

# Appendix C – Impact Assessments

## Content

- Equality Impact Assessment
- Single Integrated Impact Assessment
- Community Impact Assessment

**Equality Impact Assessment (EqIA) – Decision Assessment reporting template**

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

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

<b>Proposal</b>	Formal consultation to close Talgarth and Bronllys Community Primary (CP) Schools	<b>Lead Person undertaking the assessment</b>	Betsan Ifan
<b>Service Area</b>	Schools Service	<b>Relevant Head of Service who has agreed this assessment</b>	Ian Roberts Head of Schools
<b>Date of Assessment</b>	21 December 2015, updated 28 <sup>th</sup> January 2016, updated again on 11 <sup>th</sup> May 2016.		

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

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

*The protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sex and sexual orientation. This assessment also includes a consideration of impact upon people and communities whose language of choice is Welsh.*

The specific regulations for Wales [Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011] require public sector bodies to monitor relevant policy and practises and then assess and report on the impact based upon an analysis of relevant data and evidence.

<b>1. AIM or PURPOSE</b>	
Briefly describe the aim or purpose of the change proposal being assessed.	<p>This consultation is about whether Powys County Council should proceed with the statutory process for the following:</p> <ul style="list-style-type: none"> <li>• <b>to close Talgarth and Bronllys community primary schools from August 2017, and to establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018.</b></li> </ul>
<b>2. OBJECTIVES</b>	
Please state the current business objectives of the change proposal.	<p>The authority has formally consulted on the following proposals, in accordance with the School Standards and Organisation (Wales) Act 2013:</p> <ul style="list-style-type: none"> <li>• <b>to close Talgarth and Bronllys community primary schools from August 2017, and to establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018.</b></li> </ul> <p>This proposal forms part of the Gwernyfed Primaries Catchment Area Project Outline Business Case that was approved by Cabinet on 21 April 2015.</p> <p>As stated on page 6 of the Outline Business Case (that was approved by Welsh Government in October 2015), the case for change is as follows:</p> <ul style="list-style-type: none"> <li>- There is a need to significantly improve the learning environment in all five schools</li> <li>- There is a need to provide the right number and right type of schools in the right places to meet the needs of distinct communities within the catchment, ensuring an appropriate mix of community and faith places</li> <li>- There is a need to reduce the level of surplus places</li> <li>- There is a need to ensure better use of resources</li> </ul>
<b>3. BENEFITS and OUTCOMES</b>	
i) What are the intended benefits or outcomes from the change proposal?	<p>The benefits of the proposal are:</p> <ul style="list-style-type: none"> <li>- Reduced surplus capacity across the catchment</li> <li>- Improved learning environments</li> <li>- Improved learner experience</li> </ul>

	- Schools of the right size and the right type in the right locations, meeting the needs of local communities	
<b>4. CORPORATE RELEVANCE</b>		
How does this change proposal relate to the Powys Change Plan and/or Powys One Plan?	<p>The proposal supports Powys County Council’s vision for education, which is outlined within the One Powys Plan for 2014-17. ‘Transforming Learning and Skills’ is one of the priorities within this plan, and within this priority, the Plan states that</p> <p><i>‘We need to re-organise schools (primary, secondary and post 16) to ensure affordability, sustainability and appropriate leadership capacity’</i></p>	
<b>5. DATA USED</b>		
<b>5.1. What data has been used to conduct this assessment?</b>  <b>Tick/shade boxes as appropriate.</b>	Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.	✓
	Service user satisfaction rates, broken down by the protected characteristics.	
	Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.	
	Qualitative data gathered from those that are not currently using the service.	
	Complaints monitoring against the protected characteristics	
	Wider research reports and findings.	
	Relevant service based Equality Impact Assessment	
<b>5.2. Are there any gaps in the data?</b>  <b>Yes</b> <input type="checkbox"/> Please state the gaps: Qualitative data is not currently provided  <b>How will the gaps be addressed going forward?</b>  Qualitative data was gathered during the consultation process and the EqIA has been updated to reflect the qualitative information received.	<b>No</b> ✓	

