



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

Updated Impact Assessments

April 2019

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Proposals relating to Llanfyllin Community Primary School and Llanfyllin High School

Updated Impact Assessments

1. Introduction

Powys County Council consulted on a proposal to establish an all-through school in Llanfyllin, and published a consultation report outlining the findings of the consultation exercise.

The Council has subsequently published a Statutory Notice, proposing the following:

From 31 August 2020:

The Council proposes to discontinue the following two schools:

- Llanfyllin Community Primary School, Llanfyllin, Powys, SY22 5BJ;
- Llanfyllin High School, Llanfyllin, Powys, SY22 5BJ;

From 1 September 2020:

The Council proposes to establish a new bilingual community school for boys and girls aged 4-18 years old, that will operate on the current sites of Llanfyllin C.P. School and Llanfyllin High School.

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

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

Draft impact assessments were prepared and published with the consultation documentation. These impact assessments were updated to reflect issues raised during the consultation period, and have now been updated again to reflect issues raised during the objection period.

2. Integrated Impact Assessment

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

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

1. Profile of savings delivery (if applicable)

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

2. Consultation requirements

Consultation Requirement	Consultation deadline	Feedback considered
Public consultation required	Consultation has taken place in accordance with the requirements of the School Organisation Code.	Yes

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

Version	Author	Job Title	Date
1	Sarah Astley	Schools Transformation and Welsh-medium Education Programme Manager	10/07/18
2	Sarah Astley	Schools Transformation and Welsh-medium Education Programme Manager	29/10/18
3	Sarah Astley	Schools Transformation and Welsh-medium Education Programme Manager	26/02/19
4	Sarah Astley	Schools Transformation and Welsh-medium Education Programme Manager	23/04/19

4. Impact on Other Service Areas

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

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

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

Council Priority	How does the proposal impact on this priority?	IMPACT Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Source of Outline Evidence to support judgements				
Initial engagement with governing bodies, consultation responses / report				

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

Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<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>	N/A	Choose an item.		Choose an item.
<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>	N/A	Choose an item.		Choose an item.

<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>	N/A	Choose an item.		Choose an item.
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	N/A	Choose an item.		Choose an item.
<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>	n/a	Choose an item.		Choose an item.
<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>				
<p><i>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i></p>	<p>Implementation of the proposal would ensure continued access to Welsh-medium and English-medium primary and secondary education in Llanfyllin.</p> <p>Some concerns were raised in the consultation responses received and during the objection period that implementation of the proposal could have a negative impact on the Welsh language. However, the Council's view is that implementation of the proposal also offers an opportunity to improve the current situation, and to increase the use of the Welsh language in the primary and secondary phases.</p>	Neutral		Choose an item.

Opportunities to promote the Welsh language	<p>Implementation of the proposal would ensure continued access to Welsh-medium and English-medium primary and secondary education in Llanfyllin, and would provide improved opportunities to promote the Welsh language and to promote progression within Welsh-medium education</p> <p>Some concerns were raised in the consultation responses received and during the objection period that implementation of the proposal could have a negative impact on the Welsh language. However, the Council's view is that implementation of the proposal also offers an opportunity to improve the current situation, and to increase the use of the Welsh language in the primary and secondary phases.</p>	Neutral		Choose an item.
Welsh Language impact on staff	<p>Implementation of the proposal would provide more opportunities for all staff, including Welsh-speaking staff, as a result of being part of a larger organisation.</p> <p>Some concerns were raised in the consultation responses received and during the objection period that implementation of the proposal could have a negative impact on the Welsh language. However, the Council's view is that implementation of the proposal also offers an opportunity to improve the current situation, and to increase the use of the Welsh language in the primary and secondary phases.</p>	Neutral		Choose an item.
People are encouraged to do sport, art and recreation.	N/A	Choose an item.		Choose an item.
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).				
Age	The proposal would provide improved educational opportunities for all school aged pupils in Llanfyllin	Good		Choose an item.
Disability	The proposal would provide improved educational opportunities for all school aged pupils in Llanfyllin, including any pupils with disabilities	Good		Choose an item.

