

Models for school re-organisation in the Y Berwyn catchment-area

<p>Models 1 - 5</p>	<ul style="list-style-type: none"> • Situation where schools in the town of Bala are involved with each other in one way or another (i.e. either collaborate, Area School or Lifelong School). [Ysgol Bro Tegid, Ysgol Beuno Sant and Ysgol Uwchradd Y Berwyn]. • Situation whereby schools of a more rural nature located outside the town of Bala are involved with each other in one way or another (i.e. either collaborate, or merge). Then collaborate with whichever school establishment there is in the town of Bala. [Ysgol O M Edwards, Y Parc, Bro Tryweryn and Ysgol Ffridd y Llyn].
<p>Models 6 and 7</p>	<ul style="list-style-type: none"> • Schools within the entire catchment-area merge either to create a new Area school or, in including the secondary school, create a new Lifelong school.

Contents
<ul style="list-style-type: none"> • Outline of the 7 Models. • Advantages and Disadvantages of the models • Further financial details of the models

Model 1

Schools within the catchment-area **collaborate**.

COLLABORATE				Town of Bala		COLLABORATE
Bro Tryweryn	Ffridd y Llyn	O M Edwards	Y Parc	Bro Tegid	Beuno Sant	+ Berwyn

Model 2

Bala Primary Schools (Bro Tegid and Beuno Sant) either merge to create a new **Area School** or merge with ysgol uwchradd y Berwyn to create a Life Long School. Bro Tryweryn, Ffridd y Llyn, O M Edwards and Parc schools would collaborate (e.g. the four together, or OM Edwards with Parc; Bro Tryweryn with Ffridd y Llyn or these schools would collaborate with the new school located in the town of Bala).

COLLABORATE				Town of Bala		or LIFELONG SCHOOL
Bro Tryweryn	Ffridd y Llyn	O M Edwards	Y Parc	Bro Tegid	Beuno Sant	+ Berwyn
				Saving = £30,128		+ Saving = ?

Model 3

In this model, the situation as regards schools in the town of Bala is as shown in Model 2 above. In addition, Ysgol Y Parc would **close** and the pupils attend ysgol O M Edwards. Ysgol Bro Tryweryn could **collaborate** with ysgol Ffridd y Llyn and/or the new school that would be established in the town of Bala.

COLLABORATE		Close Y Parc, children go to O M Edwards		Town of Bala		or LIFELONG SCHOOL
Bro Tryweryn	Ffridd y Llyn	O M Edwards	Y Parc	Bro Tegid	Beuno Sant	+ Berwyn
		Saving = £59,071		Saving = £30,128		+ Saving = ?

Model 4

Ysgol Bro Tryweryn to merge with other schools in the town of Bala as an **Area School or Lifelong School**. O M Edwards, Y Parc a Ffridd y Llyn schools could **collaborate** (or these schools would collaborate with the new school that would be located in the town of Bala).

COLLABORATE			Town of Bala			or LIFELONG SCHOOL
O M Edwards	Y Parc	Ffridd y Llyn	Bro Tryweryn	Bro Tegid	Beuno Sant	+ Berwyn
			Saving = £64,183			+ Saving = ?

Model 5

Situation in Bala town as model 4 above. This time, Ysgol y Parc **closes** as in Model 3 above. Ffridd Y Llyn and O M Edwards schools could **collaborate** with the new school that would be located in the town of Bala.

Town of Bala						
COLLABORATE	Cau Y Parc, children to go to O M Edwards		AREA SCHOOL			or LIFELONG SCHOOL
Ffridd y Llyn	O M Edwards	Y Parc	Bro Tryweryn	Bro Tegid	Beuno Sant	+ Berwyn
	Saving = £59,071		Saving = £64,183			+ Saving = ?

Model 6

The catchment-area's primary schools to merge to form one new **Area School**:

AREA SCHOOL (every primary school)					
Bro Tegid	O M Edwards	Y Parc	Bro Tryweryn	Ffridd y Llyn	Beuno Sant
Saving = £184,226					

Model 7

Every primary school, as well as the secondary school to merge to create a new **Lifelong School**.

LIFELONG SCHOOL (every school within the catchment-area)						
U. Berwyn	Bro Tegid	O M Edwards	Y Parc	Bro Tryweryn	Ffridd y Llyn	Beuno Sant
+ Saving = ?	Saving = £184,226					

Key:
Schools shaded black would close e.g.

U. Berwyn

ADVANTAGES AND DISADVANTAGES

Model 1

Catchment area

COLLABORATE				Town of Bala		
COLLABORATE				COLLABORATE		COLLABORATE
Bro Tryweryn	Ffridd y Llyn	O M Edwards	Y Parc	Bro Tegid	Beuno Sant	+ Berwyn

schools collaborate.

