

APPENDIX C – FINAL IMPACT ASSESSMENTS
Builth Wells and Llandrindod Wells High Schools
September 2016

	Page
1. Equalities Impact Assessment	2
2. Community Impact Assessment	14
3. Single Integrated Impact Assessment	20

Equality Impact Assessment



Powys County Council

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.

Proposal	To close Builth Wells High School and Llandrindod High School on the 31 st August 2017, and to establish a new dual-stream 11 - 18 secondary school that will operate across the current sites of the two schools from 1 st September 2017 ("the New School")	Lead Person undertaking the assessment	Marianne Evans
Service Area	Schools Service	Relevant Head of Service who has agreed this assessment	Ian Roberts Head of Schools
Date of Assessment	25 th August 2016		

The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following 'general duty':

- (a) Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;**
- (b) Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;**
- (c) Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.**

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.

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.

1. AIM or PURPOSE

Briefly describe the aim or purpose of the change proposal being assessed.

The School Review Process as outlined within the School Transformation Policy 2014 was restarted in September 2015. The stages of the Process are outlined below:

- An Initial Assessment of Schools in accordance with Stage 1 of the School Review Process was carried out, during which data for all schools was considered. Schools were considered against the criteria outlined in the School Transformation Policy. As a result of this Initial Assessment of Schools, SORP agreed to carry out a detailed review of the two schools.
- Dialogue took place with the governing bodies, headteachers and local members during 2015 and 2016 in accordance with Stage 2 of the School Review Process as described in the School Transformation Policy, as follows:
 - Initial meetings held on 21st September 2015 to agree data in respect of the school and to discuss future options relating to the school;
 - An opportunity for the governing bodies to provide feedback on the options presented to them;
- Following the initial meetings with governing bodies, headteachers and local members, the Council carried out a review of secondary education across South and Mid Powys, and developed a business case which considered the case for change in both areas, assessed and costed a range of options and included Proposals relating to the secondary schools under review.
- The business case and its Proposals were considered by the SORP on the 20th January 2016, and the SORP agreed draft Proposals in respect of the all schools under review.
- Feedback meetings were held with the governing bodies, local members and the headteachers on the 27th January 2016 to discuss the SORP's draft Proposals and to give the governing bodies a further opportunity to present additional evidence.

	<ul style="list-style-type: none"> • On the 23rd February 2016, Cabinet considered the SORP's Proposals, together with the business case and additional evidence presented by the governing bodies following the feedback meeting. Cabinet resolved to commence formal consultation on the Proposal outlined above. • The consultation period commenced on the 6th April 2016, and ended on the 1st June 2016. • The Consultation Document was available on the Council's website throughout the consultation period. The Document was also distributed to stakeholders as required by the School Organisation Code (2013).
2. OBJECTIVES	
Please state the current business objectives of the change proposal.	Investment Objectives <ul style="list-style-type: none"> • To significantly improve the learning outcomes for learners across the ability range; • To maximise the curriculum benefits at key stages 3 and 4 for learners who study through the medium of Welsh or English; • To provide post 16 provision that improves access to, and participation in, both academic and vocational courses and which meets the requirements of the Learning & Skills Measure, whilst minimising the need for additional travel during the school day; • To reduce surplus places in schools; • To provide robust linguistic continuity of Welsh Medium provision across all key phases of education; • To achieve efficiencies through economies of scale, reduced management, premises and running costs, whilst maximising the percentage of the budget spent on teaching and learning.
3. BENEFITS and OUTCOMES	
i) What are the intended benefits or outcomes from the change proposal?	<ul style="list-style-type: none"> • Provides access to a secondary school located within two communities • No additional transport costs • More acceptable to local stakeholders • School can build on current plans towards improving standards • No negative impact on local communities due to removal of secondary provision • Opportunities to generate some efficiencies in terms of economies of scale • Opportunities to enable all learners to achieve high standards of achievement and attainment • Opportunities to provide excellent teaching and learning provision reflecting national, regional and local priorities • Opportunities to develop an inclusive education model, meeting the needs of vulnerable learners • Opportunity to have a single sixth form centre, enabling more subjects to be provided without the need for inter-school travel

	<ul style="list-style-type: none"> • Creation of a greater mass of Welsh-medium secondary learners, enabling more subjects to be provided • More cost effective delivery of Welsh-medium provision • More appropriate location for Welsh-medium pupils in Mid and South Powys, taking into account the location of other Welsh-medium secondary providers within Powys and outside Powys • Would provide more robust linguistic continuity as part of a designated Welsh-medium provision • Would enable the development of Welsh-medium provision at Post-16 level May act as a catalyst for growth in Welsh-medium pupil numbers, which may grow to a point where a Bilingual Category 2A School (Welsh-medium) could be considered; 														
4. CORPORATE RELEVANCE															
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</p> <p><i>‘We need to re-organise schools (primary, secondary and post 16) to ensure affordability, sustainability and appropriate leadership capacity’</i></p>														
5. DATA USED															
5.1. What data has been used to conduct this assessment? Tick/shade boxes as appropriate.	<table border="1"> <tr> <td data-bbox="710 805 1868 879">Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.</td> <td data-bbox="1868 805 2121 879">✓</td> </tr> <tr> <td data-bbox="710 879 1868 952">Service user satisfaction rates, broken down by the protected characteristics.</td> <td data-bbox="1868 879 2121 952"></td> </tr> <tr> <td data-bbox="710 952 1868 1026">Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.</td> <td data-bbox="1868 952 2121 1026">✓</td> </tr> <tr> <td data-bbox="710 1026 1868 1099">Qualitative data gathered from those that are not currently using the service.</td> <td data-bbox="1868 1026 2121 1099">✓</td> </tr> <tr> <td data-bbox="710 1099 1868 1173">Complaints monitoring against the protected characteristics</td> <td data-bbox="1868 1099 2121 1173"></td> </tr> <tr> <td data-bbox="710 1173 1868 1246">Wider research reports and findings.</td> <td data-bbox="1868 1173 2121 1246"></td> </tr> <tr> <td data-bbox="710 1246 1868 1294">Relevant service based Equality Impact Assessment</td> <td data-bbox="1868 1246 2121 1294"></td> </tr> </table>	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	
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Complaints monitoring against the protected characteristics															
Wider research reports and findings.															
Relevant service based Equality Impact Assessment															
5.2. Are there any gaps in the data?	Yes <input type="checkbox"/> No ✓														

6. DATA ANALYSIS

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?

