



**Llanfyllin Community Primary School  
and  
Llanfyllin High School**

**Draft Impact Assessments**

**November 2018**

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# Proposals relating to Llanfyllin Community Primary School and Llanfyllin High School

## Draft Impact Assessments

### 1. Introduction

Powys County Council is consulting on proposals to establish a new all-through school for pupils aged 4-18 in Llanfyllin. The proposals are as follows:

- To close Llanfyllin C.P. School and Llanfyllin High School
- To establish a new bilingual all-through school for pupils aged 4-18 on the current sites of Llanfyllin C.P. School and Llanfyllin High School

In-line with the Council's policy, an Integrated Impact Assessment has been carried out which incorporates the Welsh Language, Equalities, Well-being of Future Generations Act, Sustainable Development Principles, Communication and Engagement, Safeguarding, Corporate Parenting, Community Cohesion and Risk Management.

In addition, the Welsh Government's School Organisation Code (2013) requires local authorities to carry out an Equality Impact Assessment and Community Impact Assessment in relation to all school reorganisation proposals. For proposals which affect teaching through the medium of Welsh, local authorities are also required to carry out a Welsh Language Impact Assessment.

**These impact assessments are provided in draft form in this document.** The Equality Impact Assessment has been carried out based on the latest PLASC information available. The Community Impact Assessment and Welsh Language Impact Assessment have been carried out with input from the two affected schools.

Following the consultation period, the impact assessments will be updated to incorporate issues raised during the consultation period. The updated versions will be considered by the council's Cabinet when determining how to proceed in relation to this proposal.

## 2. Integrated Impact Assessment

The Impact Assessment (IA) below incorporates Welsh Language, Equalities, Well-being of Future Generations Act, Sustainable Development Principles, Communication and Engagement, Safeguarding, Corporate Parenting, Community Cohesion and Risk Management, supporting effective decision making and ensuring compliance with respective legislation.

<b>Proposal</b>	To amalgamate Llanfyllin C.P. School and Llanfyllin High School to create a new all-through school in Llanfyllin. This will be achieved by closing Llanfyllin C.P. School and Llanfyllin High School and opening a new all-through school providing education for pupils aged 4-18 on the current site of the two schools
<b>Outline Summary / Description of Proposal</b>	
The Council is consulting on proposals to establish a new all-through school for pupils aged 4-18 in Llanfyllin. The proposals are as follows: <ul style="list-style-type: none"> <li>- To close Llanfyllin C.P. School and Llanfyllin High School</li> <li>- To establish a new bilingual all-through school for pupils aged 4-18 on the current sites of Llanfyllin C.P. School and Llanfyllin High School</li> </ul>	

### 1. Profile of savings delivery (if applicable)

2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
£ None	£ None	£None	£None	£None	£None

### 2. Consultation requirements

Consultation Requirement	Consultation deadline	Feedback considered
Public consultation required	Consultation will take place in accordance with the requirements of the School Organisation Code. It is anticipated that the consultation stage of the process will be concluded by the end of 2018.	No

### 3. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Job Title	Date
1	Sarah Astley	Schools Transformation and Welsh-medium Education Programme Manager	10/07/18
2	Sarah Astley	Schools Transformation and Welsh-medium Education Programme Manager	29/10/18

#### 4. Impact on Other Service Areas

Does the proposal have potential to impact on another service area? (Including implication for Health & Safety and Corporate Parenting)	
PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY	
Should a decision be made to proceed with implementation of the proposal as a result of the statutory process, input from other service areas, such as HR, Property, Legal, Communications and Finance would be required. Representatives of these service areas are invited to attend meetings of the School Reorganisation Project Board, therefore are aware of the recommendation, and will receive regular updates as the statutory process moves forward.	
Service Area informed:	Contact Officer liaised with:
Mitigation	

#### 5. How does your proposal impact on the council's strategic vision?

Council Priority	How does the proposal impact on this priority?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<b>The Economy</b> <b>We will develop a vibrant economy</b>	N/A	Choose an item.		Choose an item.
<b>Health and Care</b> <b>We will lead the way in effective, integrated rural health and care</b>	N/A	Choose an item.		Choose an item.
<b>Learning and skills</b> <b>We will strengthen learning and skills</b>	The proposal would provide a more sustainable model for delivering primary and secondary Welsh-medium and English-medium education in Llanfyllin, and would have a positive impact on the quality of education provided to pupils.	Good		
<b>Residents and Communities</b> <b>We will support our residents and communities</b>	The proposal would have a positive impact on residents in the Llanfyllin area as it would provide a more sustainable model for delivering primary and secondary Welsh-medium and English-medium education in the town.	Good		
Source of Outline Evidence to support judgements				

Council Priority	How does the proposal impact on this priority?	<b>IMPACT</b> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<b>IMPACT AFTER MITIGATION</b> Please select from drop down box below
Initial engagement with governing bodies				

6. How does your proposal impact on the Welsh Government's well-being goals?

Well-being Goal	How does proposal contribute to this goal?	<b>IMPACT</b> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<b>IMPACT AFTER MITIGATION</b> Please select from drop down box below
<p><b>A prosperous Wales:</b> An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	N/A	Choose an item.		Choose an item.
<p><b>A resilient Wales:</b> A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	N/A	Choose an item.		Choose an item.

