

APPENDIX D

IMPACT ASSESSMENTS – WELSHPOOL

Updated following consultation

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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 establish a new English-medium Church-in-Wales (Voluntary Controlled) (CiW) Primary School and a new Welsh-medium Community Primary (CP) School in Welshpool, resulting in the closure of Ardwyn, Gungrog, Oldford and Maesydre schools.	Lead Person undertaking the assessment	Betsan Ifan / Sarah Astley
Service Area	Schools Service	Relevant Head of Service who has agreed this assessment	Ian Roberts Head of Schools
Date of Assessment	21 December 2015 updated 25 th July 2016 updated 2 nd November 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>(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.</p>			

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 authority has recently carried out consultation on the following proposal in line with the Welsh Government’s School Organisation Code.

“To establish a new English-medium Church in Wales (VC) Primary School and a new Welsh-medium Community Primary (CP) School in Welshpool.”

- It is proposed that the new English-medium School will be located on land at Welshpool High School. The school will, however, operate from the current sites of Ysgol Maesydre, Gungrog and Oldford Schools on a temporary basis before subsequently transferring to the new building at the earliest opportunity;
- The new build Welsh-medium School will be located on the Ysgol Maesydre site, but will operate from the current site of Ardwyn School on a temporary basis before subsequently transferring to the new building;
- The anticipated timescale is for the new schools to be established from September 2017 before transferring into the two new school buildings upon their opening in 2018/19;
- The current four schools in Welshpool – Ardwyn Nursery & Infant School; Gungrog CiW Nursery & Infant School; Oldford Nursery & Infant School and Ysgol Maesydre would close from the end of August 2017.

The authority now needs to determine whether or not to proceed with the proposal.

2. OBJECTIVES

Please state the current business objectives of the change proposal.

This proposal forms part of the Welshpool Town Primary Schools Project Strategic Outline Case that was approved by Cabinet on 26 January 2016. As stated in the Strategic Outline Case (approved by Welsh Government in March 2016), the case for change is as follows:

	<ul style="list-style-type: none"> - There is a complex mix of separate Infant and Junior schools - There is limited community provision offered by existing school estate - There are surplus capacity within all four schools - There is limited Welsh-medium education - The disparity in the range of cost per pupil across the Welshpool town primary schools - The existing schools have a selection of temporary buildings of varying quality and standards 	
3. BENEFITS and OUTCOMES		
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"> - More efficient use of resources - Streamlining the complex mix of Infant, Junior, dual-stream, English-medium, Church in Wales and Community Primary provision in Welshpool town - Reduction in surplus places - Increased parental choice in children’s education - Increased access to Welsh-medium education 	
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?	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.	
Tick/shade boxes as appropriate.		

	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?	<p>Yes Please state the gaps:</p> <p>How will the gaps be addressed going forward?</p>	No ✓
6. DATA ANALYSIS		
<p>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.</p> <p>Key questions:</p> <p>i) Are certain groups currently underrepresented in service user figures? Will a change affect this?</p> <p>ii) How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?</p>	<p>Information on pupils who attend the Welshpool town primary schools can be 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.</p> <p>One of the current schools in Welshpool is a Church in Wales School, however PLASC does not collect information about pupils' religion or belief, therefore the authority does not hold information on the religious background of pupils that attend either Gungrog C in W School or the other three schools in Welshpool.</p> <p>In relation to the protected characteristic groups of age, disability, race and sex , the profile of pupils at each affected school is as follows:</p> <p>Ardwyn Infant and Nursery:</p> <ul style="list-style-type: none"> - 63 pupils in total, aged between 3 and 11. 35 pupils aged between 5 and 7. - Gender: Of the pupils attending the school, 24 (38%) are boys, 39 (62%) are girls. - Free school meals: 3 pupils (5%) are eligible for free school meals. 	

- SEN: 0 pupils in the school have Statements of Special Educational Needs. 11 pupils (17%) have special needs but do not have a statement – 2 pupils (3%) are on School Action Plus, 9 pupils (14%) are on School Action.
- Disabilities: 0 pupils have additional learning needs.
- English as an Additional Language: English is an additional language for 1 pupils. (2%)
- Welsh Language: 6 pupils (9%) speak Welsh at home but not fluently.
- Race/ethnicity: PLASC only provides information about the nationality and ethnic groups of pupils aged 5 and over.
 - The nationality of pupils aged 5 and over at the school is as follows:
 - Welsh – 6 (17%)
 - English – 5 (14%)
 - British – 21 (60%)
 - Other – 3 (9%)
 - The ethnic group of pupils aged 5 and over at the school is as follows:
 - White British – 33 (94%)
 - Polish – 2 (6%)

Gungrog C.I.W Infant School:

- 75 pupils in total, aged between 3 and 11. 39 pupils aged between 5 and 7.
- Gender: Of the pupils attending the school, 44 (59%) are boys and 31 (41%) are girls.
- Free school meals: 23 pupils (30%) are eligible for free school meals.
- SEN: 0 pupils in the school have Statements of Special Educational Needs. 9 pupils (12%) have special needs but do not have a statement – 1 pupils (1%) are on School Action Plus, 8 pupils (11%) are on School Action.
- Disabilities: 0 pupils have additional learning needs.
- English as an Additional Language: English is an additional language for 4 pupils. (5%)
- Welsh Language: 2 pupils (3%) speak Welsh at home but are not fluent.
- Race/ethnicity: PLASC only provides information about the nationality and ethnic groups of pupils aged 5 and over.
 - The nationality of pupils aged 5 and over at the school is as follows:

- Welsh – 6 (15%)
- English – 16 (38%)
- British – 12 (31%)
- Other – 4 (10%)
- Not supplied – 1 (3%)
- The ethnic group of pupils aged 5 and over in the school is as follows:
 - White British – 34 (87%)
 - White other – 2 (5%)
 - White and Asian – 1 (3%)
 - Other Asian – 1 (3%)
 - Polish – 1 (3%)

Oldford Nursery and Infant School:

- 61 pupils in total, aged between 3 and 11. 31 pupils aged between 5 and 7.
- Gender: Of the pupils attending the school, 33 (54%) are boys and 28 (46%) are girls.
- Free school meals: 25 pupils (41%) are eligible for free school meals.
- SEN: 2 pupil (3%) in the school have Statements of Special Educational Needs. 23 pupils (37%) have special needs but do not have a statement – 6 pupils (9%) are on School Action Plus, 17 pupils (28%) are on School Action.
- Disabilities: 2 pupil (3%) has additional learning needs.
- English as an Additional Language: English is an additional language for 10 pupils. (16%)
- Welsh Language: No pupils come from homes where Welsh is spoken and are not fluent.
- Race/ethnicity: PLASC only provides information about the nationality and ethnic groups of pupils aged 5 and over.
 - The nationality of pupils aged 5 and over at the school is as follows:
 - English – 4 (13%)
 - British – 13 (42%)
 - Other – 14 (45%)
 - The ethnic group of pupils aged 5 and over at the school is as follows:
 - White British – 17 (45%)

- Polish – 11 (35%)
- Gypsy/Roma – 1 (3%)
- Other Gypsy/Roma – 1 (3%)
- White other – 1 (3%)

Ysgol Maesydre:

- 182 pupils in total, aged between 3 and 11. 182 pupils aged between 7 and 11.
- Gender: Of the pupils attending the school, 91 (50%) are boys and 91 (50%) are girls.
- Free school meals: 43 pupils (24%) are eligible for free school meals.
- SEN: 0 pupils in the school have Statements of Special Educational Needs. 74 pupils (40%) have special needs but do not have a statement – 19 pupils (10%) are on School Action Plus, 55 pupils (30%) are on School Action.
- Disabilities: 0 pupils have additional learning needs.
- English as an Additional Language: English is an additional language for 33 pupils. (18%)
- Welsh Language: 1 pupils (1%) speak Welsh fluently at home. 2 pupils (1%) do not speak Welsh at home but are fluent. 6 pupils (3%) speak Welsh at home but not fluently.
- Race/ethnicity: PLASC only provides information about the nationality and ethnic groups of pupils aged 5 and over.
 - The nationality of pupils aged 5 and over at the school is as follows:
 - Welsh – 38 (21%)
 - English – 53 (29%)
 - British – 56 (31%)
 - Other – 33 (18%)
 - The ethnic group of pupils aged 5 and over in the school is as follows:
 - White British – 142 (78%)
 - White other – 13 (7%)
 - Other Gypsy/Roma – 3 (2%)
 - Other mixed background – 3 (2%)
 - Polish – 20 (11%)
 - White and black Caribbean – 1 (1%)

	<p>This information shows that the proportion of pupils that belong to the protected characteristic groups varies between each school; 44% of pupils that attend Oldford Nursery and Infant School are from an ethnic background compared to just 6% at Ardwyn Nursery & Infants School, for example.</p> <p>Combining the figures from each school, there are 2 pupils with additional learning needs that are in a protected characteristic group for disability, there are 45 pupils that are in a protected characteristic group due to their ethnic group and 94 pupils are eligible for Free School Meals. Altogether, 15 pupils comes from a home where some Welsh is spoken. The above information also indicates that a total of 5 pupils are from Gypsy/ Roma, Other Gypsy/ Roma, British Gypsy/ Roma or of other traveller heritage.</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> <p>i) Do certain groups have a different service user experience? How will a change affect this?</p> <p>ii) Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views?</p> <p>iii) What are the reasons behind some groups not using the service? How will</p>	<p>Consultation on the proposal to establish a new English-medium Church-in-Wales (Voluntary Controlled) (CiW) Primary School and a new Welsh-medium Community Primary (CP) School in Welshpool, resulting in the closure of Ardwyn, Gungrog, Oldford and Maesydre schools has been carried out in accordance with the requirements of the School Organisation Code (2013).</p> <p>During this exercise, many issues were raised which related to the Church in Wales element of the new English-medium school. Whilst a number of respondents stated their support for the proposal to establish a new English-medium school, many others expressed concern about this aspect. The issues raised against the establishment of a new C. in W. School are listed in full in the consultation report in respect of this proposal, along with the authority’s response, however they can be summarised as follows:</p> <ul style="list-style-type: none"> - Would deny parental choice in the area as there would be no English-medium non-church provision - General opposition to faith provision in an increasingly secular society - Issues relating to the governance arrangements of a C. in W. school - Concerns about indoctrination at C. in W. schools - Concerns about discrimination against people of alternative faiths or no faith - Concern that being in a faith based school would impact negatively on pupils’ education e.g. through less time being spent on other subjects <p>In addition, a small number of respondents raised concern about the proposal’s impact on ALN</p>

<p>a change affect this position?</p> <p>iv) What has consultation on your proposals revealed about impact on the protected characteristics?</p>	<p>provision</p> <p>Responses were also received which referred to the establishment of a new Welsh-medium school in Welshpool. Whilst the majority of responses were supportive of this proposal, some respondents expressed concern about segregation and about the impact on Welsh-medium pupils of being separated from their friends who are educated through the medium of English.</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>	<p>i) Based on the PLASC data in relation to pupils that were attending the four schools in Welshpool during 2015/16, the main protected characteristic groups affected by the proposal are race, as a fairly high proportion of pupils at some schools are from ethnic backgrounds other than White British, such as Polish. However, the authority's view is that the proposal will not have a negative impact on this group.</p> <p>The proposal will also affect some pupils that have Additional Learning Needs. However the current ALN provision in Welshpool will be replicated at the new schools, therefore the authority has no reason to believe that the new schools would be unable to meet the needs of these pupils.</p> <p>Information received during the consultation suggested that the proposal that the one English-medium school in Welshpool will be a Church in Wales School would affect pupils and families of other faiths or no faith. However, there would be no requirement for pupils attending the Church in Wales school to be from Christian</p>
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families. Admissions for the school would be administered by the council's Admissions Team, and places would be allocated in accordance with the council's Admissions Criteria. A Voluntary Controlled Church in Wales school delivers the same RE syllabus as a community school and has the same legal obligation to provide a daily act of worship for staff and pupils. The right of withdrawal from both of these remains unchanged.