Information on pupils who attend both High Schools, along with information on pupils who attend each feeder school in both catchment areas is obtained via the Pupil Level Annual School Census 2016 (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. In relation to the protected characteristic groups, the profile of pupils at the school is provided below:

Builth Wells High School

- 585 pupils in total. 127 pupils including subsidiary pupils in the Sixth Form.
- Gender: Of the pupils attending the school, 270 (46%) are boys and 315 (54%) are girls.
- Free school meals: 41 pupils (7%) are eligible for free school meals.
- SEN: 1% of pupils in the school have Statements of Special Educational Needs – none of these have physical or medical needs.
- 21% have special needs but do not have a statement
- English as an Additional Language: English is an additional language for 7 pupils.
- Welsh Language: 11% of pupils speak Welsh fluently at home. 14% do not speak Welsh at home but are fluent.
- The ethnic group of pupils at the school is as follows:
 - White British – 96%
 - Other ethnic groups – 4% (10 ethnic groups identified)

Primary Schools in the Builth Wells Catchment area

- 579 pupils in total, aged between 3 and 11..
- Gender: Of the pupils attending schools in the catchment area, 295 (51%) are boys and 284 (49%) are girls.
- Free school meals: 51 (9%) pupils are eligible for free school meals.
- SEN: Less than 1% pupils have Statements of Special Educational Needs. 0.5% of these have a physical or medical difficulty.
- 21% pupils have special needs but do not have a statement
- English as an Additional Language: English is an additional language for less than 1% pupils.
- Welsh Language: 7% pupils come from homes where Welsh is spoken. 10% pupils can speak

Welsh but do not speak Welsh at home.

- Race/ethnicity: PLASC only provides information about the nationality and ethnic groups of pupils aged 5 and over.
- The ethnic group of pupils aged 5 and over attending schools in the catchment area is as follows:
- White British – 96%
- Other ethnic groups – 4% (11 groups identified)

*Newbridge C. in W. School is also included in the Llandrindod Wells Catchment data.

Llandrindod High School

- 571 pupils in total. 13 subsidiary pupils. 92 pupils, including subsidiary pupils in the Sixth form.
- Gender: Of the pupils attending the school, 289 (51%) are boys and 282 (49%) are girls.
- Free school meals: 68 pupils (12%) are eligible for free school meals.
- SEN: 3% of the school have Statements of Special Educational Needs. 0.5% of these have physical or medical needs.
- 14% have special needs but do not have a statement
- English as an Additional Language: English is an additional language for 2% of pupils
- Welsh Language: 0.5% come from homes where Welsh is spoken fluently. 0.5% come from homes where Welsh isn't spoken but can speak Welsh fluently. 1% come from homes where Welsh is spoken but not fluently.
- The ethnic group of pupils at the school is as follows:
- White British 96%
- Other ethnic group – 4% (15 other ethnic groups identified)

*Newbridge C. in W. School is also included in the Bulth Wells Catchment data.

Primary Schools in the Llandrindod High School catchment area

- 1035 pupils in total, aged between 3 and 11
- Gender: Of the pupils attending schools in the catchment area, 53% are boys and 47% are girls.
- Free school meals: 14% pupils are eligible for free school meals.
- SEN: Less than 1% of pupils have Statements of Special Educational Needs, and of these less

	<p>than 0.01% have a physical or medical need.</p> <ul style="list-style-type: none"> ▪ 21% pupils have special needs but do not have a statement ▪ English as an Additional Language: English is an additional language for 4%)pupils. ▪ Welsh Language: 6% pupils come from homes where Welsh is spoken. 3% pupils speak Welsh but do not come from homes where Welsh is spoken. ▪ Race/ethnicity: PLASC only provides information about the nationality and ethnic groups of pupils aged 5 and over. ▪ The ethnic group of pupils aged 5 and over attending schools in the catchment area is as follows: <ul style="list-style-type: none"> ▪ White British – 96% ▪ Other ethnic group – 4% (19 different ethnic groups identified) <p>*Newbridge C. in W. School is also included in the Builth Wells Catchment data.</p>
<p>6.2 Qualitative Summarise the key qualitative data analysis, providing key themes or patterns. Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics focus group on the proposal.</p> <p>Key questions:</p> <ul style="list-style-type: none"> i) Do certain groups have a different service user experience? How will a change affect this? ii) Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views? iii) What are the reasons behind some groups not using the service? How will a change affect this position? iv) What has consultation on your proposals revealed about impact on the protected characteristics? 	<p>Opinion Research Services (ORS) were commissioned by the Authority to support the consultation. Consultees were invited to respond to the consultation by either completing a questionnaire, online and paper, or by writing to ORS.</p> <p>A total of 996 questionnaires were analysed, of which 182 were responses to the main consultation questionnaire, 735 to the Young Persons’ questionnaire, and 79 to the primary school consultation questionnaire.</p> <p>21 written submissions were received concerning the proposals for Builth Wells and Llandrindod High Schools. These were from professional, political, interest and community groups as well as from individual residents.</p> <p>During the consultation period, meetings were also held with the following:</p> <ul style="list-style-type: none"> • School Councils and other pupils of Builth Wells and Llandrindod High Schools • School Councils and other pupils of all primary schools in both catchment areas • Staff of Builth Wells and Llandrindod High Schools • Governors of Builth Wells and Llandrindod High Schools • Parents / community of both schools

- Protected Characteristics Group

Impact of the Proposal on key characteristic groups

ORS have prepared a comprehensive Consultation Report which can be found on <http://www.powys.gov.uk/en/corporate/find-out-about-consultations-in-powys/past-consultations/llandrindod-and-builth-wells-high-schools/> along with the Authority's responses to issues raised. The main themes from the consultation are summarised on pages 14 - 30 of the Report.