Well-being Goal	How does proposal contribute to this goal?	<b>IMPACT</b> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<b>IMPACT AFTER MITIGATION</b> Please select from drop down box below
<b>A healthier Wales:</b> A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.	N/A	Choose an item.		Choose an item.
<b>A Wales of cohesive communities:</b> Attractive, viable, safe and well-connected Communities.	N/A	Choose an item.		Choose an item.
<b>A globally responsible Wales:</b> A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.	n/a	Choose an item.		Choose an item.
<b>A Wales of vibrant culture and thriving Welsh language:</b> A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.				
<b>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</b>	Implementation of the proposal would ensure continued access to Welsh-medium and English-medium primary and secondary education in Llanfyllin	Choose an item.		Choose an item.
<b>Opportunities to promote the Welsh language</b>	Implementation of the proposal would ensure continued access to Welsh-medium and English-medium primary and secondary education in Llanfyllin, and would provide improved opportunities to promote the Welsh language and to promote progression within Welsh-medium education	Choose an item.		Choose an item.
<b>Welsh Language impact on staff</b>	Implementation of the proposal would provide more opportunities for all staff, including Welsh-speaking staff, as a result of being part of a larger organisation	Choose an item.		Choose an item.
<b>People are encouraged to do sport, art and recreation.</b>	N/A	Choose an item.		Choose an item.

<b>A more equal Wales:</b> A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).				
<i>Age</i>	The proposal would provide improved educational opportunities for all school aged pupils in Llanfyllin	Good		Choose an item.
<i>Disability</i>	The proposal would provide improved educational opportunities for all school aged pupils in Llanfyllin, including any pupils with disabilities	Good		Choose an item.
<i>Gender reassignment</i>	N/A	Choose an item.		Choose an item.
<i>Marriage or civil partnership</i>	N/A	Choose an item.		Choose an item.
<i>Race</i>	The proposal would provide improved educational opportunities for all school aged pupils in Llanfyllin, regardless of their race	Good		Choose an item.
<i>Religion or belief</i>	The proposal would provide improved educational opportunities for all school aged pupils in Llanfyllin, regardless of their religion or belief	Good		Choose an item.
<i>Sex</i>	The proposal would provide improved educational opportunities for male and female pupils.	Good		Choose an item.
<i>Sexual Orientation</i>	The proposal would provide improved educational opportunities for all pupils, regardless of their sexual orientation.	Good		Choose an item.
<i>Pregnancy and Maternity</i>	N/A	Choose an item.		Choose an item.
<b>Source of Outline Evidence to support judgements</b>				
Initial discussions with the two governing bodies, PLASC				

7. How does your proposal impact on the council's other key guiding principles?

Principle	How does the proposal impact on this principle?	<b>IMPACT</b> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<b>IMPACT AFTER MITIGATION</b> Please select from drop down box below
<b>Sustainable Development Principle (5 ways of working)</b>				
<b>Long Term:</b> <i>Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</i>	The proposal would provide a more sustainable model of delivering education in Llanfyllin, which will ensure that education can be delivered more efficiently, therefore safeguarding the provision of Welsh-medium and English-medium primary and secondary education in Llanfyllin	Good		Choose an item.
<b>Collaboration:</b> <i>Working with others in a collaborative way to find shared sustainable solutions.</i>	This proposal has been developed in collaboration with the governing bodies of Llanfyllin C.P. School and Llanfyllin High School. All Powys schools are expected to collaborate with other schools in order to provide the best possible opportunities for pupils. Should this proposal be implemented, the new school would be expected to continue to collaborate with other schools, including other primary schools in the Llanfyllin catchment area and other secondary providers across Powys and beyond, in order to maximise the opportunities available to its pupils.	Good		Choose an item.
<b>Involvement (including Communication and Engagement):</b> <i>Involving a diversity of the population in the decisions that affect them.</i>	<p>The proposal has been developed in discussion with the governing bodies of Llanfyllin C.P. School and Llanfyllin High School. A letter has been received from the two governing bodies asking the Council to proceed with the statutory process in order to establish a new all-through school in Llanfyllin.</p> <p>Should Cabinet decide to proceed with the recommendation, full consultation would be carried out with stakeholders in accordance with the School Organisation Code which will ensure the opportunity for all interested parties to give their views. The findings of this exercise will be reported to Cabinet and will be taken into consideration when determining how to proceed. This impact assessment will be updated throughout the process to reflect any feedback received.</p>	Good		Choose an item.