- ii) Based on the 2016 PLASC information, a total of 94 pupils at the four schools are eligible for Free School Meals, therefore it is likely that some people on low incomes will be affected by the proposal.
- iii) Implementation of the proposal would lead to a change in the way Welsh-medium education is delivered in Welshpool, therefore Welsh speakers will be affected by the proposal. However, it is envisaged that the proposal to establish a new Welsh-medium Community Primary School, which will eventually move to a new purpose built building, will have a long-term positive impact on Welsh speakers, and on the Welsh language within the immediate locality and within Powys as an authority area. The proposal will improve parental and educational choice as currently there is no all-through Welsh-medium primary provision in the town, and especially as currently some pupils access Welsh-medium primary education in out of catchment schools.

It is acknowledged that there would be an additional impact on Welsh speakers during the initial establishment of the new schools on the current sites, as Welsh-medium pupils currently attending Ysgol Maesydre would be expected to transfer back to Ysgol Ardwyn. Whilst this additional transition may be unsettling for the pupils, the authority's view is that they will benefit from the greater level of immersion in the Welsh language that would be provided at a Welsh-medium school.

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?

i)

a) Pupils from ethnic backgrounds other than White British

The authority acknowledges that the proposal will have an impact on pupils from ethnic backgrounds other than White British. However, the authority does not believe that the proposal would have a negative impact on this group of pupils. Full consideration of the needs of pupils from ethnic backgrounds other than White British and their families will be given by the authority and the shadow governing bodies of the new schools when planning staffing structures etc for the new schools.

b) Pupils with Additional Learning Needs

The authority acknowledges that the proposal will have an impact on pupils with Additional Learning Needs, however the authority does not believe that the proposal would have a negative impact on this group of pupils.

c) Pupils and families of faiths other than Church in Wales, or of no faith

Should the proposal be implemented, parents would be able to choose to place their children in either the English-medium CiW school or the Welsh-medium CP school. There would be no requirement for pupils attending the Church in Wales school to be from Christian families, nor would there be a requirement for pupils attending the Welsh-medium school to be from Welsh speaking families. Admissions for both schools would be administered by the council's Admissions team, and pupils would be placed in accordance with the council's Admissions criteria. There are also a range of other English-medium community primary schools in the vicinity of Welshpool, with Leighton CP School being the closest at a distance of around 2 miles from the centre of Welshpool town. Should parents not wish to attend a C. in W. School or a Welsh-medium school, they would be able to apply for a place in any of these schools in accordance with the authority's Admissions Policy.

A Voluntary Controlled C. in W. School delivers the same RE syllabus as a community

primary school and has the same legal obligation to provide a daily act of collective worship for staff and pupils. The right of withdrawal from both of these remains unchanged.

d) Welsh speakers

The authority acknowledges that the proposal will have an impact on Welsh speakers in the short term as they may be separated from their friends. Full support will be provided to those pupils affected by this proposal during the process of transition to the new arrangements. The authority's view is that in the long term, the proposal will have a very positive impact on Welsh speakers due to the improved Welsh-medium provision that will be available in Welshpool.

e) People on low incomes

Whilst it is acknowledged that the proposal will affect people on low incomes, the authority's view is that the changes will not have a negative impact on this group due to the significantly improved buildings, facilities and opportunities that will be available to pupils in the new schools.

The authority acknowledges the concerns raised in relation to the proposed location of the new English-medium due to the increased distance from some areas of Welshpool, particularly the Oldford area. Pupils living in the Oldford area would not be eligible for home to school transport due as they would be within the qualifying distance for home to school transport. However following concerns raised during the consultation period, the authority will work with other service areas to investigate the possibility that public transport could be put in place.

ii) Having considered the responses received during the consultation period, the authority's view is that the proposal does not require modification to reduce or remove the impacts outlined

iii) The authority's view is that the proposal should not 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?	Yes <input type="checkbox"/> Date added..... Reference.....	No ✓ If no, please explain why not: The need was not identified at time of writing Service Strategy

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

The Schools 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

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.

Service Area	Schools Service	Head of Service	Ian Roberts	Strategic Director	Jeremy Patterson	Portfolio Holder	Cllr Arwel Jones
Policy / Change Objective / Budget Saving	Schools Transformation Policy						
Outline Summary							
<p>This consultation is about whether Powys County Council should proceed with the statutory process for the following:</p> <p>“To establish a new English-medium Church in Wales (VC) Primary School and a new Welsh-medium Community Primary (CP) School in Welshpool.”</p> <ul style="list-style-type: none"> • It is proposed that the new English-medium School will be located on land at Welshpool High School. The school will, however, operate from the current sites of Ysgol Maesydre, Gungrog and Oldford Schools on a temporary basis before subsequently transferring to the new building at the earliest opportunity; • The new build Welsh-medium School will be located on the Ysgol Maesydre site, but will operate from the current site of Ardwyn School on a temporary basis before subsequently transferring to the new building; • The anticipated timescale is for the new schools to be established from September 2017 before transferring into the two new school buildings upon their opening in 2018/19; • The current four schools in Welshpool – Ardwyn Nursery & Infant School; Gungrog CiW Nursery & Infant School; Oldford Nursery & Infant School and Ysgol Maesydre would close from the end of August 2017. 							

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

Version	Author	Job Title	Date
1	Betsan Ifan	Project Manager, Schools Transformation	25/6/2016
2	Sarah Astley	Project Manager, Schools Transformation	04/11/16

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
<p>Supporting people in the community to live fulfilled lives</p>	<p>By closing the existing schools, and establishing and building two new primary schools in the town of Welshpool, this will secure primary provision in the area for future generations. Removing the current split of infant and junior schools in the town could lead to the improvement of community cohesion.</p> <p>The location of the new English-medium school will be further away for some families, which will have an impact on walking distance, however the new school will remain within the town of Welshpool.</p>	<p>Neutral</p>	<p>As stated in the consultation report, the authority will investigate options in relation to travel arrangements for those living furthest from the school, and to provide safe walking routes to the new schools.</p>	<p>Good</p>	<p>Consultation report</p>
<p>Developing the economy</p>	<p>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 young skilled workforce in Powys which in turn will develop the economy. The improved access to Welsh-medium education should lead to an increase in Welsh speakers, which will increase the Welsh-speaking workforce available to meet the requirements of the Welsh Language Standards.</p>	<p>Good</p>	<p>Work with our partners to promote the availability and opportunities for volunteering, training, work experience placements, graduates and apprenticeships.</p>	<p>Good</p>	<p>Consultation report</p>