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**6. DATA ANALYSIS**

<p><b><u>6.1 Quantitative</u></b>  <b>Summarise the key quantitative data analysis results, providing key headline statistics.</b>          Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.</p> <p><b>Key questions:</b></p> <p><b>i)</b> Are certain groups currently underrepresented in service user figures? Will a change affect this?</p> <p><b>ii)</b> How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?</p>	<p>Information on pupils who attend Bronllys and Talgarth CP 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. In relation to the protected characteristic groups, the profile of pupils at each affected school is as follows:</p> <p><b>Bronllys CP School:</b></p> <ul style="list-style-type: none"> <li>- 38 pupils in total, aged between 3 and 11. 33 pupils aged between 5 and 11.</li> <li>- Gender: Of the pupils attending the school, 50% are boys and 50% are girls.</li> <li>- Free school meals: 18% are eligible for free school meals.</li> <li>- SEN: 0 pupils in the school have Statements of Special Educational Needs. 8% have additional learning needs but do not have a statement</li> <li>- Disabilities: 0 pupils</li> <li>- English as an Additional Language: English is an additional language for 3% of pupils</li> <li>- Welsh language: 3% of pupils speak Welsh fluently at home.</li> </ul> <p>Race/ethnicity: PLASC only provides information about the nationality and ethnic group of pupils aged 5 and over.</p> <ul style="list-style-type: none"> <li>- The nationality of pupils aged 5 and over at the school is as follows:             <ul style="list-style-type: none"> <li>- Welsh – 45%</li> <li>- English – 9%</li> <li>- British – 39%</li> <li>- Other – 6%</li> </ul> </li> </ul>
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- The ethnic group of pupils aged 5 and over at the school is as follows:
  - White British – 97%
  - Indian – 3%

**Talgarth CP School:**

- 73 pupils in total, aged between 3 and 11. 60 pupils aged between 5 and 11.
  - Gender: Of the pupils attending the school, 56% are boys and 45% are girls.
  - Free school meals: 8% of pupils are eligible for free school meals.
  - SEN: 3% in the school has a Statement of Special Educational Needs. 27% have additional learning needs but do not have a statement
  - Disabilities: 3% are identified as having a disability
  - English as an Additional Language: English is an additional language for 2% of pupils.
  - Welsh language: 3% do not speak Welsh at home but are fluent.
- Race/ethnicity: PLASC only provides information about the nationality and ethnic group of pupils aged 5 and over.

- The nationality of pupils aged 5 and over at the school is as follows:
  - Welsh – 13%
  - English – 5%
  - British – 73%
  - Other – 8%

- The ethnic group of pupils aged 5 and over at the school is as follows:
  - White British – 95%
  - Italian – 2%
  - Scandinavian – 2%
  - White European other – 2%

This information shows that the proportion of pupils that belong to the protected characteristic groups are comparatively low and varies little between schools.

<p><b>Summarise the key qualitative data analysis, providing key themes or patterns.</b>          Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics focus group on the proposal.</p> <p><b>Key questions:</b></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 change affect this position?</p> <p>iv) What has consultation on your proposals revealed about impact on the protected characteristics?</p>	<p>Consultation on the closure of Talgarth and Bronllys CP Schools from August 2017, and the establishment of a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018 has been carried out in accordance with the School Standards and Organisation (Wales) Act. This has provided additional qualitative data in respect of the proposal, and the impact on pupils that belong to the protected characteristic groups.</p> <p>i) During the consultation period, it was noted that the pupils attending Bronllys CP School, which is the smaller of the two schools, may have different learning experiences from pupils at Talgarth School, due to being in a smaller school. The proposal would mean that the pupils of Bronllys would become part of a larger school which may cause them uncertainty for a period of time.</p> <p>ii) Concerns were raised about the effect the proposal will have on those pupils with additional learning needs due to the change to a new school. Concerns were raised that pupils who currently receive additional support would not be supported by the same teachers in the new school – continuity of teaching and support was noted to be an important factor for pupils with disabilities or additional learning needs.</p> <p>iii) During the consultation process, it was noted that pupils with disabilities or additional learning needs should have a separate learning area away from the classroom, with hearing loop facilities installed in each classroom.</p> <p>iv) The formal consultation revealed that the current facilities at Talgarth and Bronllys CP Schools are not ideal environments for people with a disability and the fact that pupils with additional learning needs do not have sufficient ‘break out’ space was raised by Talgarth School Council.</p>	
<p><b>7. EqIA RESULT</b></p>		
<p><b>Based on an analysis of the available qualitative and quantitative data, please</b></p>	<p><b>The proposal does not present any adverse impact on equality.</b>          [Proceed to question 10]</p>	
	<p><b>The proposal presents some adverse impact on equality.</b>          [Proceed to question 8]</p>	<p>✓</p>

