

ISLE OF ANGLESEY COUNTY COUNCIL	
Report to:	The Executive
Date:	15 October 2018
Subject:	Isle of Anglesey Education Strategy –School Modernisation (2018 Update)
Portfolio Holder(s):	Councillor R. Meirion Jones
Head of Service:	Arwyn Williams
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Local Members:	Relevant to all Council members

A –Recommendation/s and reason/s
<p>Background</p> <p>Since the publication of the original strategy in 2013, the Authority has collaborated with Headteachers and Elected Members to modernise the school stock on the Island by combining 10 smaller primary schools and building 21st Century schools in three areas within Band A, with the latest opening in March 2019.</p> <p>By the end of Band A programme (April 2019) over 10% of Anglesey primary learners will receive their education in 21st Century buildings and there will be 10% empty places in Anglesey primary schools - a reduction of over 17% in six years.</p> <p>In the secondary, the decrease in numbers and the increase in empty places, together with the cuts faced has resulted in significant budgetary challenges across the secondary sector and this will probably continue or be even worse over the next few years.</p> <p>Context</p> <p>As a result of the above, together with the central Government austerity program, which means that the Education service must find savings of £ 5M over the next three years, the Modernisation Strategy needs to be reviewed in order to:</p> <ul style="list-style-type: none"> • establish a school system that is suitable for the next thirty years to ensure the best opportunities for our children and young people to flourish and take advantage of the world of work opportunities that are on the horizon. • continue to operate relentlessly to ensure that our school standards and provision are nationally amongst the best. • ensure that the Council's resources are used efficiently and effectively by developing a

more equal cost-based organization across schools and establishing a suitable pattern for post-16 education.

- ensure that all schools lay firm foundations to ensure that all learners reach a level of proficiency in both languages that are relevant to their ability.
- create the circumstances for Headteachers to succeed by ensuring that they have sufficient time and support for leadership and management.
- establish a system so that the school system ensures an appropriate succession.
- ensure that the strategy contributes to the aims of the Future Generation of Future Act and contributes to “Place Shaping”.

It is foreseen that the Ysgol Syr Thomas Jones catchment area will have to be prioritised within Band B as there are 623 empty places within the catchment area. Although the potential for a population increase in the area as a result of the New Wylfa development, consideration will have to be given to establishing an area school, all-age school or co-location of a primary and secondary school on the same site, if it is to ensure the continuation of secondary education within the local community.

Band B will require significant capital investment, and according to the Council's forecasts it is likely that it will not be possible to consider operating throughout the Island in the period up to 2024/26. Those areas that need attention must be prioritised and the cost effectiveness of each option will be an important consideration in making those decisions.

Recommendations

1.1 Agree to adopt the Isle of Anglesey School Modernisation Education Strategy (Update 2018) which will take effect from 15 October 2018 onwards.

1.2 Agree to officers starting the consultation process in Band 'B' areas over the next 12 months.

B – What other options did you consider and why did you reject them and/or opt for this option?

n/a

C – Why is this a decision for the Executive?

This matter is delegated to the Executive

CH – Is this decision consistent with policy approved by the full Council?

Yes – see Council Plan 2017-2022

D – Is this decision within the budget approved by the Council?

The total in the Strategic Outline Program - Band B, 2019-2026 is £ 36.1 M.
50% is funded by the Welsh Government and 50% from the Isle of Anglesey County Council.

DD – Who did you consult?		What did they say?
1	Chief Executive / Senior Leadership Team (SLT) (mandatory)	Comments incorporated in the report.
2	Finance / Section 151 (mandatory)	Comments incorporated in the report.
3	Legal / Monitoring Officer (mandatory)	Comments incorporated in the report.
4	Human Resources (HR)	
5	Property	
6	Information Communication Technology (ICT)	
7	Procurement	
8	Scrutiny	Corporate Committee comments of the 8 October 2018 to follow.
9	Council Leader and Portfolio Holder	Comments incorporated in the report.
10	Stakeholders	Consultation sessions were held with stakeholders. The responses have been considered and have been incorporated in the report.

E – Risks and any mitigation (if relevant)

1	Economic	
2	Anti-poverty	
3	Crime and Disorder	
4	Environmental	
5	Equalities	
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FF - Background papers (please contact the author of the Report for any further information):
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Council Plan 2017-2022

**Isle of Anglesey Education Strategy:
School Modernisation (2018 Update)**

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4. Condition of the school buildings

**The 'Education and Twenty First Century Schools' programme is a Welsh Government long term plan to modernise schools. The plan is funded by the Welsh Government and Local Authorities. The second phase of the programme will start from April 2019 and this phase is referred to as Band B. Band A was active up to 2018, and it is foreseen that consultation regarding Band C will commence from 2021 onwards.*

1. **The Council's Vision**

The Isle of Anglesey County Council has the ambition of ensuring that every pupil, every young individual, every learner, wherever they are, whatever their background and circumstances, achieve their full potential and are ready to play a proactive part as the future's responsible citizens and community champions.

The Council will ensure that each school achieves the highest standards so that Anglesey's young individuals can benefit from the opportunities available in the competitive world of today. It is essential that the education standards of Anglesey are amongst the best nationally.

The reformed Modernization Programme will be key for the realization of the ambitious vision above by securing effective, self-judgemental and correctly sized schools in the right locations that are led by inspiring Headteachers and Leadership Teams that are completely committed to raising the work standards of the learners that are in their care. To fulfil this aim, the current system will have to be reviewed by area and consideration of the best way forward will be based on the requirements and ethos of that area.

This will coincide with the reference given in the Welsh Government action plan, 'Education in Wales: A mission that states that 'Education reform is our national mission'. Additionally, it refers to a number of innovations that need attention, including:-

- Continuing to upgrade the quality of school buildings via capital programme to ensure education and schools for the 21st century;
- Promote collaboration between schools, including federations, clusters and professional learning communities.