<p>Improving learner outcomes for all, minimising disadvantage</p>	<p>The proposal aims to ensure that high quality education is accessible to all, and that is affordable and sustainable with a focus on high quality leadership, teaching and learning. All children and young people (including those on free school meals and with additional learning needs) will be supported to achieve their full potential.</p> <p>The proposal will streamline current Welsh-medium provision and ensure that Welsh-medium education is fully accessible to all pupils in the Welshpool area.</p> <p>In removing the current complex mix of three infant schools feeding into one junior school, and streamlining the varying language categories of the schools (currently being English-medium and dual stream), it is envisaged that the proposal will be as good or will improve standards.</p> <p>The current school buildings have been rated categories B/C for condition and have significant backlog maintenance costs and are not sustainable in the long term. Both new schools will have facilities that meet the needs of 21st Century school learning environment, with state of the art teaching equipment and will be</p>	<p>Good</p>	<p>The authority will continue to engage fully with all four schools during the transition process where the four schools will become two, and subsequently during the design and build stage. This will enable the authority to work closely with the school communities to ensure that the needs of all learners are met.</p>	<p>Good</p>	<p>ERW school improvement strategy, One Powys Plan.</p>
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	fully DDA compliant.				
Remodelling council services to respond to reduced funding	<p>The proposal will provide better value for money in the long term, by providing education from two purpose-built school rather than maintaining the current buildings.</p> <p>The proposal will:</p> <ul style="list-style-type: none"> i) reduce overall surplus capacity at the current Ardwyn, Gungrog, Oldford and Maesydre Schools ii) streamline the current complex mix of Infant, Junior, dual-stream, English-medium, Church in Wales and Community Primary provision in Welshpool town iii) improve the learning environment iv) improve parental choice in children’s education v) deliver a more cost-effective delivery of learning vi) remove backlog maintenance costs of the current schools and vii) provide an infrastructure that is resilient to future demographic or financial challenges viii) increase access to Welsh-medium education 	Good	Deliver the new school building by 2018/ 19 academic year	Good	<p>PWC Report 2014.</p> <p>Strategic Outline Case/ Outline Business Case/ Full Business Case for the 21st Century Schools Programme for the Welshpool Town Project.</p>

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
<p>A prosperous Wales: Efficient use of resources, skilled, educated people, generates wealth, provides jobs.</p>	<p>The proposal aims to secure primary education in Welshpool town for future generations, contributing to prosperous communities, and provide education in a more cost-effective way in a purpose-built learning environment.</p> <p>In removing the current complex mix of three infant schools feeding into one junior school, and streamlining the varying language categories of the schools (currently being English-medium and dual stream), it is envisaged that the proposal will be as good or will improve educational standards.</p> <p>The improved access to Welsh-medium education should lead to an increase in Welsh speakers, which will increase the Welsh-speaking workforce available to meet the requirements of the Welsh Language Standards.</p>	<p>Good</p>	<p>Deliver the new school building by 2018/ 19 academic year</p>	<p>Good</p>	<p>Powys One Plan</p> <p>Strategic Outline Case/ Outline Business Case/ Full Business Case</p>

<p>A resilient Wales: Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change).</p>	<p>It is proposed that the new schools will achieve BREEAM excellent standards, the highest level of energy efficiency a building can be awarded.</p>	<p>Good</p>	<p>Ensure that BREEAM excellent standards are met through planning and monitoring arrangements.</p>	<p>Good</p>	<p>Strategic Outline Case/ Outline Business Case/ Full Business Case for the Welshpool Town Project. Powys County Council Property Services</p>
<p>A healthier Wales: People's physical and mental well-being is maximised and health impacts are understood.</p>	<p>It is acknowledged that the proposal will affect pupils and staff at the current schools, and that this could have an impact on their mental well-being. Phase one of the project will have a greater impact on pupils currently attending the English-medium stream at Ysgol Ardwyn and the Welsh-medium stream at Ysgol Maesydre as they will have to move to a different school during this phase, before moving again to the new school building.</p> <p>The new schools will also have outdoor learning and playing space, with hard-play and soft-play areas, encouraging the physical and mental health and wellbeing of the pupils. Both schools will be located within the town of Welshpool, therefore pupils will be able to walk to school.</p>	<p>Neutral</p>	<p>Ensure that BREEAM excellent standards are met through planning and monitoring arrangements.</p> <p>Ensure that the authority meets its statutory obligation to provide sufficient outdoor learning and playing space for the pupils.</p> <p>Ensure that full support is provided to staff and pupils during the period of transition, in particular to pupils currently attending the English-medium stream at Ysgol Ardwyn and the Welsh-medium stream at Ysgol Maesydre.</p> <p>Identify safe walking routes to the new schools.</p>	<p>Good</p>	<p>Powys One Plan Strategic Outline Case/ Outline Business Case and Full Business Case for Welshpool Town Project. Consultation report</p>

<p>A Wales of cohesive communities: Communities are attractive, viable, safe and well connected.</p>	<p>The establishment of two new schools in new buildings will have a positive impact on the community of Welshpool.</p> <p>After school activities that are currently held at the current schools will continue to be available at the new schools. As the new schools will be bigger, the schools may be offer a wider range of after-school activities to pupils. It is expected that the establishment of a new Welsh-medium school will lead to an increase in the number of Welsh-medium activities available to Welsh-medium pupils.</p> <p>During the consultation period, concern was expressed about the location of the new English-medium school, and the distance from the Oldford area of Welshpool.</p> <p>It is envisaged that by remodelling the current primary provision in Welshpool, this could lead to improved parental choice by offering an all-through Welsh medium school and an all-through Church in Wales school.</p>	<p>Neutral</p>	<p>The authority has responded to all issues raised during the consultation period in the consultation report.</p>	<p>Neutral</p>	<p>Consultation Report and EIA on the closure of Ardwyn, Gungrog, Oldford and Maesydre Schools.</p>
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<p>A globally responsible Wales: Taking account of impact on global well-being when considering local social, economic and environmental well-being.</p>	<p>During the consultation period, concern was raised about the potential impact on the well-being of staff and pupils affected by the proposal.</p> <p>However, other comments were received which referred to the positive impact the proposal would have on the community of Welshpool.</p> <p>Concern was expressed about the impact of the proposal to establish one English-medium Church in Wales school and one Welsh-medium Community Primary School on families wishing to access non-church English-medium provision</p>	<p>Neutral</p>	<p>The authority has responded to all issues raised during the consultation period in the consultation report.</p>	<p>Neutral</p>	<p>Consultation Report.</p>
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A Wales of vibrant culture and thriving Welsh language: Culture, heritage and Welsh language are promoted and protected.					
<p><i>Opportunities for persons to use the Welsh language</i></p>	<p>The proposal will see the establishment of the first Welsh-medium primary school in Welshpool. It is envisaged that this will leave short-term and long-term legacies for the town.</p> <p>The proposal will specifically increase opportunities for pupils to use the Welsh language; in a formal education setting, during play time and out of school hour's activities.</p> <p>The proposal will lead to an increase in local and county wide awareness of the Welsh language.</p>	<p>Very Good</p>	<p>The authority will continue to monitor demand for Welsh-medium primary education in the area.</p>	<p>Very Good</p>	<p>Welsh in Education Strategic Programme (WESP)</p> <p>Strategic Outline Case/ Outline Business Case/ Full Business Case for the Welshpool Town Project</p> <p>Consultation Report</p>
<p><i>Treating the Welsh language no less favourable than the English language</i></p>	<p>The proposal will see the establishment of one Welsh-medium primary school and one English-medium primary school, therefore the Welsh language is not treated any less favourably than the English language</p>	<p>Very Good</p>	<p>As above</p>	<p>Very Good</p>	<p>As above</p>

