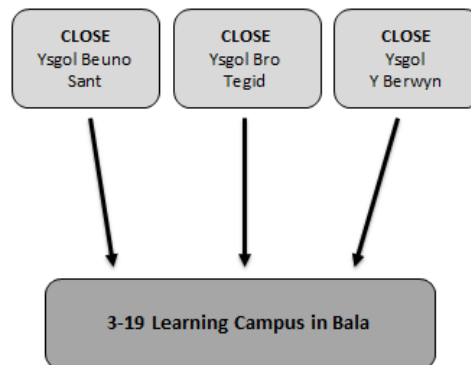


Options Appraisal of the Long list of Possible Models for the Bala area

Considerations	Requirements of the “Excellent Primary Education for Children in Gwynedd” Strategy
Education Standard	Our expectations are that the learning environment for the children and teachers of the county – such as the condition of the school, the classroom, staff room, the provision for play - meet the learning requirements of the 21st Century
Pupil Numbers and Projections	Our expectations are that tendencies in terms of population and primary pupil numbers should be reflected when planning for the future of education in different catchment areas
Class Sizes and age ranges	Our expectations are that classes will be of suitable size in the primary schools of Gwynedd so that the best possible experiences and opportunities are offered to the children of the county
Management, leadership and staffing	Our expectation are that head teachers will receive support to lead and manage in a professional manner in their schools
Community	Our expectations are that the primary schools of the county are at the centre of community activities, thus enriching the pupils’ experiences and opportunities
Welsh Language	Our expectations are that the primary schools of the county are bilingual in relation to their ages so that they can be full members of the bilingual community in which they live
Financial Resources	Our expectations are for Gwynedd to make the best possible use of the financial resources available for primary education in the county
Geographical considerations	Our expectation is for every child to be entitled to access to quality education within a reasonable distance to the home
School Category (additional consideration to the strategy)	All maintained schools are required to be given a specific legal category as defined by the School Standards and Framework Act 1998.

Explanatory Note

Any reference towards creating a Learning Campus, includes **closing** Y Berwyn, Beuno Sant, and Bro Tegid schools and establishing a **New 3-19 School** on the current Ysgol Y Berwyn site – **apart from model 3** which includes closing Y Berwyn and Bro Tegid schools and establishing a New 3-19 School on the existing Ysgol y Berwyn site.



Within these tables, *italic text indicates advantages*, **bold text indicates disadvantages** and the black text indicates facts or comments