<p><b>tick/shade the appropriate box opposite to provide the EqIA assessment result.</b></p>	<p><b>The proposal presents significant impact on equality</b> [Proceed to question 8]</p>	
<p><b>8. AREAS for IMPROVEMENT</b></p>		
<p>Please provide detail of weak or sensitive areas of the proposal identified by the assessment.</p> <p><b>i) Which protected characteristic groups are particularly affected?</b></p> <p><b>ii) Will people on low incomes be affected?</b></p> <p><b>iii) Will Welsh speakers be affected?</b></p>	<p>i) This information shows that the proportion of pupils that belong to the protected characteristic groups are comparatively low and varies little between the two schools.</p> <p>ii) It is envisaged that the changes will have minimal impact on people on low incomes. Free transport will be provided to qualifying pupils, in accordance with Powys County Council School Transportation Policy.</p> <p>iii) It is not anticipated that the proposal would have an immediate adverse impact on Welsh speakers due to the number of speakers in the school being low. However, on a long term basis, the impact could be greater due to the fact that there is little opportunity for pupils to learn through the medium of Welsh in the immediate Gwernyfed catchment area – although currently there is little demand - that demand could significantly grow in the future. The authority is aware of the situation and will continue to monitor the demand for Welsh language education.</p>	
<p><b>9. EQUALITY IMPROVEMENT</b></p>		
<p><b>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</b></p> <p><i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i></p>	<p>i) The authority is confident that the proposed plans, in accordance with the Welsh Government’s School Organisation Code, to close Talgarth and Bronllys CP Schools from August 2017, and establish a new community primary school on the current sites in September 2017, until the new school building is constructed on a new site in Talgarth and opens in September 2018 will not significantly affect and will continue to meet the needs of each individual pupil currently attending the above schools who belong to a protected characteristic group. The new school facilities proposed for the new school will be fit for 21<sup>st</sup> Century learning, with better facilities to enhance the learning</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>experiences of those with disabilities of additional learning needs. Free home to school transport would be provided to qualifying pupils to the new proposed school in Talgarth when it opens.</p> <p>The authority accepts that the school reorganisation proposal will create a period of uncertainty for pupils, however the authority will work closely with the shadow governing body, teachers and parents to ensure minimal disruption to pupils who receive additional learning support. The proposal is to implement a 12 month transition period before the new school opens - this will provide pupils with additional learning needs more time to get to know their teachers, ensuring minimal disruption for pupils.</p> <p>The authority is of the view that by proceeding with the proposal, the impact on those pupils in a protected characteristic group, especially those with disabilities would be positive due to the proposed new school being fully DDA compliant, with modern technology (such as the instalment of hearing loop and additional space for 'break out' areas), fit for the 21<sup>st</sup> Century learning. The current schools of Talgarth and Bronllys do not have these facilities, therefore the authority is of the view that the proposal would have a positive impact on pupils in a protected characteristic group.</p> <p>ii) The proposal does not require modification to reduce or remove the impact.</p> <p>iii) The proposal should not be considered for removal, owing to the degree of impact it is likely to have.</p>	
<p><b>9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?</b></p>	<p>Yes <input type="checkbox"/></p> <p>Date added.....</p> <p>Reference.....</p>	<p><b>No</b> ✓</p> <p>If no, please explain why not:  <b>The need was not identified at time of writing Service Strategy</b></p>

10. ONGOING MONITORING		
<b>How will the decision now be monitored on an ongoing basis to consider its impact over time?</b>		<b>Please tick/shade</b>
	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)	
<b>Monitoring arrangements</b>		
<p>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.</p> <p>Equality monitoring will form an integral part of the County Council’s arrangements for any school reorganisation and will be undertaken where a significant or material change in provision is proposed.</p> <p>The Head of Schools Service will be responsible for on-going monitoring.</p>		
<b>Publication of results of the impact assessment</b>		
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.