Gender reassignment	N/A	Choose an item.		Choose an item.
Marriage or civil partnership	N/A	Choose an item.		Choose an item.
Race	The proposal would provide improved educational opportunities for all school aged pupils in Llanfyllin, regardless of their race	Good		Choose an item.
Religion or belief	The proposal would provide improved educational opportunities for all school aged pupils in Llanfyllin, regardless of their religion or belief	Good		Choose an item.
Sex	The proposal would provide improved educational opportunities for male and female pupils.	Good		Choose an item.
Sexual Orientation	The proposal would provide improved educational opportunities for all pupils, regardless of their sexual orientation.	Good		Choose an item.
Pregnancy and Maternity	N/A	Choose an item.		Choose an item.
Source of Outline Evidence to support judgements				
Initial discussions with the two governing bodies, PLASC, consultation responses / report				

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

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Sustainable Development Principle (5 ways of working)				

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<p>Long Term: Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</p>	<p>The proposal would provide a more sustainable model of delivering education in Llanfyllin, which will ensure that education can be delivered more efficiently, therefore safeguarding the provision of Welsh-medium and English-medium primary and secondary education in Llanfyllin</p> <p>Some concerns were raised in the consultation responses received and during the objection period that implementation of the proposal could have a negative impact on the Welsh language. However, the Council's view is that implementation of the proposal also offers an opportunity to improve the current situation, and to increase the use of the Welsh language in the primary and secondary phases.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>Collaboration: Working with others in a collaborative way to find shared sustainable solutions.</p>	<p>This proposal has been developed in collaboration with the governing bodies of Llanfyllin C.P. School and Llanfyllin High School, and consultation on the proposal has been carried out with stakeholders in accordance with the requirements of the School Organisation Code.</p> <p>All Powys schools are expected to collaborate with other schools in order to provide the best possible opportunities for pupils. Should this proposal be implemented, the new school would be expected to continue to collaborate with other schools, including other primary schools in the Llanfyllin catchment area and other secondary providers across Powys and beyond, in order to maximise the opportunities available to its pupils.</p>	<p>Good</p>		<p>Choose an item.</p>

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><i>Involvement (including Communication and Engagement):</i> <i>Involving a diversity of the population in the decisions that affect them.</i></p>	<p>The proposal has been developed in discussion with the governing bodies of Llanfyllin C.P. School and Llanfyllin High School. A letter was received from the two governing bodies asking the Council to proceed with the statutory process in order to establish a new all-through school in Llanfyllin.</p> <p>Consultation was carried out with stakeholders in accordance with the School Organisation Code which provided an opportunity for all interested parties to give their views. A consultation report was produced which summarised the findings of the consultation, which was considered by Cabinet when determining how to proceed. This impact assessment was also updated to reflect the feedback received.</p> <p>The Council subsequently published a Statutory Notice, which provided an opportunity for those who do not support the proposal to submit objections. An objection report has been produced which summarises the objection received, and this will be considered by Cabinet when determining whether or not to proceed with implementation of the proposal. This impact assessment has also been updated to reflect the issues raised in the objection.</p>	<p>Good</p>		<p>Choose an item.</p>

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Prevention: <i>Understanding the root causes of issues to prevent them from occurring.</i>	<p>Pupil numbers in Llanfyllin are declining, particularly in the secondary sector. The intention is that establishing a new all-through to serve the town would provide a more efficient delivery model, which would safeguard the provision of Welsh-medium and English-medium primary and secondary education in Llanfyllin.</p> <p>Some concerns were raised in the consultation responses received and during the objection period that implementation of the proposal could have a negative impact on the Welsh language. However, the Council's view is that implementation of the proposal also offers an opportunity to improve the current situation, and to increase the use of the Welsh language in the primary and secondary phases.</p>	Good		Choose an item.
Integration: <i>Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.</i>	N/A	Choose an item.		Choose an item.
Preventing Poverty: Prevention, including helping people into work and mitigating the impact of poverty.	N/A	Choose an item.		Choose an item.

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Unpaid Carers: Ensuring that unpaid carers views are sought and taken into account</p>	<p>Full consultation has been carried out, and a statutory notice has been published in accordance with the School Organisation Code. All stakeholders had an opportunity to give their views as part of this process, including any unpaid carers in the area.</p>	<p>Good</p>		<p>Choose an item.</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>Full consultation has been carried out, and a statutory notice has been published in accordance with the requirements of the School Organisation Code. The consultation process included a meeting with pupils at the two affected schools.</p> <p>Some concerns were raised during the consultation about younger, primary aged pupils mixing with older, secondary aged pupils, however as the current proposal is to establish the new school on the current sites of Llanfyllin C.P. School and Llanfyllin High School, it is not anticipated that this will be an issue.</p>	<p>Neutral</p>		<p>Choose an item.</p>

