

**APPENDIX H – IMPACT ASSESSMENTS  
LLANFIHANGEL RHYDITHON C.P. SCHOOL**

	<b>Page</b>
1. Equalities Impact Assessment	2
2. Community Impact Assessment	10
3. Integrated Impact Assessment	16

## 1. Equality Impact Assessment (EqIA) – Decision Assessment reporting template

This EqIA reporting template is designed to assist in the analysis of gathered data and evidence, to determine the equality impact of a proposal to change existing practices of a Council service. Once complete, the template should be made fully accessible to the public e.g. inclusion with publicly available Cabinet reports and/or publication on the Powys County Council website. For confidential matters, this should be made available once a decision has been taken.

***N.B. Please contact the Council's Organisational Development Officer (Equalities) early on in the process if you require advice to conduct an assessment.***

<b>Proposal</b>	To close Llanfihangel Rhydithon CP School from the 31 <sup>st</sup> December 2016 with Crossgates CP School to be named as the receiving school	<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>	Ian Roberts Head of Schools
<b>Date of Assessment</b>	5 <sup>th</sup> January 2016 Updated 29 <sup>th</sup> January 2016 Updated 12 <sup>th</sup> September 2016		
<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	Powys County Council recently carried out consultation on the following: <ul style="list-style-type: none"> <li>- Closure of Llanfihangel Rhydithon CP School from the 31<sup>st</sup> December 2016. Crossgates CP School to be</li> </ul>		

proposal being assessed.	named as the receiving school.	
<b>2. OBJECTIVES</b>		
Please state the current business objectives of the change proposal.	<p>The authority commenced the statutory process to close Llanfihangel Rhydithon CP School because:</p> <ul style="list-style-type: none"> <li>- The school has had fewer than 50 pupils on roll for the three previous years and numbers are not projected to increase to above 50</li> <li>- The funding per pupil is more than 120% of the council's average</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 efficient use of resources</li> <li>- Reduction in surplus places</li> </ul>	
<b>4. CORPORATE RELEVANCE</b>		
How does this change proposal relate to the Powys Change Plan and/or Powys One Plan?	<p>The proposal supports Powys County Council's vision for education, which is outlined within the One Powys Plan for 2014-17. 'Transforming Learning and Skills' is one of the priorities within this plan, and within this priority, the Plan states that <i>'We need to re-organise schools (primary, secondary and post 16) to ensure affordability, sustainability and appropriate leadership capacity'</i></p>	
<b>5. DATA USED</b>		
<b>5.1. What data has been used to conduct this assessment?</b>  <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"/> Please state the gaps: N/A  How will the gaps be addressed going forward? N/A	<b>No</b> <input checked="" type="checkbox"/>
<b>6. DATA ANALYSIS</b>		
<b>6.1 Quantitative</b> <b>Summarise the key quantitative data analysis results, providing key headline statistics.</b> Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.  <b>Key questions:</b>  <b>i)</b> Are certain groups currently underrepresented in service user figures? Will a change affect this? <b>ii)</b> How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?	Information on pupils who attend Llanfihangel Rhydithon CP School can be obtained via the Pupil Level Annual School Census (PLASC), which shows the profile of pupils according to a range of criteria, including age, free school meals, gender, special educational needs, ethnicity, use of Welsh and disabilities.  The 2015 PLASC return provided the following information about the pupils at Llanfihangel Rhydithon CP School in relation to the protected characteristic groups: <ul style="list-style-type: none"> <li>- 29 pupils in total, aged between 3 and 11. 26 pupils aged between 5 and 11.</li> <li>- Gender: Of the pupils attending the school, 45% are boys and 55% are girls.</li> <li>- Free school meals: No pupils are eligible for free school meals.</li> <li>- SEN: No pupils in the school have Statements of Special Educational Needs. 14% have special needs but do not have a statement.</li> <li>- Disabilities: 14% have additional learning needs.</li> <li>- English as an Additional Language: There are no EAL pupils at the school.</li> <li>- Welsh Language: 3% of pupils come from homes where some Welsh is spoken.</li> <li>- Race/ethnicity: PLASC only provides information about the ethnic groups of pupils aged 5 and over. <ul style="list-style-type: none"> <li>- The ethnic group of pupils aged 5 and over at the school is as follows: <ul style="list-style-type: none"> <li>- White British – 100%</li> </ul> </li> </ul> </li> </ul>	