Considerations	Model 1 DO NOTHING	Model 2 LEARNING CAMPUS AND A FEDERATION BETWEEN TWO OF THE RURAL SCHOOLS CATCHMENT AREA JOINT-COMMITTEE	MODEL 3 LEARNING CAMPUS LOCAL COLLABORATION TRUST (LCT) BETWEEN BEUNO SANT AND THE CAMPUS	Model 4 MULTI-SITE LEARNING CAMPUS FOR THE ENTIRE AREA
Learning Environment	<p>No change to the learning environment. <i>Stability and certainty.</i></p> <p>Sites and learning environment would remain as they are. No advantage from the 21C Programme budget to improve the town's learning environment.</p> <p>No opportunity for children from the rural schools to take advantage of the new resources on campus.</p> <p>All deficiencies relating to the suitability of schools in the catchment area would remain.</p>	<p><i>Building, facilities and the resources of three schools centralised on one site. Improved educational environment as well as facilities of a high standard for the primary pupils in Bala. Improved resources for all secondary pupils in the area.</i></p> <p><i>By establishing a catchment area joint-committee it would be possible to make arrangements for all the children in the catchment area to have access to the benefit of the learning campus. Possibility of community resources on site, and these could be beneficial to pupils and contribute to the learning environment. It would be easier to co-plan activities and create more opportunities for children to take part in extra-curricular activities. Using staff's expertise in every school in the Federation and across sectors on campus in the town would lead to improved continuity and consistency in the children's education.</i></p> <p>Not all pupils would be able to take advantage of a 21st century learning environment.</p> <p>A formal system would be established for educational provision in the catchment.</p>	<p>It is not likely that there would be any capital investments from the 21C Programme to improve the learning environment in the town.</p> <p>Sites and learning environment would remain how they are.</p> <p>No opportunity for children from the rural schools to take advantage of the new resources on campus.</p> <p>All deficiencies relating to the suitability of schools would continue</p>	<p><i>Building, facilities and the resources of three schools centralised on one site. Improved educational environment and facilities of a high standard for Bala's primary pupils. As this model would only be one school in the catchment area, it would be easier to ensure that this element would be beneficial to pupils of the rural sites also. Improved resources for all secondary pupils in the area. Possibility of community resources on site, which could be beneficial for pupils and could also contribute to the learning environment. Opportunities would arise to use staff expertise across the sites of the lifelong campus. It would be easier to co-plan activities and create more opportunities for children to take part in extra-curricular activities.</i></p> <p>Not all pupils would be able to take advantage of a 21st century learning environment.</p>
Pupil Numbers and Surplus Places	<p>No contribution to reducing the number of surplus places as the Welsh Government and Estyn expect.</p> <p>The catchment area would still have around 470 surplus places – around 40%.</p> <p>Still over 50% of surplus places in Secondary.</p> <p>Over 50% of surplus places would remain in Ysgol Beuno Sant.</p>	<p><i>A reduction in the number of surplus places in Bala. Create a suitably sized school. A likely reduction of 300 surplus places in the catchment area.</i></p> <p>There would be no change in the number of surplus places in the rest of the catchment area outside of Bala.</p>	<p>No contribution to reducing the number of surplus places as the Welsh Government and Estyn expect.</p> <p>The catchment area would still have around 470 surplus places – around 40%.</p> <p>Over 50% of surplus places would remain in Ysgol Beuno Sant.</p>	<p><i>A reduction in the number of surplus places in Bala. A likely reduction of 300 surplus places in the catchment area.</i></p> <p>There would be no change in the number of surplus places in the rest of the catchment area outside of Bala.</p> <p>A challenge would arise in trying to manage entry to the rural sites.</p>

<p>Classroom Sizes and Age Range</p>	<p>Classes would continue to have a broad range of ages. Class sizes range between 11 and 27 in terms of numbers in primary.</p>	<p><i>Classes of a more suitable size and a reduction in the range of ages within classes in Bala.</i> <i>Opportunities would arise for children to come together to work with their peers in larger classes – children of similar achievement levels would also be able to work in more suitably sized groups.</i></p> <p>The size of classes and the range of ages in rural schools would remain the same.</p>	<p>Classes would still have a broad age range. Classroom sizes would range between 11 and 27 in terms of numbers in primary.</p>	<p><i>Classes of a more suitable size and a reduction in the range of ages in classes in Bala.</i> <i>Opportunities would arise for children to come together to work with their peers in larger classes – children of similar achievement levels would also be able to work in more suitably sized groups.</i> The size of classes and the range of ages in rural schools would remain the same.</p>
<p>Leadership and Staffing</p>	<p><i>No staff redundancies.</i> <i>One governing body for every school. This would keep the strong connection with local communities.</i></p> <p>It would be necessary to continue to employ the same number of staff and head teachers in the catchment area. No revenue savings. The challenge of recruiting head teachers would continue. Head teachers would spend a lot of time teaching rather than managing.</p>	<p><i>More non-contact time for the head teacher to strategically lead, manage and implement.</i></p> <p><i>More opportunities to share good practice and to prepare joint resources.</i> <i>More flexibility in terms of planning and delivering the curriculum (this could be true to some degree across the entire catchment area).</i> <i>More opportunities to develop middle managers.</i> <i>An opportunity to establish new roles that could be shared between schools (administration and bursar jobs).</i> <i>Three governing bodies rather than six.</i> <i>Better use of staff and resources between the three rural schools, and between the federation and the campus.</i> <i>Consistency in the policies with only a single policy in the town, and possibly two policy for the rural schools.</i> <i>The number of head teachers for the federation would be dependent on the decision of the governing body.</i></p> <p>A head teacher who can lead and manage a range of ages from 3 to 19 would be necessary. Possibility of a reduction in the number of teaching jobs. Large workload for the governors. The challenge of leading across different sites in the rural schools.</p>	<p><i>Able to use teachers' skills more widely, and give more opportunities for staff to share expertise and experience, but to smaller degrees.</i></p> <p><i>Clarity will be needed on the matter, but it is expected that there would be one governing body in Bala town, as opposed to the previous three governing bodies.</i> <i>More non-contact time for the head teacher to strategically lead, manage and implement depending on the exact managerial structure.</i></p> <p>This is a model that could be managerially challenging due to Beuno Sant's Church status and the community status of Ysgol y Berwyn.</p>	<p><i>More non-contact time for the head teacher to strategically lead, manage and implement.</i> <i>Able to use teachers' skills more widely, and give more opportunities for staff to share expertise and experience, across the entire catchment area.</i> <i>More flexibility in terms of planning and delivering the curriculum (this is true to some degree across the entire catchment area).</i> <i>One governing body rather than 6.</i> <i>Possibility of community resources on site, which could be beneficial for pupils and contribute to the learning environment.</i> <i>Opportunities to have individual leaders for core subjects for the entire school.</i> <i>A robust formal system would be established for educational provision in the catchment area.</i> <i>As there would only be one school, there would be more flexibility in the leadership and staffing arrangements.</i> <i>More opportunities to develop middle managers.</i> <i>Single policies for the entire catchment area.</i></p> <p>A head teacher who can lead and manage an age range of 3 to 19 years old will be required, and a catchment area school.</p>