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Impact on Powys County Council Workforce	<p>Implementation of the proposal would impact on the current staff at Llanfyllin C.P. School and Llanfyllin High School. Full consultation has been carried out in accordance with the requirements of the School Organisation Code and supported by the relevant LA teams (eg HR), and a statutory notice was published in accordance with the requirements of the Code. There was an opportunity for staff to submit their views as part of this process, and in addition, a consultation meeting was held with staff governors of the two schools, which provided an opportunity for staff to raise concerns about the impact on them.</p> <p>Should this option be implemented, a management of change process would take place, and there would be an opportunity for staff to apply for positions in the new school. The staffing procedures required include an opportunity for staff to be redeployed. However, it is acknowledged that there would be a period of uncertainty for staff whilst these processes are taking place which could have a negative impact on them.</p> <p>Some concerns were raised during the consultation period about the proposal's impact on staff.</p>	Poor	Ensure that processes are carried out as swiftly as possible to minimise the period of uncertainty.	Neutral
Source of Outline Evidence to support judgements				
PLASC, Consultation Responses / Report				

8. Achievability of proposal?

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

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

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

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

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

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

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

12. Overall Summary and Judgement of this Impact Assessment?

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

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

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

N/A

14. On-going monitoring arrangements?

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

N/A

Please state when this Impact Assessment will be reviewed.

This impact assessment will be reviewed at each stage of the process.

3. Equalities Impact Assessment

Powys County Council

Equality Impact Assessment (EqIA)



Proposal	To establish a new all-through school for pupils aged 4-18 in Llanfyllin.	Lead Person undertaking the assessment	Sarah Astley
Service Area	Schools Service	Relevant Head of Service who has agreed this assessment	Alec Clarke
Date of Assessment	October 2018 Updated February 2019 Updated April 2019		
<p>The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following ‘general duty’:</p> <p>(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> <p><i>The protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sex and sexual orientation. This assessment also includes a consideration of impact upon people and communities whose language of choice is Welsh.</i></p> <p>The specific regulations for Wales [Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011] require public sector bodies to monitor relevant policy and practises and then assess and report on the impact based upon an analysis of relevant data and evidence.</p>			
1. AIM or PURPOSE			
Briefly describe the aim or	The Council has published a statutory notice proposing the following:		

<p>purpose of the change proposal being assessed.</p>	<p>From 31 August 2020:</p> <p>The Council proposes to discontinue the following two schools:</p> <ul style="list-style-type: none"> • Llanfyllin Community Primary School, Llanfyllin, Powys, SY22 5BJ; • Llanfyllin High School, Llanfyllin, Powys, SY22 5BJ; <p>From 1 September 2020:</p> <p>The Council proposes to establish a new bilingual community school for boys and girls aged 4-18 years old, that will operate on the current sites of Llanfyllin C.P. School and Llanfyllin High School.</p>
<p>2. OBJECTIVES</p>	
<p>Please state the current business objectives of the change proposal.</p>	<p>The Council is proposing to establish a new all-through school in Llanfyllin for the following reasons:</p> <ul style="list-style-type: none"> • To improve educational outcomes <ul style="list-style-type: none"> ○ More opportunities for staff to move between key stages, to further develop expertise in specific areas ○ Opportunities for pupils in all key stages to benefit from staff expertise in specific subject areas ○ Improved curricular and extra-curricular opportunities for pupils in all key stages • To improve educational provision <ul style="list-style-type: none"> ○ Opportunities to develop a broader curriculum to meet the needs of pupils in all key stages ○ Opportunity to improve the range and quality of facilities and learning resources available to the benefit of pupils in all key stages ○ Improved opportunities for continuity of support for vulnerable groups of pupils ○ Improved opportunities for more able and talented pupils • To improve leadership and management

	<ul style="list-style-type: none"> ○ Opportunity for high quality, robust leadership across all key stages ○ Improved opportunities for the headteacher to distribute key leadership tasks to a greater number staff across all phases of education ○ Improved governance as the school would be run by one governing body <ul style="list-style-type: none"> ● To improve efficiency in the delivery of education <ul style="list-style-type: none"> ○ Potential for the school to operate more efficiently through more efficient deployment of staff ○ Potential for sharing of resources across all key stages ● To provide more seamless transition between key stages <ul style="list-style-type: none"> ○ Opportunity to provide seamless progression between each phase of education ○ Improved opportunities for continuity of support for vulnerable groups of pupils throughout their school careers
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"> - Would enable staff expertise and good practice to be shared across all key stages - Would improve transition between each key stage - Minimal disruption for pupils and parents - Would improve the ability to provide an appropriate curriculum to pupils - Would enable the school to run more efficiently through shared staffing, shared resources etc - One governing body which would have strategic overview over the provision for pupils/learners in all key stages - Would provide permanent leadership arrangements for all pupils
4. CORPORATE RELEVANCE	
How does this change	Learning and Skills is one of the four priorities outlined in Vision 2025: Our Corporate Improvement Plan 2018-23. Within this