Field	Notes (re-organisation strategy)	ADVANTAGES	DISADVANTAGES
Experiences gained by the child	Classroom totals of 30 or above and 12 or less	<i>Opportunities to share staff specialisations (See ' Child's learning environment')</i>	<i>No change in class size – range of classes with 8 to 30 children (average of between 9 and 26)</i>
Pupil Numbers	Changes in pupil numbers over time and future projections	<i>Despite the substantial reduction in pupil numbers, an increase has occurred in numbers this year and projections suggest an increase of approx 12% over the next 5 years. This – were it to be realised – would imply a reduction of 28% in numbers 1975-2013</i>	<i>Since 1975 there has been a reduction of approximately 39% of pupils in the catchment-area, the largest reduction in the county. This model would not effectively cope with this.</i>
Child's Learning Environment	<ul style="list-style-type: none"> • Cost of making the school suitable. • Buildings' suitability - a place for teachers to work outside classroom confines - headteacher's room - access to playing fields - suitable hall - suitable buildings for the Foundation Phase and C2008	<i>Working together could lead to greater sharing of resources (be they teachers and subject co-ordinators or teaching equipment such as access to PE equipment, computers etc). Improved access can be obtained to playing fields and appropriate hall and perhaps to areas that are suitable for the Foundation Phase.</i>	<i>Buildings condition and suitability remain unchanged. Higher maintenance costs continue. So as to maximise resources sharing, it could involve more travel for teachers and perhaps pupils.</i>
Leadership	Difficulties in appointing - Head over 55 - Acting Head. - Head eligible to retire	<i>Almost all of the catchment-area's headteachers are in permanent posts, and none are currently eligible to retire. This model will not affect the situation as regards making short/medium-term appointments.</i>	<i>So as to reduce cost per pupil at these schools, placing them in a federal arrangement with fewer headteachers in the catchment-area would be an option. In this model, the requirement for 7 headteachers, as is currently the case, be reduced to 4 heads.</i>
The Community	Children from outside the catchment-area gain from other catchment-areas Lose out to other catchment-areas Community Impact Report	<i>On average, fewer pupils are educated in schools outside the catchment-area than in any other catchment. In addition, one school attracts a substantial number of pupils from other catchment-areas.</i>	
Language	Language Impact report	<i>See Language/Community Impact report</i>	<i>See Language/Community Impact report</i>
Geographical Factors	Pupils to travel less than 30 minutes from their school	<i>- no change - pupils will not have to attend a different school.</i>	<i>Perhaps more travel from one site to another, depending on locally decided collaboration arrangements.</i>
Financial Resources	Cost per pupil % empty places	<i>The catchment-area envisages a slight increase in pupil numbers up to 2013. Schools within the catchment-area could cope with this growth, slightly reducing the current number of empty places.</i>	<i>In September 2009, 23% of primary school places are empty. Co-operation, like this model, is unlikely to reduce this percentage. Every school, except for one in the catchment-area, receives a higher allocation per pupil than the average for Gwynedd –to an extent, this would continue unless a headteacher serves various sites.</i>

Other	Professional information about crisis situations. Based on specialised information	At least 70% of pupils from every school in the catchment-area come from Welsh speaking or bilingual homes. Two schools have more than 20% of pupils who come from English speaking monoglot homes. External organisations make considerable use of the area's schools, this model could maintain this.	The 7 schools would still not been modernised and continue to face the challenges of providing education of the highest quality in the 21st Century under difficult circumstances (financial, building and educational).
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Model 2

Primary schools in y Bala (Bro Tegid and Beuno Sant) either merge to create a new **Area School** or merge with ysgol uwchradd y Berwyn to create a **Lifelong School**. Bro Tryweryn, Ffridd y Llyn, O M Edwards and Parc schools would **collaborate** (e.g. the four together, or OM Edwards with Parc; Bro Tryweryn with Ffridd y Llyn or these schools would collaborate with the new school established in the town of y Bala).

COLLABORATE				Town of Bala		
				AREA SCHOOL		LIFELONG SCHOOL
Bro Tryweryn	Ffridd y Llyn	O M Edwards	Y Parc	Bro Tegid	Beuno Sant	+ Berwyn

Field	Notes (re-organisation strategy)	ADVANTAGES	DISADVANTAGES
Experiences gained by the child	Class total of 30 or more and 12 or fewer	Opportunities to share staff specialisations at the schools which collaborate. The new school at y Bala would better reach the strategy targets than the current arrangements.	No change in class sizes in those schools outside the town of Bala. The class size range would remain without a rationalisation method in the near future.
Pupil numbers	Changes in pupil numbers over time and future projections	Schools in the town of Bala would be rationalised, considering population change projections - the new school would be more suitable for the projected pupil numbers.	Schools outside the town would continue as currently without rationalisation for changes in pupil numbers.
Child's learning environment	<ul style="list-style-type: none"> Cost of making the school suitable Buildings suitability - a place for teachers to work outside classroom - headteacher's room - access to playing fields - suitable hall - suitable buildings for the Foundation Phase/C2008	As regards the building's suitability, the new school in the town of Bala would better meet the requirements for 21st Century schools than is currently the case. The new school is designed so as to comply with buildings suitability requirements (left hand column).	Schools that collaborate - Condition and suitability of buildings remain the same. Higher maintenance costs continue. A deterioration in buildings suitability for education in the 21st Century.
Leadership	Difficulties in making appointments - Head over 55 - Acting Head - Head eligible for retirement	Almost all headteachers in the catchment-area are in permanent posts and none are currently eligible for retirement. This model will not lead to a deterioration as regards leadership and management or to difficulties as regards appointments.	Schools outside the town of Bala – so as to reduce the cost per pupil at these schools, an option would be to establish a federal arrangement with fewer headteachers leading and managing. Using this model, the need for 7 headteachers would be reduced to 3.
The Community	Children from outside the catchment-area Gain from other catchment-areas Lose out to other catchment-areas Community Impact Report	5/6 schools (subject to the opting for an Area School or Lifelong School) would continue in the catchment-area and within communities. School buildings would be maintained in the catchment-area's rural areas. Perhaps a new building and school would attract more pupils from outside the catchment-area	Perhaps some pupils will move from the rural schools outside Bala to the new school at Bala (however the contrary could also occur)
Language	Language Impact report	See Language/Community Impact report	See Language/Community Impact report
Geographical Factors	Pupils to be within less than 30 minutes travelling distance to school		
Financial Resources	Cost per pupil % empty places	Schools in the town of Bala would be under a rationalised arrangement with number of empty places at the new school consequently being under 10%. This also reduces cost per pupil.	Schools outside the town of Bala would maintain their % of current empty places (some higher than 25% empty places) So as to reduce the cost per pupil at these schools, it would be an option to establish a federal arrangement with fewer headteachers.