<i>Opportunities to promote the Welsh language</i>	The establishment of a new Welsh-medium school in Welshpool is expected to provide new opportunities to promote and raise awareness of the Welsh language in the Welshpool area	Very Good	As above	Very Good	As above
<i>Welsh Language impact on staff</i>	The establishment of a new Welsh-medium school will have a positive impact on Welsh-medium teachers	Very Good	As above	Very Good	As above
<i>People are encouraged to do sport, art and recreation.</i>	<p>The new school will have new 21st Century facilities for recreation, internally and externally, in accordance with national guidelines.</p> <p>The YFC, Urdd are commissioned to deliver sport, art and recreation activities. In addition the PCC Sports Development unit also facilitates such activities</p>	Good	Continue to work with partners to provide sport, art and recreation activities.	Good	Strategic Outline Case/ Outline Business Case/ Full Business Case for the Welshpool Town Project
A more equal Wales: People can fulfil their potential no matter what their background or circumstances.					
<i>Age</i>	N/A				

<i>Disability</i>	<p>Whilst the proposal will impact on a number of pupils with additional learning needs, there is no reason to believe that the new schools would not be able to meet the needs of these pupils.</p> <p>The proposal includes the provision of two new school buildings in Welshpool which will be built to meet the latest requirements in terms of accessibility, therefore it is likely that the new schools will be more accessible to pupils with disabilities and their families.</p>				
<i>Gender reassignment</i>	N/A				
<i>Marriage or civil partnership</i>	N/A				
<i>Race</i>	<p>A proportion of pupils at the 4 current schools are from ethnic backgrounds other than White British.</p>		<p>The needs of pupils from ethnic backgrounds other than White British will be taken into consideration by the shadow governing bodies / headteachers of the two new schools when planning staffing structures etc</p>		
<i>Religion or belief</i>	<p>During the consultation period, concern was expressed that the proposal would have a detrimental impact on pupils and families of religions other than Church in Wales or of no religion, due to the fact that the only English-medium provision available in Welshpool would be a Church in Wales School</p>		<p>See Equality Impact Assessment</p>		
<i>Sex</i>	N/A				

Sexual Orientation	N/A				
Pregnancy and Maternity	N/A				
Equality Impact on PCC Staff	N/A				

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					
Long Term: <i>Balancing short term need with long term and planning for the future.</i>	The proposal would have a positive long-term effect as both new schools would provide a 21 st Century learning environment for the primary aged pupils of Welshpool and would secure primary provision in the area. However, it is acknowledged that the proposal will have an impact on those affected in the short term.	Good	Ensure that the communities are properly informed throughout each step of the proposal.	Good	Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case
Collaboration: <i>Working together with other partners to deliver.</i>	Local stakeholders have been involved in discussions since project inception. If the proposal were to proceed, local stakeholders would be involved in designing the new schools.	Good	Ensure that the communities are properly informed throughout each step of the proposal.	Good	Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case

<p>Involvement: <i>Involving those with an interest and seeking their views.</i> Communication and Engagement</p>	<p>Local stakeholders have been involved in discussions since project inception. Consultation on the proposal has been carried out in accordance with the requirements of the School Organisation Code. If the proposal proceeds, local stakeholders will be involved in designing the new schools.</p>	<p>Good</p>	<p>Ensure that the communities are properly informed throughout each step of the proposal.</p>	<p>Good</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>
<p>Prevention: <i>Putting resources into preventing problems occurring or getting worse.</i></p>	<p>Local stakeholders have been involved in discussion since project inception.</p>	<p>Good</p>	<p>Ensure that the communities are properly informed throughout each step of the proposal.</p>	<p>Good</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>
<p>Integration: <i>Positively impacting on people, economy, environment and culture and trying to benefit all three.</i></p>	<p>Local stakeholders have been involved in discussion since project inception</p>	<p>Neutral</p>	<p>Ensure that the communities are properly informed throughout each step of the proposal.</p>	<p>Neutral</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>

<p>Preventing Poverty: Prevention, including helping people into work and mitigating the impact of poverty.</p>	<p>The proposal would provide two new 21st Century schools learning environments within the town of Welshpool, which would support those pupils eligible for free school meals or on low incomes.</p> <p>The Pupil Deprivation Grant will be used by the school to enhance provision for those eligible for Free School Meals</p>	<p>Neutral</p>	<p>Ensure that the communities are properly informed throughout each step of the proposal.</p>	<p>Neutral</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</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 upmost importance and safeguarding measures will be implemented in the new schools, should the proposals go ahead. Modern safeguarding technology including password protected entry would be introduced, which would be better than current provision.</p> <p>Local stakeholders have been involved in discussions since project inception. If the proposals were to proceed, local stakeholders would be involved in designing the new schools – including safeguarding issues.</p>	<p>Very Good</p>	<p>Ensure that the communities are properly informed throughout each step of the proposal.</p>	<p>Very Good</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>
<p>Corporate Parenting: Enabling our looked after children to fulfil their potential.</p>	<p>The proposal would provide two new 21st Century schools learning environments within Welshpool that are accessible to all pupils, which also includes looked after children.</p>	<p>Neutral</p>	<p>Ensure that the authority fully supports each individual child by providing specialist services: Challenge Advisor, ALN, Social Services etc.</p>	<p>Neutral</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>