	<p>The 2016 PLASC return provided the following information about the pupils at Llanfihangel Rhydithon CP School in relation to the protected characteristic groups:</p> <ul style="list-style-type: none"> <li>- 31 pupils in total, aged between 3 and 11. 27 pupils aged between 5 and 11.</li> <li>- Gender: Of the pupils attending the school, 48% are boys and 52% are girls.</li> <li>- Free school meals: 6% of pupils are eligible for free school meals.</li> <li>- SEN: No pupils in the school have Statements of Special Educational Needs. 6% have special needs but do not have a statement.</li> <li>- Disabilities: 6% of pupils have additional learning needs.</li> <li>- English as an Additional Language: There are no EAL pupils at the school.</li> <li>- Welsh Language: 3% of pupils come from a home where Welsh is spoken.</li> <li>- Race/ethnicity: PLASC only provides information about the ethnic groups of pupils aged 5 and over. <ul style="list-style-type: none"> <li>- The ethnic group of pupils aged 5 and over at the school is as follows: <ul style="list-style-type: none"> <li>- White British – 100%</li> </ul> </li> </ul> </li> </ul> <p>This information shows that the proportion of pupils in the school that belong to the protected characteristic groups is very small.</p>
<p><b><u>6.2 Qualitative</u></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>Consultation on the closure of Llanfihangel Rhydithon CP School was carried out in accordance with the requirements of the School Organisation Code (2013), and included a meeting with pupils of Llanfihangel Rhydithon CP School. This provided qualitative data in respect of the proposal, and the impact on pupils that belong to the protected characteristic groups.</p> <p>The following issues were raised in relation to the proposal’s impact on those in the protected characteristic groups:</p> <ul style="list-style-type: none"> <li>- In small schools, teachers can give extra support to children with varying needs, and can spend more time with children who need extra support</li> </ul>

<p><b>Key questions:</b></p> <p><b>i)</b> Do certain groups have a different service user experience? How will a change affect this?</p> <p><b>ii)</b> Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views?</p> <p><b>iii)</b> What are the reasons behind some groups not using the service? How will a change affect this position?</p> <p><b>iv)</b> What has consultation on your proposals revealed about impact on the protected characteristics?</p>	<ul style="list-style-type: none"> <li>- Pupils with dyslexia are able to get on well in small schools – they wouldn't have the same support in larger schools</li> <li>- Pupils that previously needed additional needs support no longer need this thanks to the support provided at Llanfihangel Rhydithon CP School</li> <li>- The environment at the school is good for children with special needs of all sorts</li> <li>- Pupils with additional needs have been supported very well at Dolau</li> <li>- Additional support is provided for children without the need of special classes which have a danger of giving children a label / undermining their confidence</li> <li>- Concern that pupils with additional needs would not get as much time with specialists in a bigger school</li> <li>- Concern about the impact of additional travel on pupils with additional needs</li> <li>- Reference to the Child Poverty Act 2010 – creates a duty for local authorities to reduce child poverty</li> <li>- Incorrect that there are no pupils at the school who are eligible for free school meals</li> </ul>
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## 7. EqIA RESULT

<p><b>Based on an analysis of the available qualitative and quantitative data, please tick/shade the appropriate box opposite to provide the EqIA assessment result.</b></p>	<p><b>The proposal does not present any adverse impact on equality.</b> [Proceed to question 10]</p>	
	<p><b>The proposal presents some adverse impact on equality.</b> [Proceed to question 8]</p>	✓
	<p><b>The proposal presents significant impact on equality</b> [Proceed to question 8]</p>	

## 8. AREAS for IMPROVEMENT

<p><b>Please provide detail of weak or sensitive areas</b></p>	<p>i) Based on the pupils that were registered at the school on the 2015 PLASC counting date, 14% of pupils were in a protected characteristic group due to having additional</p>
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<p><b>of the proposal identified by the assessment.</b></p> <p><b>i)</b> Which protected characteristic groups are particularly affected?</p> <p><b>ii)</b> Will people on low incomes be affected?</p> <p><b>iii)</b> Will Welsh speakers be affected?</p>	<p>learning needs. Based on the information provided by the 2016 PLASC figures, 6% of pupils are in a protected characteristic group due to having additional learning needs.</p> <p>ii) Based on the 2015 PLASC information, no pupils at the school were eligible for free school meals. However, based on the 2016 PLASC information, 6% of pupils were eligible for free school meals. Should Llanfihangel Rhydithon CP School close, free home to school transport would be provided to all qualifying currently attending the school, regardless of income. However, it is acknowledged that it may be more difficult for the parents of pupils from low income families, due to the additional travel required of parents in order to attend activities at the alternative school, or to collect pupils from after school activities.</p> <p>iii) Although 3% of pupils come from a home where some Welsh is spoken, Llanfihangel Rhydithon CP School is an English-medium school, therefore it is not anticipated that the proposal would have an adverse impact on the Welsh-medium opportunities available to pupils.</p>
<p><b>9. EQUALITY IMPROVEMENT</b></p>	
<p><b>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</b></p> <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</p>	<p>i) The authority is confident that the proposed receiving school and any other schools in the local area which pupils may prefer to transfer to would be able to meet the need of pupils currently attending Llanfihangel Rhydithon CP School who belong to the protected characteristic groups, and the needs of pupils with any additional needs such as dyslexia. Transition planning would ensure that children are as familiar as possible with their new surroundings and their new teachers before they moved to the new school. Free home to school transport would be provided to qualifying pupils to the proposed receiving school or to their closest school.</p> <p>ii) The proposal does not require modification to reduce or remove this impact.</p>

