

Pembrokeshire County Council

Cyngor Sir Penfro



CHILDREN & SCHOOLS

**Proposal to federate Ysgol Gymunedol
Brynconin and Ysgol Gymunedol Maenclochog**

CONSULTATION DOCUMENT

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Director for Children and Schools

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Haverfordwest

SA61 1TP

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FOREWORD

Pembrokeshire County Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools in the right places and ensuring that they are fit for the 21st century learner and having effective leaders in our schools is considered central to this and is a challenge facing councils across Wales.

This consultation document sets out the case for a change to the leadership and governance arrangements at Ysgol Gymunedol Brynconin and Ysgol Gymunedol Maenclochog. I look forward to receiving your views.

Kate Evan-Hughes

Director for Children and Schools

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in larger print or audio tape, or an
alternative language, please contact
Pembrokeshire County Council on
01437 776613

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1. The Proposal

Pembrokeshire County Council (the Local Authority) proposes to use the powers granted to it by the Federation of Maintained Schools (Wales) Regulations 2014 to establish The Federation of Ysgol Gymunedol Brynconin and Ysgol Gymunedol Maenclochog. The Local Authority has consulted with the governing bodies of the two school and both are in support of this consultation.

The term 'Federation' describes a formal and legal agreement by which the schools involved work together in formal partnership under a single governing body (GB). The existing GBs will be dissolved and replaced by a new, single GB with strategic oversight of both schools.

The proposed name of the Federation is 'The Federation of Ysgol Gymunedol Brynconin and Ysgol Gymunedol Maenclochog'.

If the proposal is accepted, the Federation will come into being on 1 September 2019.

2. Consultation

2.1 Preliminary consultation was undertaken with the governing bodies of the two schools on the proposal to federate and both governing bodies supported the proposal to go to public consultation. As a result, the Director for Children and Schools submitted a report to the Council in December 2018 on the outcome of that consultation and to recommend a way forward.

2.2 The decision of Pembrokeshire County Council on 13 December 2018 was:

That the Director for Children and Schools be authorised to commence consultation on the proposal to federate Ysgol Gymunedol Maenclochog and Ysgol Gymunedol Brynconin.

2.3 This document represents the County Council's responsibility under The Federation of maintained Schools (Wales) Regulation 2014 to consult with appropriate stakeholders and to explain the Council's preferred option. The main purpose of this document is to provide information and to gather the views of identified stakeholders.

2.4 The Local Authority has a statutory duty to seek the views of the following stakeholders, to whom the proposal will be distributed:

- The headteacher of the school
- The school council of each school (in a format appropriate to age)
- All staff paid to work at each school
- Every known parent of a registered pupil at each school
- Every trade union known to have members paid to work at each school

2.5 The Local Authority will also distribute the document to the following:

- Paul Davies AM – Constituency
- Neil Hamilton AM – Regional
- Simon Thomas AM – Regional
- Joyce Watson AM – Regional
- Eluned Morgan AM - Regional
- Stephen Crabb MP
- Maenclochog Community Council
- Puncteston Community Council
- Mynachlogddu Community Council
- New Moat Community Council
- Llandissilio West Community Council
- Clynderwen Community Council
- Narberth Community Council
- Llandewi Velfrey Community Council
- Henllanfallteg Community Council

A copy of the proposal will also be published on the Local Authority's website: www.pembrokeshire.gov.uk/haveyoursay

A copy of the proposal will also be available for inspection at all reasonable times at each school in the proposed federation.

2.6 There will be an opportunity for the pupils of Maenclochog and Brynconin schools to participate in the consultation process. This will take place with the relevant School Councils. Such sessions will be facilitated by the Council's Children and Young People Consultation and Marketing Officer. The information provided to children and young people will be presented in such a way that it is relevant to their age and level of likely understanding and be in accordance with the National Standards for Children and Young People's Participation.

The information gathered from the consultation with pupils will form part of the Consultation Report which will be submitted to Council.