We will be operating in compliance with the Welsh Government's Vision for 21st Century Schools* (see appendix 1), School Organisational Code and the Well-being and Future Generations' Act. (see appendix 2)

2. **The current situation and the changes that need attention**

Since the publication of the original strategy in 2013, the Authority have collaborated with Headteachers and elected members to modernise the school stock across Anglesey by combining 10 smaller primary schools and by building 21st Century schools in three areas within Band A, one of which will be opening in March 2019. By the end of the Band A programme (April 2019), over 10% of Anglesey primary learners will receive their education in 21st Century buildings, and there will be 10% empty spaces in Anglesey's primary schools – a reduction of over 17% in six years.

The financial situation continues to be challenging in the primary sector. The difference in expenditure per pupil in the primary sector is a cause for concern and is non-maintainable for the future. It could be argued that the fact that smaller schools are receiving what is equal to additional finance to maintain minimum staff levels means that the 11 largest schools, that often serve the most deprived areas, are subsidising the smaller schools. This is non-maintainable for the future, especially if the Government's financial austerity programme is to continue.

In secondary, the % of empty places [28%] is of concern. The reduction in numbers and the increase in empty places, alongside the cutbacks faced have led to substantial financial challenges across the secondary sector and it is likely that this will continue or even worsen over the next few years. As a result of this, reducing the number of secondary schools or changing the ethos of the schools will have to be considered if a future for secondary education is to be secured in some parts of the County.

The situation in regards to the age profile of Headteachers has improved and a number of schools are sharing leadership teams by operating Partnerships Management arrangements and formal and informal federating. A strategy has been established for developing the Future School Leaders that offers professional development for those with operational potential. Despite this, the candidate numbers for Headteacher jobs are at a low, and this is especially true for small and rural schools.

As a result of the above, along with the central Government austerity programme, which means that the education Service must find savings of £5M over the next three years, the Modernising Strategy must be reviewed in order to:

- establish a school system that is suitable for the next thirty years to ensure the best opportunities for our children and young individuals to flourish and to take advantage of any upcoming work;
- continue to operate mercilessly to ensure that our school standards and provision are nationally amongst the best.
- ensure that the Council's resources are used effectively and efficiently by developing a system that is more equal in relation to cost per person across schools and by establishing a suitable pattern for post-16 education;
- Ensure that each school sets a firm foundation for making sure that each learner reaches a level of proficiency in both languages relating to their ability;
- create the right circumstances for Headteacher success by ensuring sufficient time and support for them in regards to leading and managing;
- establish an arrangement so that the schools procedure ensures respective succession;
- ensure that the strategy contributes towards the aims of the Well-being of Future Generations Act and contributes towards 'Place Planning'.

In 2013, there was an unequal number of small schools on Anglesey, since over 50% of schools (26) were ones of under 90 [Welsh Government's definition of small schools]. Estyn noted the challenges that are facing small schools in their 'Small Primary Schools in Wales' report. These include the challenge of teaching mixed age classes containing more than 2 or 3 age groups; limited peer group size and challenge adequacy; limited opportunities for social interaction; difficulties in recruiting and retaining staff; excessive burdens on staff and the higher expertise needed to support pupils with special educational needs.

A number of under 90 schools will drop to 19 by March 2019 but the challenges described above and in the rest of the document will continue. The school Modernisation Programme will attend to this by reviewing the future of each primary school based on areas. This will reduce the number of classes with more than 2 age groups, ensure that leaders/headteachers acquire adequate non-contact time to fulfil the key responsibilities of raising standards, ensure that administration and support management arrangements are at hand, and reconcile the expenditure per person across Anglesey to be more equal.

It is foreseen that the Ysgol Syr Thomas Jones catchment area will have to be prioritised within Band B considering that there are 623 empty places in the catchment area. Despite the possibility of some population increase as a result of the Wylfa Newydd development, consideration must be given to establishing an area school, an all ages school or inter-locating a primary and secondary school on the same site in order to secure the continuity of secondary education within the local community.

Band B will require a substantial capital investment, and according to the Council's forecasts it is likely that the possibility of action in each part of Anglesey shall not be possible in the period leading up to 2024/26. The areas that require attention first must be prioritised and the cost-effectiveness of each option will be an important consideration when making those decisions.

3. **Drivers of change for Band B(2019-2026)**

Minor adaptations will be made on the drivers for change used for Band A which are:

- Improving attainment and education standards.
- Reduce the number of surplus places in order to make efficient use of resources.
- Aim towards reducing the expenditure range per pupil by ensuring more equal opportunities across schools.
- Leadership and Management Capacity.
- Succession planning
- Widen communal use of school buildings
- Childcare and Communal facilities for parents and older inhabitants
- Bilingual and Welsh medium provision
- Nursery provision
- Post-16 provision
- Ensure that school buildings are fit for purpose.

The drivers for change are detailed below.

3.1 **Raising educational standards**

The Authority will ensure that achievement standards continue to rise in order to fulfil the aim of being one of the best performing authorities in Wales.

The following information is used by the Authority to evaluate standards.

- End of key stage indicators – namely % of the pupils who reach the expected levels and the higher levels at the end of that key stage.
- Outcomes of Estyn inspections.
- Attendance figures at individual school level

Appendix 3 includes details of Anglesey school categorisation status. On the whole the schools and the Council work effectively in partnership to improve results. In order to continue to see progress, we need to:

- Ensure that all schools are fully aware of the Partnership Agreement contents namely to understand that individual Headteachers and Governing Bodies are those responsible for recognizing specific aspects that need attention in order to raise the achievement standards of pupils.
- Ensure that each school leader has high expectations and a clear focus on improving teaching, the learning and attainment.
- Ensure that all the resources available to schools towards improving results for children and young people are targeted appropriately, taking account of annual pressures on finance.

- Implement a consistent and agreed method of collecting, analysing and using information [i.e. knowing where every pupil is, as regards his or her learning] by using consistent and effective tracking systems so that there is effective support and intervention.