Principle	How does the proposal impact on this principle?	<b>IMPACT</b> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<b>IMPACT AFTER MITIGATION</b> Please select from drop down box below
<b>Prevention:</b> <i>Understanding the root causes of issues to prevent them from occurring.</i>	Pupil numbers in Llanfyllin are declining, particularly in the secondary sector. The intention is that establishing a new all-through to serve the town would provide a more efficient delivery model, which would safeguard the provision of Welsh-medium and English-medium primary and secondary education in Llanfyllin.	Good		Choose an item.
<b>Integration:</b> <i>Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.</i>	N/A	Choose an item.		Choose an item.
<b>Preventing Poverty:</b> Prevention, including helping people into work and mitigating the impact of poverty.	N/A	Choose an item.		Choose an item.
<b>Unpaid Carers:</b> Ensuring that unpaid carers views are sought and taken into account	Should Cabinet decide to proceed with the proposal, full consultation would be carried out in accordance with the requirements of the School Organisation Code. All stakeholders would have the opportunity to give their views as part of this process, this would include any unpaid carers in the area.	Good		Choose an item.

Principle	How does the proposal impact on this principle?	<b>IMPACT</b> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<b>IMPACT AFTER MITIGATION</b> Please select from drop down box below
<b>Safeguarding:</b> Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.	Should Cabinet decide to proceed with the proposal, full consultation would be carried out in accordance with the requirements of the School Organisation Code. This would include consultation with pupils, which would ensure that their views and any concerns would be taken into account.	Neutral		Choose an item.
<b>Impact on Powys County Council Workforce</b>	The proposal will impact on the current staff at Lanfyllin C.P. School and Llanfyllin High School. Should Cabinet decide to proceed with the proposal, full consultation would be carried out in accordance with the requirements of the School Organisation Code and supported by the relevant LA teams (eg HR). This would include consultation with staff, which would ensure that they had an opportunity to give their views on the recommendation. Should the recommendation be implemented, a new staffing structure would be produced for the new school, and the management of change process would take place. There would be an opportunity for staff to apply for positions in the new school. The staffing procedures required include an opportunity for staff to be redeployed. It is acknowledged that there would be a period of uncertainty for staff whilst these processes are taking place which could have a negative impact on them.	Poor	Ensure that processes are carried out as swiftly as possible to minimise the period of uncertainty.	Poor
<b>Source of Outline Evidence to support judgements</b>				
PLASC				

8. Achievability of proposal?

Impact on Service / Council	Risk to delivery of the proposal	Inherent Risk
Low	Low	Low
Mitigation		

9. What are the risks to service delivery or the council following implementation of this proposal?

Risk Identified	Inherent Risk Rating	Mitigation	Residual Risk Rating
Parents don't want their children to attend an all-through school, so move them to alternative schools	Low	Engagement with parents throughout the process. Should the Cabinet decide to proceed with the proposal, opportunities to be provided for parents to contribute to the process of establishing the new school.	Low
Lack of support for the proposal from other primary schools in the Llanfyllin catchment area	Low	Other primary schools in the Llanfyllin catchment to be fully engaged throughout the process.	Low
Difficult for both current schools to focus on improving outcomes due to the uncertainty caused by the proposal – may affect standards	Medium	Council to continue to provide advice and support to both schools and the shadow governing body of the new school to ensure that standards and performance continue to improve during the transition period	Medium
Negative impact on staff motivation during the transition period, may lead to some staff leaving before the new school is established	Low	Hoped that transparency of the process and the ability of staff to participate in the consultation exercise will help to reduce the levels of demotivation.  It is also hoped that the prospects of being part of a transformational development may help to mitigate this risk.  Should the proposal be implemented, the Council would establish a Management of Change workstream to work closely with the staff and shadow governing body, ensuring that transition arrangements are managed well.	Low

Changes resulting from new council initiatives e.g. new funding formula, ALN transformation	Medium	Support to be provided to the two schools during the transition period	Low
<b>Overall judgement (to be included in project risk register)</b>			
<b>Very High Risk</b>	<b>High Risk</b>	<b>Medium Risk</b>	<b>Low Risk</b>
			x

10. Indicative timetable for actions to deliver change proposal, if approved

Action	Target Date	Outcome	Decisions made
Statutory consultation in accordance with School Organisation Code	Consultation to commence in November, and to continue until late December.	Consultation report	Whether or not to proceed with the publication of statutory notices
Publication of statutory notices	Spring 2019	Objection report	Whether to proceed with implementation of the proposal
Establishment of shadow governing body to take forward the establishment of the new school	September 2019	Shadow governing body established	
<b>Portfolio Holder decision required</b>	No	<b>Date required</b>	
<b>Cabinet decision required</b>	Yes	<b>Date required</b>	Various stages during the process
<b>Council decision required</b>	No	<b>Date required</b>	Whilst no full council decision is needed, there is a need for a full council discussion on the consultation report before a Cabinet decision is made on how to proceed.