<p>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>iii) The proposal should not be considered for removal because of the degree of impact it is likely to have on pupils that belong to the protected characteristic groups.</p>
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<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>
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<p><b>10. ONGOING MONITORING</b></p>		
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<p><b>How will the decision now be monitored on an ongoing basis to consider its impact over time?</b></p>		<p><b>Please tick/shade</b></p>
	Equality monitoring of uptake of the service within which the decision was made	
	Satisfaction monitoring of service users (broken down by protected characteristic)	
	Recording and analysing complaints/requests/compliments	
	Targeted periodic focus groups/service user interviews/feedback sessions	
	Other (please specify)	

<p><b>Monitoring arrangements</b></p>
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The School Transformation Programme Board is responsible for overseeing the strategic direction of the modernisation agenda: setting direction, implementing change, monitoring and reporting to the Cabinet of the Council.

Equality monitoring will form an integral part of the County Council's arrangements for any school reorganisation and will be undertaken where a significant or material change in provision is proposed.

The Head of Schools Service will be responsible for on-going monitoring.

### **Publication of results of the impact assessment**

The results of the impact assessment will be published on the Council's website

### **Equality Impact Assessment Action Plan**

Any actions identified as a result of this impact assessment will be taken forward for inclusion in the Schools Service Business Plan

## 2. Community Impact Assessment

### Background

A draft Community Impact Assessment was published as part of the Formal Consultation on the following proposal:

To close Llanfihangel Rhydithon C.P. School from the 31<sup>st</sup> December 2016, with Crossgates C.P. School to be named as the receiving school.

The consultation was held between the 11<sup>th</sup> February 2016 and the 5<sup>th</sup> May 2016.

The information provided in sections 2.1 – 2.5 was provided by the two schools prior to the commencement of the consultation period. Issues and information raised during consultation about the impact on the community are provided in section 2.6.

### 1. The affected communities

#### 1.1 Llanfihangel Rhydithon

Llanfihangel Rhydithon is a community located in mid Powys, which includes the small village of Dolau, in which Llanfihangel Rhydithon CP School is located. Dolau is located approximately 5 miles from the village of Crossgates, and approximately 9 miles from the town of Llandrindod Wells. According to the 2011 Census, there are 228 residents in the area served by Llanfihangel Rhydithon Community Council<sup>1</sup>.

English is the main language spoken in the area, however according to the 2011 Census, 13.45% of the population have one or more skills in Welsh. 1.75% of the population belong to ethnic groups other than White.

The Welsh Index of Multiple Deprivation 2014 ranks areas known as Local Super Output Areas (LSOA) in terms of deprivation, where 1 is the most deprived and 1909 is the least deprived. The village of Dolau is located within the Llangunllo LSOA, which is ranked as follows<sup>2</sup>:

Local Super Output Area (LSOA)	WIMD Rank 2014
Llangunllo	1296

Llanfihangel Rhydithon CP School is an English-medium Community Primary School. The school has a co-located community hall.

#### 1.2 Crossgates

Crossgates is a village located in Mid Powys approximately 3 miles north of the town of Llandrindod Wells. It is situated at the point where the A483 and the A44

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<sup>1</sup> 2011 Census information for the Llanfihangel Rhydithon Community Council area, taken from <http://www.powys.gov.uk/en/statistics/view-statistics-about-your-area/detailed-census-information/>

<sup>2</sup> <https://statswales.wales.gov.uk/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation/WIMD-2014>

meet. According to the 2011 Census, there were 701 residents<sup>3</sup> in the area served by Llanbadarn Fawr Community Council, which includes the village of Crossgates.

English is the main language spoken in the area, however according to the 2011 Census, 17.08% of the population of the area served by Llanbadarn Fawr Community Council have one or more skills in Welsh. 0.29% of the population belong to ethnic groups other than White.

Crossgates is located within the Local Super Output Area (LSOA) of Llanbadarn Fawr. The Welsh Index of Multiple Deprivation ranks the Llanbadarn Fawr LSOA as follows, where 1 is the most deprived LSOA and 1909 is the least deprived<sup>4</sup>:

Local Super Output Area (LSOA)	WIMD Rank 2014
Llanbadarn Fawr	1360

Crossgates CP School is an English-medium Community Primary School.