2.7 The consultation period for this proposal will be 8 April 2019 until 24 May 2019.

During this period, you can express your views by writing to the Director for Children and Schools by using any of the following methods:

| | |
|---------------|---|
| Letter to: | Mrs Kate Evan-Hughes Director for Children & Schools County Hall, Haverfordwest, SA61 1TP |
| Response Form | See Appendix B of this document (page 19) |

Online: www.pembrokeshire.gov.uk/haveyoursay

Email: FederationConsultations@pembrokeshire.gov.uk

- 2.8 At the end of the consultation period the feedback from the consultation will be collated and summarised, and a report presented to a meeting of the County Council. This consultation report will be available for all to view on the Council website and hard copies obtainable on request from the address below.

3. Your Questions

- 3.1 The content of this Consultation Document is likely to provide answers to the most common questions that will arise regarding the proposal. In addition, Appendix A provides answers from the Welsh Government to frequently asked questions. However, should you have any further questions, please contact Steve Stretch on the following email address:
FederationConsultations@pembrokeshire.gov.uk

Or you can write to:

Steve Stretch
Governors' Support Services Manager
Children and Schools
Directorate County Hall
Haverfordwest
SA61 1TP

4. Key points of Federation

- 4.1 The Welsh Government's policy objective is to promote collaboration between all parts of the education system to improve outcomes. School federation is a more formal way of extending collaboration and promoting closer working relationships. It is a principal initiative for achieving formal partnership working amongst schools to improve performance.
- 4.2 As part of its statutory responsibility for the planning of school provision, Federation is considered as an option within Pembrokeshire County Council's strategic planning for effective and efficient school provision in and across communities.
- 4.3 Federation is not an amalgamation, a take-over or a route to closure. Rather, it is a partnership of the two schools sharing a joint vision for a venture that would serve the interests of pupils, staff and both school communities. The schools would remain as separate establishments; they would be funded and inspected separately, produce separate accounts and report their assessment results separately. However, the governing body of the federation has the option of pooling a portion of the budget of the two schools to enhance joint working or shared staffing should the opportunity arise.

- 4.4 A 'soft' federation has been in place since September 2016 with the Headteacher of Ysgol Gymunedol Maenclochog as Executive Headteacher of both schools. This followed two unsuccessful attempts to recruit a new headteacher for Ysgol Gymunedol Brynconin after the previous Headteacher took up a post at another school in April 2016. The collaboration has been achieved with the full support of the governing bodies of both schools.
- 4.5 While experience indicates difficulty in recruiting headteachers for schools the size of Ysgol Gymunedol Brynconin, improving standards is a key driver of the change. Appointing a headteacher to the school cannot guarantee improved standards as he/she would need to undertake a significant classroom teaching commitment in addition to his/her leadership responsibility.
- 4.6 In order to address this, and to allow more efficient use of school budgets, the Local Authority proposes to establish a federation of the two schools under one governing body.
- 4.7 The GB of the federation would have the option of not appointing a headteacher to Ysgol Gymunedol Brynconin but having an executive headteacher responsible for both schools and using that funding creatively to improve resources and staffing arrangements at the schools. This is the recommendation of the Local Authority.
- 4.8 The executive headteacher from Ysgol Gymunedol Maenclochog is in a position to continue to improve provision at Brynconin as well as at Maenclochog through setting a clear direction, establishing a common ethos and developing the expertise of staff. This has already begun.
- 4.9 Federation offers opportunities for the two schools to:
- Learn from one another
 - Improve performance through sharing good practice, expertise, preparation materials and resources
 - Streamline policies and structures
 - Offer enhanced opportunities for wider experiences to pupils
 - Provide wider professional development opportunities for staff
 - Retain their individuality and ethos and to remain open in their communities
 - Provide greater leadership opportunities for staff which supports the Local Authority in developing future leaders for its schools.

5. Background information on collaboration between the schools

- 5.1 Ysgol Gymunedol Maenclochog is a Welsh Medium, 3-11, mixed, community school . It has capacity for 116 pupils. The school has a headteacher.