Estyn's inspection of the Local Authority in 2012 notes that the number of schools in follow-up categories have been too high in the past, i.e. the number of schools where there is room to improve is higher than the national norm. By the beginning of 2018 the number of schools in follow-up categories have reduced, but the authority's recent experiences with smaller schools over the last four years have confirmed that there is a need for higher than expected assistance and support for some smaller schools, and this is more evident where there is a concern for the quality of leadership and/or quality of teaching in individual classes. The school modernisation strategy will attend to this by creating the conditions so that Headteachers, teachers and pupils succeed.

According to the current research evidence, it is suggested that it is difficult to link standards with school size. However, experience suggests that in larger sized primary schools;

- Leadership teams have more capacity to ensure improvements;
- That teachers develop specialism in specific areas by then having positive effect on standards;
- That pupils of the same age work together on specific tasks to raise individual pupils' performance;
- That teachers work together and share good practice that then has a positive effect on the quality of teaching;

All the above makes an important contribution to raising standards.

In smaller sized secondary schools, it is a challenge to sustain the quality and extent of the curriculum. Also, the ability to retain expert staff, especially in core subjects and on a managerial level is difficult.

As the new curriculum 'Qualified for Life' takes root, golden opportunities arise for the development of cross-sector/lifelong schools [all ages] that make the most of staff specialisms and the opportunities for cross-subject teaching and learning. Lifelong schools [all ages] also give opportunities to avoid the 'performance dip' seen amongst learners in transferring from the primary to the secondary sector.

The link below outlines schools' performance in their last Estyn inspection. It is possible to gain admission to Estyn's full report for a particular school through www.estyn.co.uk.

3.2 Reduce the Number of Surplus Places

In accordance with the national demographic tendency, pupil numbers have been reducing on Anglesey for some years and this in turn had led to an increase in the number of surplus places in primary and secondary schools. The numbers of primary pupils (that do not include nursery) have fallen by 1005 pupils, from 6,524 pupils in 1996 to 5,519 pupils in 2012, and although there is an increase in births in some years since 2012, by 2018 the primary population is 5306 with the forecasts falling to 5110 by 2023. This does not include those learners who are likely to arrive as a result of the proposed economic developments – [note that ongoing modelling work suggests that the number of additional children arriving will be around 200]. The above confirm the fact that the forecasts at their best show that the number of learners will stay quite constant over the period of financing Band B of the school modernisation programme.

The general % of surplus places in the secondary sector is 28% at present that corresponds to 1454 pupils. This percentage is too high, with the greatest number of surplus places in Ysgol Syr Thomas Jones (51%). The secondary forecasts between 2018 -2023 show the following:

School	Capacity	2018 Numbers	% empty places 2017	2023 Forecasts	% empty places 2023	Difference
YSTJ	971	479	51%	541	44.3%	+53
YUC	1170	818	30%	941	19.6%	+107
YGLI	896	670	25%	765	14.6%	+93
YDH	1283	1101	14%	1186	7.6%	+74
YUB	851	649	24%	763	10.3%	+112
TOTAL	5171	3,717	28.12%	4,195	18.9%	+439

Despite the growth in the secondary schools by 2023, and that the percentage of empty places will reduce to 18.9%, it should be noted that the Welsh Government believes that Authorities should have no more than 10% surplus places in schools.

The Council therefore needs to reduce the number of surplus places in secondary schools in order not only to address the Welsh Government's expectation but also to address one of Estyn's recommendations in the 2012 inspection, namely to reduce surplus places. There will be a need to prioritise addressing surplus places in the secondary sector.

Also, decisions regarding the post-16 education of Anglesey will further influence the surplus place forecasts for 2018-2023 and the effects will have to be considered of any plans to rationalise post-16 provision on a smaller number of sites, and/or collaborate with Coleg Llandrillo-Menai and other key partners to obtain a solution for Anglesey.

The aspects above rise substantive questions regarding the future ethos and shape of the county's secondary provision.

3.3 **Aim to reduce the expenditure range per pupil by ensuring more equal opportunity across schools**

The yearly school budget is allocated using a formula that is driven by the number of pupils on a school register.

Smaller primary schools receive what is equal to additional finance to maintain minimum staffing levels – at least one Headteacher and teacher on the site.

The expenditure per pupil in the primary sector on Anglesey for 2018/19 was £4468 – the 5th highest out of 22 authorities in Wales in 2018/19, down from the 3rd highest in 2017-18. (see <https://gov.wales/docs/statistics/2018/180705-local-authority-budgeted-expenditure-schools-2018-19-en.pdf>)

Since 1 September 2018, 43 schools are under the authority's charge. If the average expenditure per person across the primary sector is looked at, 11 (26%) primary schools' expenditure is lower than the average whilst the average of 32 (74%) primary schools is higher than the average. As a result of this, it could be argued that the 11 largest schools subsidise the smaller sized schools

and it is possible that this could increase if the financial austerity were to continue. The modernisation programme must address current financing disproportion – pupils in smaller primary schools are funded on a much higher level than those in larger schools, those of which are often the schools that serve the most deprived areas. The practical effect of this is that the size of the primary school classes are often 30 or more and are substantially higher than the average in smaller schools. The headteachers of our primary schools with over 200 pupils have expressed concern regarding the sustainability of the current situation.

3.4 **Ensure that school buildings are ‘fit for purpose’**

An inspection of school buildings indicates that severe deficiencies remain in a number of sites and buildings. Specifically, urgent maintenance and health and safety matters exist [e.g. gas supply, heating systems] that raise immediate questions regarding the long term viability of some schools. A question is often risen in relation to why there is no investment in school buildings – the finance available for the authority to conduct maintenance work has reduced substantially for a number of reasons including financing the 21st century school programme.

Though the Authority will have closed 11 primary buildings since the beginning of the last modernization programme, it isn't sustainable or possible to maintain a large number of ageing buildings. The number of buildings must be rationalized in some areas where it is possible to combine two neighbouring primary schools because the space is available already in one of those schools. This will lead to financial savings in the short term and despite the need to transport the learners to another school, it still offers savings that ensure that resources that are shrinking can be used to improve the pupils' learning experiences rather than to maintain a building.

In the thematic report *‘Evaluation of school performance before and after moving to new buildings or premises that have been considerably renewed’* (Jan 2007), Estyn stated “Improvements in building quality have a very beneficial effect on the quality of teaching and the morale of staff that has a positive effect on pupils' performance.”