proposal relate to Vision 2025?	priority, the Plan includes a commitment to ‘Improve our schools infrastructure’. In order to achieve this, ‘we will implement out new School Organisation Policy and Delivery Plan to develop a more efficient schools network, with a greater focus on working in partnership with schools and the communities they serve.’	
5. DATA USED		
5.1. What data has been used to conduct this assessment? Tick/shade boxes as appropriate.	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	
5.2. Are there any gaps in the data?	Yes <input type="checkbox"/> ✓ Please state the gaps: No qualitative data is currently available How will the gaps be addressed going forward?	No <input type="checkbox"/>

Qualitative data will be collected as part of the forthcoming consultation process.

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?

PLASC January 2018

Llanfyllin C.P. School

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

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

Llanfyllin High School

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

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

	<p>- Looked after Children: 0.9% of pupils are Looked After Children</p> <p>This information shows that a proportion of pupils that belong to the protected characteristic groups will be affected by this proposal. In particular, this includes pupils with additional learning needs, as well as pupils eligible for free school meals. A small number of pupils belong to ethnic groups other than White British, have English as an Additional Language or are Looked After Children.</p> <p>The proposal to establish an all-through school in Llanfyllin would impact on all pupils currently attending Llanfyllin C.P. School and Llanfyllin High School, including those pupils belonging to protected characteristic groups. However, the aim of the proposal is to improve the educational opportunities available for all pupils in the town, including any pupils belonging to the protected characteristic groups.</p>
<p>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 a</p>	<p>Consultation has been carried out on the proposal to establish an all-through school in Llanfyllin, which included consultation with the school councils of the affected schools. A statutory notice has also been published, which provided the opportunity for anyone that does not support the proposal to submit objections.</p> <p>During the consultation period, the following issues were raised regarding the proposal's impact on pupils belonging to the protected characteristic groups:</p> <p><u>Age</u>: Some concerns were raised about the impact of younger pupils attending the same school as older pupils.</p> <p><u>Additional Learning Needs</u>: It was suggested that implementation of the proposal could have a positive impact on pupils with ALN as they would have the same tutors throughout their time in school.</p>

<p>change affect this position?</p> <p>iv) What has consultation on your proposals revealed about impact on the protected characteristics?</p>		
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) The proposal will impact on a number of pupils with additional learning needs, and a small number of pupils that belong to ethnic groups other than White British, have English as an Additional Language or are Looked After Children.</p> <p>ii) 11.5% of pupils attending Llanfyllin C.P. School and 7.3% of pupils attending Llanfyllin High School are eligible for Free School Meals.</p> <p>iii) Llanfyllin C.P. School and Llanfyllin High School are both dual stream schools, therefore the proposal will affect Welsh speakers. As required by the Welsh Government’s School Organisation Code, a separate Welsh Language Impact Assessment will be carried out.</p>	

9. EQUALITY IMPROVEMENT	
<p>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</p> <p><i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i></p> <p>i) Can the impact be mitigated, and how will this be done?</p> <p>ii) Does the proposal require modification to reduce or remove this impact?</p> <p>iii) Should the proposal be considered for removal, owing to the degree of impact it is likely to have?</p>	<p>Should the proposal be implemented, a new dual stream all-through school would be established, and all pupils currently attending Llanfyllin C.P. School and Llanfyllin High School would be able to attend the new school. The aim of the proposal is to improve the educational opportunities available to all pupils in Llanfyllin, including any pupils belonging to the protected characteristic groups.</p> <p>There is no reason to believe that the proposed new school would be unable to meet the needs of pupils belonging to the protected characteristic groups that would be affected, including pupils with Additional Learning Needs, pupils belonging to Ethnic Groups other than White British, EAL pupils, pupils eligible for Free School Meals and Looked After Children. The aim of the proposal is to improve the educational opportunities available to all pupils, including pupils belonging to protected characteristic groups.</p> <p>Some comments received during the consultation period expressed concerns about younger, primary aged pupils attending the same school as older, secondary aged pupils, however as the proposal is to establish the new school on the current sites of Llanfyllin C.P. School and Llanfyllin High School, it is unlikely that there were be any significant change compared with the current position.</p> <p>Many concerns were raised during the consultation period about the proposal’s impact on the Welsh language / Welsh-medium education. These concerns are addressed in the Consultation Report itself, the Welsh Language Impact Assessment and the Integrated Impact Assessment. Concens about the proposals impact on the Welsh language / Welsh-medium education were also raised during the objection period. These are addressed in the Objection Report, the Welsh Language Impact Assessment and the Integrated Impact Assessment.</p>