- 5.2 Ysgol Gymunedol Brynconin is a Welsh Medium, 3-11, mixed, community school. It has capacity for 89 pupils. The school does not have a headteacher or a deputy Headteacher
- 5.3 The two schools are located only six miles apart and serve similar communities. The percentages of pupils eligible for free school meals and with Special Educational Needs (on School Action and School Action Plus) are similar in each school.
- 5.4 Ysgol Gymunedol Maenclochog was last inspected by Estyn in May 2016 and was judged to be good. It has recently been categorised by ERW as being in the yellow support category and was given a 'B' for its capacity to improve. The report states that: school leaders have clear strategic objectives; the headteacher has created a temporary management team following (trial) federation that shares their vision and, as a result, they have planned and implemented change successfully; leaders place a strong emphasis on raising standards and succeed regularly in improving most pupils' achievements; the school's monitoring and evaluation systems, which governors are involved in, are robust and the report is honest; through the federation, effective co-operation has begun to make an important contribution to nurturing the capacity for improvement in teaching and leadership.
- 5.5 Ysgol Gymunedol Brynconin was last inspected by Estyn in October 2011 and was judged to be good. It has recently been categorised by ERW in the amber support category. The report states that: leaders and staff have a shared vision and strategy that has improved provision for many pupils; roles and responsibilities and arrangements for managing accountability are clearly defined and, as a result, they have begun to increase and develop the school's leadership capacity. Although, the head has managed change effectively in many areas, in other areas, the effect of distributed leadership is not as successful and, as a result, they have not led to continuing improvement, for example, by improving learning and teaching strategies, and pupil independence. As a result the school has been given a 'C' for its category to improve. The performance of More Able and Talented pupils has risen, which is an area on which the two schools have collaborated.
- 5.6 It is the view of the Local Authority that proceeding to a federation will enhance the capacity to improve distributed leadership and teaching and learning in both schools. All teachers have visited schools in an established federation in a neighbouring Local Authority which the Head feels has been of great benefit.
- 5.7 By entering into a federation, the two schools can work together under shared leadership to utilise their strengths to improve standards across the federation and together address areas in need of improvement.

- 5.8 By federating under one GB the climate of trust, openness and willingness to work together that already exists can be further cemented and the pooling of budgets enhances resource provision and the time available to the Executive Head Teacher and leadership team to provide appropriate leadership and management for both schools to secure further improvement. The GB of the Federation will ensure there is fairness in the share of the budget allocated to each school.

6. What does it mean for the schools?

- 6.1 The benefits of collaboration between Ysgol Gymunedol Maenclochog and Ysgol Gymunedol Brynconin already evident. This arrangement will be formalised and improved further through the establishment of a federation between the governing bodies of the two schools. The existing governing bodies will cease to exist and a new governing body, with representatives from both schools and their communities, will lead the work of the federation. This will allow for pooling of some parts of the budgets of the two schools with resulting efficiencies. The single GB can share resources and expertise across the schools and work to raise standards and improve teaching, learning and outcomes for pupils across both schools.
- 6.2 The two schools will be funded separately, based on pupil numbers in each, according to the Local Authority's funding formula. In 2018-19 the funding per pupil (net of SEN) at Maenclochog was £3638; at Brynconin it was £3789 per pupil.
- 6.3 Each school will be funded for a headteacher based on the LA's agreed formula range for the size of the school. However, the Individual School Range (ISR), which determines the salaries of those on the leadership scale, will be reviewed for the school which will not have a headteacher and adjusted for current pupil numbers at the school. This may impact on the level of funding for this school. The ISR for the leaders of the federation will be determined by the total pupil numbers in the two schools.
- 6.4 Separate accounts have to be produced for each school so this will allow monitoring to ensure each school is being treated fairly in terms of budget share.
- 6.5 While the staffing structure of the federation's schools will be for the GB to determine, advice will be available from the schools' Challenge Adviser in order to explore a range of options with a view to ensuring the chosen structure is sustainable and encourages distributed leadership.
- 6.6 Existing staff cannot be compelled to work in both schools but this can be done by negotiation. Future members of staff can be appointed to work in both schools providing expertise that one school alone could not afford. It is not expected that this will result in pupils having several teachers. Rather, it provides the flexibility for teachers from both schools to benefit from joint

working and sharing of expertise, reducing duplication of effort and having greater opportunities for career development through working in a federation of schools. There will be a greater pool of resources and expertise that can be used more flexibly across the schools.