## 2. Community Impact Assessment

### 2.1 Impact on pupil travel

#### i) Llanfihangel Rhydithon CP School

The home addresses of the 29 children that were attending Llanfihangel Rhydithon CP School at the last PLASC counting day in January 2015 were analysed by the council's Research and Information Unit. This analysis showed that Llanfihangel Rhydithon CP School was the closest school for 21 of the pupils attending the school, which is 72% of the pupils attending the school. The closest schools for all of the 29 pupils is summarised in the following table:

Closest School	Number of Pupils
Llanfihangel Rhydithon CP School	21
Crossgates CP School	7
Llandrindod CP School Cefnlllys	1

Based on this analysis, the average one way journey to school per child for pupils currently attending Llanfihangel Rhydithon CP School was 2.78 miles.

If there were no school in Dolau, the next closest school for the children that were attending Llanfihangel Rhydithon CP School in January 2015 would be as follows:

Closest School	Number of Pupils
Crossgates CP School	26
Llandrindod Wells CP School Cefnlllys	1
Llanbister CP School	1
Knighton C in W School	1

<sup>3</sup> 2011 Census information for the Llanbadarn Fawr Community Council area, taken from <http://www.powys.gov.uk/en/statistics/view-statistics-about-your-area/detailed-census-information/>

<sup>4</sup> <https://statswales.wales.gov.uk/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation/WIMD-2014>

Based on this analysis, the average one way journey to school per child for the pupils that were attending Llanfihangel Rhydithon CP School in January 2015 to their nearest alternative school would be 4.49 miles.

Should there be no school at Dolau, there would be an increase in travel for the 21 pupils for whom Llanfihangel Rhydithon CP School was their closest school. However, there would be a reduction in travel for the remaining 8 pupils, should they transfer to their closest school. The maximum journey for a pupil to their closest alternative school would be 7.85 miles.

## **2.2 Extra-curricular activities provided by the schools**

### **i) Llanfihangel Rhydithon CP School**

The following clubs are provided by the school outside school hours:

- i) Football
- ii) Eisteddfod Club
- iii) Friday Club (for Foundation Phase pupils – arts and crafts)
- iv) French Club
- v) Welsh Club
- vi) Tennis
- vii) Games club (chess, dominoes)
- viii) Gardening
- ix) Book club (reading)

The following extra-curricular activities are provided by the school:

Piano lessons; Brass lessons; Weekly welly walks / outdoor lessons for all pupils; Participation in swimming galas and other sports activities; Participation in the Llandrindod eisteddfod.

### **ii) Crossgates CP School**

The following clubs are provided by the school after school hours:

- i) Crossgates Out of School Club
- ii) Breakfast Club

The following extra-curricular activities are provided during the school day:

Netball; Ball Skills; Green Club; Games Club; ICT Club

## **2.3 Community use of the school building**

### **i) Llanfihangel Rhydithon CP School**

The school accommodates the following groups:

3+ setting; Parent and Toddler sessions; Youth club

In addition, the school's facilities are used by the community regularly for the following activities:

YFC use the school grounds; Community centre use the school grounds; Community centre used the school playground as car parking; Youth centre use the school grounds

## **ii) Crossgates CP School**

The school accommodates the following community groups:

Privately run Early Years centre based in mobile across the car park

In addition, the school's facilities are used by the community regularly for the following activities:

Regular events held by the school's PTA in the school buildings and on the grounds

## **2.4 Other links with the community**

### **i) Llanfihangel Rhydithon CP School**

The school has strong links with the community, which include the following:

The Youth Club and the YFC; Dolau church – the vicar supports collective worship and Christian festivals in schools, and the school supports and promotes 'Messy Church' within the community; Dolau Chapel; Dolau Station, which is maintained by community volunteers; Links with a local business, which promotes pupils' entrepreneurial skills.

### **ii) Crossgates CP School**

The school has links with a number of organisations and individuals within the community, which include the following:

Vicar, Golden Age Club

## **2.5 Support that could be offered by the receiving school to parents and pupils that currently attend Llanfihangel Rhydithon CP School**

A transition programme would be put in place to support pupils with their transition to Crossgates CP School.

## **2.6 Issues raised during the consultation period**

A wide range of concerns in relation to the proposal's impact on the community were raised during the consultation period on this proposal. All issues raised are listed in Section 5 of the Consultation Report – 'Issues raised during the Consultation Period'.

In relation to the proposal's impact on the community, the issues raised included the following:

- Impact on the community hall

- Impact on community organisations e.g. youth club, YFC, bowls club, WI, Dolau Mixture choir, Dolau Recreation Association, football club
- Impact on community activities / events
- Impact on pre-school provision
- Impact of closure of the school on the community
- If there were no school, people wouldn't want to live in Dolau
- Concern about impact on the local economy
- Reference to Powys County Council's Vision – 'Stronger Communities in the Green Heart of Wales'
- Closure of the school would increase rural isolation

All issues raised, along with the local authority's response, are listed in section 6 – 'Impact on the Community' in the list of issues raised.