Page 29 (general comments) states the following:

'2.1 While there was some recognition that change was necessary many were sceptical over whether the current proposal would deliver the improvements in quality and cost savings presented in the consultation document. There was some concern that teachers, the leadership team and the new Governing Body would have higher workloads affecting their wellbeing and ultimately impacting negatively on quality and pastoral support for students, particularly if they have to travel between sites for lessons.

2.2 There was some support for a single sixth form centre and for increased Welsh medium provision in Builth. However, very many people involved in the consultation would prefer the model for secondary school education which would see Welsh medium provision and a sixth form centre in Builth and English medium education in Llandrindod.'

The authority is confident that the New School across two sites would be able to meet the needs of all pupils who belong to the protected characteristic groups, and the needs of pupils with any additional learning needs.

The Proposal aims to establish a sustainable model of secondary education, which can deliver high-quality education. The current pressures on the secondary sector has already led to a situation when subjects are taught by non-specialist teachers.

The benefits of the Proposal are as follows:

- 1) Improved leadership at all levels: When streamlining the leadership structure following the joining of two schools into one split site secondary school, the newly appointed

governing body are able to place the strongest leaders in each position within the new leadership structure. This means we can have the strongest governors, senior leaders, subject leaders and pastoral leaders – those who have the best track record of securing high outcomes and delivering the highest level of care - leading school improvement across the two sites. The joining of two schools represents an opportunity for a step change improvement in the quality and capacity of leadership.

- 2) Improved leadership leads to improved teaching: Professor David Reynolds has stated: 'we know that effective leadership of a school from the Headteacher and through to other 'middle leadership' positions is important in its own right and important in generating...high quality classroom teaching' (WG PDG guidance 2013-15). Leadership and teaching quality are linked. The research is clear, by securing a step change improvement in leadership, we are able to secure a step change improvement in teaching quality.
- 3) Improved coaching and mentoring support opportunities for staff: It is essential that time is allocated to enable the best teaching staff in different subject areas to travel between sites (or communicate regularly via video conferencing arrangements) in order to provide mentoring/coaching/resources for their colleagues on the other campus. This ongoing mentoring support and training can have a considerable impact on teaching quality. One there is a world of difference between the potential impact of loose school-to-school collaboration between separate schools, and the level of collaboration and support in a single school with split sites. The extent to which leaders are willing to invest finite time into engaging in mentoring, coaching and training of staff on the second campus of a single school is considerably higher if leaders are going to be held to account for standards and provision on both sites.
- 4) Economies of scale leads to greater investment in teaching and learning: By having a single leader of each curriculum area across the two school sites and a more streamlined senior leadership structure, savings can be generated over time. The new leadership team would be able to invest these savings in whatever way they believe would make the greatest impact on standards.

	<p>From September 2018, if the Proposal is implemented, there will be one dual-stream school with two sites. The Welsh-medium provision will be delivered from the Builth Wells site. It will be the decision of the new governing body how it wishes to deliver post-16 education.</p> <p>It does, however, provide an opportunity to establish a critical mass of post-16 learners, should the new governing body wish to establish one sixth form centre. At KS3 and KS4, it is not expected that pupils would travel between sites. However, the new governing body would be responsible for how it structures the curriculum and timetable, and it may be possible that some subjects would be taught on one site only at KS4. This would increase the options available to those pupils.</p>
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7. EqIA RESULT

<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>The proposal does not present any adverse impact on equality. [Proceed to question 10]</p>	✓
	<p>The proposal presents some adverse impact on equality. [Proceed to question 8]</p>	
	<p>The proposal presents significant impact on equality [Proceed to question 8]</p>	

8. AREAS for IMPROVEMENT

<p>Please provide detail of weak or sensitive areas of the proposal identified by the assessment.</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>	
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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?

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

<p>Yes <input type="checkbox"/></p> <p>Date added.....</p> <p>Reference.....</p>	<p>No <input type="checkbox"/></p> <p>If no, please explain why not:</p>
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10. ONGOING MONITORING

How will the decision now be monitored on an ongoing basis to consider its impact over time?		Please tick/shade
	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)	

Monitoring arrangements		
<p>The Schools Transformation Programme Board is responsible for overseeing the strategic direction of the Transformation agenda: setting direction, implementing change, monitoring and reporting to the Cabinet of the Council.</p> <p>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.</p> <p>The Head of Schools Service will be responsible for on-going monitoring.</p>		
Publication of results of the impact assessment		
<p>The results of the impact assessment will be published on the Council’s website</p>		
Equality Impact Assessment Action Plan		
<p>Any actions identified as a result of this impact assessment will be taken forward for inclusion in the Schools Service Business Plan</p>		

Final Community Impact Assessment

1. Introduction

Further to the decision made by Cabinet on the 23rd February 2016, the Authority has carried out formal consultation on the following proposal:

- **To close Builth Wells High School and Llandrindod High School on the 31st August 2017, and to establish a new dual-stream 11 - 18 secondary school that will operate across the current sites of the two schools from 1st September 2017 (“the New School”)**

The Council published a draft Community Impact Assessment on the Proposal as outlined in 1) above, as part of a Formal Consultation that took place between the 6th April and the 1st June 2016.