- 6.7 Pupils will benefit from a greater range of educational opportunities and resources and improved outcomes as a result of the greater number of staff collaborating to secure improvements in teaching and learning. Pupils will also benefit from broader social experiences and greater opportunities for extra curricular activities.
- 6.8 There may also be cost savings through bulk purchases. In addition, there will be one school development plan for both schools and the headteacher will have to report to only one GB. There will also be the option for the two schools to share common policies, as approved by the federated GB.
- 6.9 Separate accounts have to be produced for each school so this will allow monitoring to ensure each school is being treated fairly in terms of budget share. Each school will have to report its results separately. Each school will be inspecting separately though, increasingly, Estyn is doing all schools in a federation at the same time.
- 6.10 In summary, the two schools will remain as separate entities, managed by one federated GB with greater opportunities for collaboration between the two schools.

7. Proposed composition of the governing body

7.1 Regulations stipulate that each federated GB should have a minimum of 15 governors and a maximum of 27. These regulations also specify the numbers that are allowed in each category. The options are summarised in the table below.

| Category of governor | Number allowed by regulations | Notes | LA proposal |
|-------------------------------|-------------------------------|--|--------------------------------------|
| Parent (elected) | 2 - 4 | At least one but no more than two from each school in the federation. Does not have to be an equal number from each school. | 4 – 2 from each school |
| Teacher (elected) | 1 - 2 | Not all schools may be represented, but a process can be used to ensure that both are if there are 2 on the GB. | 2 – 1 from each school |
| Staff (elected) | 1 - 2 | As above, for teachers. | 2 – 1 from each school |
| Local authority | 2 - 4 | May be appointed to provide specific expertise or to ensure all areas of the community are represented. | 3 |
| Community | 2 - 4 | Appointed by the GB, to ensure the GB has the skills needed to conduct its business or to ensure all areas of the community are represented. | 3 |
| Additional community governor | 1 | Nominations sought from some or all of the town / community councils within the federation. GB chooses its governor from among the nominations received. | 1 |
| Headteacher | 1 | The Head can choose not to be a governor. | 1 |
| TOTAL | | | 16 |

8. Admission arrangements

- 8.1 The admission arrangements for each school will remain unchanged. The Local Authority is the admissions authority for each school. Parents will apply for a place for their child at the school of their choice, not at the Federation, as each school in the federation is a separate school. If the child is not given a place in the school they choose, a separate application will have to be made to attend a different school. This is the case even if the second school applied for is the other school in the federation. Applications for either school must be made to the Admissions Officer, using the online system on the Pembrokeshire County Council website.

Appendix A: Federation – frequently asked questions

Extract from Welsh Government Guidance – circular 011/2014

Q1. What is a Federation?

A federation is a legal governance structure where between two and six schools share a single governing body. The schools will retain their individuality, their own name, ethos, budget and school uniform but could share resources, facilities and good practice.

Q2. Why should schools federate?

Working together through a single governing body structure enables schools to raise standards and maintain local education provision by sharing resources, staff, expertise, and facilities and sharing best practice. A single governing body also provides an effective and accountable mechanism for schools to pool resources, including staff and budgets, release capacity in the senior management team and gain economies of scale and efficiencies.

Q3. What are the benefits of federation?

Federation will allow schools to more easily:

- extend the breadth and quality of provision
- respond to pupils' wider needs
- facilitate the release of our strongest school leaders teachers and governors to assist poorer performing schools
- widen opportunities for staff professional development
- deliver greater value for money.