11. Indicative resource requirements (FTE) – link to Resource Delivery Plan

Support Requirements	2018-19				2019-20				2020-21			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

N/A													

12. Overall Summary and Judgement of this Impact Assessment?

<b>Outline Assessment (to be inserted in cabinet report)</b>	<b>Cabinet Report Reference:</b>	
N/A		

13. Is there additional evidence to support the Impact Assessment (IA)?

<b>What additional evidence and data has informed the development of your proposal?</b>
N/A

14. On-going monitoring arrangements?

<b>What arrangements will be put in place to monitor the impact over time?</b>
N/A
<b>Please state when this Impact Assessment will be reviewed.</b>
This impact assessment will be reviewed at each stage of the process.

### 3. Equalities Impact Assessment

## Powys County Council

### Equality Impact Assessment (EqIA)



<b>Proposal</b>	To establish a new all-through school for pupils aged 4-18 in Llanfyllin.	<b>Lead Person undertaking the assessment</b>	Sarah Astley
<b>Service Area</b>	Schools Service	<b>Relevant Head of Service who has agreed this assessment</b>	Alec Clarke
<b>Date of Assessment</b>	October 2018		
<p>The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following ‘general duty’:</p> <p><b>(a) Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;</b>  <b>(b) Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;</b>  <b>(c) Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.</b></p> <p><i>The protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sex and sexual orientation. This assessment also includes a consideration of impact upon people and communities whose language of choice is Welsh.</i></p> <p>The specific regulations for Wales [Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011] require public sector bodies to monitor relevant policy and practises and then assess and report on the impact based upon an analysis of relevant data and evidence.</p>			
<b>1. AIM or PURPOSE</b>			
Briefly describe the aim or purpose of the change	The Council is consulting on proposals to establish a new all-through school for pupils aged 4-18 in Llanfyllin. The proposals are as follows:		

proposal being assessed.	<ul style="list-style-type: none"> <li>- To close Llanfyllin C.P. School and Llanfyllin High School</li> <li>- To establish a new bilingual all-through school for pupils aged 4-18 on the current sites of Llanfyllin C.P. School and Llanfyllin High School</li> </ul>
<b>2. OBJECTIVES</b>	
Please state the current business objectives of the change proposal.	<p>The Council is proposing to establish a new all-through school in Llanfyllin for the following reasons:</p> <ul style="list-style-type: none"> <li>• To improve educational outcomes <ul style="list-style-type: none"> <li>○ More opportunities for staff to move between key stages, to further develop expertise in specific areas</li> <li>○ Opportunities for pupils in all key stages to benefit from staff expertise in specific subject areas</li> <li>○ Improved curricular and extra-curricular opportunities for pupils in all key stages</li> </ul> </li> <li>• To improve educational provision <ul style="list-style-type: none"> <li>○ Opportunities to develop a broader curriculum to meet the needs of pupils in all key stages</li> <li>○ Opportunity to improve the range and quality of facilities and learning resources available to the benefit of pupils in all key stages</li> <li>○ Improved opportunities for continuity of support for vulnerable groups of pupils</li> <li>○ Improved opportunities for more able and talented pupils</li> </ul> </li> <li>• To improve leadership and management <ul style="list-style-type: none"> <li>○ Opportunity for high quality, robust leadership across all key stages</li> <li>○ Improved opportunities for the headteacher to distribute key leadership tasks to a greater number staff across all phases of education</li> <li>○ Improved governance as the school would be run by one governing body</li> </ul> </li> <li>• To improve efficiency in the delivery of education</li> </ul>

	<ul style="list-style-type: none"> <li>○ Potential for the school to operate more efficiently through more efficient deployment of staff</li> <li>○ Potential for sharing of resources across all key stages</li> </ul> <ul style="list-style-type: none"> <li>● To provide more seamless transition between key stages <ul style="list-style-type: none"> <li>○ Opportunity to provide seamless progression between each phase of education</li> <li>○ Improved opportunities for continuity of support for vulnerable groups of pupils throughout their school careers</li> </ul> </li> </ul>		
<b>3. BENEFITS and OUTCOMES</b>			
i) What are the intended benefits or outcomes from the change proposal?	<p>The benefits of the proposal are:</p> <ul style="list-style-type: none"> <li>- Would enable staff expertise and good practice to be shared across all key stages</li> <li>- Would improve transition between each key stage</li> <li>- Minimal disruption for pupils and parents</li> <li>- Would improve the ability to provide an appropriate curriculum to pupils</li> <li>- Would enable the school to run more efficiently through shared staffing, shared resources etc</li> <li>- One governing body which would have strategic overview over the provision for pupils/learners in all key stages</li> <li>- Would provide permanent leadership arrangements for all pupils</li> </ul>		
<b>4. CORPORATE RELEVANCE</b>			
How does this change proposal relate to Vision 2025?	<p>Learning and Skills is one of the four priorities outlined in Vision 2025: Our Corporate Improvement Plan 2018-23. Within this priority, the Plan includes a commitment to 'Improve our schools infrastructure'. In order to achieve this, 'we will implement out new School Organisation Policy and Delivery Plan to develop a more efficient schools network, with a greater focus on working in partnership with schools and the communities they serve.'</p>		
<b>5. DATA USED</b>			
<b>5.1. What data has been used to</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.</td> <td style="width: 30%; text-align: center;">✓</td> </tr> </table>	Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.	✓
Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.	✓		