The draft Community Impact Assessment was prepared in accordance with the Welsh Government’s School Organisation Code 2013. In order to prepare the assessments, a questionnaire was sent to each school on the 10th December 2015 to gather initial information about the community’s use of school facilities. Following the Council’s School Organisation Review Panel (SORP)’s feedback meetings with the school on the 26th January, the schools were invited to review and resubmit the questionnaires, having been informed of the SORP’s draft recommendations. An example of the questionnaire is attached at the end of this document.

The draft Impact Assessment was based on the information received from the schools via the questionnaire.

2. The communities served by Builth Wells High School and Llandrindod High School

The catchment of Builth Wells High School includes the towns of Builth Wells and Llanwrtyd Wells, as well as the surrounding rural area. The catchment of Llandrindod High School includes the town of Llandrindod Wells and the surrounding rural area.

The town or community councils that serve the area are:

- Builth Wells Town Council
- Aberedw Community Council
- Llanafan Fawr Community Council
- Treflys Community Council
- Llangammarch Community Council
- Dunhow Community Council
- Erwood Community Council
- Glaschw Community Council
- Cilmery Community Council
- Llanelwedd Community Council
- Llandrindod Wells Town Council
- Llanbadarn Fynydd Community Council
- Llanbister Community Council
- Nantmel Community Council
- St Harmon Community Council
- Llanwrthwl Community Council

- Rhaeadr Town Council
- Llanyre Community Council
- Dissert and Trecoed Community Council
- Penybont Community Council
- Llanfihangel Rhydithon Community Council
- Llanddewi Ystradenney Community Council

3. Community Impact Assessment

3.1 Extra-curricular activities

Builth Wells High School

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

- 5x60 – Football, multi-gym, badminton, pupil-led community badminton for primary school and ks3 pupils
- PDG Enrichment Cookery Club
- PDG Revision Club
- Homework Club – Monday to Thursday 3:30-5:00
- Young Leaders Coaching
- KS3 Numeracy Club

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

Sports (Hockey, Netball, Rounders, Cross-Country, Rugby, Football, Athletics and indoor athletics, Badminton, Swimming, Basketball, Cricket, Gymnastics, Dodgeball, Catch me if you can (ball skills session run by pupils), shooting clinics (basketball and netball), KS4+ fitness sessions, multi-gym sessions, American Football, Volleyball, Tennis Club, Strength and Conditioning Club – Rugby Development Officer, Table Tennis Club, Dance-led KS4/5 pupils, lunch time Zumba), “This is me” wellbeing group, Buallt Benefice – Christian Aid Collective Youth group, Bike Club, Proactive group, SWEET BTEC programme, Jamie Oliver Food Skills cooking group, Carpe Diem – pop-up restaurant, Enterprise group, Break time social group, Choir, Jazz Band, String Group, Orchestra, Ensemble, Brass group, Peripatetic – voice, guitar, harp, woodwind, brass, piano, Guitar Club, Composing Club for GCSE and A Level, Clwb yr Urdd, Clwb Cogurdd, Clwb Ieuenctid, Clwb Dylunio a Thecnoleg, Menter Iaith, Eisteddfod yr ysgol, Clwb siarad cyhoeddus, Prosiect Trochi – disgyblion ym mlwyddyn 11, Sesiynau ‘ymwybyddiaeth iaith’ holl blant 7-9, mamiaith ac ail iaith – Alun Jones Swyddog Prosiect Brycheniog a Maesyfed Urdd, Cystadlu yn yr Urdd (Cor Merched Hun, Cor Adran – B4-B9 efo phlant Trefonnene ag Ysgol Gynradd Llanfair, Unawd B7-B9, Unawd B10-B13, Deuawd B7-B9, Cystadlu am y gadair – 1af ag 2ail) Film Club, Twm Sion Cati Club (Set Design, Musical devising, costume design, drama production) KS3 Creative writing group, Speak up with Emma Beynon, Chess Club, Debating Club, Craft Club, Year 13 pupil S4C Ambassador, Eco-club, Gardening Club, Forest Schools Project, Duke of Edinburgh Award (Bronze, Silver and Gold Awards) KS3 Maths Catch-up, KS3 Maths Challenge, KS4 Additional Maths, KS4 Revision Class, Science Club/Crest Awards, KS3 Languages Club, Textile Club, DT Club, Young Writers Group, Homework Club

Llandrindod High School

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

- Homework Club

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

5x60 clubs, Sports Clubs, Music, Drama – School Productions

3.2 Community Use of School Building

Builth Wells High School

The school's facilities are used by the community for the following activities:

- Cylch Meithrin meetings
- Cylch Meithrin Social events e.g. Christmas Fair
- Adult Welsh Lessons
- Breakfast Club
- Clwstwr y Ffynnon – meetings and “Diwrnod y Ffynnon” for all Welsh-medium schools and schools with a Welsh Stream

The school building and facilities are also used by the following:

Builth Wells Rugby Club – over 200 pupils, Builth Wells Male Voice, Cylch, Rotary Club, Scouts, Brownies and Guides, Beekeeping Association, Outside catering for Antur Gwy, Primary School dinners, YFC cookery classes, Youth Club cookery classes, Powys Catering, Rotary Club, Facilitating Pensioner Lunch, Eppynt Motor Club, Gymnastics and dance events, Irfon Judo Club

Llandrindod High School

The school's facilities are used by the community for the following activities:

Urdd Eisteddfod, National Youth Orchestra, School changing rooms are used by sports centre users after school