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

Description of risks		
That parents of pupils who currently attend Ardwyn, Gungrog, Oldford, Maesydre Schools choose not to transfer to the new schools		
There is an increase or decrease in demand for primary education in the Welshpool Town locality		
There is an increase or decrease in demand for Welsh-medium education in the Welshpool Town locality		
There is an increase or decrease in demand for faith based education in the Welshpool Town locality		
Impact on Service	Deliverability of Policy / Change Objective / Budget Saving	Inherent Risk
Medium	Medium	Medium
Mitigating Actions		Residual Risk
The authority constantly monitor potential and projected pupil numbers, including the evaluation of the Local Development Plan		Medium
The authority will ensure that the new building is flexible to accommodate fluctuations in demand for primary education		Low
The authority will constantly monitor the demand in Welsh-medium and in faith based provision in Welshpool		Low
Does the Policy / Change Objective / Budget Saving have potential to impact on another service area?		
n/a		

6. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:
<p>It is acknowledged that phase 1 of the proposal, which would result in the two new schools being established on the current sites, would have an impact on the pupils currently attending the English-medium stream at Ysgol Ardwyn and the Welsh-medium stream at Ysgol Maesydre as they would have to move schools. It is also accepted that there will be an impact on pupils when the new buildings open, as they will have to move to the new building.</p> <p>The proposal will impact on pupils with additional learning needs as they will need to move schools. However, in the long term, it is envisaged that the new facilities within the new school would better accommodate the needs of disabled pupils and those with ALN. Both new schools would provide a 21st Century school learning environment, with modern hearing loop technology, break out learning areas, and would be fully DDA compliant.</p> <p>The proposal will specifically have a positive effect on parental choice and especially on Welsh language provision and community awareness. The proposal will see the establishment of the first Welsh-medium primary school in Welshpool.</p> <p>The proposal will also streamline current primary provision in Welshpool, eradicating the need for nursery and infant school pupils to change schools to access junior school education, which in the long-term, could have a positive impact on learner progression.</p>	

Cyngor Sir Powys County Council

Impact Assessment (IA)



The integrated approach to support effective decision making

Concern has been expressed about the lack of non-Church in Wales English-medium provision within the town of Welshpool should the proposal be implemented. However, parents would be able to choose to place their children in either the English-medium CiW school or the Welsh-medium CP School. There would be no requirement for pupils attending the CiW school to be from Christian families, nor for pupils attending the Welsh-medium school to be from Welsh speaking families. Admissions for both schools would be administered by the council's Admissions team. In addition, there are a range of other English-medium CP schools in the vicinity of Welshpool, and parents would be able to apply for a place in any of these schools.

Judgement (to be included in service risk register)

Very High Risk	High Risk	Medium Risk	Low Risk
			√

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

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

Consultation Report on the closure of Ardwyn, Gungrog, Oldford and Maesydre Schools will be published following the conclusion of the formal consultation process, and will be available on Powys County Council website.

8. On-going monitoring arrangements?

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

Equality monitoring of uptake of the service within which the decision was made.

9. Sign Off

Position	Name	Signature	Date
Service Manager:	Marianne Evans	M Evans	19 August 2016, 07 November 2016
Head of Service:	Ian Roberts	Ian Roberts	22 August 2016
Strategic Director:	Jeremy Patterson	Jeremy Patterson	30 August 2016
Portfolio Holder:	Arwel Jones	Arwel Jones	30 August 2016

3. COMMUNITY IMPACT ASSESSMENT – FINAL

A draft Community Impact Assessment was published as part of the Formal Consultation on the proposal to establish a new English-medium C. in W. (Voluntary Controlled) Primary School and a new Welsh-medium Community Primary School in Welshpool.

The consultation was held between the 5th September 2016 and the 18th October 2016.

This community impact assessment has been updated where appropriate to take account of any issues or information raised during consultation about the impact on the community.

1. Introduction

The School Organisation Review Panel (SORP) has been reviewing the Welshpool town primary schools during 2014 and 2015. The SORP's draft recommendation is to commence consultation to approve the Strategic Outline case for Welsh Government, and to commence formal consultation to establish a new English-medium Church in Wales Primary School and a new Welsh-medium Community Primary School in Welshpool town; resulting in the closure of Ardwyn, Gungrog, Oldford and Maesydre Schools.

This scheme will replace the current primary school infrastructure which is a complex mix of infant and junior schools, dual-stream, English-medium, Church in Wales and Community Primary provision.

The four schools under review in Welshpool Town are:

- Ardwyn CP Infant & Nursery School (Dual stream)
- Gungrog CiW Voluntary Controlled Infant & Nursery School (English medium)
- Oldford CP Infant & Nursery School (English medium)
- Ysgol Maesydre Junior School (Dual stream)

In accordance with the Authority's School Transformation Policy (2014), Cabinet is required to consider a draft impact assessment assessing equality issues and impact on the community when determining whether or not to proceed with the formal statutory process.

An Equality Impact Assessment has been produced separately. This document considers the impact on the Community.

2. The community of Welshpool

Welshpool is situated in North-east Powys, a few miles from the border with England and is the fourth largest town in Powys, with a population of over 6,500. It is one of Powys' most socially diverse towns. It includes large resident Polish, Eastern European and Traveller communities. There are significant levels of deprivation within the town and one area is the second highest in the County for social deprivation (Welsh Index of Multiple Deprivation).

Due to its social diversity the town has high levels of 'waged poverty' and the local economy predominates towards public administration, education and health which represent 33% of all employment in the county.

English is the main language spoken in the area, and according to the 2011 census, 18% of the population have one or more skills in Welsh. Only 1.6% of the population belong to

ethnic groups other than white and 8.49% of the residents were born in Europe outside of the UK, reflecting the high number of Eastern European residents in the area.

Welshpool, according to The Welsh Index of Multiple Deprivation 2014 varies significantly between levels of deprivation within the 3 wards, further reflecting the diverse nature of the town.