Issues were also raised relating to the impact of additional travel on pupils. These included the following:

- Longer journey times for pupils
- Impact of additional travel on children's ability to learn
- Concern about cost and environmental impact of additional travel
- Pupils will be unable to access after-school activities
- Concern about children travelling on school transport unaccompanied

All issues raised, along with the local authority's response, are listed in section 3 – 'Travel Implications' in the list of issues raised in the Consultation Report.

Issues were also raised regarding the extra-curricular opportunities that would be available to pupils should Llanfihangel Rhydithon C.P. School close. These included:

- As the number of pupils in the school is small, all pupils can take part in activities
- Wide range of clubs and lessons available to pupils e.g. breakfast club, piano lessons, trumpet lessons, eco club, eisteddfod club, football club, gardening club
- Pupils have the opportunity to take part in many activities such as the play held at the Albert Hall, Llandrindod at Christmas, Llandrindod Children's Eisteddfod
- Less extra-curricular activities available at Crossgates CP School
- Pupils won't be able to take part in as many activities as there are more pupils at Crossgates CP School

All issues raised, along with the local authority's response, are listed in the section 8.5 and section 10.8 in the list of issues raised in the Consultation Report

## **2.7 Conclusion**

The authority acknowledges that the closure of any school will have a detrimental impact on the community. However, the village of Dolau has a community hall located on the site of the school. The draft recommendation in relation to Llanfihangel Rhydithon CP School does not propose any changes to this hall, therefore this facility would continue to be available to the community. However, the

authority acknowledges the concerns raised during the consultation period in relation to the impact closure of the school would have on the community hall.

A range of extra-curricular activities are available to pupils at both Llanfihangel Rhydithon CP School and at the proposed receiving school. Should Llanfihangel Rhydithon CP School close, it would be more difficult for pupils to access activities held after school due to their reliance on home to school transport. Should the school close, the authority would work with and support the receiving school and any other school to which pupils may transfer to maximise the access to extra-curricular activities for all pupils. The authority acknowledges the comments received during the consultation which referred to the extensive range of extra-curricular activities available to pupils at Llanfihangel Rhydithon CP School.

The authority also acknowledges that closure of Llanfihangel Rhydithon CP School would lead to an increase in travel for those pupils for whom this is currently the closest school. The issues raised in relation to additional travel are summarised above, and are listed in the consultation report.

This **Impact Assessment (IA)** toolkit incorporating 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. **Please read the accompanying guidance before completing the form.**

<b>Service Area</b>	Schools Service	<b>Head of Service</b>	Ian Roberts	<b>Strategic Director</b>	Jeremy Patterson	<b>Portfolio Holder</b>	Cllr Arwel Jones
<b>Policy / Change Objective / Budget Saving</b>	School Transformation Policy						
<b>Outline Summary</b>							
This Impact Assessment relates to a proposal to close Llanfihangel Rhydithon C.P. School, with Crossgates C.P. School to be named as the receiving school. The Council has carried out consultation on this proposal in accordance with the requirements of the School Organisation Code (2013)							

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

Version	Author	Job Title	Date
1	Sarah Astley	Project Manager, Schools Transformation	12/09/16

2. How does your policy / change objective / budget saving impact on the council's strategic vision?

Council Priority	How does the policy / change objective impact on this priority?	<b>Inherent Judgement</b> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<b>Residual Judgement</b> Please select from drop down box below	Source of Outline Evidence to support judgement
<b>Supporting people in the community to live fulfilled lives</b>	<p>Although there would be no education provision in Dolau, provision would be available in Crossgates CP School and other local schools. These schools are larger and more viable, and will ensure a greater level of stability and resilience in terms of the provision of primary education.</p> <p>There is a community hall in Dolau, and whilst the proposal does not propose any changes to the community hall, concern has been expressed about the potential impact of</p>	Poor		Poor	Consultation Report



	closure of the school on the community hall, in particular the financial impact. Concern has also been expressed about the impact closure of the school could have on other organisations and activities that take place in Dolau, and the possibility that closure of the school would lead to rural isolation.				
<b>Developing the economy</b>	<p>Concern has been expressed that the lack of a school in Dolau will have an impact on job opportunities in the village, and that lack of rural employment would be exacerbated by closure of the school. It has been stated that the school employs local people, therefore closure of the school would impact on incomes. However, should the school close, people from the village would be able to seek employment elsewhere.</p> <p>Pupils will be transferred to neighbouring larger schools where the quality of education is at least as good as the current provision, enabling them to develop skills that will prepare them to enter the workforce.</p>	Neutral		Neutral	Consultation Report
<b>Improving learner outcomes for all, minimising disadvantage</b>	<p>The proposal aims to ensure that high quality education is accessible to all, and that it is affordable and sustainable with a focus on high quality leadership, teaching and learning.</p> <p>All children and young people (including those in receipt of free school meals and with additional learning needs) will be supported to achieve their full potential at the named receiving school or any other school pupils might wish to transfer to.</p> <p>Concern has been expressed that closure of</p>	Neutral	Should Llanfihangel Rhydithon C.P. School close, transition plans would be put in place to support pupils with their move to alternative provision, to ensure that disruption is minimised and to ensure that all pupils achieve their full potential.	Good	Consultation Report, ERW School Improvement Strategy, One Powys Plan