<b>conduct this assessment?</b>  <b>Tick/shade boxes as appropriate.</b>	Service user satisfaction rates, broken down by the protected characteristics.	
	Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.	
	Qualitative data gathered from those that are not currently using the service.	
	Complaints monitoring against the protected characteristics	
	Wider research reports and findings.	
	Relevant service based Equality Impact Assessment	
<b>5.2. Are there any gaps in the data?</b>	<b>Yes</b> <input type="checkbox"/> <input checked="" type="checkbox"/> Please state the gaps:  No qualitative data is currently available  How will the gaps be addressed going forward?  Qualitative data will be collected as part of the forthcoming consultation process.	<b>No</b> <input type="checkbox"/>
<b>6. DATA ANALYSIS</b>		
<b>6.1 Quantitative</b> Summarise the key quantitative data analysis results, providing key headline	<u>PLASC January 2018</u>  <u>Llanfyllin C.P. School</u>	

**statistics.**

Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.

**Key questions:**

- i) Are certain groups currently underrepresented in service user figures? Will a change affect this?
- ii) How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?

Based on the information provided in the school's PLASC return in January 2018, the following pupils belong to the protected characteristic groups:

- Free school meals: 11.5% of pupils are eligible for Free School Meals
- SEN: 13.7% of pupils have special educational needs. Of these, 11.1% are on School Action, 2.6% are on School Action Plus and 0% have statements
- Disabilities: 13.7% of pupils have additional learning needs
- English as an Additional Language: 3.9% of pupils are identified as EAL pupils.
- Ethnicity: The ethnic group of 95.4% of pupils in the school is White British. 3.9% of pupils belong to ethnic groups other than White British.
- Looked after Children: There are no Looked After Children in the school

Llanfyllin High School

Based on the information provided in the school's PLASC return in January 2018, the following pupils belong to the protected characteristic groups:

- Free school meals: 7.3% of pupils are eligible for Free School Meals
- SEN: 24.5% of pupils have special educational needs. Of these 18.7% of pupils are on School Action, 4.7% of pupils are on School Action Plus and 1.1% of pupils have statements
- Disabilities: 24.5% of pupils have additional learning needs
- English as an Additional Language: 1.1% of pupils are identified as EAL pupils
- Ethnicity: The ethnic group of 97.7% of pupils in the school is White British. 2.0% of pupils belong to ethnic groups other than White British.
- Looked after Children: 0.9% of pupils are Looked After Children

This information shows that a proportion of pupils that belong to the protected characteristic groups will be affected by this proposal. In particular, this includes pupils with additional learning needs, as well as pupils eligible for free school meals. A small number of pupils belong to ethnic groups other than White British, have English as an Additional Language or are Looked After Children.

The proposal to establish an all-through school in Llanfyllin would impact on all pupils currently attending

	<p>Llanfyllin C.P. School and Llanfyllin High School, including those pupils belonging to protected characteristic groups. However, the aim of the proposal is to improve the educational opportunities available for all pupils in the town, including any pupils belonging to the protected characteristic groups.</p>
<p><b>6.2 Qualitative</b>  <b>Summarise the key qualitative data analysis, providing key themes or patterns.</b>          Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics focus group on the proposal.</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>i) Do certain groups have a different service user experience? How will a change affect this?</li> <li>ii) Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views?</li> <li>iii) What are the reasons behind some groups not using the service? How will a change affect this position?</li> <li>iv) What has consultation on your proposals revealed about impact on the protected characteristics?</li> </ul>	<p>Full consultation will be carried out on the proposal relating to Llanfyllin C.P. School and Llanfyllin High School, which will include consultation with the school councils of the affected schools. This will provide qualitative data in respect of the proposal, and any additional impact on pupils that belong to protected characteristic groups.</p> <p>Further detail will be added to this EqIA following the conclusion of the consultation period and the consideration of the responses received.</p>
<p><b>7. EqIA RESULT</b></p>	
	<p><b>The proposal does not present any adverse impact</b></p>

