



**Ladywell Green Infants School  
and Hafren C.P. Junior School**

**Draft Impact Assessments**

**September 2019**

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## **Proposals relating to Ladywell Green Infants School and Hafren C.P. Junior School**

### **Draft Impact Assessments**

#### **1. Introduction**

Powys County Council is consulting on a proposal to amalgamate Ladywell Green Infants School and Hafren C.P. Junior School in order to establish a new primary school for pupils aged 4-11 in Newtown.

The proposals are as follows:

- To close Ladywell Green Infants School and Hafren C.P. Junior School
- To establish a new English-medium primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior 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 (2018) 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. As this proposal does not affect teaching through the medium of Welsh, no Welsh Language Impact Assessment has been carried out.

**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 has 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>Service Area</b>   | Schools Service   | <b>Head of Service</b> | Lynette Lovell | <b>Director</b> | Caroline Turner | <b>Portfolio Holder</b> | Cllr Myfanwy Alexander |
| <b>Proposal</b>   | To amalgamate Ladywell Green Infants School and Hafren C.P Junior School to create a new 'all-through' primary school in Newtown. This will be achieved by closing Ladywell Green Infants School and Hafren C.P Junior School and opening a new primary school providing education for pupils aged 4-11 on the current site of the two schools. |                        |                |                 |                 |                         |                        |
| <b>Outline Summary / Description of Proposal</b>  |   |                        |                |                 |                 |                         |                        |
| The Council is consulting on a proposal to amalgamate Ladywell Green Infants School and Hafren C.P, Junior School in order to establish a new primary school for pupils aged 4-11 in Newtown. The proposals are as follows:   |   |                        |                |                 |                 |                         |                        |
| <ul style="list-style-type: none"> <li>- To close Ladywell Green Infants School and Hafren C.P. Junior School</li> <li>- To establish a new English-medium primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School</li> </ul> |   |                        |                |                 |                 |                         |                        |

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

| Version | Author           | Job Title                               | Date     |
|---------|------------------|---|----------|
| 1       | Richard Williams | School Transformation Programme Officer | 16/07/19 |
| 2       | Richard Williams | School Transformation Programme Officer | 24/09/19 |

2. Profile of savings delivery (if applicable)

| 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | TOTAL |
|---------|---------|---------|---------|---------|-------|
| £0      | £0      | £0      | £0      | £0      | £0    |

### 3. Consultation requirements

| Consultation Requirement     | Consultation deadline/or justification for no consultation   |
|------------------------------|--|
| 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 commence in September and will be concluded by the end of November 2019. |

### 4. Impact on Other Service Areas

| Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety, Corporate Parenting and Data Protection?)   |
|---|
| <b>PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY</b>   |
| 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 Transformation Project Board, therefore are aware of the recommendation, and will receive regular updates as the statutory process moves forward. |

### 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><br>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><br>Please select from drop down box below |
|--|--|---|--|--|
| <b>The Economy</b><br><b>We will develop a vibrant economy</b> | N/A  | Choose an item.   |  | Choose an item.  |

| Council Priority   | How does the proposal impact on this priority?  | <u>IMPACT</u><br>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><br>Please select from drop down box below |
|--|---|---|--|--|
| <b>Health and Care</b><br><b>We will lead the way in effective, integrated rural health and care</b> | There are plans to develop a new multi-agency wellbeing campus in the centre of Newtown and the intention is that a new primary school building to replace the current Hafren and Ladywell Green buildings would be part of this development. Although the current proposal does not relate to the provision of new buildings, the longer term plans provide opportunities to integrate health and education provision. | Good  |  | Choose an item.  |
| <b>Learning and skills</b><br><b>We will strengthen learning and skills</b>                          | The proposal would provide a more sustainable model for delivering English-medium primary education in Newtown, and would have a positive impact on the quality of education provided to pupils.  | Good  |  | Choose an item.  |
| <b>Residents and Communities</b><br><b>We will support our residents and communities</b>             | The proposal would have a positive impact on residents in the Newtown area as it would provide a more sustainable model for delivering English-medium primary education in the town.  | Good  |  | Choose an item.  |