<b>Service Area</b>	Schools Service	<b>Head of Service</b>	Ian Roberts	<b>Strategic Director</b>	Jeremy Patterson	<b>Portfolio Holder</b>	Cllr Arwel Jones
<b>Policy / Change Objective / Budget Saving</b>	Schools Transformation Policy						
<b>Outline Summary</b>							
<p>This consultation is about whether Powys County Council should proceed with the statutory process for the following:          To close Talgarth and Bronllys Community Primary Schools from August 2017, and to establish a new community primary school on the current sites in September 2017, until a new school building is constructed on a new site in Talgarth and opens in September 2018.</p>							

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	16/5/2016
2	Marianne Evans	Senior Manager Schools Transformation	18/5/2106

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?	<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><b>Supporting people in the community to live fulfilled lives</b></p>	<p>By closing Talgarth and Bronllys Community Primary schools, and establishing and building a new primary school in Talgarth, this will secure primary provision in the area for future generations. Although the distance between Talgarth and Bronllys is just over one mile, the proposal does mean the loss of primary provision in Bronllys village, which could have an impact on the community.</p>	<p>Neutral</p>	<p>Ensure that the formal consultation complies with the School Organisation Code and the Gunning Principles to allow everybody to have their say on the future direction of the delivery of the education system in Powys.</p>	<p>Good</p>	<p>Consultations to close Talgarth and Bronllys CP Schools has concluded. One Powys Plan 2013-2017</p>
<p><b>Developing the economy</b></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.</p>	<p>Neutral</p>	<p>Work with our partner to promote the availability and opportunities for volunteering, training, work experience placements, graduates and apprenticeships.</p>	<p>Good</p>	<p>One Powys Plan 2013-2017, Transforming Learning &amp; Skills Programme Board and Youth Engagement &amp; Progression Framework board and Youth Academy Working Group</p>

<p><b>Improving learner outcomes for all, minimising disadvantage</b></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.</p> <p>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 new school facilities will have 21<sup>st</sup> Century, state of the art teaching equipment and will be fully DDA compliant.</p>	<p>Good</p>	<p>The authority will continue to engage fully with both schools during the transition process to the new school on two sites, 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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<p><b><i>Remodelling council services to respond to reduced funding</i></b></p>	<p>The proposal will provide better value for money in the long term, by providing education from one purpose-built school rather than maintaining the current buildings.</p> <p>The proposals will:</p> <ul style="list-style-type: none"> <li>i) reduce overall surplus capacity at the current Talgarth and Bronllys CP Schools</li> <li>ii) improve the learning environment</li> <li>iii) deliver a more cost-effective delivery of learning</li> <li>iv) remove backlog maintenance costs of the current schools and</li> <li>v) provide an infrastructure that is resilient to future demographic or financial challenges</li> </ul>	<p>Good</p>	<p>Deliver the new school building by September 2018</p>	<p>Good</p>	<p>PWC Report 2014.</p> <p>Strategic Outline Case/ Outline Business Case for the 21<sup>st</sup> Century Schools Project in the Gwernyfed catchment area.</p>
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3. How does your policy / change objective / budget saving impact on the Welsh Assembly's well-being goals?

Well-being goal	How does the policy / change objective contribute this goal?	<u>Inherent Judgement</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>Residual Judgement</u> Please select from drop down box below	Source of Outline Evidence to support judgement
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<p><b>A prosperous Wales:</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs.</p>	<p>The proposal aims to secure primary education in the Talgarth/ Bronllys area for future generations, contributing to prosperous communities, and provide education in a more cost-effective way in a purpose-built learning environment</p>	<p>Good</p>	<p>Deliver the new school building by September 2018</p>	<p>Good</p>	<p>Powys One Plan  Strategic Outline Case/ Outline Business Case/ Full Business Case</p>
<p><b>A resilient Wales:</b> 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 school will achieve BREEAM excellent standard, 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 Gwernyfed catchment project.  Powys County Council Property services</p>