Q4. Why might small schools benefit from federation?

Federation can help small rural primary schools to remain sustainable within their communities. The shared governing body provides an effective and accountable mechanism for schools to pool resources and staff, gain economies of scale and efficiencies that enable them to remain viable. Smaller schools in more rural and isolated areas could also gain as federation could open up opportunities to share management, governing body responsibility and curriculum expertise. For small primaries it would allow them to deliver an enriched primary education by, for example, sharing a specialist language teacher or drama teacher.

Q5. What are the benefits and risks of Federation?

There are a number of benefits for schools from being within a federation including broader learning and social experiences for children leading to improvement in pupil performance. Schools will be able to share resources, best practice, facilities and expertise. There can be further emphasis on strategic leadership and management structures, and staff will have new opportunities to work together and reduce isolation. Duplication of effort can be avoided and there is an opportunity to promote better economies of scale.

Some of the risks include the potential organisational difficulties in providing a curriculum across a number of schools. Communication with parents and staff at different schools may present a challenge. Travel costs may be higher if staff and pupils move between schools to meet curriculum needs. There may also be relationship and trust issues for governors, headteachers and staff working across schools. The federated governing body should be aware of the potential risks and have strategies and actions to mitigate them.

Q6. Will my school lose its identity within a Federation?

Schools within a federation will not lose their individual identity though they will share a single governing body. The schools retain their separate legal status and have their own budget allocations and will be subject to their own Estyn Inspection. The schools will also remain in their community and retain their own character, name, ethos and school uniform. Whilst each school receives and must account for its own separate budget, there is scope, through the single governing body, to use pooled budgets across the schools in the federation. Federation works on the basis that all schools have their own particular strengths and advantages, whether it is facilities, staff or resources.

Q7. What happens to staff within a federation? Will their Conditions of Service change?

In a federation, all staff would be employed on the same conditions of service as now and by the same employer. Whoever is the employer of staff will continue to be the employer under the contract of employment. For community, voluntary controlled, community special schools and maintained nursery schools, the LA is the employer under the contract of employment although the governing body of the federation retains responsibility for certain staffing functions i.e. staff grievance, capability, redundancy, staff disciplinary and dismissal matters and appointments. The governing body is the employer under the contract of employment for staff in voluntary aided and foundation schools.

Combined strategic and financial planning should mean that jobs can be better protected in any combined period of contraction and that specialist staff can be used to best effect, recognising that all support and teaching staff have specialist skills and knowledge. Staff would be able to learn from each other within a coherent approach to deliver professional learning communities that use data and the National Model to focus on school improvements that link to national priorities and their school development plans.

The governing body of a federation would also be able to appoint new staff to work within all schools in the federation. This could include the appointment of a single headteacher with responsibility for all the schools in the federation, or the appointment of a Bursar or person with financial management skills and/or business management skills to oversee the non-teaching aspects of the federation business.

Q8. Can a federation have a single headteacher with responsibility for all the schools in that federation?

Yes, if that is what the schools wish to have and this might be a viable option in a federation of small rural primary schools. Where this option is chosen for a larger federation of up to six schools, i.e a secondary school and its feeder primary schools where each of those schools has a large number of pupils, governing bodies and local authorities should consider how this arrangement could be managed and any support structure a single headteacher might require. For example, consideration could be given to implementing a management structure that addresses the individual needs of each of the schools whilst also supporting curriculum continuity across the federation. This could mean having staff in each school whose purpose is to focus on teaching and learning supplemented by a structure of posts that work across the federation, all of which would be managed by a single headteacher. Another option governing bodies and local authorities may consider is for the federating schools to retain headteachers in each of the schools instead of appointing a single headteacher.

From a day to day operational perspective schools may wish to adopt a third option which would be to appoint a head of the federation and retain a headteacher in each of the schools. If this arrangement was agreed, from a governance perspective only, the overarching headteacher in charge of the federation, if such an appointment is made, would be a member of the governing body. If no such appointment is made the headteachers of all the schools may be governors.