**Source of Outline Evidence to support judgements**

Initial engagement with governing bodies and staff

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

| Well-being Goal  | How does proposal contribute to this goal? | <u>IMPACT</u><br>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><br>Please select from drop down box below |
|--|--|---|--|--|
| <p><b>A prosperous Wales:</b></p> <p>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> | <p>N/A</p>                                 | <p>Choose an item.</p>                                  |  | <p>Choose an item.</p>   |

| Well-being Goal   | How does proposal contribute to this goal?  | <u>IMPACT</u><br>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><br>Please select from drop down box below |
|---|---|---|---|--|
| <p><b>A resilient Wales:</b></p> <p>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>  | <p>In the short term, the proposal would not contribute to this goal.</p> <p>However, the proposal is linked to a longer-term plan to replace the current buildings with a new building as part of the development of a multi-agency wellbeing campus. Any new building provided would be more significantly more energy efficient than the current buildings.</p> <p>During early engagement, concern has been expressed regarding the impact of the planned development on the amount of green space available to pupils.</p> | <p>Good</p>   | <p>Regular opportunities for the two school communities to contribute to the plans for the new building and the wider site development.</p> | <p>Good</p>  |
| <p><b>A healthier Wales:</b></p> <p>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.</p> <p><b>Public Health (Wales) Act, 2017:</b></p> <p>Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p> | <p>The proposal is linked to a longer-term plan to develop a multi-agency wellbeing campus on the current sites of the two schools. This would provide stronger links between the school and health &amp; care provision.</p> <p>During early engagement, concern has been expressed that the wider plans for the site could lead to a reduction in the green space available to pupils which could have a negative impact on their physical and mental well-being.</p>   | <p>Neutral</p>  | <p>Regular opportunities for the two school communities to contribute to the plans for the new building and the wider site development.</p> | <p>Good</p>  |

| Well-being Goal   | How does proposal contribute to this goal?  | <u>IMPACT</u><br>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><br>Please select from drop down box below |
|---|---|---|--|--|
| <b>A Wales of cohesive communities:</b><br>Attractive, viable, safe and well-connected Communities.   | Should the longer term plan to develop a multi-agency wellbeing campus be achieved this would enable closer links to be established with the community. | Good  |  | Choose an item.  |
| <b>A globally responsible Wales:</b><br>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.<br><br><b>Human Rights - is about being proactive (see guidance)</b><br><br><b>UN Convention on the Rights of the Child:</b><br><br>The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard. | The proposal would provide improved educational opportunities for all school aged pupils in Newtown.  | Good  |  | 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.  |   |   |  |  |

|  |  |                 |   |                 |
|--|--|-----------------|---|-----------------|
| <i>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i>   | <p>The proposal is to establish a new English medium primary school to replace the two current English medium schools.</p> <p>Pupils would continue to study Welsh as a second language and it is anticipated that opportunities to use the Welsh Language would either be sustained or improved.</p>  | Neutral         |   | Choose an item. |
| <i>Opportunities to promote the Welsh language</i>   | N/A  | Choose an item. |   | Choose an item. |
| <i>Welsh Language impact on staff</i>  | N/A  | Choose an item. |   | Choose an item. |
| <i>People are encouraged to do sport, art and recreation.</i>  | <p>The proposal is to establish one new primary school to replace the current infant and junior schools. It is hoped that this would provide more opportunities for pupils to take part in sport, art and recreation.</p> <p>The proposal is linked to a longer-term plan to develop a multi-agency wellbeing campus on the current sites. During early engagement, concern has been expressed that the plans could lead to a reduction in green space available to pupils, which could impact on the opportunities for pupils .</p> | Neutral         | Regular opportunities for the two schools to contribute to the plans for the new building and the wider site development. | Good            |
| <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 aims to provide improved educational opportunities for pupils of all age attending Hafren and Ladywell Green.   | Good            |   | Choose an item. |