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 Welshpool Town LSOA's are ranked as follows¹:

Local Super Output Area (LSOA)	WIMD Rank 2014
Welshpool Castle	296
Welshpool Gungrog 1	561
Welshpool Gungrog 3	1140

3. Community Impact Assessment

3.1 Extra-curricular activities provided by the schools

Ardwyn Nursery and Infant CP School

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

- i) Sports Club
- ii) Cooking Club
- iii) Crafts Club

Gungrog Church in Wales Nursery and Infant School

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

- i) Activit8 Club
- ii) Pyjama Drama club
- iii) Urdd Art and Craft Club
- iv) Gardening Club
- v) ICT Club
- vi) Cooking Club
- vii) Science Club
- viii) Maths Club

Extra-curricular activities provided by the school includes transition events with Ysgol Maesydre

Oldford Nursery and Infant School

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

¹ <https://statswales.wales.gov.uk/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation/WIMD-2014>

- i) Sports Club
- ii) Crafts Club
- iii) School staff attend sessions in with local churches

Extra-curricular activities provided by the school includes parenting programmes.

Ysgol Maesydre

The following clubs are provided by the school after school hours, at different times of the year:

- i) Football Club
- ii) Cricket Club
- iii) Rugby club
- iv) Dance Club
- v) Sewing club
- vi) Archaeology Club
- vii) Gardening Club
- viii) Homework Club
- ix) ICT Club
- x) Rounders Club

Extra-curricular activities provided by the school includes a fee-paying After-School Club and also a Rocket Club which is a club for targeted children paid through PDG.

3.2 Community Use of the School Building and Community Links

Ardwyn Nursery and Infant CP School

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

In addition, the school's facilities are used by the community regularly for Saturday and holiday lettings, for example – birthday parties, community classes and clubs.

Gungrog Church in Wales Nursery and Infant School

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

Weekly Incredible Years Baby and Toddler classes, weekly Baby Massage classes, weekly Mother and Toddler Group, Happitots Playgroup every morning, Flying Start meeting, venue for Team Around the Family meetings, cluster headteacher meetings, cluster training vents.

In addition, the school facilities are used regularly as a polling station for the Gungrog wards, a hall for local children's parties and used on a wider scale as a St Asaph Diocese training venue.

Community links include a Community Summer Fair, Flying Start play provision in summer holidays, Macmillan Coffee Mornings and school and community fundraising events.

Oldford Nursery and Infant School

The school's facilities are used by the community as an open door family centre.

In addition, the school's facilities are used by the community regularly by Oldford Tenant's Association, Clwyd Alyn Housing, and the Local Authority for transformation meetings and for Local Authority Budget Forums. Birthday parties are also facilitated for local children at the school building.

Ysgol Maesydre

The community have regular access to use the school buildings. The school is used for annual events such as Help for Heroes Fun Day, Welshpool Juniors FC Fun Day, Old Boys Diner and the Eisteddfod Charing Ceremony.

Ysgol Maesydre have official links with the local Football and Cricket Clubs. In addition to this, the Secret Student Initiative works alongside the Police, Fire, Sports Centre, YOT and MWT in delivering rewards for good behaviour.

3.3 Issues raised during consultation

A number of issues were raised during the consultation which related to the proposal's impact on the community.

A number of respondents referred to the positive impact the proposal to establish and build 2 new schools would have on the community of Welshpool. However, a small number of respondents were concerned that the proposal to establish two larger schools would have a negative impact on community spirit.

A number of concerns were raised about the location of the proposed new English-medium school due to the increased distance from some areas of Welshpool. Respondents were concerned that this would lead to an increase in car use and congestion. Respondents requested that the authority investigate arrangements for public transport to enable parents without cars to access the school, and also raised concerns about the safety of the walking route to the new English-medium school.

All issues raised relating to the proposal's impact on the community are listed in the consultation report in respect of this proposal, along with the authority's response to each issue.

3.4 Conclusion

All four current schools have strong links with the local community, especially in utilizing schools facilities for a wide range of activities and events such as playgroup activities and as meeting venues. However, the Authority is satisfied that the community impact will be minimal should the four schools close in order to establish a new English-medium and a new Welsh-medium school, given that the new schools are to be located within Welshpool town and will provide new community friendly facilities.

In terms of extra-curricular activities, a wide range of activities are offered by all four schools, and the Authority is satisfied that pupils would have the opportunity to partake in a similar

range of activities at the new proposed school sites. It is envisaged that due to the new proposed sites for both schools being within Welshpool town itself, the relocation will have minimal impact on extra-curricular activities. By providing two all-through primary schools in the town, and by having a larger group of pupils within the same school, it is anticipated that more opportunities and more varied activities can be offered for the pupils.

The authority notes the concerns that have been raised in relation to the location of the new English-medium school and will investigate opportunities to make public transport provision available. In addition, safe walking routes to the new schools will be identified.

4. WELSH LANGUAGE IMPACT ASSESSMENT – FINAL

A draft Welsh Language Impact Assessment was published as part of the Formal Consultation on the proposal to establish a new English-medium C. in W. (Voluntary Controlled) Primary School and a new Welsh-medium Community Primary School in Welshpool.

The consultation was held between the 5th September 2016 and the 18th October 2016.

This Welsh Language Impact Assessment has been updated where appropriate to take account of any issues or information raised during consultation about the impact on the Welsh language.

1. Background information

Information from the 2011 Census shows that 18.6% of the population of Welshpool town area have one or more skills in Welsh².

Of the four schools considered for the Welshpool Town Primary School project, 2 schools currently provide Welsh-medium education. Below is a list on the language category of the schools according to the Welsh Government document ‘Defining Schools According Welsh Medium Provision’;

Ardwyn Infant & Nursery School – Category 2 – Dual Stream primary school
Ysgol Maesydre – Category 2 – Dual Stream primary school
Gungrog VC Church in Wales School – Category 5 – English-medium primary school
Oldford CP Infant & Nursery School – Category 5 – English-medium primary school

If the proposed changes are agreed and approved, one new school will become a Category 5 English Medium Primary School, and the second new school will become a Category 1 Welsh Medium Primary School.

The proposal fits with the authority’s WESP and any future actions that may be needed in consequence of the change will comply with the WESP.