Q9. Would the ‘headteacher’ with overall responsibility for the federation be responsible for managing headteachers of each school in the federation if that is the agreed structure?

The governing body may choose to appoint a single head of the federation with full responsibility for all of the schools in the federation and have only a senior teacher or deputy headteacher in charge of each school. If the teacher in charge is not a qualified headteacher carrying out the full range of statutory duties of a headteacher, then the head of the federation would be responsible for the performance management of those staff. The governing body would be responsible for the performance management of the head of the federation.

Q10. Are parent governors elected by the parents from their school only or from parents across all schools in the federation?

The proposal for federation should state the number of parent governors from each school which in law is that every school must have at least one parent governor elected by the parents (or appointed by the governing body if no parent stands for election), at that school but no more than two parent governors per school. It is reasonable therefore that once a decision has been made as to how many parent governors each school would have, the parents of only that school should vote in the parent governor elections. If the decision is that a school should have two parent governors each, and no parents in a particular school stand for election or only one parent stands for election, the federated governing body may appoint parent governors in accordance with Schedule 2 of the 2014 Federation Regulations.

This means that the governing body could appoint a parent of a registered pupil at the school; or the parent of a registered pupil from another school in the federation; or the parent of a child of compulsory school age (or under compulsory school age for a nursery school).

Q11. Can a Federation be time-limited?

A federation should be seen as a long term commitment and not as a quick fix. The LA or respective governing bodies will have considered in depth the benefits and risks of establishing a federation in relation to the impact on children and young people's achievements. A federation would put in place strategic and operational plans to ensure the sustainability and development of the schools. That will require medium to long term planning. Nonetheless, the 2014 Federation Regulations do allow individual schools to leave a federation and for a federation to be dissolved.

Q12. What are the differences between school federation and school mergers?

If two schools merge they may remain open in their community but they become one multiple site school with a single name, governing body, headteacher, ethos, budget, character and school uniform. In a merger there would only be one headteacher and it is possible there would be redundancies or staff would have to re-apply for posts in the new single school. In a multi-site schools the LA could also close one of the school sites and transfer the pupils to the other sites without the need to go through statutory proposals.

In a federation, the schools remain open in their communities but they also retain their own individuality, name, ethos, character budget and school uniform. Staff would also keep their jobs and may have wider opportunities for further professional development by working across the schools in the federation. Headteachers may also remain in post although some federations may only have a single headteacher. Schools in a federation can be closed as part of school organisation proposals but the LA would have to apply the statutory proposals process to do this.

Q13. What may influence schools in deciding whether to merge and become a single school or federate?

The LA may have long term plans for school organisation within their area and schools would need to consider these and discuss with their LA, which option is more beneficial for them and fits in with the LA's overall plans.

Q14. Should we be working collaboratively as a first step with schools we may be thinking of federating with?

If you work collaboratively with other schools it may help you to create trust between the schools and will enable you to foster a good working relationship which will make it easier for the schools to take the next step and federate. Federation will be successful where the staff and governors are committed to working together for the benefit of the school communities.

Q15. Can schools establish a joint governing body before formally federating?

No – the governing body of the federated schools comes into being on the date the federation comes into force which must be at least 125 days from the date the federation proposals are published (or 100 days if small schools are being federated). This means that the governing bodies of the schools that are federating will have to have held elections for the core governors i.e. parents, teacher and staff and the LA will have to have appointed their LA governors. On the date the federation comes into force the newly constituted single governing body can meet and appoint their community governors. The schools may however set up a joint working group or committee of governors to oversee the federation process if they wish.

Q16. If two small rural primary schools federate could they be re-organised so that all the pupils in one key stage attend school X whilst the others attend school Y?

Depending on the category of schools it would be for the LA (in respect of community and voluntary controlled schools and the governing body (in respect of voluntary aided and foundation schools) to make proposals to change the age range of a school, following consultation with parents and other interested parties. This would entail the schools going through a statutory process in order to make such a change.