|                                      |   |                 |  |                 |
|--------------------------------------|---|-----------------|--|-----------------|
| <i>Disability</i>                    | The proposal aims to provide improved educational opportunities for pupils attending Hafren and Ladywell Green, 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 aims to provide improved educational opportunities for pupils attending Hafren and Ladywell Green, regardless of their race.               | Good            |  | Choose an item. |
| <i>Religion or belief</i>            | The proposal aims to provide improved educational opportunities for pupils attending Hafren and Ladywell Green, regardless of their religion or belief. | Good            |  | Choose an item. |
| <i>Sex</i>                           | The proposal aims to provide improved educational opportunities for all pupils.   | Good            |  | Choose an item. |
| <i>Sexual Orientation</i>            | The proposal aims to provide improved educational opportunities for pupils attending Hafren and Ladywell Green, regardless of their sexual orientation. | Good            |  | Choose an item. |
| <i>Pregnancy and Maternity</i>       | N/A   | Choose an item. |  | Choose an item. |

**Source of Outline Evidence to support judgements**

Initial discussions with the governing bodies and staff

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

| Principle   | How does the proposal impact on this principle?  | <u>IMPACT</u><br>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><br>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 which would ensure that education can be delivered more efficiently in the long term.  | Good  |  | Choose an item.  |
| <b>Collaboration:</b> <i>Working with others in a collaborative way to find shared sustainable solutions.</i>                             | Discussions on the proposal have taken place with the two governing bodies and staff. 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 Newtown catchment area, in order to maximise the opportunities available to its pupils. | Good  |  | Choose an item.  |

| Principle  | How does the proposal impact on this principle?  | <u>IMPACT</u><br>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><br>Please select from drop down box below |
|--|--|---|--|--|
| <b><i>Involvement (including Communication and Engagement):</i></b> <i>Involving a diversity of the population in the decisions that affect them.</i>              | <p>Initial engagement with the two school communities has taken place when developing this proposal.</p> <p>As agreed by Cabinet, 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.  |
| <b><i>Prevention:</i></b> <i>Understanding the root causes of issues to prevent them from occurring.</i>   | <p>The intention is that the proposal would provide a more efficient delivery model of education which would enable education to be provided more cost effectively.</p>  | Good  |  | Choose an item.  |
| <b><i>Integration:</i></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> | <p>The proposal is linked to a longer-term plan to develop a multi-agency wellbeing campus on the current sites of the two schools. This would provide stronger links between the school and health &amp; care provision.</p>  | Good  |  | Choose an item.  |

| Principle   | How does the proposal impact on this principle?  | <u>IMPACT</u><br>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><br>Please select from drop down box below |
|---|--|---|---|--|
| <b>Preventing Poverty:</b><br>Prevention, including helping people into work and mitigating the impact of poverty.  | N/A  | Choose an item.   |   | Choose an item.  |
| <b>Unpaid Carers:</b><br>Ensuring that unpaid carers views are sought and taken into account  | As agreed by Cabinet, consultation will be carried out in accordance with the requirements of the School Organisation Code. All stakeholders will have the opportunity to give their views as part of this process, including any unpaid carers in the area.   | Good  |   | Choose an item.  |
| <b>Safeguarding:</b><br>Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves. | As agreed by Cabinet, full consultation will be carried out in accordance with the requirements of the School Organisation Code. This will include consultation with pupils, which will ensure that their views and any concerns are taken into account.<br><br>The proposal is linked to a longer-term plan to develop a multi-agency wellbeing campus on the current sites of the two schools. Concerns have been raised by governors regarding the safeguarding arrangements with having a multi-agency wellbeing campus adjacent or sharing the same site as a primary school. | Neutral   | Safeguarding implications will be a key consideration of the plans to develop the new site. | Good   |