Other	Professional information about crisis situations. Based on specialized information.	2 schools (or 3 with the secondary) are being modernised and provide a better opportunity to achieve national aims and objectives for education in the 21st Century.	In general, in this model, 4 of the 7 schools have still not been modernised and continue to face the challenges of providing education of the highest quality for the 21st Century under difficult circumstances (financial, building and educational)
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Model 3

In this model, the situation as regards schools in the town of Bala is as in Model 2 above. In addition, Ysgol Y Parc is **closing** and the pupils attending ysgol O M Edwards. Ysgol Bro Tryweryn **could work** with ysgol Ffridd y Llyn and/or the new school that would be established in the town of Bala.

		Town of Bala				
COLLABORATE		Close Y Parc, children to go to O M Edwards		AREA SCHOOL		LIFELONG SCHOOL
Bro Tryweryn	Ffridd y Llyn	O M Edwards	Y Parc	Bro Tegid	Beuno Sant	+ Berwyn

Field	Notes (re-organization strategy)	ADVANTAGES	DISADVANTAGES
Experiences gained by the child	Total class pupil numbers of 30 or more and 12 or less	Opportunities to share staff specialisations in those schools which collaborate. A new school at Bala would better reach strategy targets than is currently the case.	No change in class sizes to those schools outside the town of Bala. The class size range would continue without rationalisation in the near future.
Pupil numbers	Changes in pupil numbers over time and future projections	Schools in the town of Bala would be rationalised, considering population change projections – the new school would be appropriate for the projected numbers Pupil numbers at OM Edwards would increase.	Schools outside the town would maintain the current situation without rationalisation for changes in pupil numbers.
Child's Learning environment	<ul style="list-style-type: none"> Cost of making the school suitable Suitability of buildings - place for teachers to work outside the classroom - headteacher's room - access to playing fields - suitable hall - suitable buildings for the Foundation Phase 	The new school in the town of Bala would much better meet requirements for 21stC schools than the current situation as regards building's suitability. The new school is designed to meet requirements of buildings suitability (left hand column).	Schools which co-operate - Buildings condition and suitability remain the same. Higher maintenance costs remain. A deterioration in the suitability of the buildings for 21st c education.
Leadership	Difficulties in appointing <ul style="list-style-type: none"> - Head over 55 - Acting Head - Head eligible for retirement 	Almost all of the headteachers in the catchment-area are permanent and none are currently eligible to retire. This model will not lead to a deterioration in the situation regarding leadership and management nor to difficulties in appointing headteachers.	Schools outside the town of Bala - To reduce the cost per pupil at these schools, it would be an option for them to enter into a federal arrangement with a need for fewer headteachers. The (current requirement) for 7 headteachers could be reduced to 2 or 3 headteachers posts.
The Community	<p>Children from outside the catchment-area Gain from other catchment-areas Lose out from other catchment-areas</p> <p>Community Impact Report</p>	5/6 schools (including the secondary school) would remain in the catchment-area and within communities. School buildings in the catchment-area's rural areas would be maintained. Perhaps a new building and school will attract more from outside the catchment-area.	Some pupils may perhaps move from the rural schools outside Bala to the new school at Bala (however the contrary may also occur)
Language	Language Impact report	See Language/Community Impact report	See Language/Community Impact report
Geographical	Pupils within 30 minutes travelling distance from their school		
Financial Resources	Cost per pupil % empty places	Schools in the town of Bala would be rationalised and consequently the number of empty places would be below 10% at the new school. This also reduces the cost per pupil. Empty places at ysgol OM Edwards would be reduced as a consequence of Ysgol y Parc pupils transferring there. That school's budget would of course increase as a consequence.	Schools outside the town of Bala would maintain their current % of empty places (some in excess of 25% of empty places) So as to reduce the cost per pupil at these schools, establishing a federal arrangement for them with fewer headteachers would be an option.

Other	Professional information about crisis situations Based on specialized knowledge	2 (or 3 with the secondary) are being modernised and provide a better opportunity to achieve national aims and objectives for 21st Century education	In general, in this model, 3 of the 7 schools have still not been modernised and still face the challenges of providing best quality education for the 21st C under difficult circumstances (financial, building and educational)
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Model 4

Ysgol Bro Tryweryn to merge with other schools in the town of Bala within **Area School** or **Lifelong School Plan**. O M Edwards, Y Parc and Ffridd y Llyn could **collaborate** (or these schools work with the new school that would be based in the town of Bala).

COLLABORATE			Town of Bala			
			AREA SCHOOL			LIFELONG SCHOOL
O M Edwards	Y Parc	Ffridd y Llyn	Bro Tryweryn	Bro Tegid	Beuno Sant	+ Berwyn

Field	Notes (re-organisation strategy)	ADVANTAGES	DISADVANTAGES
Experiences gained by the child	Total no of classes with 30 or more and 12 or fewer	<i>Opportunities to share staff specialisations in schools that work together. The new school at Bala would better achieve the strategy targets than is currently the case.</i>	<i>No change in class sizes for those schools outside the town of Bala. The class size range would remain without rationalisation in the near future.</i>
Pupil numbers	Changes in pupil numbers over time and future projections.	<i>Schools in the town of Bala would be rationalised, considering population change projections - the new school would be appropriate for the envisaged numbers.</i>	<i>Schools outside the town would maintain the current situation without rationalisation for changes in pupil numbers.</i>
The child's learning environment	<ul style="list-style-type: none"> • Cost of making the school suitable. • Buildings suitability - place for teachers to work beyond classroom confines - headteacher's room - access to playing fields - appropriate hall - suitable buildings for Foundation Phase and C2008 	<i>As regards the building's suitability, the new school in the town of Bala would much better meet 21st C school requirements than is currently the case. . The new school is designed so as to meet the buildings suitability requirements (left hand column) .</i>	<i>Schools which collaborate - Buildings condition and suitability remain the same. Higher maintenance costs persist. A deterioration in the buildings suitability for 21st Century education.</i>
Leadership	Difficulties in making appointments <ul style="list-style-type: none"> - Head over 55 years - Acting Head - Head eligible for retirement 	<i>Almost all of the catchment-area's headteachers are in a permanent post and none are currently eligible for retirement. This model will not lead to a deterioration in the situation regarding leadership and management nor to difficulties in appointing.</i>	<i>Schools outside the town of Bala – Without reducing cost per pupil at these schools, entering them into a federal arrangement with the need for fewer headteachers would be an option. The requirement for 7 headteachers (as is currently the case) could be reduced to 2 or 3 heads. A reduction would also occur in the teaching staff numbers and other staff required to teach and run the schools.</i>
The Community	Children from outside the catchment-area gain from other catchment-areas Lose out to other catchment-areas Community Impact Report	<i>3 schools (4 if it included the secondary school) would remain in the catchment-area and within communities. School buildings would be maintained in rural areas within the catchment-area. Perhaps a new building and school will attract more from outside the catchment-area.</i>	<i>Perhaps some pupils will move from rural schools outside Bala into the new school in Bala (however the contrary may also happen)</i>
Language	Language Impact report	<i>See Language/Community Impact report</i>	<i>See Language/Community Impact report</i>
Geographical factors	Pupils within 30 minutes travelling distance of their school		<i>Additional travel possible for pupils from Bro Tryweryn School.</i>
Financial Resources	Cost per pupil % empty places	<i>Schools in the town of Bala would enter a rationalisation arrangement and consequently the number of empty places would be below 10% This also reduces the cost per pupil.</i>	<i>Schools outside the town of Bala would maintain their current % of empty places (some exceeding 25% of empty places) So as to reduce cost per pupil at these schools, entering them into a federal agreement with fewer</i>