Anglesey is committed to ensuring that every school building is ‘fit for purpose’, in accordance with Welsh Government standards. The Welsh Government notes that it is a priority to have buildings that meet twenty-first century expectations, that are suitable for purpose, that are in the correct place, that meet learners' needs and that are a resource for the community. The Authority supports the aims of the Welsh Government's ‘Twenty First Century Schools’ and we work together with our school communities to transform our regime.

The school modernisation programme on Anglesey gives due consideration to the following factors.

- Reduce carbon emissions that arise from schools' direct use of heating, energy and transport.
- Opportunities for schools to display good sustainability practices in energy, water, waste, travel, food and procurement for their pupils, staff and communities.
- Improve the teaching of sustainable development by providing innovative learning environments, inside and outside.

As a result of the above, Band B will give attention to building new schools and also adapting and modernising current buildings in some areas.

Further information on the condition of primary schools on Anglesey is included in [appendix 4](#).

3.5 Leadership and Management Capacity

Effective schools are well- led. Our successful schools have strong leadership on every level, including Governors.

The challenges that are connected to leading and managing a school have increased substantially and the expectations continue to increase. Leadership expectations are substantial on Headteachers to ensure that teaching and learning are of the highest quality (by attending the classes to listen to the lessons, to look at the work standard of the pupils and to question the pupils), evaluating and raising standards, developing strong self-evaluation procedures and ensuring staff's continuous professional development. Headteachers need sufficient non-contact time to address leadership issues. In over 60% of the smallest schools ,the headteacher has what is equal to a day's leadership time, and it is only in 5% of schools that headteachers have what is equal to more than two leadership days.

Primary schools must be large enough to have a Headteacher that does not teach for a substantial percentage of the time. This would give the necessary time for the Headteacher to engage in key leadership roles within the school or the federation, by offering leading experiences to the staff and contributing towards succession planning.

The Council has committed itself to improving leadership in schools. A number of leadership programmes are offered to current leaders and prospective leaders and the current programmes can be divided into four groups: programmes for Headteachers, potential Headteachers, other senior managers and subject and middle leaders.

The Executive has approved the Future Leaders' Development programme for prospective headteachers, non-experienced headteachers, or those that have been recognised to have the potential to undertake a headteacher's job in the future. This year, 15 individuals have succeeded on the programme.

Additionally, matters involving effective management of resources, employment matters and human resources, health and safety matters, managing staff, learners' absence and safeguarding dominates headteachers' non-contact time in small schools. 'Administrative' burdens have been noted as one of the factors that cause the most concern and work load for headteachers according to the evidence of Anglesey Headteacher's Federation in 2015, and later confirmed by the Education Workforce Council.

In order to lessen the administration/management burden on headteachers, Anglesey Council has engaged in a 'Business Management' Pilot Scheme for the primary sector with grant contributions from the WG, as well as using a specific percentage of the 'Small and Rural Schools' grant received by the WG. Both grants are used for the purposes of lessening bureaucracy in the primary sector and it offers temporary additional LA resources to work together with the primary and secondary headteachers to reorganize administrative support and the SIMS team to relocate within the secondary school on a catchment area basis. An SLA between primary and secondary schools will be developed with the purpose of maximising the use of CIVICA for every school, maximising the use of on-line payments, rationalizing and improving management 'business processes' and administrating the primary and secondary sectors and by doing so, reducing the bureaucratic load on headteachers.

As recruiting leaders and middle managers with suitable qualifications continues to present itself as a challenge, the school modernisation programme also reduces the risk with small schools where staffing and recruitment problems lead to challenges regarding providing education and learning experiences of excellent quality that is consistently good for our pupils. The 21st century programme contributes to improving the quality of teaching and learning, reducing the differences in performance and opportunities between schools, and contributes to ensuring learning opportunities that respond to the learners' needs and, indeed, the wider community.

3.6 Succession Planning

In 2013 there were 43% Anglesey primary headteachers over 55 years of age, with a further 51% over 50 years of age. As many of them were primary school headteachers this factor was an important one for consideration in planning the future of those schools, and succession planning. Generally, the number of applicants for the posts of headteachers have reduced and a number of posts have been readvertised more than twice over recent years. To respond to this situation, we have adopted a strategy that considers attracting Strategic Headteachers (i.e. a Headteacher for more than one site/school) and also Headteachers in Care (temporary and help towards gaining the NPQH headteaching qualification) in addition to Supportive Headteachers / Site Headteachers that work under the supervision of Strategic Headteachers.

These recent unofficial 'leadership partnership' and federating arrangements have allowed other staff to shoulder 'distributed' inter-school responsibilities e.g. leading on literacy, numeracy, Foundation Phase and ALN and the Anglesey Education Transformation Strategy will continue to support talent via the Future Leaders' Development programme.

The propriety of official federalisation or the unification of some of these schools to form a multi-site school will have to be considered when planning the education transformation and school modernisation programme within Band B.

Although this strategy has been successful, the number of candidates for primary headteacher jobs remain very low; one or two only at times and at other times none at all. This is nationally a common problem.

By continuing to modernise Anglesey schools, support will be needed for staff to work together across schools in order to share resources, to reduce task duplicating, for joint planning and joint provision. This includes the need to joint plan the provision of ALN 'catchment area' specialist support staff, in addition to continuing to nurture talent amongst future teachers and leaders.

3.7 Extend the use of school buildings by the community

Research suggests that schools with additional provisions such as breakfast clubs, after-school clubs, childcare provision, summer and weekend activities achieve higher standards and ensure parent and community engagement. Additionally, schools are expected to be a resource for the local community in order to promote community activities that include parents, members of the community and local groups. This kind of activity is important in relation to developing the link between schools and the local community.

Anglesey Council will continue to consult, engage and work with partners, particularly in relation to developing places in schools side by side with the sufficiency of childcare provision through the medium of Welsh with the Mudiad Meithrin, Welsh Pre-Schools Playschool Association and partners in the private childcare sector for those children between 0 and 3 years old.