Based on an analysis of the available qualitative and quantitative data, please tick/shade the appropriate box opposite to provide the EqIA assessment result.	on equality. [Proceed to question 10]	
	The proposal presents some adverse impact on equality. [Proceed to question 8]	✓
	The proposal presents significant impact on equality [Proceed to question 8]	
<b>8. AREAS for IMPROVEMENT</b>		
<p><b>Please provide detail of weak or sensitive areas of the proposal identified by the assessment.</b></p> <p>i) Which protected characteristic groups are particularly affected?</p> <p>ii) Will people on low incomes be affected?</p> <p>iii) Will Welsh speakers be affected?</p>	<p>i) The proposal will impact on a number of pupils with additional learning needs, and a small number of pupils that belong to ethnic groups other than White British, have English as an Additional Language or are Looked After Children.</p> <p>ii) 11.5% of pupils attending Llanfyllin C.P. School and 7.3% of pupils attending Llanfyllin High School are eligible for Free School Meals.</p> <p>iii) Llanfyllin C.P. School and Llanfyllin High School are both dual stream schools, therefore the proposal will affect Welsh speakers. As required by the Welsh Government’s School Organisation Code, a separate Welsh Language Impact Assessment will be carried out.</p>	
<b>9. EQUALITY IMPROVEMENT</b>		
<b>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</b>	Should the proposal be implemented, a new dual stream all-through school would be established, and all pupils currently attending Llanfyllin C.P. School and Llanfyllin High School would be able to attend the new school. The aim of the proposal is to improve the educational opportunities available to all pupils in Llanfyllin, including any pupils belonging to the protected	

<p><i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i></p> <p><b>i)</b> Can the impact be mitigated, and how will this be done?</p> <p><b>ii)</b> Does the proposal require modification to reduce or remove this impact?</p> <p><b>iii)</b> Should the proposal be considered for removal, owing to the degree of impact it is likely to have?</p>	<p>characteristic groups.</p> <p>There is no reason to believe that the proposed new school would be unable to meet the needs of pupils belonging to the protected characteristic groups that would be affected, including pupils with Additional Learning Needs, pupils belonging to Ethnic Groups other than White British, EAL pupils, pupils eligible for Free School Meals and Looked After Children. The aim of the proposal is to improve the educational opportunities available to all pupils, including pupils belonging to protected characteristic groups.</p>	
<p><b>9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?</b></p>	<p><b>Yes</b> <input type="checkbox"/></p> <p>Date added.....</p> <p>Reference.....</p>	<p><b>No</b> <input checked="" type="checkbox"/></p> <p>If no, please explain why not:  <b>Need was not identified at time of writing Service Strategy</b></p>

## **4. Community Impact Assessment**

### **4.1 Llanfyllin C.P. School**

#### **i) Other facilities or services provided by the school**

The school provides 3 different after-school clubs each week, which rotate during the year. The following clubs are held:

- Busy Hands Club
- Clwb y ddraig (Games)
- Urdd Club
- Gardening Club
- Cookery Club
- Bobol Bach
- Coding Club
- Reading Club

In addition, the following extra-curricular activities are provided:

- Running Club
- WASPS (Welshpool Area Sports for Primary Schools)

#### **ii) Other services accommodated by the school**

A number of other activities take place in the school. These include the following:

- Cylch Meithrin
- Cylch Ti a Fi
- Playgroup
- SoccerholicsRus

#### **iii) Other use by the community of the school building**

The school building is also used by the community for the following:

- Young Farmers Club
- Cylch Meithrin / Ti a Fi meetings

#### **iv) Other links between the school and the community**

- Strong links with MENCAP and STADCO
- Arts Connections
- Dewi Morris – nature
- Impact bus

- Links with the Church and the Chapel

**v) If accommodation, facilities or services are provided by a school, where would they be provided in the event of closure?**

Should the proposal be implemented, a new all-through school would be established on the current sites of Llanfyllin C.P. School and Llanfyllin High School, therefore the current Llanfyllin C.P. School site would continue to be available.

**vi) Distance and travelling time involved in attending an alternative school of the same language category**

Should the proposal be implemented, a new dual stream all-through school would be established on the current sites of Llanfyllin C.P. School and Llanfyllin High School. Primary aged pupils would continue to be able to access Welsh-medium and English-medium provision on the same site, therefore no additional travel would be required.

**vii) How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported**

N/A

**viii) Any wider implications e.g. impact on public transport provision, wider community safety issues**

N/A

## **4.2 Llanfyllin High School**

**i) Other facilities or services provided by the school**

The following after-school clubs are provided:

- Revision sessions
- Homework catch up / extension lessons
- Lonely Tree Theatre Company
- Sports activities / fixtures (e.g. football, rugby, netball, hockey)
- Educational visits e.g. Bodfach Hall
- Weekly youth club

A range of other extra-curricular activities are provided. These include the following:

- Urdd Club

- Duke of Edinburgh (Silver and Gold Awards)
- Sporting activities (e.g. hockey, netball, rugby, squash, multi gym, gymnastics)
- Musical instrument tuition
- Singing group
- African Drumming
- Youth Theatre
- IT/Computing club
- French club
- Art club
- Book club
- Chess club / Games club
- Climbing wall
- Debate society
- DT club
- Homework club
- Lonely Tree Youth Theatre
- Mountain Bike Club
- School Band
- Science Club
- Table Tennis
- Web Development Club