	Llanfihangel Rhydithon C.P. School would have a negative impact on learner outcome, however the authority's view is that the proposal would maintain or improve learner outcomes.				
<b>Remodelling council services to respond to reduced funding</b>	<p>The proposal will provide better value for money for the council in the long term, by ensuring more equitable distribution of funding.</p> <p>The proposal will:</p> <ul style="list-style-type: none"> <li>i) Reduce overall surplus capacity</li> <li>ii) Deliver a more cost-effective delivery of learning</li> <li>iii) Provide an infrastructure that is resilient to future demographic or financial challenges</li> </ul>	Good		Good	Consultation Report

3. How does your policy / change objective / budget saving impact on the Welsh Assembly's well-being goals?

<b>Well-being Goal</b>	<b>How does the policy / change objective contribute this goal?</b>	<b><u>Inherent Judgement</u></b> Please select from drop down box below	<b>What will be done to better contribute to positive or mitigate any negative impacts?</b>	<b><u>Residual Judgement</u></b> Please select from drop down box below	<b>Source of Outline Evidence to support judgement</b>
<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>	<p>The proposal will provide better value for money for the council in the long term, by ensuring more equitable distribution of funding.</p> <p>Pupils will be transferred to neighbouring larger schools where the quality of education is at least as good as the current provision, enabling them to develop skills that will prepare them to enter the workforce.</p>	Good		Good	Consultation report

<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>	<p>Both Llanfihangel Rhydithon C.P. School and Crossgates C.P. School were graded B for sustainability in the Welsh Government Survey carried out in 2009.</p> <p>The authority's long term strategy is to improve all its learning environments, and the authority supports the Welsh Government's aspiration for 21<sup>st</sup> Century Schools which are for:</p> <ul style="list-style-type: none"> <li>- learning environments that will enable the successful implementation of strategies for improvement and better educational outcomes</li> <li>- greater economy and efficiency for learning environments through better use of resources</li> <li>- a sustainable education system in Wales that meets national building standards and reduces the recurrent costs and carbon footprint of education buildings</li> </ul> <p>However, the authority recognises that there will be additional travel involved for pupils that currently live closer to Llanfihangel Rhydithon C.P. School.</p>	<p>Neutral</p>		<p>Neutral</p>	
<p><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.</p>	<p>Concern has been raised in relation to the impact of the proposal on the well-being of pupils currently attending Llanfihangel Rhydithon C.P. School due to the proposed change of school and the additional travel that would be required.</p>	<p>Poor</p>	<p>Full support will be provided to pupils transferring to the named receiving school or any other school to aid their transition, in order to limit the impact on pupil well-being.</p> <p>The authority notes the concern in relation to the additional travel,</p>	<p>Neutral</p>	<p>Consultation report</p>

			however travel times would be within the authority's suggested maximum journey time.		
<b>A Wales of cohesive communities:</b> Attractive, viable, safe and well-connected Communities.	Concern has been raised in relation to the impact of the proposal on the community of Dolau, the community hall, community organisations and community activities in the area.	Poor		Poor	Consultation report
<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.	<p>Both Llanfihangel Rhydithon C.P. School and Crossgates C.P. School were graded B for sustainability in the Welsh Government Survey carried out in 2009.</p> <p>The authority's long term strategy is to improve all its learning environments, and the authority supports the Welsh Government's aspiration for 21<sup>st</sup> Century Schools which are for:</p> <ul style="list-style-type: none"> <li>- learning environments that will enable the successful implementation of strategies for improvement and better educational outcomes</li> <li>- greater economy and efficiency for learning environments through better use of resources</li> <li>- a sustainable education system in Wales that meets national building standards and reduces the recurrent costs and carbon footprint of education buildings</li> </ul> <p>However, the authority recognises that there will be additional travel involved for pupils that currently live closer to Llanfihangel Rhydithon C.P. School.</p>	Neutral	Full support would be provided to pupils transferring to the named receiving school or any other school to aid their transition, in order to ensure the well-being of all pupils.	Good	Consultation report

	<p>The proposal seeks to improve the learning opportunities and outcomes for all children, and has the best interests of the child at heart. However, concern was expressed during the consultation period about the proposal's impact on pupil well-being, and on the well-being of the community of Dolau.</p>				
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**A Wales of vibrant culture and thriving Welsh language:** 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</i>	Llanfihangel Rhydithon C.P. School is an English-medium school, therefore the proposal will not impact on pupils' ability to access to Welsh-medium education.	Neutral	N/A	Neutral	
<i>Treating the Welsh language no less favourable than the English language</i>	As above	Good	N/A	Good	
<i>Opportunities to promote the Welsh language</i>	As above	Good	N/A	Good	
<i>Welsh Language impact on staff</i>	N/A	Good	N/A	Good	