			<i>headteachers would be an option.</i>
Other	Professional information about crisis situations. Based on specialized knowledge	<i>3 (or 4 with the secondary) are being modernised and provides a better opportunity of achieving national aims and objectives for education in the 21st Century.</i>	<i>Generally, in this model, 3 of the 7 schools have still not been modernised and still face the challenges of providing education of the highest quality for the 21st Century under difficult circumstances (financial, building and educational)</i>

Model 5

The situation in the town of Bala is in accordance with model 4 above. This time, Ysgol y Parc **closes** in accordance with Model 3 above. Ffridd Y Llyn and O M Edwards schools could **collaborate** with the new school that would be located in the town of Bala.

		Town of Bala				
COLLABORATION	Close Y Parc, children to attend O M Edwards	AREA SCHOOL			LIFELONG SCHOOL	
Ffridd y Llyn	O M Edwards	Y Parc	Bro Tryweryn	Bro Tegid	Beuno Sant	+ Berwyn

Field	Notes (re-organization strategy)	ADVANTAGES	DISADVANTAGES
Experiences gained by the child	Total class numbers of 30 or above and 12 or fewer	<i>Opportunities to share staff specialisations at the schools which collaborate The new school at Bala would better achieve strategy targets than is currently the case</i>	<i>No change in class sizes in those schools which are outside Bala. The range of class sizes would remain without future rationalisation method.</i>
Pupil Numbers	Changes in pupil numbers over time and future projections	<i>Schools in the town of Bala would enter a rationalisation agreement, considering population change projections – the new school would be suitable for the projected numbers</i>	<i>Schools outside the town would remain as at present without entering rationalisation for changes in pupil numbers.</i>
Child's learning environment	<ul style="list-style-type: none"> • Cost of making the school suitable • Suitability of buildings - area for teachers to work beyond classroom confines - headteacher's room - access to playing fields - appropriate hall - suitable buildings for the Foundation Phase + C2008 	<i>The new school in the town of Bala would meet requirements for 21st Century schools much better than at present as regards the building's suitability requirements (left column). Both satellite schools could collaborate with a school in Bala, using the available range of resources.</i>	<i>Schools that collaborate - Condition and suitability of buildings remains the same Higher maintenance costs remain. Deterioration in the buildings suitability to provide education for the 21st Century.</i>
Leadership	Difficulties in making appointments <ul style="list-style-type: none"> - Headteacher over 55 - Acting Headteacher - Headteacher eligible for retirement 	<i>Almost all of the headteachers in the catchment-area have permanent posts and none are currently eligible for retirement. Adopting this model will not lead to a deterioration in leadership and management nor to difficulties in making appointments.</i>	<i>This model indicates the requirement for 6/7 headteachers in the catchment-area being reduced to 2/3 headteachers being required. There would also be a reduction in the number of teachers and other staff required for teaching and running the schools.</i>
The Community	<p>Children from outside the catchment-area Gain from other catchment-areas Lose out to other catchment-areas</p> <p>Community Impact Report</p>	<i>5/6 schools (including the secondary school) would remain in the catchment-area and within communities. School buildings would be maintained in rural areas in the catchment-area. Perhaps a new building and school would attract more from outside the catchment-area</i>	<i>Perhaps some pupils will move from the rural schools outside Bala to the new school in Bala (however the opposite could also occur)</i>
Language	Language Impact report	See Language/Community Impact report	See Language/Community Impact report
Geographical Factors	Pupils within 30 minutes travelling distance of their school		<i>Additional travel possible for pupils from Bro Tryweryn School.</i>

Financial Resources	Cost per pupil % of empty places	Schools in the town of Bala would enter into rationalisation and consequently the number of empty places would be below 10% This also reduces the cost per pupil.	Schools outside the town of Bala would maintain their current % of empty places (some exceeding 25% of empty places) So as to reduce the cost per pupil at these schools, establishing a federal arrangement with fewer headteachers would be an option.
Other	Professional information about crisis situations Based on specialized knowledge	2 (or 3 with the secondary) are being modernised and provide a better opportunity of achieving national aims and objectives for education in the 21st Century.	In general, in this model, 2 of the 7 schools have still not been modernised and still face the challenges of providing education of the highest possible quality for the 21st Century under difficult circumstances (financial, building and educational)

Model 6

Primary schools within the catchment-area merge to create one new **Area School**.

