taken out of the secondary sector.

**Model 4: Tertiary System (schools will provide education for 11 – 16 year olds whilst Post-16 education is managed and delivered by another arrangement)**

This option will see a tertiary system replacing all sixth forms in schools. Schools would cease to be responsible for post-16 learning. The management and governance of post-16 learning would become the responsibility of a separate organisation e.g Coleg Powys, or through a joint commissioning body between the Local Authority and Coleg Powys; or through a new separate entity such as the Powys Education Institution (PEI). Secondary schools would be 11 – 16, or 3 – 16, where possible.

Schools will need to continue to explore how technology can be used to support learning and teaching within this model.

**Strengths and Weaknesses**

This model is seen as providing high cost savings in direct delivery but may result in significant extra costs in relation to home-college transport. It has the possibility of increasing the range of subjects available at post-16, in particular vocational option. It provides a post-16 environment that adults would be happy to use and promotes lifelong learning in all age and social groups. It offers opportunities for economies of scale for 3-16 year old provision.

However, it deprives high schools of their sixth forms; this may affect the school progression ethos and exposes vulnerable learners to a perceived higher risk environment.

**Model 5: Area Consortium for 11 – 19 year olds**

Schools will operate as one 'Area Consortium' for all its learners from ages 11 – 19.

Schools within each Consortium will collaborate with each other and with Coleg Powys and other providers to provide one prospectus for all students. Provision will be shared between schools, to obtain critical mass and viable cohorts. Teachers/lecturers may need to move between different locations, and the use of technology will be essential for effective learning. Pupils could also travel between different locations but the use of technology could minimise the need for this.

The governance of an Area Consortium Model will need further discussion but it is essential to ensure that a Consortium is supported by binding agreements and arrangements between the partners. This is necessary to ensure the continued stability and sustainability of any partnership, as well as providing clear guidelines for operating protocols. This could take the form of a simple Memorandum of Understanding to a single management and governance arrangement for the area. There is also potential here to include locality management arrangements which could include other service areas such as leisure.

#### **Model 6: Area Consortium for 16- 19 year olds;**

This is similar to the Area Consortium Model, but collaboration is focused on post-16 only. There are a number of different options within this model:

a) Schools within a Consortium will collaborate with each other and with Coleg Powys and other providers to provide one prospectus for all students. Provision will be shared between schools, to obtain critical mass and viable cohorts. Teachers may need to move between different locations, but the use of technology will also need to be maximised to deliver learning. Pupils could also travel between different locations but, again, the use of technology may reduce the need for travel

b) However, it is possible that one site within a Consortium may be identified as the Main Centre for post-16 provision, where an extended curriculum will be provided. The other schools within a Consortium continue to provide a limited core provision.

c) To take this model a step further, consideration should be given to whether all post-16 provision is delivered from one site only with a Consortium, resulting in the other schools within a Consortium become 11 – 16 schools.

The governance of a Post-16 Area Consortium will need to be considered in the same way as for an Area Consortium, and there is also the potential to consider developing management arrangements across a range of other services, such as leisure.

### Strengths and Weaknesses

Both these models (Model 5 and 6) will provide the opportunity for increased choice of provision, increased critical mass leading to a more cost-effective solution. There is also an opportunity to collaborate through the medium of Welsh and to develop that provision. One timetable for a Consortium will make it easier to plan provision.

There will be increased travel if specific provision is delivered at alternative sites. There will also be a need for a change of culture and practice to ensure that this works operationally. The cost-effectiveness of this model needs to be further understood.

The use of technology has the potential to reduce the need for travel, and a virtual learning network could be developed as part of this model.

### **Model 7: All Through Schools for 3 – 19 year olds;**

The concept of an All Through School is that a school is managed as one institution, either on one site which contains separate buildings or units for the primary and secondary sectors. This could also mean that a school has one management arrangement for both secondary and primary schools in an area, and these facilities are separate and shared across different sites. This could also include pre-school and community provision under a single management, or with co-located facilities. This model is predicated on the fact that there is one governing body for the All Through school.

The use of technology is fundamental to this Model, as with others. It provides the means for learners and teachers to participate in the wider Powys network of schools, and also provides the opportunity to participate in networks outside of the county/country. For Welsh Medium providers, this is a means to enhance the curriculum without having to travel.

### Strengths and Weaknesses

This model provides continuity for pupils and could minimise any disruption at key transition phases. It also provides a joined-up approach to the whole learning journey of a pupil. There are also advantages for staff by providing opportunities to develop expertise

across the sectors. It provides opportunities to enhance Welsh medium abilities of pupils, with clear progression routes.

There are some cost-efficiencies to be gained from this model through economies of scale, and more targeted use of resources. Shared facilities, staff and overheads will also provide a financial benefit. Any community developments within such a model could open up opportunities to provide for the needs of adults in a local area.

However, managing an All Through school would require specialist skills and knowledge across both primary and secondary sector. Pupils and parents may not be supportive of staying at one institution for such a lengthy period, and pupils may not get the valuable experience of entering a new school as they do currently when moving from primary to secondary. Further work needs to be carried out to evaluate the cost-benefits of this model, and the implications on standards.

### **Governance of Post-16 Education**

- Option 1: A **multi-sited Tertiary system**, where responsibility for all Post 16 learning would transfer to Coleg Powys, along with funding and governance. Delivery may take place at Coleg Powys sites, or at a combination of existing school and college sites.
- Option 2: A **commissioning body** – established by the Council and College which would have delegated responsibility to jointly plan, fund and commission learning programmes as a formal collaborative consortium. Delivery will take place at specified school and college sites.
- Option 3: A **new Powys Educational Institute under the 1992 FHE Act** – the College would be dissolved and a new legal entity created in its place. There would be a formal contractual relationship between the PEI and providers such as schools sixth forms, and the governing bodies of schools would no longer be involved in Post 16 governance. The PEI would be responsible for all planning and delivery of Post 16 learning.

The strength and weaknesses of these options have been discussed in detail in the Powys Post-16 Learning Infrastructure – Strategic Outline Case 2009.

## 10. Next Steps

These models will now be evaluated in greater detail by using the HM Treasury's Five Case Process, which considers the strategic, financial and economic benefits of any options. We will also be considering the impact on communities, learners, the economy, the environment and the Welsh Language.

This process will lead the Authority to identify a range of preferred options, which will then be fully consulted upon. It is important to note that there may also be ***different options for different geographic areas of Powys, based on a combination of the models mentioned previously.***

Any ambitious structural change brings its own challenges, and this is no exception. There are a number of issues that will need to be addressed as we develop the business case further, including governance, management, implications for staff and transport, ICT, as well as capital requirements

## 11. Timetable

This document has been produced as a first consultative and strategic document, and is based on the HM Treasury's Five Case Business Model process. These options will be evaluated further during the summer 2010. The views of key stakeholders will inform that process. It is then the intention that formal consultation on a short-list of options will take place. It is proposed that a challenging implementation date of September 2011 is set, so that we can ensure that an infrastructure is in place to meet the needs of all learners in Powys as soon as possible.

	Activity	Public Consultation
June	Finalise and publish SOP	Implement Engagement Plan
June – August	Option development	Discussions with key stakeholders
August- September	Develop consultation document, including short-list of options	
October - December	Consultation	Consultation exercise
January 2011	Agree preferred options, informed by the outcome of consultation	Continued implementation of Engagement Plan
Spring 2011	Submit Outline Business Case to DCELLS	
Spring/Summer 2011 onwards	Publish statutory notices, if required, and /or implement new arrangements if statutory process not required.	Statutory consultation process