Q17. What happens if a pupil is excluded from one school in a federation? Could they be placed in another school in the same federation?

Yes – although schools are federated and share a governing body the schools remain as separate entities so a pupil could not be turned away by one school because he/she had been excluded from another school in the same federation. If the pupil is subsequently permanently excluded from the second school within the federation it is recommended that the pupil discipline committee that meets to consider the exclusion consists of members of the governing body un-associated with the consideration of the first exclusion.

This recommendation is in order to avoid possible bias that could be considered with relation to the first exclusion. Whilst it may not always be possible to provide a complete discipline committee of new governing body members any such circumstances should be discussed with the LA in the first instance.

Q18. Can we change the name of the school and or give all the schools in the federation the same name?

One of the key drivers and benefits for federation is that schools do not lose their individuality, name and identity and remain as separate establishments. The names of all the schools in the federation will appear on the new instrument of government as well as the name of the federation. The process for revising the instrument of government and changing details such as the names of the schools is set out in the Government of Maintained Schools (Wales) Regulations 2005. The LA and the governing body should reach an agreement on the proposed changes. If they cannot the final decision rests with the LA who will want to ensure that any changes are not misleading.

All schools in a federation must retain their individual reference number and budget and it could become quite complex and confusing if all the schools decided to change their name and adopt a single name when they have to account for separate budgets.



Annex B - Response Form

Proposal to Federate Ysgol Gymunedol Brynconin and Ysgol Gymunedol Maenclochog

Please note that we will make any comments that you make publicly available as part of the subsequent report. You are not asked to provide your personal details. All the information you provide will be handled in accordance with the GDPR 2018.

Question 1. Please provide your comments on the proposal to federate Ysgol Gymunedol Brynconin and Ysgols Gymunedol Maenclochog. We particularly invite comments on: the proposed name of the federation; the proposed composition of the GB; the recommendation that there should be only one Headteacher for the two schools.

Your comments:

You may wish to indicate which of the following reflects your views

| | Please tick |
|---|-------------|
| I do not feel strongly one way or the other | |
| I support the proposal to federate | |
| I do not support the proposal to federate | |

About you

Question 2. Please indicate your interest in the consultation *(please tick all that apply)*

Ysgol Gymunedol Brynconin

- ☐ Parent
- ☐ Staff
- ☐ Governor

Ysgol Gymunedol Maenclochog

- ☐ Parent
- ☐ Staff
- ☐ Governor

Other

- ☐ Elected member
- ☐ Local resident
- ☐ Representative of a local community organisation or group

Please state name of group or ANY OTHER INTEREST here

Question 3. Are you *(please tick only one)*

- ☐ Under 16
- ☐ Aged 17 – 24
- ☐ Aged 25 – 44
- ☐ Aged 45 – 64
- ☐ Aged 65 or over
- ☐ Prefer not to say

Question 4. What is your first language? *(please tick only one)*

- ☐ Welsh
- ☐ English
- ☐ Other (please specify) _____
- ☐ Prefer not to say

Question 5. Are your day to day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?
(please tick only one)

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

Question 6. Do you provide care for someone (aged 11 or under) who has a physical or mental health condition or illness lasting, or expected to last, for 12 months or more and which reduces you ability to carry out day-to-day activities? *(please tick only one)*

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

Question 7. What is your religion? *(please tick only one)*

- | | |
|--|---------------------------------|
| <input type="checkbox"/> No religion | <input type="checkbox"/> Jewish |
| <input type="checkbox"/> Christian (all denominations) | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Sikh |
| <input type="checkbox"/> Hindu | |
| <input type="checkbox"/> Preferred not to say | |

Other (please specify): _____

Once complete, please return to: Mrs Kate Evan-Hughes, Director for Children & Schools, Pembrokeshire County Council, County Hall, Haverfordwest, SA61 1TP

The closing date for responses is 24 May 2019