**ii) Other services accommodated by the school**

A number of other activities take place in the school. These include the following:

- CAIS Counselling
- Youth Intervention Service
- Thrive Counselling
- Youth worker run 'Llogy' after school youth club
- Careers Wales interviews
- Young Carers club
- Hub services for students and parents
- Yoga for staff
- LGBT student group (facilitated by youth worker)
- Cynnydd work
- School Nurse drop ins on a Thursday
- Hope House support work for bereaved students
- Severn Hospice support work for students
- Montgomeryshire Family Crisis Centre support for students
- EFT Practitioner to come and support voluntarily in Hub
- ELSA practitioners from SEN dept
- Mentoring programme for KS4
- Link with Montgomeryshire Wildlife Trust – currently working on

- installing a Worry Tree in the Hub
- Eco and SNAG meet in the Hub
- Break and lunchtime activities in Hub i.e. raising self esteem sessions with Helen Coleby
- Responding to national events e.g. Macmillan Coffee Morning, Wear Red for Anti Racism, Mental Health Awareness Day

**iii) Other use by the community of the school building**

The school building is also used by the community for the following:

- The Theatre is used for functions by outside community groups such as The Urdd, Powys Eisteddfod, Llanfyllin Football Club, Mid Wales Opera, Dolen Ffermio, Penybont fawr male voice choir, Llanfyllin Primary School for theatre productions, S4C recording (Cyw) TV programme, Arts Connection, Local Young Farmers group, the NFU, Welsh Border Rally, Yoga for adults
- The Swimming pool is used by local primary schools
- The School Gym is used by local primary schools
- The Red Gra is used by local sports teams

**iv) Other links between the school and the community**

- Llanfyllin Football Club
- Monty Tracks Mountain Biking Group
- Impact Team
- COBRA Rugby Club
- Links with local churches e.g. Tabernacle Chapel and IMPACT team
- Links with local colleges e.g. assemblies and drop in sessions in Hub
- Big Ideas Wales – inspiring stories from local business owners during assemblies in KS4
- School Police Liaison Officer PC Gayle Jones – workshops across the key stages
- Rev Darren Mayor assemblies every term
- Link with other secondary 6<sup>th</sup> forms through TRISGOL and Seren student network
- Link with the Dolydd Workhouse on various projects
- Severn Rivers Trust
- Town Council joint meetings with Pupil Parliament

**v) If accommodation, facilities or services are provided by a school, where would they be provided in the event of closure?**

Should the proposal be implemented, a new all-through school would be established on the current sites of Llanfyllin C.P. School and Llanfyllin High School, therefore the current Llanfyllin High School site would continue to be available.

**vi) Distance and travelling time involved in attending an alternative school of the same language category**

Should the proposal be implemented, a new dual stream all-through school would be established on the current sites of Llanfyllin C.P. School and Llanfyllin High School. Primary aged pupils would continue to be able to access Welsh-medium and English-medium provision on the same site, therefore no additional travel would be required.

**vii) How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported**

N/A

**viii) Any wider implications e.g. impact on public transport provision, wider community safety issues**

N/A

### **4.3 Conclusion**

As the proposal would see the retention of primary and secondary Welsh-medium and English-medium provision in Llanfyllin in the buildings currently occupied by Llanfyllin C.P. School and Llanfyllin High School, it is not anticipated that the proposal would have a significant impact on the community.

## 5. Welsh Language Impact Assessment

This Welsh Language Impact Assessment should be read in conjunction with the Integrated Impact Assessment and Equality Impact Assessment earlier on in this document.

### 5.1 Llanfyllin C.P. School

#### i) Standards in the Welsh language

##### Language, literacy and communication skills in Welsh (LCW)

##### Foundation Phase

	Number of Year 2 pupils	No. Outcome 5+	% Outcome 5+	No. Outcome 6+	% Outcome 6+
2014	14	13	92.9%	4	28.6%
2015	21	21	100.0%	11	52.4%
2016	9	9	100.0%	5	55.6%
2017	7	6	85.7%	4	57.1%
2018	14	12	85.7%	3	21.4%

##### Welsh First Language

##### Key Stage 2

	Number of Year 6 pupils	No. Level 4+	% Level 4+	No. Level 5+	% Level 5+
2014	9	6	66.7%	3	33.3%
2015	13	13	100.0%	4	30.8%
2016	5	4	80.0%	2	40.0%
2017	16	16	100.0%	7	43.8%
2018	11	11	100.0%	4	36.4%

##### Welsh Second Language

##### Key Stage 2

	<b>Number of Year 6 pupils</b>	<b>No. Level 4+</b>	<b>% Level 4+</b>	<b>No. Level 5+</b>	<b>% Level 5+</b>
<b>2014</b>	12	9	75.0%	1	8.3%
<b>2015</b>	17	11	64.7%	3	17.6%
<b>2016</b>	18	16	88.9%	10	55.6%
<b>2017</b>	9	7	77.8%	3	33.3%
<b>2018</b>	16	15	93.8%	3	18.8%

**ii) After school / extra-curricular activities which provide additional opportunities to use Welsh**

The Welsh language is promoted in all after school activities provided by school staff.