3.3 Other links between the schools and the community

Builth Wells High School

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

Menter Brycheniog a Maesyfed – Curriculum Support Welsh 2nd Language KS4, Cylch Meithrin – Post 16 student placements, Forest School Project Coed y Wern wood, Newbridge – delivering Level 1 and 2 OCN qualifications for KS3/4 Learners, BTEC Agriculture Pentre Farm – Merthyr Cynnog, Royal Welsh Agricultural Society – Litter picking contract for Royal Welsh Show, Rotary Club (Young Chef local, regional and national finals, Young Musician local and regional finals, Young Photographer Competition, Youngspeak Club, Rotary interviews for Welsh Bacalaureate and University entrance mocks), Local churches, friends of BWHS, Wyeside Arts Centre (Bi-annual whole school musicals performed at Wyeside Arts Centre, Showcase Exhibitions for Art and Design and Technology Departments, Concerts, Fashion Show, Wyesides first community festival, Rewards trips to wyeside, Screen and Scripting, Spoken Word Slam Day, Filmmaking), Brynhyfryd Residential Home (Musical Concerts, Drawn to the Stars, History Project), Builth Wlls Rugby Club – Part Funding, Royal British Legion, Youth Club, Barclays Bank – Supporting PSE and WBQ, St Marys Chruch/Rev, Builth Wells Community Support (WBQ –

enterprise and Community Participation, Community Fair), A Level Health and Social Care Long-Term work placements (Builth Wells Primary School, Wee Care Day Nursery, What Tots Want Nursery, Cylch) Cooperative Store, Builth Gardening Club, Jewsons, Caerfagu, Cylch-Tec Bike Shop, Textil artist Anna Bessant, Ralph Bolland, "Speak Up" project, Set and Costume design, Rebecca Ray, Dai Hawkins, Clwb Dawnsio Gwerin, Eisteddfod Llanwrtyd, Builth Bike Bash, Caroline's Bread Company and Drivers' Rest Restaurant Llanwrtyd, URDD, Builth Wells Community Play, Geography Fieldwork base

Llandrindod High School

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

- Llandrindod Twinning Society
- Friends of Llandod
- Local Drama Society
- Art/Sculpture Project
- Young Fireman

4. Feedback from the Consultation

Page 29 of the ORS Consultation Report states the following:

'2.3 By far the highest level of concern was raised in relation to the longer term aspiration for a single site school on a new site in Builth Wells and the closure of the High School in Llandrindod Wells. Many felt that the current proposal was merely a precursor to this happening and were deeply concerned over the negative social, economic and demographic impacts on Llandrindod Wells. Meanwhile, uncertainties over the future of the schools were considered to be impacting on the ability to retain and recruit quality specialist teaching staff to the area.'

However, this Formal Consultation deals only with the Proposal outlined in 1) above, and the Consultation Document clearly states:

'The proposal is the first stage of potential wider plans for secondary education in the area. The second stage, which aims to establish the New School on a single site in the locality of Builth Wells, requires further work to understand the overall capital cost and feasibility.'

This consultation document relates only to the above Proposal and does not relate to potential wider plans for secondary education in the area.'

5. Conclusion

The conclusion that was included in the earlier draft Community Impact Assessment remains the same: 'there would be little or no impact on either community because secondary provision would remain in both communities.'

However, the Authority recognises that the potential wider plans for secondary education are a cause for concern, in particular for the Llandrindod Wells area. Should the wider plans be taken forward, then further consultation and impact assessments would need to be undertaken before any further decisions are made about a single-sited school.



Community use of school facilities - questionnaire

School:

Date questionnaire completed:

1. Please list any after-school clubs provided by the school:

2. Please list any other extra-curricular activities provided by the school:

3. Please list any other facilities or services the school accommodates e.g. youth club, play group:

4. Please list any other use by the community of the school building:

5. Please list any other links between the school and the community:

6. Please provide any additional comments you would like to submit:

Please return this questionnaire to:

School Transformation Team, Schools Service, Powys County Council, County Hall, Llandrindod Wells, Powys, Ld1 5LG

Or by e-mail to school.modernisation@powys.gov.uk.

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



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.**

Service Area	Schools Service	Head of Service	Ian Roberts	Strategic Director	Jeremy Patterson	Portfolio Holder	Cllr Arwel Jones
Policy / Change Objective / Budget Saving	School Transformation Policy						
Outline Summary							
This Impact Assessment relates to the following proposal:							
<p>To close Builth Wells High School and Llandrindod High School on the 31st August 2017, and to establish a new dual-stream 11 - 18 secondary school that will operate across the current sites of the two schools from 1st September 2017 (“the New School”)</p>							

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

Version	Author	Job Title	Date
1	Marianne Evans	Senior Manager Schools Transformation	26/08/16
2	Marianne Evans	Senior Manager Schools Transformation	16/09/16

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?	Inherent Judgement Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	Residual Judgement Please select from drop down box below	Source of Outline Evidence to support judgement
Supporting people in the community to live fulfilled lives	<i>The aim of the Proposal is to establish a secondary school infrastructure that is sustainable in the long-term, and can provide</i>	Good		Good	Consultation Report Community Impact Assessment