<p>9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?</p>	<p>Yes <input type="checkbox"/></p> <p>Date added.....</p> <p>Reference.....</p>	<p>No <input checked="" type="checkbox"/></p> <p>If no, please explain why not: Need was not identified at time of writing Service Strategy</p>
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4. Community Impact Assessment

4.1 Llanfyllin C.P. School

i) Other facilities or services provided by the school

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

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

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

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

ii) Other services accommodated by the school

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

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

iii) Other use by the community of the school building

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

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

iv) Other links between the school and the community

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

- Links with the Church and the Chapel

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

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

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

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

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

N/A

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

N/A

4.2 Llanfyllin High School

i) Other facilities or services provided by the school

The following after-school clubs are provided:

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

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

- Urdd Club

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

ii) Other services accommodated by the school

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

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

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

iii) Other use by the community of the school building

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

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

iv) Other links between the school and the community

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

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

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

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

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

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

N/A

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

N/A

4.3 Issues raised during the consultation period

No comments were received during the consultation period which related to the impact of the proposal on the community.

4.4 Issues raised during the objection period

No comments were received during the objection period which related to the impact of the proposal on the community.

4.5 Conclusion

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

5. Welsh Language Impact Assessment

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

5.1 Llanfyllin C.P. School

i) Standards in the Welsh language

Language, literacy and communication skills in Welsh (LCW)

Foundation Phase

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

Welsh First Language

Key Stage 2

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

Welsh Second Language

Key Stage 2

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

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

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

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

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

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

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

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

N/A

5.2 Llanfyllin High School

i) Standards in the Welsh language

Welsh First Language

End of Key Stage 3

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

End of Key Stage 4

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

Welsh Second Language

End of Key Stage 3

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

End of Key Stage 4

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

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

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

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

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

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

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

5.3 Issues raised during the consultation period

A number of comments received during the consultation period related to the proposal's impact on the Welsh language. These included comments expressing concern about the proposal's impact on the Welsh language / Welsh-medium education as well as comments which recognised that the proposal offered opportunities to improve the Welsh-medium provision available in Llanfyllin. These comments are listed in full in the consultation report published in respect of this proposal, however a summary is provided below:

i) Comments expressing concern about the impact

- Concern about the impact on the Welsh language ethos of Llanfyllin C.P. School, as the primary school has a stronger Welsh ethos than Llanfyllin High School
- Concern that the proposal won't improve the Welsh-medium provision in Llanfyllin
- Criticism of the dual stream model
- The Council should reintroduce 'Trochi' provision in the secondary phase
- Suggestions that the Council should be considering alternative models which would promote the Welsh language, such as fully bilingual foundation phase or establishing designated Welsh-medium provision
- Concern that the status quo is having a negative impact on the number / percentage of Welsh speakers in the Llanfyllin area, and that the proposal will not help to mitigate this

ii) Comments recognising opportunities offered by the proposal

- It's important that dual stream provision is retained in Llanfyllin
- The proposal provides an opportunity to improve Welsh-medium provision
- The proposal could lead to an increase in the proportion of pupils continuing to access Welsh-medium provision when transferring from primary to secondary

5.4 Issues raised during the objection period

Some concerns regarding the proposal's impact on the Welsh language / Welsh-medium education were raised during the objection period in respect of this proposal.

These are listed in full in the objection report published in respect of this proposal, however a summary is also provided below:

- The Council should be using the proposal as an opportunity to strengthen the Welsh language
- Keeping the language category as 2C is a backwards step – the Council should be proposing 2B provision
- The Council's latest WESP included a commitment to improve the school's language category to 2B by 2020. Why has the Council not kept this promise?

5.5 Conclusion

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

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

During the consultation period, concerns were raised about the proposal's impact on the Welsh language, in particular on the Welsh ethos of Llanfyllin C.P. School. Concerns about the proposal's impact on the Welsh language were also raised during the objection period. Whilst these concerns are noted, the Council's view is that implementation of the proposal provides an opportunity to improve and strengthen the Welsh-medium provision in Llanfyllin, and to strengthen the Welsh ethos across the primary and secondary phases.