3.8 Childcare and Community facilities for parents and older inhabitants

The Anglesey Family Support Unit is responsible for ensuring adequate childcare places on Anglesey, and it participates in the national pilot offering 30 hours of free childcare. The Unit works closely with the school modernisation programme and contributes to the work of developing associated business cases, particularly in calculating future pupil forecasts.

The Authority acknowledges that there is an opportunity to promote the vision of wraparound childcare on one site for all pupils younger than 11 years old, including siblings that are infants on some sites. It is foreseen that ensuring nursery provision for 0-3 year olds on the site of new schools or those that are being adapted, (to be managed with a partner from the local childcare sector) in order to provide care between 7.30am and 6.00pm for families, along with nursery education, 'wraparound' care and after school/holiday care clubs, is a key aspect of the Band B school programme.

In addition, other community benefits such as rooms with community use, a permanent library or drop off/pick up points for mobile libraries and automatic self-help services for council business, are advantageous and improve community cohesion, and maximises the use of the council's resource outside school hours and school terms. Work to appraise and develop these models further will be given attention in the business cases for specific projects.

Any consultation that has the potential to close a school in a rural area has to consider the effect and influence of closing the school on the local community, and the draft Advisory School Organization Code by the Welsh Government published last year emphasises the need to consider every option before closing the school. Impact assessments will be undertaken in the context of the Future Generations' and Wellbeing Act 2015, considering the use made of the school buildings by the community and the school's wider impact on the community. See part 1 for further details about how the education transformation strategy contributes to the seven elements within the Future Generations' Welfare Act 2015. However, the main consideration of any local review will be the effect on the standard of education and lifelong learning opportunities that are to be provided in the area.

3.9 Welsh-medium and bilingual provision.

The LA implements a bilingual policy through all the County's schools. The aim is to develop pupils' ability as bilingual learners by the end of formal education. Each one of the County's educational establishments is expected to follow the language policy in their administration and their day to day activities as well as in their academic provision.

Anglesey County Council has adopted the principle that Welsh should not be dealt with less favourably than English, and that the island's inhabitants can live their lives through the medium of Welsh if they wish to do so. In this light, any new plan presented - such as

projects that derive from the 21st century school programme, are subject to the language policy's requirements.

The new language policy refers to the objective of increasing the portion of pupils that achieve Welsh language targets as a First Language in the foundation phase up to the end of their period in secondary school. It is also intended to use the above childcare models to increase the capacity of Welsh-medium childcare on Anglesey. The childcare partnership model has the potential to be a key contributor towards the Welsh Government's ambition to achieve a million Welsh speakers by 2050.

3.10 Nursery provision

The Council satisfies the requirements to provide 10 hours of education from the beginning of the term following the children's third birthday by supporting the Mudiad Meithrin's settings (34) WPPA (9) placements and specific provision in Ysgol Caergeiliog.

At present, the Authority's Admission policy allows the pupils to attend school as part-time pupils from the September following their 3rd birthday and 39 of the island's schools have a nursery class with two of the largest primary schools in the Holyhead area by now admitting pupils in the term following their third birthday. In the case of 4 other schools the pupils attend neighbouring locations until they receive full-time admission to school.

In continuing with the modernisation programme over the coming period the authority's aim is to encourage the following, in collaboration with the partners who offer nursery provision:

- When there is room/space in the school, and it is cost-effective to do so, to change the school-admission age to receive pupils at the beginning of the term following their 3rd birthday. This would enable children to have admission to 5 terms of part-time education before beginning full-time in the September following their 4th birthday.
- Continue with the current arrangements when appropriate and when there is no space in the local school to offer a place for pupils at the beginning of the term following their 3rd birthday;
- Consult the schools' Governing Bodies where they do not have a nursery class to consider lowering the admission age, whenever possible.

3.11 Post-16 Provision

Since 2013 the Council has set up a post -16 Learning Partnership with Gwynedd and Grŵp Llandrillo-Menai and the Learning Partnership accepts responsibility for commissioning post-16 provision to meet curriculum requirements agreed upon locally for education and training.

Although the post-16 Learning Partnership has succeeded in rationalizing the AS and A level provision, the current order is not sustainable in regards to travel costs and small class sizes. Currently, there are too many classrooms and the number of pupils is small. In 2013, there was 73% A Level classes across the county with classes of 9 pupils or less. In the current financial climate this is not viable, cost-efficient or sustainable. Additionally, since schools have already rationalized the number of non-viable courses, pupils spend regular periods of time travelling from one school to another. The county's secondary school headteachers recognise the need to review the current situation and that the current situation is not sustainable.

As a result, consideration will have to be given to the future of post- 16 education within the county. It is foreseen that an agreement must be adopted soon in relation to this within the Band

B action timescale since the decision directly affects the surplus of places in all secondary schools on any proposed plans to establish an all ages school, 3-16 or 3-18 area school.

4. Details of the Band B (2019-2026) modernisation programme and possible models

The Band B modernisation programme has been approved by the Welsh Government to run from April 2019 to March 2026. It offers support for building new school buildings and to modernise current buildings with the intent of:

- review the educational provision in different areas, considering schools that are not sustainable in regards to leadership and low standards, size, building standards/suitability for meeting the current education requirements on one site, joining schools by forming a federal school, multi-site school, new area primary school, co-locating primary and secondary schools on the same campus or establishing a new all age school [on the same site or on different sites];
- review Anglesey's post-16 education provision in collaboration with the Secondary schools and key partners.

It should be noted that it is not possible to obtain one uniform model across Anglesey for a number of reasons including geography, different population intensity, parent choice and transport implications. However, any new development should be able to cater for the majority of the advantages noted below.

- Headteacher has at least 50% non-contact time for leadership and management – this will increase with relation to the size of the school, or groups of schools.
- Restrict the age range in classes to two years and ensure that no classes span foundation phases.
- Ensure that the school is a part of an efficient regime by ensuring that the number of children in classes is 25-30.
- Expand the expertise of staff so that they are allowed to lead individual subjects or areas across the school or group of schools, by therefore developing leadership skills.
- Fair and sufficient funding of the pupil to allow pupils to reach their full potential.
- Ensure that the Language Policy is functional and increase the % of pupils that are assessed in the Welsh language as a First Language.