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



	<p><i>the highest quality education for pupils in the Builth Wells and Llandrindod Wells catchment areas. The reasons for change are documented in the Consultation Document.</i></p> <p>The conclusion that was included in the earlier draft Community Impact Assessment remains the same: 'there would be little or no impact on either community because secondary provision would remain in both communities.'</p> <p>However, the Authority recognises that the potential wider plans for secondary education are a cause for concern, in particular for the Llandrindod Wells area. Should the wider plans be taken forward, then further consultation and impact assessments would need to be undertaken before any further decisions are made about a single-sited school.</p>				
<p>Developing the economy</p>	<p><i>The aim of the Proposal is to establish a secondary school infrastructure that is sustainable in the long-term, and can provide the highest quality education for pupils in the Builth Wells and Llandrindod Wells catchment areas. The reasons for change are documented in the Consultation Document.</i></p> <p><i>The potential impact on local businesses in Powys if more young people are better educated and are in employment or training within Powys. This will result in retaining a</i></p>	<p>Good</p>	<p>If the Proposal is implemented, the Authority would support the schools to continue working with key partners to promote the availability and opportunities for volunteering, training, work experience placements, graduates and apprenticeships.</p>	<p>Good</p>	<p>Consultation Report Community Impact Assessment</p>

	young skilled workforce in Powys which in turn will develop the economy.				
Improving learner outcomes for all, minimising disadvantage	<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 New School .</p>	Good	Should the schools close, transition plans would be put in place to support pupils with their transition into the New School 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
Remodelling council services to respond to reduced funding	<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"> i) Deliver a more cost-effective delivery of learning ii) Provide an infrastructure that is resilient to future demographic or financial challenges 	Good		Good	Consultation Report

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

Well-being Goal	How does the policy / change objective contribute this goal?	<u>Inherent Judgement</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>Residual Judgement</u> Please select from drop down box below	Source of Outline Evidence to support judgement
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<p>A prosperous Wales: 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>Good</p>		<p>Good</p>	<p>Consultation Document</p>
<p>A resilient Wales: 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>The proposal aims to secure secondary education in Mid Powys for the future, contributing to prosperous communities, and provide education in a more cost-effective way.</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 21st Century Schools which are for:</p> <ul style="list-style-type: none"> - learning environments that will enable the successful implementation of strategies for improvement and better educational outcomes - greater economy and efficiency for learning environments through better use of resources - a sustainable education system in Wales that meets national building standards and reduces the recurrent costs and carbon footprint of education buildings 	<p>Good</p>	<p><i>The Authority's capital funding for schools is either through the 21st C Schools Programme, or through the Major Repairs and Improvements Capital Budget. The Authority can fund refurbishments or remodelling of schools through either of these capital streams. However, the Authority can only fund new-build schools through the 21st C Schools Programme.</i></p> <p><i>In terms of annual repairs and maintenance, the Authority provides schools with an annual revenue stream through the Fair Funding Formula to carry out repairs and maintenance, and statutory testing requirements. As this forms part of the delegated budget, the school can choose how much of this funding it wishes to use for repairs and maintenance.</i></p> <p><i>The Authority's Cabinet, as part of the Schools Service Asset Management Plan, approved in April 2016, a schools requirement to fund capital expenditure if their revenue spend is</i></p>	<p>Good</p>	

			<i>lower than an agreed level. The Cabinet also approved a five year rolling programme of condition reassessments, which will be utilised to plan future investment to ensure all buildings are maintained.</i>		
<p>A healthier Wales: 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>The New School would be expected to provide opportunities for all pupils to lead an active and healthy lifestyle.</p> <p>There were concerns raised during consultation that Welsh-medium pupils from the Brecon area would be disadvantaged by not being able to access after-school activities easily, due to the reliance on home-to-school transport, which would affect the opportunities for after-school activities, affecting their physical and mental well-being.</p>	Neutral	<p>The New School in Mid Powys would be encouraged to provide as many extra-curricular opportunities for Welsh-medium pupils from Brecon during the school day, and the Council would work with the school to explore possible transport solutions, including the use of public transport</p>	Good	Consultation report
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<p><i>The aim of the Proposal is to establish a secondary school infrastructure that is sustainable in the long-term, and can provide the highest quality education for pupils in the Builth Wells and Llandrindod Wells catchment areas. The reasons for change are documented in the Consultation Document.</i></p> <p>The conclusion that was included in the earlier draft Community Impact Assessment remains the same: ‘there would be little or no impact on either community because</p>	Good		Good	Consultation report Community Impact Assessment

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



	<p>secondary provision would remain in both communities.'</p> <p>However, the Authority recognises that the potential wider plans for secondary education are a cause for concern, in particular for the Llandrindod Wells area. Should the wider plans be taken forward, then further consultation and impact assessments would need to be undertaken before any further decisions are made about a single-sited school.</p>				
<p>A globally responsible Wales: 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>	<p>The proposal seeks to improve the learning opportunities and outcomes for all children, and has the best interests of the child at heart.</p>	<p>Good</p>		<p>Good</p>	<p>Consultation report</p>

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.					
<p><i>Opportunities for persons to use the Welsh language</i></p>	<p>The Authority recognises that concerns were raised by many participants during the consultation period about the proposed removal of the Welsh-stream from the New School in Brecon to the Builth Wells site of the New dual-sited school in Mid Powys.</p> <p>The concerns were that the Proposal would lead to a decline in the use of the Welsh Language in the Brecon area, and a decline in the number of parents choosing Ysgol y Bannau, Brecon.</p> <p>There were also concerns that pupils from the Brecon area would be disadvantaged by not being able to access after-school activities easily, due to the reliance on home-to-school transport, which would affect the opportunities for those pupils to use the Welsh language outside the classroom.</p>	<p>Neutral</p>	<p>The Authority’s intention is to provide equality of provision. Builth Wells High School currently provides a more equitable distribution of subjects between English-medium and Welsh-medium streams. The Authority believes that building the critical mass in one school will develop a vibrant and viable Welsh stream. The improved choice and Welsh-medium experience will enable them to be even more confident Welsh speakers who can still contribute to the development of the Welsh language in Brecon. We believe that learners will be more attracted to Welsh-medium provision in future if there are clear progression routes and continuity of provision throughout their educational life – this is currently not the case in Brecon High School.</p> <p>The New School in Mid Powys would be encouraged to provide as many extra-curricular opportunities for Welsh-medium pupils from Brecon during the school day, and the Council would work with the school to explore possible transport solutions, including the use of public transport</p>	<p>Neutral</p>	<p>Consultation Report Impact assessment</p>
<p><i>Treating the Welsh language no less favourable than the English language</i></p>	<p>The Authority’s intention is to provide equality of provision.</p>	<p>Good</p>	<p>See above</p>	<p>Good</p>	<p>Consultation Report Impact assessment</p>