		The travelling distances between the rural schools and the lifelong campus would impact the ability to collaborate.		Possibility of a reduction in the number of teaching jobs. Large workload for the governors. The travelling distances between all sites and the number of sites could impact on the Head teacher's ability to manage effectively.
Community	<p><i>No community would lose school presence. The unique nature of communities in Berwyn's rural catchment area would be protected.</i></p> <p>No capital investment for resources that would be shared by the public.</p>	<p><i>No community would lose school presence. The unique nature of communities in Berwyn's rural catchment area would be protected. Opportunities to broaden social experiences for children. Following further discussion, there would be opportunities to consider the co-location of community services, leading to more sustainable services going forward. There would be definite opportunities to support the delivery of sustainable education in rural communities, securing improved co-ordination and collaboration through the work of the joint committee</i></p>	<p><i>No community would lose school presence. The unique nature of the rural communities in Berwyn's catchment area would be protected.</i></p> <p>Loss of opportunity to relocate and develop a number of community services in a way that is more sustainable for the future.</p>	<p><i>No community would lose the presence of an educational provision site. Following further discussion, there would be opportunities to consider the co-location of community services, leading to more sustainable services going forward.</i></p> <p>Site presence in every community, but no community identity for the sites. The closure of every school in the area would have an impact on all of the communities. There would need to be measures in place to mitigate any negative effects. This option would be contrary to previous local discussions. Possibility that less activities would be held (e.g. Christmas shows, summer fairs). It would be possible to ensure alleviating measures for these negative effects..</p>
Language	<p>There would be no change to the current linguistic situation.</p>	<p><i>Opportunities to strengthen through consistency in the policies and sharing expertise. There will be specific opportunities to support pupils attempting to increase their confidence in their use of both languages. This should also encourage more pupils to continue with their education in Welsh or bilingually. The increased number of children should also lead to pupils being able to use Welsh with their peers daily</i></p>	<p>No additional opportunities presented for children attending Ysgol Beuno Sant to use Welsh with their peers.</p>	<p><i>Opportunities to strengthen through gaining consistency in the policies and sharing expertise. There will be specific opportunities to support pupils attempting to increase their confidence in their use of both languages. This should also encourage more pupils to continue with their education in Welsh or bilingually. The increased number of children should also lead to pupils being able to use Welsh with their peers daily. However, it will be important that the establishment of the new system continues the best practice already noted by Estyn</i></p>