<p><i>People are encouraged to do sport, art and recreation.</i></p>	<p>Llanfihangel Rhydithon C.P. school offers a wide range of extra-curricular opportunities which provide opportunities for pupils to take part in sport, art and recreation.</p> <p>A wide range of activities are also provided at the named receiving school, however information received during the consultation period suggested that the opportunities provided at Crossgates C.P. School were not as extensive as those provided at Llanfihangel Rhydithon C.P. School.</p> <p>In addition, concern was expressed that the larger number of pupils at Crossgates C.P. School would mean that not all pupils would be able to take part in all activities.</p> <p>Concern has also been expressed that children currently attending Llanfihangel Rhydithon C.P. School would be unable to access activities provided after school due to their reliance on home to school transport.</p>	<p>Poor</p>	<p>The authority will work with the Headteacher and Governing Body of the named receiving school and other schools pupils may wish to transfer to, to ensure that participation in all school activity is maximised for all learners.</p>	<p>Neutral</p>	<p>Community Impact Assessment, Consultation Report</p>
<p><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).</p>					
<p><i>Age</i></p>	<p>Please see separate Equality Impact Assessment</p>	<p>Choose an item.</p>		<p>Choose an item.</p>	
<p><i>Disability</i></p>	<p>As above</p>	<p>Choose an item.</p>		<p>Choose an item.</p>	
<p><i>Gender reassignment</i></p>	<p>As above</p>	<p>Choose an item.</p>		<p>Choose an item.</p>	
<p><i>Marriage or civil partnership</i></p>	<p>As above</p>	<p>Choose an item.</p>		<p>Choose an item.</p>	
<p><i>Race</i></p>	<p>As above</p>	<p>Choose an item.</p>		<p>Choose an item.</p>	

<i>Religion or belief</i>	As above	Choose an item.		Choose an item.	
<i>Sex</i>	As above	Choose an item.		Choose an item.	
<i>Sexual Orientation</i>	As above	Choose an item.		Choose an item.	
<i>Pregnancy and Maternity</i>	As above	Choose an item.		Choose an item.	
<i>Equality Impact on PCC Staff</i>	As above	Choose an item.		Choose an item.	

4. How does your policy / change objective / budget saving impact on the council's other key guiding principles?

<b>Principle</b>	<b>How does the policy / change objective impact on this principle?</b>	<b><u>Inherent Judgement</u></b> Please select from drop down box below	<b>What will be done to better contribute to positive or mitigate any negative impacts?</b>	<b><u>Residual Judgement</u></b> Please select from drop down box below	<b>Source of Outline Evidence to support judgement</b>
<b>Sustainable Development Principle</b>					
<i><b>Long Term:</b> The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</i>	<p>The School Transformation Programme considers the general long term forecasts for the Powys population, where it is identified that the population figures for school aged children will continue to fall.</p> <p>This proposal will provide better value for money for the council in the long term, by ensuring more equitable distribution of funding.</p> <p>Pupils will be transferred to neighbouring larger schools where the quality of education is at least as good as the current provision, enabling them to develop skills that will prepare them to enter the workforce.</p>	Good		Good	



<p><b>Collaboration:</b> <i>Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives.</i></p>	<p>The named receiving school will continue to work in collaboration with other schools in the cluster and regionally, and with other partners, to ensure that every pupil is fully supported.</p>	<p>Neutral</p>		<p>Neutral</p>	
<p><b>Involvement:</b> <i>The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.</i></p> <p><b>Communication and Engagement</b></p>	<p>A number of meetings took place with the governing body of Llanfihangel Rhydithon C.P. School when determining the proposal to close the school. Consultation on the proposal has taken place in accordance with the School Organisation Code, which included consultation meetings with staff, governors and parents / community, as well as a meeting with the school council.</p> <p>Should there be no school in Dolau, it is acknowledged that it may be more difficult for parents and others to engage with the school.</p>	<p>Poor</p>	<p>If the proposal is implemented, there will be an opportunity for any parent to seek election to the governing body of Crossgates CP School in the future, and there will be an opportunity for all parents to continue to engage with the school and governing body.</p> <p>Crossgates CP School already serves a rural catchment area, therefore has experience of engaging with parents of pupils who do not live in the village of Crossgates itself.</p>	<p>Neutral</p>	
<p><b>Prevention:</b> <i>How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.</i></p>	<p>The reasons for the proposal to close Llanfihangel Rhydithon C.P. School were as follows:</p> <ul style="list-style-type: none"> <li>- The school has had fewer than 50 pupils on roll for the three previous years and numbers are not projected to increase to above 50</li> <li>- The funding per pupil is more than 120% of the council's average</li> </ul> <p>The proposal will provide better value for money for the council in the long term, by ensuring more equitable distribution of funding and a more sustainable model of education.</p>	<p>Good</p>		<p>Good</p>	