AREA SCHOOL (every primary school)					
Bro Tegid	O M Edwards	Y Parc	Bro Tryweryn	Ffridd y Llyn	Beuno Sant

Field	Notes (re-organisation strategy)	ADVANTAGES	DISADVANTAGES
Experiences gained by the child	Total classroom pupil numbers of 30 or more and 12 or fewer	The new school at Bala would better achieve the strategy targets than at present	Present pupils in the schools may take some time in adapting to larger classes and a larger school.
Pupil numbers	Changes in pupil numbers over time and future projections	The schools would enter a rationalisation arrangement, taking population change projections into consideration - the new school would be suitable for the projected numbers	This one school would educate all primary children in the catchment.
Child's learning environment	<ul style="list-style-type: none"> • Cost of making the school suitable • Buildings' suitability - an area for teachers to work outside the classroom confines - headteacher's room - access to playing fields - suitable hall - suitable buildings for the Foundation Phase + C2008	The new school in Bala would meet requirements for 21stC schools much better than the current situation as regards building's suitability. The new school is designed to meet buildings suitability requirements (left hand column).	
Leadership	Difficulties in making appointments - Headteacher over 55 - Acting Headteacher - Headteacher eligible to retire	New facilities of this type would attract interest and facilitate future appointments.	It would imply that fewer heads and teachers would be required to teach the pupils. 1 head rather than 6 would be required in this catchment-area. A reduction would also occur in the number of teachers and other staff required for teaching and running the schools.
The Community	Children from outside the catchment-area Gain from other catchment-areas Lose out to other catchment-areas Community Impact Report	A new building and school would attract more from outside the catchment-area	Perhaps a school of this size would push those who prefer to see smaller schools, beyond the catchment-area.
Language	Language Impact report	See Language/Community Impact report	See Language/Community Impact report
Geographical Factors	Pupils within 30 minutes travelling distance of their school		As the school would be located on one geographical site, it could imply increased travel for some pupils. Location would be important so as to take the impact on local transport into consideration.

Financial Resources	Cost per pupil % empty places	<i>Schools in the town of y Bala would have a rationalisation arrangement with the number of empty places therefore being under 10% This also reduces cost per pupil. The costs of providing one building of this type would be much more effective than at present.</i>	<i>It's possible that transport cost would increase as more pupils would live further from their catchment school.</i>
Other	Professional information about critical situations Based on specialized knowledge	<i>All primary education provision in the catchment-area is being modernised.</i>	<i>One site of this type in the catchment-area implies less choice for parents/pupils for a school place</i>

Model 7

Every primary school, as well as the secondary school merge to create a new **Lifelong School**.

LIFELONG SCHOOL (every school in the catchment-area)						
U. Berwyn	Bro Tegid	O M Edwards	Y Parc	Bro Tryweryn	Ffridd y Llyn	Beuno Sant

Field	Notes (re-organization strategy)	ADVANTAGES	DISADVANTAGES
Experiences gained by the child	Total class pupil numbers of 30 or above and 12 or fewer	<i>The new school at y Bala would better achieve the strategy targets than at present</i>	<i>Present pupils in the schools may take some time in adapting to larger classes and a larger school.</i>
Pupil Numbers	Changes in pupil numbers over time and future projections	<i>The schools would enter a rationalisation arrangement, taking population change projections into account – the new school would be suitable for the projected numbers</i>	<i>This one school would educate all primary children in the catchment.</i>
The child's learning environment	<ul style="list-style-type: none"> • Cost of making the school suitable • Suitability of buildings - area for teachers to work outside classroom confines - headteacher's room - access to playing fields - suitable hall - suitable buildings for the Foundation Phase and 2008 Curriculum 	<i>The new school in Bala would better meet requirements for 21stC schools than at present as regards building's suitability. The new school is designed in such a way as to meet buildings suitability requirements (left hand column).</i>	
Leadership	Difficulties in appointing <ul style="list-style-type: none"> - Headteacher over 55 - Acting Head - Head eligible for retirement 	<i>New facilities of this type would attract interest and facilitate future appointments.</i>	<i>Fewer heads and teachers would be required to educate the pupils. 1 or 2 headteachers would be required in this catchment-area instead of 7.. There would also be a reduction in the number of teachers and other staff required to teach and to run the schools.</i>
The Community	Children from outside the catchment-area Gain from other catchment-areas Lose out to other catchment-areas Community Impact Report	<i>A new building and school would attract more from outside the catchment-area.</i>	<i>Perhaps a school of this size would push those who prefer to see smaller schools to schools beyond the catchment-area..</i>
Language	Language Impact report	<i>See Language/Community Impact report</i>	<i>See Language/Community Impact report</i>
Geographical factors	Pupils within 30 minutes travelling distance to their school		<i>As the school would be located on one geographical site, it could imply increased travel for some pupils. Location would be important so as to take the impact on local transport into consideration.</i>

Financial Resources	Cost per pupil % empty places	<i>Schools in the town of Bala would be rationalised and the number of empty places would therefore be under 10% This also reduces the cost per pupil. The costs of providing one such building would be much more effective than the current situation.</i>	<i>It's possible that transport cost would increase as more pupils would live further from their catchment school.</i>
Other	Professional information about crisis situations Based on specialist information	<i>All primary and secondary educational provision within the catchment-area is being modernised.</i>	<i>One site of this type in the catchment-area implies less choice for parents/pupils for places</i>