| Principle   | How does the proposal impact on this principle?  | <u>IMPACT</u><br>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><br>Please select from drop down box below |
|---|--|---|---|--|
| <b>Impact on Powys County Council Workforce</b>         | <p>The proposal will impact on the current staff at Ladywell Green Infants School and Hafren C.P. Junior School.</p> <p>An initial engagement meeting was held with staff when developing the proposal. Following the Cabinet decision to commence the statutory process, full consultation will be carried out, and will be supported by 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.</p> <p>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.</p> <p>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.</p> | 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> |  |   |   |  |

| Principle   | How does the proposal impact on this principle? | <u>IMPACT</u><br>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><br>Please select from drop down box below |
|---|---|---|--|--|
| Initial discussions with the governing bodies and staff |   |   |  |  |

8. What is the impact of this proposal on our communities?

| Severity of Impact on Communities | Scale of impact | Overall Impact |
|-----------------------------------|-----------------|----------------|
| Low                               | Low             | Low            |
| <b>Mitigation</b>                 |                 |                |
|                                   |                 |                |

9. How likely are you to successfully implement the proposed change?

| Impact on Service / Council | Risk to delivery of the proposal | Inherent Risk |
|-----------------------------|----------------------------------|---------------|
| Low                         | Low                              | Low           |
| <b>Mitigation</b>           |                                  |               |
|                             |                                  |               |

| Risk Identified   | Inherent Risk Rating | Mitigation  | Residual Risk Rating |
|---|----------------------|---|----------------------|
| Parents don't want their children to attend the new school, so move to them to alternative schools  | Low                  | Engagement with parents to take place throughout the process.<br><br>Should the Cabinet decide to proceed with the proposal, opportunities to be provided to parents to contribute to the process of establishing the new school. | Choose an item.      |
| Period of uncertainty for the two affected schools whilst the statutory process is being carried out and implemented may have a negative impact on standards at the two schools | Medium               | Support to be provided to the two schools during the transition period  | Low                  |
| Uncertainty for staff during the transition period, may result in some staff leaving  | Low                  | Process to be concluded as quickly as possible in order to minimise the period of uncertainty for staff   | Choose an item.      |
| Changes resulting from new council initiatives e.g. 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. Overall Summary and Judgement of this Impact Assessment?

| Outline Assessment (to be inserted in cabinet report) | Cabinet Report Reference: |
|---|---------------------------|
|   |                           |

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

**What additional evidence and data has informed the development of your proposal?**

Initial engagement with governing bodies and staff

12. On-going monitoring arrangements?

**What arrangements will be put in place to monitor the impact over time?**

**Please state when this Impact Assessment will be reviewed.**

The impact assessment will be reviewed at each stage of the process

13. Governance

**Decision to be made by**

Cabinet

**Date required**

Initial decision September 2019

### 3. Equalities Impact Assessment

## Powys County Council

### Equality Impact Assessment (EqIA)



|   |   |  |                  |
|---|---|--|------------------|
| <b>Proposal</b>   | To establish a new primary school for pupils aged 4-11 in Newtown.  | <b>Lead Person undertaking the assessment</b>                  | Richard Williams |
| <b>Service Area</b>   | Schools Service   | <b>Relevant Head of Service who has agreed this assessment</b> | Lynette Lovell   |
| <b>Date of Assessment</b>   | September 2019  |  |                  |
| <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><br/> <b>(b) Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;</b><br/> <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 proposal being assessed.  | <p>The Council is consulting on proposals to establish a new primary school for pupils aged 4-11 in Newtown. The proposals are as follows:</p> <ul style="list-style-type: none"> <li>- To close Ladywell Green Infants School and Hafren C.P. Junior School</li> </ul> |  |                  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>- To establish a new English-medium primary school for pupils aged 4-11 on the current sites of Ladywell Green Infants School and Hafren C.P. Junior 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 primary school in Newtown for the following reasons:</p> <ul style="list-style-type: none"> <li>• To improve transition arrangements for pupils between Foundation Phase and Key Stage 2</li> <li>• To provide improved opportunities for staff as a result of being part of a larger team with opportunities to work with pupils across the primary age range</li> <li>• To provide a more efficient operating model – one staffing and governance structure rather than two</li> <li>• The proposal is in line with the Council’s School Organisation Policy</li> <li>• In the longer term, to provide access to 21st Century Schools funding in order to improve building condition and running costs.</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>- More flexibility for staff and opportunities for personal development</li> <li>- Would enable staff expertise and good practice to be shared across the entire primary experience</li> <li>- Parents would not have to re-apply for admission to junior phase from infant phase</li> <li>- One governing body and one leadership team can be a more efficient model of governance</li> <li>- Improved transition arrangements between Foundation Phase and Key Stage 2</li> <li>- Opportunities to access 21<sup>st</sup> Century Schools funding in the future</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>   |