Financial Resources	<p>No revenue savings. Additional capital spending due to the fact that it would be necessary to continue maintaining the same number of schools. The Council would not take advantage of the Welsh Government 21 Century Schools budget. Substantial range of cost per pupil would remain. The cost of maintaining six sites would remain.</p>	<p><i>Spending per pupil in the area would be more equal – more effective provision of resources.</i> <i>More opportunities to share resources.</i> <i>Less cost of maintaining buildings.</i> <i>Possible reduction in staffing numbers and therefore revenue savings.</i> <i>Collaboration could lead to better use of financial resources.</i> Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities. The cost of maintaining three rural sites remains.</p>	<p><i>No spending in terms of paying additional travelling costs.</i> <i>Possible reduction in staffing numbers and therefore revenue savings.</i> Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities. The Council would not take advantage of the Welsh Government 21st Century Schools budget. Substantial range in the cost of the pupil remains. The cost of maintaining six sites would remain.</p>	<p><i>Spending per pupil in the area more equal – more effective provision of resources.</i> <i>Less cost of maintaining buildings.</i> <i>Possible reduction in staffing numbers and therefore revenue savings.</i> <i>Better use of financial resources as there would only be one school.</i> Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities. Additional travelling costs between the sites. The cost of maintaining three rural sites would remain.</p>
Geographical Factors	Travelling distances would remain the same.	Travelling distances for the children would remain the same.	Travelling distances would remain the same.	Travelling distances would remain the same. Additional travelling distance for the head teacher and staff between the multi-site area school sites.
School Category	<i>Continue with the choice for parents of community primary education provision and the Church in Wales provision.</i>	Implementing the model would either remove community or Church education in the catchment area.	<i>Continuation of the choice for parents of community primary education provision and the Church in Wales.</i>	Implementing the model would either remove community or Church education in the catchment area.
Additional Observations	<p>The local and wider community unhappy that they were promised a Lifelong Campus in Bala in 2011. Losing the opportunity to establish strong long-term educational provision in the area. It is not likely that there would be a similar opportunity to draw in substantial capital money in the future. No change in any school's legal category.</p>	<p>It became evident following a recent consultation (March 2016) with the governing bodies of the Berwyn catchment area schools that there was considerable opposition in the community to proceed with the plan for a school with a Church status. In light of these circumstances, the Council will take into account the response to the most recent consultation when designating a legal status/category for the favoured model.</p> <p>Reforms to the Welsh Government's Federalising Regulations have been in power since spring 2014 which provide the mechanism for Authorities to establish a federation.</p>	Complicated model. Need to look closer at the implications of the collaboration trust and whether it is possible in Wales.	This model balances financial arguments to do with re-organisation and ensuring the rural nature of the area's community. This is a radical model and would be challenging for a head teacher to be responsible for the primary and secondary sector over four different sites.