Model 1 – Schools in the area collaborating – No major financial implications

Model 2 - Bro Tegid and Beuno Sant Area School

ALLOCATION 2009/2010	2180	3305	Total
	BALA	BEUNO SANT	
Building Surface Area (m²)	743.23	585.06	1,328.29
Cleaning Surface Area (m²)	614.16	529.96	1,144.12
Building's Condition Weighting	1.20	1.00	
Ownership of Building	1	0	
Cleaning Surface Area (m²)	1.13	1.13	
Grounds Maintenance Weighting	35.69	6.19	
Distance from Leisure Centre Category	2	2	
Number of Infants Pupils - September 2008	51.00	17.00	68.00
Number of Junior Pupils - September 2008	42.00	32.00	74.00
Number of Full Time Pupils - September 2008	93.00	49.00	142.00
Weighted No Children	103.35	61.55	164.90
Number of Nursery Pupils - September 2008	0.00	0.00	0.00
Weighted No Nursery	0.00	0.00	0.00
No of Infants and Nursery (class size 70+)	51.00	17.00	68.00
No of Special Unit Places	12.00		12.00
Projected Teacher Numbers 2009/2010	4.09	2.42	6.52
Average Salary	35,430	39,201	
Caretaker	0	0	0.00
S.E.N. Indicator	56.00	19.00	75.00
No of Free Dinners	5.00	6.00	11.00
	£	£	£
Teachers - Salaries	172,381	113,314	285,696
Teachers - SEN	6,980	3,810	10,790
Devolve Integration A74			0
Teachers Allowances	5,413	1,791	7,204
Teachers Workload Agreement	10,438	4,881	15,319
Teachers Workload Agreement - September 2005	10,308	5,825	16,133
Reduce Infants Class Size	0	0	0
Reduce KS2 Class Size	420	320	740
Non-contact/Management Time	1,706	1,706	3,412
School Non-contact Time	3,040	3,040	6,080
Teachers Performance Management	581	344	925
Area Teachers	3,916	2,359	6,275
Special Unit Staff	21,618	0	21,618
Support Staff - Clerical	2,186	1,404	3,589
- Other	12,300	5,241	17,541
Buildings - School Maintenance	1,347	1,261	2,608
Buildings - Property Department Maintenance	2,961	0	2,961
Buildings - Others	587	462	1,049
Buildings - Property Services	450	0	450
Energy	10,331	10,444	20,775
Rates	3,180	0	3,180
Cleaning Surface Area (m²)	12,728	10,342	23,070
Grounds Maintenance Weighting	1,381	240	1,621
Services and Supplies	4,049	2,151	6,200
Swimming Pools and Sports	793	545	1,338
Music Service	1,113	848	1,962
Area Teachers	3,548	2,414	5,962
Financial Advice	481	408	889
Bank Management etc	163	136	299
Salaries and Personnel	704	415	1,120
CYNNAL - Technology Support	516	309	825
CYNNAL - Curriculum Support	1,315	758	2,074
KS2 Large Classes Support Scheme	-1,000	-1,000	-2,000
2009/2010 ALLOCATION	295,936	173,769	469,705

Area School	
	1,075.87
	914.49
	1.00
	1
	0.75
	53.50
	2
	68.00
	74.00
	142.00
	149.90
	0.00
	0.00
	68.00
	12.00
	5.93
	38,964
	0
	75.00
	11.00
	£
	£
	274,338
	10,790
	0
	0
	5,413
	12,411
	15,235
	0
	12,358
	1,706
	3,040
	842
	5,650
	21,618
	3,056
	17,307
	1,776
	3,298
	850
	511
	14,040
	4,572
	11,965
	2,070
	5,428
	1,068
	1,962
	4,812
	561
	192
	1,026
	746
	1,936
	-1,000
	439,577
Transport Estimate	
Total Saving	-30,128

Model 3 – Close Y Parc

Model 3 - Bro Tegid and Beuno Sant Area School element – please see above

ALLOCATION 2009/2010	2199	2206	Total
	O.M. EDWARDS	PARC, BALA	
Building Surface Area (m²)	452.30	285.63	737.93
Cleaning Surface Area (m²)	365.53	179.75	545.28
Building's Condition Weighting	1.20	1.20	2.40
Ownership of Building	1	1	2.00
Cleaning Surface Area (m²)	1.00	1.18	2.18
Grounds Maintenance Weighting	85.24	7.67	92.91
Distance from Leisure Centre Category	2	2	4.00
Number of Infants Pupils - September 2008	25.00	7.00	32.00
Number of Junior Pupils - September 2008	25.00	7.00	32.00
Number of Full Time Pupils - September 2008	50.00	14.00	64.00
Weighted No Children	62.50	28.30	90.80
Number of Nursery Pupils - September 2008	0.00	0.00	0.00
Weighted No Nursery	0.00	0.00	0.00
No of Infants and Nursery (class size 70+)	25.00	7.00	32.00
No of Special Unit Places			0.00
Projected Teacher Numbers 2009/2010	2.41	1.45	3.86
Average Salary	41,113	40,901	
Caretaker	0	0	0.00
S.E.N. Indicator	14.00	1.00	15.00
No of Free Dinners	0.00	0.00	0.00
	£	£	£
Teachers - Salaries	120,550	73,005	193,554
Teachers - SEN	1,326	95	1,421
Devolve Integration A74			0
Teachers Allowances	1,791	0	1,791
Teachers Workload Agreement	4,868	4,135	9,003
Teachers Workload Agreement - September 2005	5,781	3,218	8,999
Reduce Infants Class Size	0	0	0
Reduce KS2 Class Size	250	70	320
Non-contact/Management Time	1,706	1,706	3,412
School Non-contact Time	3,040	3,040	6,080
Teachers Performance Management	342	206	547
Area Teachers	2,395	1,120	3,515
Special Unit Staff	0	0	0
Support Staff - Clerical	1,422	782	2,203
- Other	6,390	1,958	8,348
Buildings - School Maintenance	975	615	1,590
Buildings - Property Department Maintenance	1,881	1,408	3,290
Buildings - Others	357	226	583
Buildings - Property Services	335	269	604
Energy	7,535	2,789	10,324
Rates	1,860	820	2,680
Cleaning Surface Area (m²)	7,273	4,937	12,210
Grounds Maintenance Weighting	3,299	297	3,596
Services and Supplies	2,075	1,139	3,214
Swimming Pools and Sports	551	349	900
Music Service	663	186	848
Area Teachers	2,440	1,511	3,951
Financial Advice	410	351	761
Bank Management etc	137	115	252
Salaries and Personnel	422	186	608
CYNNAL - Technology Support	314	145	459
CYNNAL - Curriculum Support	771	315	1,086
KS2 Large Classes Support Scheme	-1,000	-1,000	-2,000
2009/2010 ALLOCATION	180,156	103,992	284,148