The options above are detailed further below.

4.1 Reviewing education provision by area

Review the future of schools that are not sustainable / viable in regards to leadership and low standards, size, building standards/suitability for meeting the current education requirements and transferring the pupils to a neighbouring school/schools.

When reviewing the education provision within an area or catchment area, consideration is given to joining with neighbouring schools by moving the pupils there. Before closing any school, in compliance with the School Organisation Code, consideration must be given to each possible option first.

4.2 Bringing primary schools together by forming a federal school, a multi-site school or an area school.

Forming a *federal school* would mean a formal and legal collaboration agreement between the schools that would be on a number of sites but would have the same governing body, the same budget and possibly the same Headteacher.

Forming a *multi-site* school would join schools under the chain and entity of one school but on several sites, with one Headteacher, one body of staff, and the same budget. This option would give more flexibility to the Headteacher and the Governing Body in regards to the use of resources and staff expertise.

A *federal school* or a *multi-site school* would open up opportunities for management sharing, to develop distributed leadership, and the responsibilities of governing bodies. This however does not offer the opportunity to attend to specific matters such as cost per pupil, empty places, and maintenance backlog.

An *area school* is formed by joining two or more schools at one site. Where it is decided to form an area school, two or more schools would close and one new school opened on a new site or possibly on one of the current school sites. It could be a new building or if suitable, an extension on an existing school.

The advantages of area schools include the following.

- Better facilities and equipment.
- Opportunities for better teaching and learning by expanding the expertise range.
- Ensure that the Headteacher will have adequate time for leadership and management. This engagement will increase according to the size of the school.
- More opportunity for communal services/facilities.
- More options for class set up.
- Cost savings by reducing the overhead costs for maintaining many sites – these savings can be referred towards better education provision and raising standards, and ensuring appropriate transport.
- More opportunities for distributed leadership amongst staff, professional development amongst staff, gives the opportunity to develop strengths and expertise in extensive areas, including numerous necessary subjects. This could lead to better recruitment and staff retaining.
- Increase capacity for senior leadership teams and middle management teams and to develop prospective Headteachers.
- Better opportunities for support and development of school Governors.

Co-locating primary and secondary schools on the same campus or establishing *all-age schools* (possibly on neighbouring sites) offers a number of advantages. Some of the advantages include the following aspects.

- Opportunity for primary and secondary school(s) to work closer together in order to improve the learning opportunities of pupils and to share the expertise of teachers e.g. design and technology and physical education in year 5 and 6; using primary literacy and numeracy skills in year 7 and 8; PPA [planning, preparation and assessment time]; teaching modern foreign languages in KS2 and developing Donaldson's curriculum. This would lead to better opportunities for pupils in the individual schools, and a better continuity from KS2 to KS3 and creates the right conditions for raising standards.
- Attends to surplus places in the primary sector and could also make a substantial contribution towards reducing surplus places in the secondary sector that is by now a cause for concern in some areas. Additionally, cost per person difference would reduce.

- Primary and secondary school buildings that are fit for purpose and provide a high quality learning environment. Maintenance costs will become more financially viable.
- Possibility of increasing leadership capacity in the primary sector if more than one school is connected to the change. This could then increase the non-contact time of Headteachers, increase the leadership capacity leading to creating the right conditions for success. Possibility of improving recruiting.
- If the change includes more than one primary school then the possibility arises to provide the required management and leadership skills to move forward confidently to leadership programmes for individual teachers that therefore contributes towards succession planning. It also offers the opportunity for primary and secondary schools to undertake joint management training.
- It could be argued that this model offers better continuity in relation to Welsh/bilingual development since it ensures continuity from primary to secondary school.

It is foreseen that further options for consideration will be proposed by stakeholders during the consultation stage.

4.3 Reviewing Anglesey's post-16 provision in collaboration with the secondary schools, Further Education College and other partners.

With the above in sight and the need to consider post-16 provision the Authority will have to carry out a review of the provision and agree upon the best way to provide post-16 education. These options include the following models.

- Continue with the current order.
- Provision of post-16 education within one or more of the secondary schools / centres.
- Sixth Form College for Anglesey in collaboration with Coleg Llandrillo Menai.

This will influence the empty places in an individual secondary school.

5. Action timetable

The process for agreeing and acting upon the Strategy is as follows.

Approving the Strategy	
February 2018	The Executive Committee's approval to go out to consultation on the draft Strategy with the stakeholders and the public.
Consult on the Draft Assessment	
March-July 2018	Consultation Sessions to discuss the draft Strategy. Consideration of consultation responses and prepare a final version of the Strategy following the consultation.
Approving/adopting the final Strategy	
October 2018	Approve/adopt by Executive Committee – the Executive Committee to approve the final version of the Strategy, based on the conclusions of the consultation sessions.

6. Bands A to C Timetable for the 21st Century Schools' Programme

Band A Consultation 2013-14 Action Period 2014-18	Band B Consultation Autumn 2018 onwards Action Period 2019-26	Band C Consultation 2021 onwards Action Period 2026-2031
Holy Island [North] Y Parc, Reverend Thomas Ellis, Llaingoch	Amlwch Area: Syr Thomas Jones, Amlwch, Penysarn, Rhosybol, Garreglefn, Llanfechell, Cemaes, Llannerchymedd	South East Coast David Hughes, Llanfairpwll, Porthaethwy
South East Anglesey Llangoed, Llandegfan, Biwmares	Post-16 provision	The Middle West: Ysgol Uwchradd Bodedern, Bryngwran, Y Ffridd, Pencarnisiog, Rhosneigr
Llannau Llanfachraeth, Ffrwd Win, Cylch y Garn.	East Coast Llanbedrgoch, Goronwy Owen, Moelfre, Pentraeth	North West Coast Rhoscolyn, Y Fali, Tywyn, Caergeiliog
South West Coast Dwyran, Bodorgan, Niwbwrch, Llangaffo, Brynsiencyn, Parc y Bont		[South] Holy Island Kingsland, Morswyn, Llanfawr, St Mary's
Llangefni Area: YGLI,	Llangefni Area: YGLI, Y Graig, Talwrn, Corn Hir,	

Y Graig, Talwrn, Corn Hir, Bodffordd, Henblas, Esceifiog	Bodffordd, Henblas, Esceifiog	
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The Council have consulted with parents, governors and school staff and also with the local communities, the local councillors, the local Assembly Member, the local MP and with the Welsh Government and other stakeholders.