Considerations	Model 5 LEARNING CAMPUS. OM EDWARDS, BRO TRYWERYN, FFRIDD Y LLYN, FEDERALISING WITH THE LIFELONG CAMPUS	Model 6 LEARNING CAMPUS AND A MULTI-SITE AREA SCHOOL, CATCHMENT AREA COLLABORATION	Model 7 LEARNING CAMPUS. AND MULTI-SITE AREA SCHOOL, FEDERALISING BOTH SCHOOLS
Learning Environment	<p><i>Building, facilities and the resources of three schools centralised on one site. Improved educational environment and facilities of a high standard for Bala's primary pupils.</i></p> <p><i>Improved resources for all secondary pupils in the area.</i></p> <p><i>Possibility of community resources on site, which could be beneficial for pupils and could also contribute to the learning environment.</i></p> <p><i>Opportunities would arise to use staff expertise across the rural schools and the campus in the town.</i></p> <p><i>It would be easier to co-plan activities and create more opportunities for children to take part in extra-curricular activities.</i></p> <p>Not all pupils in the area would be able to take advantage of an improved 21st century learning environment.</p>	<p><i>Building, facilities and the resources of three schools centralised on one site. Improved educational environment and facilities of a high standard for Bala's primary pupils.</i></p> <p><i>Improved resources for all secondary pupils in the area.</i></p> <p><i>Possibility of community resources on site, and these could be beneficial to pupils and also contribute to the learning environment.</i></p> <p><i>By establishing a catchment area joint-committee it would be possible to make arrangements for all the children in the catchment area to have access to the benefit of the lifelong campus.</i></p> <p><i>It would be easier to co-plan activities and create more opportunities for children to take part in extra-curricular activities.</i></p> <p><i>Using staff's expertise across sites in the multi-site school and across sectors on campus in the town would lead to improved continuity and consistency in the children's education.</i></p> <p>Every pupil in the catchment area would not be able to take advantage of a 21st century learning environment.</p> <p>A formal system would be established for educational provision in the catchment.</p>	<p><i>Building, facilities and the resources of three schools centralised on one site. Improved educational environment and facilities of a high standard for Bala's primary pupils.</i></p> <p><i>Opportunities would arise to use staff expertise across the multi-site school's sites and across the campus in the town to ensure continuity and consistency in the children's education.</i></p> <p><i>Benefit for all secondary pupils in the area.</i></p> <p><i>Possibility of community resources on site, which could be beneficial for pupils and could also contribute to the learning environment.</i></p> <p><i>It would be easier to co-plan activities and create more opportunities for children to take part in extra-curricular activities.</i></p> <p><i>A robust formal system would be established for educational provision in the catchment area.</i></p> <p>Every pupil in the area would not be able to take advantage of a 21st century learning environment.</p>
Pupil Numbers	<p><i>A reduction in the number of surplus places in Bala.</i></p> <p><i>A likely reduction of 300 surplus places in the catchment area.</i></p> <p>There would be no change in the number of surplus places in the rest of the catchment area outside of Bala.</p>	<p><i>A reduction in the number of surplus places in Bala. Create a suitably sized school.</i></p> <p><i>A likely reduction of 300 surplus places in the catchment area.</i></p> <p>A challenge would arise from trying to manage entry to the rural sites.</p> <p>There would be no change in the number of surplus places in the rest of the catchment area outside of Bala.</p>	<p><i>A reduction in the number of surplus places in Bala.</i></p> <p><i>A likely reduction of 300 surplus places in the catchment area.</i></p> <p>There would be no change in the number of surplus places in the rest of the catchment area outside of Bala.</p> <p>A challenge would arise in trying to manage entry to the rural sites.</p>
Classroom Sizes and Age Range	<p><i>Classes of a more suitable size and a reduction in the range of ages in classes in Bala and in the secondary ages.</i></p> <p><i>Opportunities would arise for children to come together to work with their peers in larger classes – children of similar achievement levels would also be able to work in more suitably sized groups.</i></p>	<p><i>Classes of a more suitable size and a reduction in the range of ages within classes in Bala.</i></p> <p><i>Opportunities would arise for children to come together to work with their peers in larger classes – children of similar achievement levels would also be able to work in more suitably sized groups.</i></p> <p>The size of classes and the range of ages in rural schools would remain the same.</p>	<p><i>Classes of a more suitable size and a reduction in the range of ages in classes in Bala and in the secondary ages.</i></p> <p><i>Opportunities would arise for children to come together to work with their peers in larger classes – children of similar achievement levels would also be able to work in more suitably sized groups.</i></p> <p>The size of classes and the range of ages in rural schools would remain the same.</p>