2199	
O.M. EDWARDS	
452.30	
365.53	
1.20	
1	
1.00	
85.24	
2	
32.00	0.00
32.00	0.00
64.00	0.00
75.80	-15.00
0.00	0.00
0.00	0.00
32.00	0.00
2.91	-0.94
40,569	
0	
15.00	0.00
0.00	0.00
£	
144,308	-49,246
1,421	0
	0
1,791	0
5,259	-3,744
7,144	-1,855
0	0
320	0
1,706	-1,706
3,040	-3,040
414	-134
2,890	-625
0	0
1,670	-533
8,114	-234
975	-615
1,881	-1,408
357	-226
335	-269
7,535	-2,789
1,860	-820
7,619	-4,591
3,299	-297
2,440	-774
630	-270
848	0
2,801	-1,150
433	-328
145	-107
514	-94
380	-79
948	-138
-1,000	1,000
210,077	-74,071
Transport Estimate	15,000
Total Saving	-59,071

Model 4 - Bro Tryweryn, Beuno Sant and Bro Tegid Area School

ALLOCATION 2009/2010	2180	2214	3305	
	BALA	FRONGOCH	BEUNO SANT	Total
Building Surface Area (m²)	743.23	308.44	585.06	1,636.73
Cleaning Surface Area (m²)	614.16	251.07	529.96	1,395.19
Building's Condition Weighting	1.20	1.00	1.00	3.20
Ownership of Building	1	1	0	2.00
Cleaning Surface Area (m²)	1.13	1.14	1.13	3.40
Grounds Maintenance Weighting	35.69	23.60	6.19	65.48
Distance from Leisure Centre Category	2	2	2	6.00
Number of Infants Pupils - September 2008	51.00	8.00	17.00	76.00
Number of Junior Pupils - September 2008	42.00	18.00	32.00	92.00
Number of Full Time Pupils - September 2008	93.00	26.00	49.00	168.00
Weighted No Children	103.35	39.70	61.55	204.60
Number of Nursery Pupils - September 2008	0.00	0.00	0.00	0.00
Weighted No Nursery	0.00	0.00	0.00	0.00
No of Infants and Nursery (class size 70+)	51.00	8.00	17.00	76.00
No of Special Unit Places	12.00			12.00
Projected Teacher Numbers 2009/2010	4.09	1.93	2.42	8.45
Average Salary	35,430	41,834	39,201	
Caretaker	0	0	0	0.00
S.E.N. Indicator	56.00	9.00	19.00	84.00
No of Free Dinners	5.00	1.00	6.00	12.00
	£	£	£	£
Teachers - Salaries	172,381	98,280	113,314	383,976
Teachers - SEN	6,980	1,188	3,810	11,977
Devolve Integration A74				0
Teachers Allowances	5,413	1,791	1,791	8,995
Teachers Workload Agreement	10,438	4,503	4,881	19,823
Teachers Workload Agreement - September 2005	10,308	4,506	5,825	20,639
Reduce Infants Class Size	0	0	0	0
Reduce KS2 Class Size	420	180	320	920
Non-contact/Management Time	1,706	1,706	1,706	5,118
School Non-contact Time	3,040	3,040	3,040	9,120
Teachers Performance Management	581	274	344	1,199
Area Teachers	3,916	1,545	2,359	7,821
Special Unit Staff	21,618	0	0	21,618
Support Staff - Clerical	2,186	995	1,404	4,584
- Other	12,300	2,751	5,241	20,292
Buildings - School Maintenance	1,347	611	1,261	3,218
Buildings - Property Department Maintenance	2,961	1,270	0	4,232
Buildings - Others	587	244	462	1,293
Buildings - Property Services	450	258	0	708
Energy	10,331	4,170	10,444	24,945
Rates	3,180	1,350	0	4,530
Cleaning Surface Area (m²)	12,728	6,060	10,342	29,130
Grounds Maintenance Weighting	1,381	913	240	2,534
Services and Supplies	4,049	1,466	2,151	7,666
Swimming Pools and Sports	793	416	545	1,754
Music Service	1,113	477	848	2,439
Area Teachers	3,548	1,821	2,414	7,783
Financial Advice	481	371	408	1,260
Bank Management etc	163	123	136	422
Salaries and Personnel	704	265	415	1,384
CYNNAL - Technology Support	516	201	309	1,027
CYNNAL - Curriculum Support	1,315	467	758	2,541
KS2 Large Classes Support Scheme	-1,000	-1,000	-1,000	-3,000
2009/2010 ALLOCATION	295,936	140,241	173,769	609,946

Area School	
	1,223.05
	-413.68
	1,039.59
	-355.60
	1.00
	-2.20
	1
	-1.00
	0.75
	-2.65
	61.00
	-4.48
	2
	-4.00
	76.00
	0.00
	92.00
	0.00
	168.00
	0.00
	174.60
	-30.00
	0.00
	0.00
	0.00
	76.00
	0.00
	12.00
	0.00
	6.90
	-1.55
	38,845
	0
	0.00
	84.00
	0.00
	12.00
	0.00
	£
	£
	318,588
	-65,387
	11,977
	0
	0
	5,413
	-3,582
	13,449
	-6,374
	17,825
	-2,813
	20,216
	20,216
	15,364
	14,444
	1,706
	-3,412
	3,040
	-6,080
	979
	-220
	6,571
	-1,250
	21,618
	0
	3,518
	-1,066
	19,824
	-468
	1,990
	-1,228
	3,696
	-536
	966
	-327
	560
	-148
	15,960
	-8,985
	5,198
	668
	13,545
	-15,585
	2,361
	-173
	6,122
	-1,544
	1,214
	-540
	2,439
	0
	5,483
	-2,300
	604
	-656
	208
	-214
	1,196
	-188
	869
	-158
	2,265
	-276
	-1,000
	2,000
	523,763
	-86,183
Transport Estimate	22,000
Total Saving	-64,183