| 5. DATA USED   |  |                                    |
|--|--|------------------------------------|
| <b>5.1. What data has been used to conduct this assessment?</b><br><br><b>Tick/shade boxes as appropriate.</b> | Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.  | ✓                                  |
|  | 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"/> <b>✓</b><br>Please state the gaps:<br><br>No qualitative data is currently available<br><br>How will the gaps be addressed going forward?<br><br>Qualitative data will be collected as part of the forthcoming consultation process. | <b>No</b> <input type="checkbox"/> |
| 6. DATA ANALYSIS   |  |                                    |
|  | <u>PLASC January 2019</u>  |                                    |

## 6.1 Quantitative

### Summarise the key quantitative data analysis results, providing key headline 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?

### Ladywell Green Infants School

Based on the information provided in the school's PLASC return in January 2019, the following pupils belong to the protected characteristic groups:

- Free school meals: 27.4% of pupils are eligible for Free School Meals
- ALN: 16.7% of pupils have special educational needs. Of these, 10 pupils are on School Action, 6 pupils are on School Action Plus and 0 pupils have statements
- Disabilities: 16.7% of pupils have additional learning needs
- English as an Additional Language: 7.3% of pupils are identified as EAL pupils.
- Ethnicity: The ethnic group of 88.5% of pupils in the school is White British. 11.5% of pupils belong to ethnic groups other than White British.
- Looked after Children: 3.1% of pupils are looked after.

### Hafren C.P. Junior School

Based on the information provided in the school's PLASC return in January 2019, the following pupils belong to the protected characteristic groups:

- Free school meals: 22.0% of pupils are eligible for Free School Meals
- ALN: 26.2% of pupils have special educational needs. Of these, 26 pupils are on School Action, 17 pupils are on School Action Plus and 1 pupil has statements
- Disabilities: 26.2% of pupils have additional learning needs
- English as an Additional Language: 4.2% of pupils are identified as EAL pupils.
- Ethnicity: The ethnic group of 91.1% of pupils in the school is White British. 8.9% of pupils belong to ethnic groups other than White British or not recorded.
- Looked after Children: 0.6% of pupils are looked after.

This information shows that a proportion of pupils that belong to the protected characteristic groups will be affected by this proposal. In particular:

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>- The % of pupils eligible for Free School Meals at both schools is higher than the Powys average (9.5%)</li> <li>- The % of ALN pupils at Hafren C.P. Junior School (26.2%) is higher than the Powys average (17.7%)</li> </ul> <p>In addition, there are a proportion of pupils belonging to ethnic groups other than White British at both schools, as well as a proportion of EAL pupils and a small number of Looked after Children.</p> <p>The proposal to establish a primary school in Newtown would impact on all pupils currently attending Ladywell Green Infants School and Hafren C.P. Junior 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><br/> <b>Summarise the key qualitative data analysis, providing key themes or patterns.</b><br/> 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</li> </ul> | <p>Full consultation will be carried out on the proposal relating to Ladywell Green Infants School and Hafren C.P. Junior 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>change affect this position?</p> <p>iv) What has consultation on your proposals revealed about impact on the protected characteristics?</p>  |   |   |
| <p><b>7. EqIA RESULT</b></p>  |   |   |
| <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.</p>   | <p><b>The proposal does not present any adverse impact on equality.</b><br/>[Proceed to question 10]</p>  |   |
|   | <p><b>The proposal presents some adverse impact on equality.</b><br/>[Proceed to question 8]</p>  | ✓ |
|   | <p><b>The proposal presents significant impact on equality</b><br/>[Proceed to question 8]</p>  |   |
| <p><b>8. AREAS for IMPROVEMENT</b></p>  |   |   |
| <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, pupils that belong to ethnic groups other than White British, have English as an Additional Language or are Looked After Children.</p> <p>ii) 27.4% of pupils attending Ladywell Green Infants School and 22.0% of pupils attending Hafren C.P. Junior School are eligible for Free School Meals.</p> <p>iii) The proposal relates to two English-medium schools therefore it is not anticipated that Welsh speakers will be affected.</p> |   |

## 9. EQUALITY IMPROVEMENT

### 9.1 Having identified problematic aspects to the proposal, how will this now be addressed?

*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) Can the impact be mitigated, and how will this be done?
- ii) Does the proposal require modification to reduce or remove this impact?
- iii) Should the proposal be considered for removal, owing to the degree of impact it is likely to have?

Should the proposal be implemented, a new primary school would be established in the current buildings, and all pupils currently attending Ladywell Green Infants School and Hafren C.P. Junior School would be able to attend the new school. The aim of the proposal is to improve the educational opportunities available to pupils, including any pupils belonging to the protected characteristic groups.

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.

### 9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?

Yes

Date added.....

Reference.....

No

If no, please explain why not:

**Need was not identified at time of writing Service Strategy**

## **4. Community Impact Assessment**

### **4.1 Ladywell Green Infants School**

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

The school provides no direct after-school clubs, however, extra-curricular activities provided are:

- Urdd Clwb
- Yoga Club

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

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

- Hosting a dance group for children in the school hall at weekends
- Occupational therapy use the grounds and school hall for a bike group for children

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

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

- Incredible Years building is used to host courses and consultation days
- Incredible Years room is also used by other organisations as and when, e.g. a trainee play therapist
- The school is host to the pre-school setting provided by Ladywell Children's Centre (Magik Inc)

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

- Visits by pupils to the Day Care Centre and Maes-y-Wennol
- Regular visits by classes to Newtown library
- School building used to host courses e.g. Down's Syndrome training / Thrive training, which are available to other organisations.
- The school has links with Maldwyn Nursery and use the school for access to their after-school club.
- Pupils access the breakfast club at Hafren School in the mornings.

#### **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 primary school would be established on the current sites of Ladywell Green Infants School and Hafren C.P. Junior School, therefore the current Ladywell Green Infants School site would continue to be available.

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

N/A

**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 Hafren C.P. Junior School**

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

The school provides the following after-school clubs:

- Sports Clubs (rugby, football, athletics, cycling, netball)
- Cookery
- Gardening
- Art
- Clwb yr Urdd
- Reading and Debating Club
- ICT
- Criw Cymraeg

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

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

- Newtown Young Performers (NYP)
- Jane Jones Royal Academy for Ballet
- Adiict Dance

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

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

- Dyfed Powys Police Fun Days
- Newtown Football Club
- Farming Community
- Hafren Cycling Club
- Newtown Integrated Family Centre Holiday Fun Days
- Newtown Integrated Family Centre Youth Club
- Newtown Rugby Club Church Groups

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

- Dyfed Powys Police
- Newtown Scouts
- Ysgol Ladywell Green

**i) 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 Ladywell Green Infants School and Hafren C.P. Junior School, therefore the current Hafren C.P. Junior School site would continue to be available.

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

N/A

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

N/A

**iv) 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 provision in the buildings currently occupied by Ladywell Green Infants School and Hafren C.P. Junior School, it is not anticipated that the proposal would have a significant impact on the community.