	The size of classes and the range of ages in rural schools would remain the same.		
Leadership and Staffing	<p><i>More non-contact time for the head teacher to strategically lead, manage and implement.</i> <i>Able to use teachers' skills more widely, and give more opportunities for staff to share expertise and experience, across an age range of 3 to 19 years old.</i> <i>More flexibility in terms of planning and delivering the curriculum.</i> <i>One governing body rather than 6.</i> <i>Possibility of community resources on site, which could be beneficial for pupils and contribute to the learning environment.</i> <i>A robust formal system would be established for educational provision in the catchment area.</i> <i>Better use of staff and resources between the 3 rural schools, and the campus.</i> <i>More opportunities to develop middle managers.</i> <i>More opportunities to share good practice and to prepare joint resources.</i> <i>An opportunity to increase consistency of policies in the catchment area.</i></p> <p>A head teacher who can lead and manage an age range of 3 to 19 years old will be needed. The number of head teachers for the federation would be dependent on the governing body's decision. Possibility of a reduction in the number of teaching jobs. Large workload for the governors. Travelling distances between the 3 rural sites could restrict successful federalising. Challenge of leading across different sites.</p>	<p><i>More non-contact time for the head teacher to strategically lead, manage and implement. More flexibility in terms of planning and delivering the curriculum (this could be true to some degree across the entire catchment area).</i> <i>More opportunities to develop middle managers.</i> <i>Two head teachers – one for the campus, one for the multi-site school.</i> <i>Two governing bodies rather than six.</i> <i>Better use of staff and resources in the new multi-site school, and between the multi-site school and the campus.</i></p> <p>A head teacher who can lead and manage an age range of 3 to 19 years old will be needed.</p> <p>Possibility of a reduction in the number of teaching jobs. Large workload for the governors. The travelling distances between the three sites of the multi-site area school and the lifelong campus would impact the ability to collaborate. Challenge of leading across different sites in the rural sites.</p>	<p><i>More non-contact time for the head teacher to strategically lead, manage and implement.</i> <i>More flexibility in terms of planning and delivering the curriculum (this is true to some degree across the entire catchment area).</i> <i>One governing body rather than 6.</i> <i>Possibility of community resources on site, which could be beneficial for pupils and contribute to the learning environment.</i> <i>A robust formal system would be established for educational provision in the catchment area.</i> <i>Better use of staff and resources between both schools.</i> <i>More opportunities to develop middle managers.</i> <i>More opportunities to share good practice and to prepare joint resources.</i> <i>An opportunity to increase consistency of policies in the catchment area.</i></p> <p>A head teacher who can lead and manage an age range of 3 to 19 years old would be necessary, an ability to lead a multi-site area school, and a catchment area school. The number of head teachers for the federation will be dependent on the governing body's decision. Possibility of a reduction in the number of teaching jobs. Large workload for the governors. The travelling distances between the multi-site area school and the lifelong campus could affect the success of federalising. Challenge of leading across different sites.</p>
Community	<p><i>No community would lose school presence.</i> <i>The unique nature of the rural communities in Berwyn's catchment area would be protected.</i> <i>Following further discussion, there would be opportunities to consider the co-location of community services, leading to more sustainable services going forward.</i></p> <p>This option would be contrary to previous local discussions.</p>	<p><i>No community would lose the presence of an educational provision site.</i> <i>The unique nature of communities in Berwyn's rural catchment area would be protected, and although every community would not have its own school, the rural identity would be sustained.</i> <i>Opportunities to broaden social experiences for children.</i> <i>Following further discussion, there would be opportunities to consider the co-location of community services, leading to more sustainable services going forward.</i> <i>There would be definite opportunities to support the delivery of sustainable education in rural communities,</i></p>	<p><i>No community would lose the presence of an educational provision site.</i> <i>The unique nature of the rural communities in Berwyn's catchment area would be protected, and though every community does not have its own school, the rural identity will be sustained.</i> <i>Following further discussion, there would be opportunities to consider the co-location of community services, leading to more sustainable services going forward.</i></p> <p>Possibility that fewer activities would be held (e.g. Christmas shows, summer fairs). It would be possible to ensure measures to mitigate these negative effects.</p>