Model 5 – Same figures as for model 3 and 4 above

Model 6 - Area School for the 6 schools

ALLOCATION 2009/2010	2180	2199	2206	2214	2220	3305	Total
	BALA	O.M. EDWARDS	PARC, BALA	FRONGOCH	FRIDD Y LLYN	BEUNO SANT	
Building Surface Area (m²)	743.23	452.30	285.63	308.44	395.56	585.06	2,770.22
Cleaning Surface Area (m²)	614.16	365.53	179.75	251.07	348.27	529.96	2,288.74
Building's Condition Weighting	1.20	1.20	1.20	1.00	1.00	1.00	
Ownership of Building	1	1	1	1	1	0	
Cleaning Surface Area (m²)	1.13	1.00	1.18	1.14	0.97	1.13	
Grounds Maintenance Weighting	35.69	85.24	7.67	23.60	30.67	6.19	
Distance from Leisure Centre Category	2	2	2	2	2	2	
Number of Infants Pupils - September 2008	51.00	25.00	7.00	8.00	22.00	17.00	130.00
Number of Junior Pupils - September 2008	42.00	25.00	7.00	18.00	25.00	32.00	149.00
Number of Full Time Pupils - September 2008	93.00	50.00	14.00	26.00	47.00	49.00	279.00
Weighted No Children	103.35	62.50	28.30	39.70	59.65	61.55	355.05
Number of Nursery Pupils - September 2008	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Weighted No Nursery	0.00	0.00	0.00	0.00	0.00	0.00	0.00
No of Infants and Nursery (class size 70+)	51.00	25.00	7.00	8.00	22.00	17.00	130.00
No of Special Unit Places	12.00						12.00
Projected Teacher Numbers 2009/2010	4.09	2.41	1.45	1.93	2.30	2.42	14.60
Average Salary	35,430	41,113	40,901	41,834	42,211	39,201	
Caretaker	0	0	0	0	0	0	0.00
S.E.N. Indicator	56.00	14.00	1.00	9.00	7.00	19.00	106.00
No of Free Dinners	5.00	0.00	0.00	1.00	2.00	6.00	14.00
	£	£	£	£	£	£	£
Teachers - Salaries	172,381	120,550	73,005	98,280	118,058	113,314	695,588
Teachers - SEN	6,980	1,326	95	1,188	1,333	3,810	14,731
Devolve Integration A74							0
Teachers Allowances	5,413	1,791	0	1,791	1,791	1,791	12,577
Teachers Workload Agreement	10,438	4,868	4,135	4,503	4,785	4,881	33,610
Teachers Workload Agreement - September 2005	10,308	5,781	3,218	4,506	5,488	5,825	35,126
Reduce Infants Class Size	0	0	0	0	0	0	0
Reduce KS2 Class Size	420	250	70	180	250	320	1,490
Non-contact/Management Time	1,706	1,706	1,706	1,706	1,706	1,706	10,236
School Non-contact Time	3,040	3,040	3,040	3,040	3,040	3,040	18,240
Teachers Performance Management	581	342	206	274	326	344	2,073
Area Teachers	3,916	2,395	1,120	1,545	2,288	2,359	13,624
Special Unit Staff	21,618	0	0	0	0	0	21,618
Support Staff - Clerical	2,186	1,422	782	995	1,368	1,404	8,156
- Other	12,300	6,390	1,958	2,751	5,815	5,241	34,455
Buildings - School Maintenance	1,347	975	615	611	826	1,261	5,634
Buildings - Property Department Maintenance	2,961	1,881	1,408	1,270	1,418	0	8,939
Buildings - Others	587	357	226	244	312	462	2,188
Buildings - Property Services	450	335	269	258	287	0	1,599
Energy	10,331	7,535	2,789	4,170	8,100	10,444	43,368
Rates	3,180	1,860	820	1,350	2,080	0	9,290
Cleaning Surface Area (m²)	12,728	7,273	4,937	6,060	6,747	10,342	48,088
Grounds Maintenance Weighting	1,381	3,299	297	913	1,187	240	7,317
Services and Supplies	4,049	2,075	1,139	1,468	2,031	2,151	12,911
Swimming Pools and Sports	793	551	349	416	534	545	3,188
Music Service	1,113	663	186	477	663	848	3,950
Area Teachers	3,548	2,440	1,511	1,821	2,362	2,414	14,095
Financial Advice	481	410	351	371	405	408	2,426
Bank Management etc	163	137	115	123	136	136	809
Salaries and Personnel	704	422	186	265	402	415	2,394
CYNNAL - Technology Support	516	314	145	201	300	309	1,785
CYNNAL - Curriculum Support	1,315	771	315	467	733	758	4,360
KS2 Large Classes Support Scheme	-1,000	-1,000	-1,000	-1,000	-1,000	-1,000	-6,000
2009/2010 ALLOCATION	295,936	180,156	103,992	140,241	173,771	173,769	1,067,865

Area School	
	1,816.30
	1,543.86
	1.00
	1
	0.75
	90.50
	2
	130.00
	149.00
	279.00
	280.05
	0.00
	0.00
	0.00
	130.00
	12.00
	10.98
	37,860
	0
	106.00
	14.00
	£
	498,340
	14,731
	0
	0
	10,786
	17,830
	28,766
	34,580
	24,883
	1,706
	3,040
	1,559
	10,499
	21,618
	5,491
	33,285
	2,854
	5,300
	1,435
	755
	23,702
	7,719
	20,032
	3,502
	9,049
	1,838
	3,950
	8,345
	786
	274
	1,924
	1,390
	3,670
	-1,000
	802,639
Transport Estimate	81,000
Total Saving	-184,226