The following additional activities provide opportunities for pupils to use the Welsh language:

- Visits by 'Mewn Cymeriad' company
- Activities to support the Welsh language charter, including Jambori, Shwmae Su'mae day, Welsh gigs
- Christmas concerts / Harvest Festivals – children in the English stream use Welsh

**iii) Other Welsh language activities that take place in the school, including opportunities for members of the community to learn Welsh or undertake activities through the medium of Welsh**

- Cylch Meithrin
- Cylch Ti a Fi
- Welsh for Adults lessons have taken place at the school in the past
- Young Farmers Club

**iv) Other links between the school and the Welsh language community**

N/A

**5.2 Llanfyllin High School**

**i) Standards in the Welsh language**

**Welsh First Language**

**End of Key Stage 3**

	<b>Number of Year 9 pupils assessed in Welsh 1<sup>st</sup> lang</b>	<b>No. Level 5+</b>	<b>% Level 5+</b>	<b>No. Level 6+</b>	<b>% Level 6+</b>
<b>2014</b>	25	24	96.0%	14	56.0%
<b>2015</b>	19	19	100.0%	9	47.4%
<b>2016</b>	21	19	90.5%	13	61.9%
<b>2017</b>	30	30	100.0%	19	63.3%
<b>2018</b>	33	32	97.0%	22	66.7%

#### **End of Key Stage 4**

	<b>Total number of GCSE Welsh 1<sup>st</sup> lang. entries</b>	<b>Number of pupils that achieved grades A* - C</b>	<b>% of pupils that achieved grades A* - C</b>
<b>2014</b>	18	13	72.2%
<b>2015</b>	21	16	76.2%
<b>2016</b>	25	14	56.0%
<b>2017</b>	18	14	77.8%
<b>2018</b>	20	13	65.0%

#### **Welsh Second Language**

#### **End of Key Stage 3**

	<b>Number of Year 9 pupils assessed in Welsh 2<sup>nd</sup> lang</b>	<b>No. Level 5+</b>	<b>% Level 5+</b>	<b>No. Level 6+</b>	<b>% Level 6+</b>
<b>2014</b>	116	108	93.1%	64	55.2%
<b>2015</b>	107	96	89.7%	51	47.7%
<b>2016</b>	94	88	93.6%	53	56.4%
<b>2017</b>	118	111	94.1%	86	72.9%
<b>2018</b>	105	99	94.3%	79	75.2%

#### **End of Key Stage 4**

	<b>Total number of GCSE Welsh 2<sup>nd</sup> lang. entries</b>	<b>Number of pupils that achieved grades A* - C</b>	<b>% of pupils that achieved grades A* - C</b>
<b>2014</b>	101	68	67.3%
<b>2015</b>	81	66	81.5%
<b>2016</b>	90	61	67.8%
<b>2017</b>	93	68	73.1%
<b>2018</b>	70	49	70.0%

**ii) After school / extra-curricular activities which provide additional opportunities to use Welsh**

As a bilingual school, the school endeavours to provide activities / extra-curricular activities bilingually.

**iii) Other Welsh language activities that take place in the school, including opportunities for members of the community to learn Welsh or undertake activities through the medium of Welsh**

- Welsh language activities take place in the Theatre, including Urdd activities, Powys eisteddfod, Penybont fawr Male Voice Choir, use by Llanfyllin Primary School, S4C recordings, Cyswllt Celf, Young Farmers groups, NFU

**iv) Other links between the school and the Welsh language community**

- Links with RhAG (Rhieni dros Addysg Gymraeg), S4C, the Urdd
- Siatr Iaith
- Links with Welsh-medium primary schools
- Links with community organisations e.g. COBRA rugby club, churches/chapel, Police liaison officer
- Pupils take part in numerous Welsh language activities in the Llanfyllin area

### **5.3 Conclusion**

As the proposal would see the retention of primary and secondary Welsh-medium and English-medium provision in Llanfyllin, it is not anticipated that the proposal would have a significant impact on the Welsh language. It is anticipated that implementation of the proposal would result in improved transition between key stages, which could lead to improvements in the proportion of pupils continuing to access Welsh-medium provision on transfer from the primary sector to the secondary sector.

It is also possible that implementation of the proposal could have a positive impact on the Welsh language ethos in the secondary sector in Llanfyllin as a result of amalgamating with a primary school that has a higher percentage Welsh-medium pupils than Llanfyllin High School.