<p><b>Integration:</b> <i>Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</i></p>	<p>Most of the issues raised during the consultation exercise were not supportive of the proposal.</p>	<p>Poor</p>	<p>If the proposal is implemented, the authority will support the receiving school and any other school pupils may wish to transfer to, to support those parents and their children to become fully integrated in the school community.</p>	<p>Neutral</p>	
<p><b>Preventing Poverty:</b> Prevention, including helping people into work and mitigating the impact of poverty.</p>	<p>Should the school close, free transport would be provided to all qualifying pupils. However, it is acknowledged that it may be more difficult for the parents of pupils on low incomes for whom Llanfihangel Rhydithon C.P. School is currently the closest school, due to the additional travel required of parents in order to attend activities at the school, or to collect pupils from after school activities.</p>	<p>Poor</p>	<p>The authority will work with the Headteacher and Governing Body of the named receiving school and other schools pupils may wish to transfer to, to ensure that participation in all school activity is maximised for all learners and their families.</p>	<p>Neutral</p>	<p>Equality Impact Assessment</p>
<p><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.</p>	<p>Safeguarding is of the utmost importance and safeguarding measures are in place in the named receiving school and any other school pupils may wish to transfer to.</p>	<p>Neutral</p>		<p>Neutral</p>	
<p><b>Corporate Parenting:</b> Enabling our looked after children to fulfil their potential.</p>	<p>The named receiving school has experience of meeting the needs of looked after children, therefore the authority would have no major concerns about looked after children moving to this school.</p>	<p>Neutral</p>		<p>Neutral</p>	
<p><b>Impact on Workforce</b></p>	<p>Staff at Llanfihangel Rhydithon C.P. School would be adversely affected by the proposal.</p>	<p>Poor</p>	<p>Staff with 2 years or more continuous service would be entitled to a redundancy payment. The authority will also attempt to identify alternative employment for staff through the redeployment process.</p>	<p>Neutral</p>	

5. Achievability of Policy / Change Objective / Budget Saving?

Impact on Service / Council	Deliverability of Policy / Change Objective / Budget	Inherent Risk
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	<b>Saving</b>	
Low	Low	Low

6. What are the risks to service delivery or the council following implementation of this Policy / Change Objective / Budget Saving?

Description of risks			
Parents choose for their children to attend a school other than Crossgates C.P. School			
Increase in demand for education in the Dolau area in the future			
Judgement (to be included in service risk register)			
Very High Risk	High Risk	Medium Risk	Low Risk
			X
Mitigating Actions			Residual Risk
N/A			Choose an item.
			Choose an item.
			Choose an item.
Does the Policy / Change Objective / Budget Saving have potential to impact on another service area?			
No			

7. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:
<p>It is acknowledged that the proposal would impact on the community of Dolau due to the loss of primary provision in the village, however good quality primary provision would continue to be provided to pupils at neighbouring schools, and free transport would be provided to eligible pupils. During the consultation period, concern was expressed in relation to the possible impact on the community should the school close. Whilst the proposal does not propose any changes to the community hall, concerns were expressed during the consultation period that closure of the school would have an impact on the viability of the community hall. However, the authority's view is that the proposal would provide better value for money for the council in the long term, by ensuring more equitable distribution of funding and a more sustainable model of education. Concern was also expressed about the impact of additional travel on pupil well-being.</p>	

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

What additional evidence and data has informed the development of your proposal?
Consultation responses, consultation report

9. On-going monitoring arrangements?

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

The School Transformation Programme Board is responsible for overseeing the strategic direction of the modernisation agenda: setting direction, implementing change, monitoring and reporting to the Cabinet of the Council.

Equality monitoring will form an integral part of the County Council's arrangements for any school reorganisation and will be undertaken where a significant or material change in provision is proposed.

The Head of Schools Service will be responsible for on-going monitoring.

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

If it is decided to proceed with the publication of Statutory Notices in respect of closure of Llanfihangel Rhydithon C.P. School, the Impact Assessment will be reviewed when considering the Objection Report in order to make a final decision on the proposal.

10. Sign Off

<b>Position</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>Service Manager:</b>	Marianne Evans	Marianne Evans	16/09/2016
<b>Head of Service:</b>	Ian Roberts	Ian Roberts	16/09/2016
<b>Strategic Director:</b>	Jeremy Patterson	Jeremy Patterson	20/09/2016
<b>Portfolio Holder:</b>	Arwel Jones	Arwel Jones	20/09/2016