		<p><i>securing improved co-ordination and collaboration through the work of the joint committee</i></p> <p>This option would be contrary to previous local discussions.</p> <p>Possibility that less activities would be held (e.g. Christmas shows, summer fairs). It would be possible to ensure alleviating measures for these negative effects.</p>	<p>This option would be contrary to previous local discussions.</p>
Language	<p><i>Opportunities to strengthen through gaining consistency in the policies and sharing expertise.</i></p> <p><i>There will be specific opportunities to support pupils attempting to increase their confidence in their use of both languages. This should also encourage more pupils to continue with their education in Welsh or bilingually.</i></p> <p><i>The increased number of children should also lead to pupils being able to use Welsh with their peers daily</i></p>	<p><i>Opportunities to strengthen through consistency in the policies and sharing expertise.</i></p> <p><i>There will be specific opportunities to support pupils attempting to increase their confidence in their use of both languages. This should also encourage more pupils to continue with their education in Welsh or bilingually.</i></p> <p><i>The increased number of children should also lead to pupils being able to use Welsh with their peers daily</i></p> <p>However, it will be important that the establishment of the new system continues the best practice already noted by Estyn</p>	<p><i>Opportunities to strengthen through gaining consistency in the policies and sharing expertise.</i></p> <p><i>There will be specific opportunities to support pupils attempting to increase their confidence in their use of both languages. This should also encourage more pupils to continue with their education in Welsh or bilingually.</i></p> <p><i>The increased number of children should also lead to pupils being able to use Welsh with their peers daily.</i></p> <p>However, it will be important that the establishment of the new system continues the best practice already noted by Estyn</p>
Financial Resources	<p><i>Spending per pupil in the area more equal – more effective provision of resources.</i></p> <p><i>Less cost of maintaining buildings.</i></p> <p><i>Possible reduction in staffing numbers and therefore revenue savings.</i></p> <p><i>Federalisation could lead to better use of financial resources.</i></p> <p>Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities.</p> <p>The cost of maintaining three rural sites remains.</p> <p>Additional travelling costs between the sites.</p>	<p><i>Spending per pupil in the area would be more equal – more effective provision of resources.</i></p> <p><i>Less cost of maintaining buildings.</i></p> <p><i>Possible reduction in staffing numbers and therefore revenue savings.</i></p> <p><i>Collaboration could lead to better use of financial resources.</i></p> <p>Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities.</p> <p>Additional travelling costs for the head teacher and staff between sites.</p> <p>The cost of maintaining three rural sites would remain.</p>	<p><i>Spending per pupil in the area more equal – more effective provision of resources.</i></p> <p><i>Less cost of maintaining buildings.</i></p> <p><i>Possible reduction in staffing numbers and therefore revenue savings.</i></p> <p><i>Federalisation could lead to better use of financial resources.</i></p> <p>Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities.</p> <p>Additional travelling costs between the sites.</p> <p>The cost of maintaining three rural sites would remain.</p>
Geographical Factors	<p><i>Travelling distances would remain the same for pupils.</i></p> <p>Possible additional travelling distance for the head teacher and staff between rural school sites and the campus.</p>	<p><i>Travelling distances for the children would remain the same.</i></p> <p>Additional travelling distance for the head teacher and staff between the multi-site area school sites.</p>	<p><i>Travelling distances would remain the same for pupils.</i></p> <p>Additional travelling distance for the head teacher and staff between the multi-site area school sites and the campus.</p>
School Category	<p>Implementing the model would either remove community or Church education in the catchment area.</p>	<p>The model could enable continuity of choice for parents of community and Church in Wales primary education provision, dependant on the category choice for the different schools established.</p>	<p>Implementing the model would either remove community or Church education in the catchment area.</p>
Additional Observations	<p>Reforms to the Welsh Government’s Federalising Regulations have been in power since spring 2014</p>	<p>This model depends on effectively managing a multi-site area school and also collaboration between said school</p>	<p>Reforms to the Welsh Government’s Federalising Regulations have been in power since spring 2014 which</p>

	<p>which provide the mechanism for Authorities to establish a federation.</p>	<p>and the lifelong campus. Collaboration is dependent on several ambiguous factors and personalities. It would be easier to close one or more sites in the future without having to close a school. This could mean that the local residents would be dubious of this model.</p>	<p>provide the mechanism for Authorities to establish a federation.</p>
--	---	---	---