The following tables provide information about the total number of pupils that have been attending the two schools which provide Welsh-medium education over the last 4 years, and the number and percentage of pupils taught through the medium of Welsh in each year, based on PLASC information:

Ardwyn Nursery and Infant School

	January 2016	January 2015	January 2014	January 2013	January 2012
Welsh-medium stream	39 (70.9%)	38 (58.5 %)	36 (54.5%)	31 (52.5%)	30 (47.65%)
English-	16	27	30	28	33

² 2011 Census information for the two Community Council areas, taken from <http://www.powys.gov.uk/en/statistics/view-statistics-about-your-area/detailed-census-information/>

medium stream	(29.1%)	(41.5%)	(45.5%)	(47.5%)	(52.4%)
Total	55	65	66	59	63

Ysgol Maesydre

	January 2016	January 2015	January 2014	January 2013	January 2012
Welsh-medium stream	25 (13.7%)	28 (15.9%)	19 (10.4%)	29 (15.2%)	29 (15.6%)
English-medium stream	157 (86.3%)	148 (84.1%)	164 (89.6%)	162 (84.8%)	157 (84.4%)
Total	182	176	183	191	186

2. Standards in Welsh

The following tables provide information about Standards in Welsh First Language at Ardwyn Nursery and Infant School and Ysgol Maesydre for the last 3 years.

Whilst this is useful as background information, the two schools should not be directly compared in terms of standards due to Ardwyn being an Infant and Nursery school and Ysgol Maesydre a junior school, therefore having differing age groups. In addition, the cohort sizes at both schools are small.

i) End of Foundation Phase

Ardwyn Nursery and Infant School

	2013	2014	2015	2016
Total number of learners assessed in Language, Literacy and Communication Skills in Welsh	7	9	7	10
Number of pupils that achieved Level 5+	7	9	7	9
% of pupils that achieved Level 5+	100%	100%	100%	90%

ii) End of Key Stage 2

Ysgol Maesydre

	2013	2014	2015	2016
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Total number of learners assessed in Welsh First Language	9	3	10	3
Number of pupils that achieved grade 4+	7	3	9	2
% of pupils that achieved grade 4+	77.8%	100%	90%	66.7%
% of pupils that achieved grade 5+	22.2%	66.7%	0%	66.7%

3. Welsh language activities provided by the schools

Ardwyn Infant & Nursery School

Due to the fact that all contracted teachers in the school are Welsh-speaking, all after school clubs which are run by teachers (on rota) have a strong Welsh language ethos. One of the cross-cutting themes of these clubs is to enhance the use of the Welsh language beyond the classroom.

With the support of Menter Maldwyn, the school have offered 2 Welsh language learning courses for parents over the past two years. Although these courses have been slow on the up-take and historically been poorly attended, the school continues to encourage the use of the school facilities for community use and have partnered with local experienced individuals to market and grow the Welsh language courses at the school.

All pupils in year 2 are members of the Urdd association which gives them the opportunity to compete in various competitions, from sports to the Eisteddfod. This is also an area the school wishes to develop in the future.

Ysgol Maesydre

Similar activities to those provided in Ardwyn are offered to Welsh-medium pupils at Ysgol Maesydre. Menter Maldwyn provide after school activities for the Welsh stream pupils on a termly basis, activities such as games and music, providing ample opportunity for the children to converse in Welsh in a more natural environment. Urdd Clubs also run activities such as a disco and sewing clubs.

In terms of providing a base for the community to use, in the past, the school facilities were used to offer Welsh learner lessons.

All children and the community who wish to converse in Welsh receive full support from the school's Welsh speaking staff.

4. Issues raised during consultation

The vast majority of respondents who referred to the establishment of a new Welsh-medium schools were supportive of the proposal, noting that this would promote demand for Welsh-

medium education in the area and increase the number of Welsh speakers. Respondents also noted that the Welsh-medium school model was preferable to the dual stream model, due to the increased immersion provided to pupils.

However, a number of respondents raised concerns about the proposal to locate the English-medium and Welsh-medium school on separate sites, and that this could cause a divide in the town and lead to friction between the two schools.

Concerns were also raised in relation to Welsh-medium secondary provision, and respondents emphasized the need for secondary provision to be available to pupils who have attended the Welsh-medium primary school.

All issues raised relating to the proposal's impact on the Welsh language are listed in the consultation report in respect of this proposal, along with the authority's response to each issue.

4. Conclusion

The authority's view is that the proposal will provide positive benefits for the Welsh Language and Welsh-medium education in the Welshpool area through improved parental choice, more opportunities for linguistic progression and increased opportunities for pupils to participate in more varied extra-curricular activities through all key stages of education. It is also envisaged that by establishing the first stand-alone Welsh-medium primary school within the town of Welshpool, it will increase Welsh language awareness within the locality, and within Powys County itself.

Although the figures for both schools with regards to the number of pupils who receive education through the medium of Welsh should be acknowledged as significantly lower than the percentage of pupils receiving English-medium education within the same dual-stream schools, conclusions should be objectively drawn with regards to the demand for Welsh language education in the area.

Currently, due to the absence of a stand-alone Welsh-medium primary school within Welshpool town, some parents who want their children to be educated through the medium of Welsh choose to travel to other Welsh-medium or dual-stream primary schools outside the town, reflecting the slight decrease in pupil numbers who study in Welsh from Infant school at Ardwyn to the Junior School in Maesydre.

It is envisaged that by establishing a new Welsh-medium primary school, parents and pupils in the future will choose not to travel out of town for Welsh education, and will stay within their immediate locality. It is also hoped that the establishment of a new Welsh-medium primary school in Welshpool will generate growth in the number of pupils choosing to study in Welsh in the town.

Valuable extra-curricular activities are offered for Ardwyn and Maesydre pupils who study through the medium of Welsh, and the schools are proactive within the community in advocating Welsh language lessons for parents. The pupils have opportunities to participate in Urdd activities, although the schools acknowledge that they wish to expand on the opportunities on offer in the future.

It is the authority's view that by opening a new Welsh-medium school, this could provide an opportunity to expand on current partnerships and provide additional opportunities for Welsh-medium pupils (with the Urdd and Menter Maldwyn for example). By proceeding with the proposal, the anticipated impact for the Welsh-language after school activities will be positive and conclusive for pupils.