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



<p><i>Opportunities to promote the Welsh language</i></p>	<p>The Authority recognises that concerns were raised by many participants during the consultation period about the proposed removal of the Welsh-stream from the New School in Brecon to the Builth Wells site of the New dual-sited school in Mid Powys.</p> <p>The concerns were that the Proposal would lead to a decline in the use of the Welsh Language in the Brecon area, and a decline in the number of parents choosing Ysgol y Bannau, Brecon.</p>	<p>Neutral</p>	<p>As above</p>	<p>Good</p>	<p>Consultation Report Impact assessment</p>
<p><i>Welsh Language impact on staff</i></p>	<p>There will be a requirement for more Welsh-medium teachers at the New School in Mid Powys should numbers of pupils in the Welsh stream in Builth Wells increase. There will be a negative impact on Welsh-medium teachers in Brecon.</p>	<p>Poor</p>	<p><i>Should the Proposal be implemented, the Council would establish a Management of Change work stream to work closely with the staff and shadow governing body, ensuring that transition arrangements are managed well.</i></p>	<p>Good</p>	<p>Consultation Report Impact assessment</p>
<p><i>People are encouraged to do sport, art and recreation.</i></p>	<p>The New School would be expected to provide opportunities for all pupils to lead an active and healthy lifestyle.</p> <p>Concerns were raised that pupils from the Brecon area would not be able to access after-school activities due to reliance on home-to-school transport, which would affect their opportunities to participate in sport, arts and recreation.</p>	<p>Good</p>	<p>The New School would be encouraged to provide as many extra-curricular opportunities during the school day, and the Council would work with the school to explore possible transport solutions, including the use of public transport</p>	<p>Good</p>	<p>Community Impact Assessment, Consultation Report</p>
<p>A more equal Wales: 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>	

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



<i>Disability</i>	As above	Choose an item.		Choose an item.	
<i>Gender reassignment</i>	As above	Choose an item.		Choose an item.	
<i>Marriage or civil partnership</i>	As above	Choose an item.		Choose an item.	
<i>Race</i>	As above	Choose an item.		Choose an item.	
<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?

Principle	How does the policy / change objective impact on this principle?	<u>Inherent Judgement</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>Residual Judgement</u> Please select from drop down box below	Source of Outline Evidence to support judgement
Sustainable Development Principle					

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



<p>Long Term: <i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</i></p>	<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>Good</p>		<p>Good</p>	<p>Consultation Report Impact assessment</p>
<p>Collaboration: <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 New 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>Good</p>		<p>Good</p>	<p>Consultation Report Impact assessment</p>
<p>Involvement: <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>Communication and Engagement</p>	<p>An extensive consultation exercise has taken place on the Proposal.</p>	<p>Good</p>	<p>If the proposal is implemented, there will be an opportunity for any parent to seek election to the governing body of the New 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>Good</p>	<p>Consultation Report Impact assessment</p>
<p>Prevention: <i>How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.</i></p>	<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>Consultation Report Impact assessment</p>

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



<p>Integration: <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>An extensive consultation exercise has taken place on the Proposal.</p>	<p>Good</p>	<p>If the proposal is implemented, the authority will work with the New School to support those parents and their children to become fully integrated in the school community.</p>	<p>Good</p>	<p>Consultation Report Impact assessment</p>
<p>Preventing Poverty: Prevention, including helping people into work and mitigating the impact of poverty.</p>	<p>As the school sites would remain in both communities, education would be accessible to those pupils and families eligible for Free School Meals.</p>	<p>Neutral</p>	<p>The authority will work with the Headteacher and Governing Body of the New School that participation in all school activity is maximised for all learners and their families.</p>	<p>Neutral</p>	<p>Equality Impact Assessment</p>
<p>Safeguarding: 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 would be in place at the New School.</p>	<p>Good</p>		<p>Good</p>	<p>Equality Impact Assessment</p>
<p>Corporate Parenting: Enabling our looked after children to fulfil their potential.</p>	<p>The New School would need to meet the needs of looked after children, therefore the authority would have no major concerns about looked after children moving to this school.</p>	<p>Good</p>		<p>Good</p>	<p>Equality Impact Assessment</p>

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



<p>Impact on Workforce</p>	<p>Staff at both Builth Wells and Llandrindod High Schools would be affected if the Proposal was implemented as a new staffing structure would be developed.</p>	<p>Poor</p>	<p><i>The potential impact on staff and a decline in future pupil numbers were identified as a key risk within the Consultation Document, with the following mitigation:</i></p> <p><i>'The intention of the Proposal is for the New School to provide the highest quality education .It is hoped that the transparency of the process and the ability of staff to participate in the consultation exercise will help to reduce the levels of demotivation</i></p> <p><i>It is also hoped that the prospects of being part of a transformational development including a New School with better facilities may go some way to mitigating this risk</i></p> <p><i>Should the Proposal be implemented, the Council would establish a Management of Change work stream to work closely with the staff and shadow governing body, ensuring that transition arrangements are managed well.</i></p>	<p>Neutral</p>	<p>Consultation Report/Document</p>
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5. Achievability of Policy / Change Objective / Budget Saving?