Welsh Government’s vision for 21st Century Schools Appendix 1

- Schools will be formed in response to changing methods of teaching and learning that will, along with school leadership be strengthened with school community involvement, reflecting local needs and supporting young people to achieve their potential.
- Inspired environments that are appropriate for new educational development and technologies, that are effective and again adaptable enough to provide for the future’s changing needs until 2030.
- Environments of world-wide standards, that are sustainable for teachers to teach and learners to learn; fully supported by ICT, and that drive improvements in educational standards, and address climate-changing issues.
- Inclusiveness, providing appropriate provision for each learner’s individual education needs, places where those with special educational needs and disablements can feel that their needs are respected, and that enable every member of the school’s workforce to work, rest and socialize.
- Notable resource for the whole community that can offer a range of facilities co-located such as child care, health and social services, and adult training.
- Opportunity for schools and other services to work co-operatively to add to the teaching and learning and link more effectively with the post-16 transformation agenda.

Well-being of Future Generations Act

Appendix 2

Isle of Anglesey County Council is working towards achieving the objectives of the Well-being of Future Generations Act (2015). The School Modernisation Programme aims to contribute towards the 7 well-being goals, as shown in the following table:

7 well-being goals	How the school modernisation Strategy contributes towards the 7 well-being goals
Prosperous Equality	The Authority's vision – for each young individual, whatever their background and circumstances, to succeed.
Resilient	The Authority work in partnership with the Welsh Government in developing and completing change projects to modernise schools and to ensure that they contribute towards Place Planning. Effective planning and consulting is essential in order to receive citizens' support towards the Education Transformation Strategy, to reduce resistance and to fulfil the objectives of the Strategy.
Healthier	Anglesey's 21 st century schools will be 'community schools', and they can be used to promote use by health services and by the community, in addition to promoting healthy lifestyle choices amongst pupils, parents and childcare providers.
Cohesive communities	<p>Stakeholders will contribute towards planning and direction through the consulting and engaging processes regarding the Strategy.</p> <p>Isle of Anglesey County Council (IoACC) will continue to consult, engage and work with partners, especially in relation to developing places in schools side by side with sufficiency of Welsh-medium childcare provision with Mudiad Meithrin, Wales Pre-school Providers Association and providers in the private childcare sector for those between 0 and 3 years old.</p> <p>Childcare and wraparound facilities, along with communal use of the buildings beyond the school year (and as contact points for corporate Services, as pick-up points for libraries, for example) will increase communal coherency during Band B.</p> <p>Developing options in regards to ensuring quality and efficiency in the post-16 provision will also be considered in consultation with the secondary schools, the Further Education sector and the adjacent county.</p>
A Wales of vibrant culture and Welsh language	The education Transformation Strategy is a key aspect within the corporate Welsh Language Strategy and the statutory Welsh in Education Language Strategy. Plans for Band B to consider incorporating preschool 0-3 and wraparound childcare facilities through the medium of Welsh and bilingually, will increase Anglesey's Welsh providers capacity, and will be a firm linguistic foundation for increasing the number of Welsh speakers in accordance with the targets of IoACC and the Welsh Government to increase the number of Welsh speakers to a million by 2050.
A globally responsible Wales	The Education Transformation Strategy and the present modernising programme contributes towards improving Anglesey's social, economic and cultural environment, and Band B will be a continuation of this programme.

Recently, Gwynedd and Anglesey's Public Services Board conducted a well-being assessment, which confirmed that attainment deficiency correlates to individuals' well-being deficiency throughout their lives, therefore it must be ensured that each pupil's capacity and potential to succeed is achieved. Additionally, recent evidence addresses adverse childhood experiences (ACEs) having a long term negative effect on young children. It must be ensured that all children receive positive experiences during their childhood to allow them to flourish and to grow to be active and participatory members of their societies. The Education Transformation Strategy and the

school modernisation programme ensures that our school buildings are fit for purpose to promote physical well-being and to provide physical environments and equipment, as well as staff support, of which there are no means to provide in 19th century schools.

Summary of Anglesey schools' categorisation status

There are 3 steps to the national categorisation process:

- Step 1 'Data Group': WG places a school in a standards group [1-4] based on rolling performance in a range of indicators. The Welsh Government did not consider this step in the 2017 categorisation process.
- Step 2 'Ability to Improve': a local grade [A-D] based on the school's ability to improve [a judgement that takes into consideration the quality of leadership and teaching/learning]
- Step 3 'Support Category': category that will trigger a programme of support, challenge and intervention on the basis of need.

PRIMARY:

		2015			2016			2017		
		Cam 1 Step 1	Cam 2 Step 2	Cam 3 Step 3	Cam 1 Step 1	Cam 2 Step 2	Cam 3 Step 3	Cam 1 Step 1	Cam 2 Step 2	Cam 3 Step 3
5602130	Ysgol Gynradd Amlwch		C	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
5602131	Ysgol Gynradd Beaumaris		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602132	Ysgol Gynradd Bodedern		C	Amber/Oren		C	Amber/Oren		C	Amber/Oren
5602133	Ysgol Gymuned Bodffordd		C	Amber/Oren		C	Amber/Oren		C	Amber/Oren
5602134	Ysgol Gymuned Bodorgan		D	Red/Coch		B	Yellow/Melyn		C	Amber/Oren
5602135	Ysgol Gymuned Bryngwran		B	Yellow/Melyn		A	Green/Gwyrdd		A	Green/Gwyrdd
5602136	Ysgol Gynradd Brynsiencyn		B	Yellow/Melyn		C	Amber/Oren		D	Red/Coch
5602138	Ysgol Cemaes		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602139	Ysgol Gymuned Dwyrân		B	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
5602140	Ysgol Esceifiog		B	Yellow/Melyn		A	Green/Gwyrdd		B	Yellow/Melyn
5602141	Ysgol Gynradd Garreglefn		D	Red/Coch		D	Red/Coch		C	Amber/Oren
5602142	Ysgol Gymuned Y Ffridd		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602144	Ysgol Y Parc		B	Yellow/Melyn		B	Yellow/Melyn			
5602145	Ysgol Gymuned Moelfre		B	Yellow/Melyn		B	Yellow/Melyn		B	Amber/Oren
5602146	Ysgol Gynradd Llanbedrgoch		C	Amber/Oren		C	Amber/Oren		B	Yellow/Melyn
5602150	Ysgol Llanfchaereith		C	Amber/Oren		C	Amber/Oren			
5602151	Ysgol Ffrwd Win		B	Yellow/Melyn		A	Green/Gwyrdd			
5602152	Ysgol Gynradd Llanfairpwll		A	Green/Gwyrdd		A	Green/Gwyrdd		A	Green/Gwyrdd
5602153	Ysgol Gymuned Llanfechell		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602154	Ysgol Y Graig		A	Green/Gwyrdd		A	Green/Gwyrdd		A	Green/Gwyrdd
5602155	Ysgol Gynradd Llangoed		C	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
5602156	Ysgol Henblas		C	Amber/Oren		C	Amber/Oren		D	Red/Coch
5602157	Ysgol Gymuned Llannerch-Y-Medd		C	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
5602158	Ysgol Cylch Y Garn		B	Yellow/Melyn		B	Yellow/Melyn			
5602160	Ysgol Pencarnisiog		C	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
5602161	Ysgol Gymuned Pentraeth		C	Amber/Oren		B	Yellow/Melyn		B	Amber/Oren
5602162	Ysgol Penysarn		B	Yellow/Melyn		B	Yellow/Melyn		C	Amber/Oren
5602163	Ysgol Santes Gwenfaen		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602164	Ysgol Gynradd Rhosneigr		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602165	Ysgol Gynradd Rhosybol		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602166	Ysgol Gynradd Talwrn		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602168	Ysgol Gymuned y Feli		C	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602169	Ysgol Llanfawr		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602170	Ysgol Goronwy Owen		B	Yellow/Melyn		B	Yellow/Melyn		A	Green/Gwyrdd
5602171	Ysgol Gynradd Llaingoch		C	Amber/Oren		C	Yellow/Melyn			
5602172	Ysgol Gynradd Niwbwrch		B	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
5602173	Ysgol Gynradd Y Tywyn		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602174	Ysgol Gynradd Llandegfan		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602175	Ysgol Gynradd Y Borth		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602176	Ysgol Gynradd Kingsland		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602177	Ysgol Gymraeg Morswyn		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5602226	Ysgol Gynradd Corn Hir		A	Green/Gwyrdd		A	Green/Gwyrdd		A	Green/Gwyrdd
5602227	Ysgol Rhyd y Llan								B	Yellow/Melyn
5603033	Ysgol Parch. Thomas Ellis		B	Yellow/Melyn		B	Yellow/Melyn			
5603034	Ysgol Gynradd Parc Y Bont		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5603035	Ysgol Gynradd Llangeffo		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5603036	Ysgol Cybi								C	Amber/Oren
5603034	Ysgol Santes Fair		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5605200	Ysgol Csergeiliog		A	Yellow/Melyn		A	Green/Gwyrdd		A	Green/Gwyrdd

SECONDARY:

		2015			2016			2017		
		Cam 1 Step 1	Cam 2 Step 2	Cam 3 Step 3	Cam 1 Step 1	Cam 2 Step 2	Cam 3 Step 3	Cam 1 Step 1	Cam 2 Step 2	Cam 3 Step 3
5604025	Ysgol Syr Thomas Jones		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5604026	Ysgol Uwchradd Caergybi		C	Amber/Oren		C	Amber/Oren		C	Amber/Oren
5604027	Ysgol Gyfun Llangefni		C	Amber/Oren		B	Yellow/Melyn		B	Yellow/Melyn
5604028	Ysgol David Hughes		B	Yellow/Melyn		B	Yellow/Melyn		B	Yellow/Melyn
5604029	Ysgol Uwchradd Bodedern		A	Green/Gwyrdd		B	Yellow/Melyn		C	Amber/Oren

Condition of school Buildings

Appendix 4

Primary School	Grade
Amlwch	B
Biwmares	B
Bodedern	B
Bodffordd	B
Bodorgan	B
Bryngwran	B
Brynsiencyn	B
Caergeiliog	-
Carreglefn	B
Cemaes	B
Corn Hir	C
Dwyran	B
Esceifiog	B
Goronwy Owen	B
Henblas	B
Kingsland	B
Llanbedrgoch	B
Llandegfan	B
Llanfairpwll	B
Llanfawr	B
Llanfechell	B
Llangaffo	B
Llangoed	B
Llannerch-y-medd	B
Moelfre	B
Morswyn	B
Niwbwrch	B
Parc y Bont	b
Pencarnisiog	B
Pentraeth	B
Penysarn	B
Rhoscolyn	B
Rhosneigr	B
Rhosybol	B
Santes Fair	B
Talwrn	B
Y Borth	B
Y Fali	B
Y Ffridd	B
Y Graig	A
Y Tywyn	B

Secondary School	Grade
David Hughes	C
Gyfun Llangefni	C
Syr Thomas Jones	C
Uwchradd Bodedern	B
Uwchradd Caergybi	B

School buildings are surveyed by the Council annually and graded A, B, C and D.

Grade	Definition
A	Good. Performing as intended and operating efficiently.
B	Satisfactory. Performing as intended but exhibiting minor deterioration.
C	Poor. Exhibiting major defects and/or not operating as intended.
D	Bad. Life expired and/or serious risk of imminent failure.