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Impact on Service / Council	Deliverability of Policy / Change Objective / Budget Saving	Inherent Risk
Medium	Medium	Medium

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

Description of risks	
Risks outlined in the Consultation Document	
Risk	Risk management measures
Parents from the Llandrindod area may choose for their children to attend other schools due to the longer-term objective of establishing the New School in the Builth Wells area	The Council's intention is for the New School to provide the highest quality education and it will engage with stakeholders if a decision is made to progress to the second stage of the wider plan
Difficult for both schools to focus on improving outcomes due to the uncertainty caused by the Proposal - may affect standards.	The Council would continue to provide advice and support to both schools and the shadow governing body of the New School to ensure that standards and performance continue to improve during the transition period
Difficult for both current schools to focus on improving outcomes due to the uncertainty caused by the Proposal - may affect standards.	The Council would establish a Management of Change workstream to work closely with the staff and shadow governing body, ensuring that transition arrangements would be managed well. A priority would be to work alongside the shadow governing body and headteacher, when appointed to develop and consult on the proposed staffing structure for the New School
Staff at both current schools are demotivated and some may choose to leave before the New School is established, affecting their ability to deliver the curriculum	<p>It is hoped that the transparency of the process and the ability of staff to participate in the consultation exercise will help to reduce the levels of demotivation</p> <p>It is also hoped that the prospects of being part of a transformational development including a New School with better standards may go some way to mitigating this risk</p> <p>Should the Proposal be implemented, the Council would establish a Management of Change workstream to work closely with the staff and shadow governing body, ensuring that transition arrangements are managed well. A priority would be to work alongside the shadow governing body and headteacher, when appointed to develop and consult on the proposed staffing structure for the New School</p>
Heavy workload for governors who are appointed to the shadow governing body, during the transition to the New School	<p>The Shadow Governing Body would be formed from those expressing an interest and it is anticipated that those individuals would be best placed to determine whether they have the available time to commit.</p> <p>The Council would provide officer support from a range of service areas – HR, Challenge Advisor, Central Services, Finance etc. The Council would also provide clerking services to the shadow governing body and to the new governing body of the New School for a minimum</p>

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



	period first school year
Challenging for governors, headteacher and SLT to focus on establishing and operating a New School across two sites	The Council would provide officer support from a range of service areas as outlined previously
Pupils from Brecon choose to attend English-medium provision at Brecon High School instead of travelling to Builth Wells	In the short term, the Authority would expect there to be some reduction in the proportion of pupils from the Brecon area continuing to access Welsh-medium provision in the secondary sector. However, the current Welsh-medium provision in KS 4 in Brecon is very limited, and there is no provision at all at Post-16. The Council will work with the primary schools concerned and the secondary school provision in Builth Wells and the expectation is that any reduction in transfer rates into KS 3 would be reversed in the longer term
Pupils from Brecon choose to attend alternative Welsh-medium secondary provision outside Powys instead of the secondary school provision in Builth Wells	Ysgol y Bannau would become an official feeder school for the New School in Mid Powys, and both schools would work closely to ensure clear transition and progression routes for pupils. The Authority would only provide transport for pupils to the nearest school that provides Welsh-medium education
Pupil numbers at Ysgol y Bannau decrease due to the lack of Welsh-medium secondary provision at Brecon	In the short term, there may be a reduction in pupil numbers at Ysgol y Bannau. The Authority would work with Ysgol y Bannau, Menter Brycheiniog and other organisations to promote the benefits of Welsh-medium primary education in the Brecon area
The school site in Builth Wells is unable to accommodate the additional pupils from Brecon	There is sufficient capacity at the current site of Builth Wells High School to accommodate the additional pupils from the Brecon area
The New School does not have sufficient staff to deliver Welsh-medium provision to 2 teaching groups per year in all year groups in the short term	The Council would support the school in appointing the required staff in readiness for September 2017, and provide additional resource in accordance with the Fair Funding Formula arrangements.
Pupils from the Brecon area attending the Builth Wells site may not be able to access after-school activities due to reliance on home-to-school transport.	The New School would be encouraged to provide as many extra-curricular opportunities during the school day, and the Council would work with the school to explore possible transport solutions, including the use of public transport

Judgement (to be included in service risk register)			
Very High Risk	High Risk	Medium Risk	Low Risk
		X	
Mitigating Actions			Residual Risk
The Authority will provide full support to the governors, staff and pupils of Builth Wells and Llandrindod High Schools during the transition period to the New School and after it has been established. See mitigating actions in previous section.			Medium
See mitigating actions above			Choose an item.
Does the Policy / Change Objective / Budget Saving have potential to impact on another service area?			Choose an item.

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



No

7. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:
<p>On completion of this single integrated impact assessment, the judgement is that the Proposal has many potential benefits and does not provide a high level of risk to the Council.</p>	

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

What additional evidence and data has informed the development of your proposal?
<p>Consultation responses, consultation report, impact assessments.</p>

9. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?
<p>The Schools Transformation Programme Board is responsible for overseeing the strategic direction of the Transformation agenda: setting direction, implementing change, monitoring and reporting to the Cabinet of the Council.</p> <p>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.</p> <p>The Head of Schools Service will be responsible for on-going monitoring.</p>
Please state when this Impact Assessment will be reviewed.
<p>The impact assessment will be reviewed following the completion of the next stage of the Statutory Process, should the Proposal be supported.</p>

10. Sign Off

Position	Name	Signature	Date
Service Manager:	Marianne Evans	Marianne Evans	26/08/16
Head of Service:	Ian Roberts	Ian Roberts	15/09/16

Cyngor Sir Powys County Council
Impact Assessment (IA)

The integrated approach to support effective decision making



Strategic Director:	Jeremy Patterson	Jeremy Patterson	
Portfolio Holder:	Arwel Jones	Arwel Jones	15/09/16