<p><b>A healthier Wales:</b> People’s physical and mental well-being is maximised and health impacts are understood.</p>	<p>The new school will achieve BREEAM excellent standards in terms of environmental sustainability.</p> <p>The new school 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.</p> <p>However, concerns were raised during the consultation process that the new site is situated near an anaerobic digester plant. These issues are raised and addressed within the Consultation Report.</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 the anaerobic digester plant poses no risk to health and safety of staff and pupils of the new school.</p>	<p>Good</p>	<p>Powys One Plan</p> <p>Strategic Outline Case/ Outline Business Case and Full Business Case for the Gwernyfed catchment primary schools project</p>
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<p><b>A Wales of cohesive communities:</b> Communities are attractive, viable, safe and well connected.</p>	<p>After school activities are currently held at Bronllys CP School. These will continue to be available at the new school in Talgarth. The distance between the village of Bronllys and the identified site in Talgarth is just over one mile, therefore it is unlikely that the proposal will have a significant impact on children able to access after-school activities at the new school. By having more children on one school site, the school may be able to offer a wider range of after-school activities to the pupils.</p> <p>During the consultation process, it was noted on numerous occasions that the cycling/ walking route between Bronllys and Talgarth is dangerous and incomplete. This could have an effect on the communities and pupils.</p>	<p>Neutral</p>	<p>The authority has held formal consultations with the staff, governors, parents and wider communities of Talgarth and Bronllys to identify the impact on the community and complete the community impact assessment. In accordance with the Schools Organisation Code.</p> <p>The Schools Service department and the Transport and Highways department will work with parents to ensure that a safe walking/ cycling route to school can be agreed. Free school transport will be provided to those pupils affected by the unsafe walking/ cycling route to school and other options such as reducing the speed limit will be evaluated.</p>	<p>Neutral</p>	<p>Consultation Report and EIA on the closure of Talgarth and Bronllys CP Schools.</p> <p>Schools Service and Highways and Transport department.</p>
<p><b>A globally responsible Wales:</b> Taking account of impact on global well-being when considering local social, economic and environmental well-being.</p>	<p>Potential impact on social, economic and environmental well-being in communities where the school will be closed.</p>	<p>Neutral</p>	<p>The authority has concluded full consultation to hear the views of all stakeholders.</p>	<p>Neutral</p>	<p>Consultation Report, see Cabinet papers</p>

**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>During earlier discussions around the configuration of primary schools in the Gwernyfed catchment area, the Area Review Panel established a Welsh language work-stream to evaluate the possibilities of establishing a new Welsh-medium school (or a Welsh-medium stream) in the Gwernyfed area. It was the view of that work-stream that there wasn't sufficient demand for Welsh-medium primary education in the area, therefore the proposed new school in Talgarth would not change its linguistic category and would continue to be an English-medium primary school. Currently, pupils who receive Welsh-medium primary education travel to Brecon. Although the proposal will not specifically increase opportunities for persons to use the Welsh language, this does not mean that a Welsh-stream could not be established within the school in the future, if parental demand increases.</p>	<p>Neutral</p>	<p>The authority will continue to monitor Welsh-medium primary education demand in the area.</p>	<p>Neutral</p>	<p>Welsh in Education Strategic Programme (WESP)</p>
<p><i>Treating the Welsh language no less favourable than the English language</i></p>	<p>As above</p>	<p>Neutral</p>		<p>Neutral</p>	

<i>Opportunities to promote the Welsh language</i>	As above	Neutral		Neutral	
<i>Welsh Language impact on staff</i>	As above	Neutral		Neutral	
<i>People are encouraged to do sport, art and recreation.</i>	The new school will have facilities for recreation, internally and externally, in accordance with national guidelines.  The YFC, Urdd are commissioned to deliver sport, art and recreation activities. In addition the PCC Sports Development unit also facilitate such activities	Neutral	Continue to work with partners to provide sport, art and recreation activities.	Neutral	
<b>A more equal Wales:</b> People can fulfil their potential no matter what their background or circumstances.					
<i>Age</i>	Please see Equality Impact Assessment above				
<i>Disability</i>	As above				
<i>Gender reassignment</i>	As above				
<i>Marriage or civil partnership</i>	As above				
<i>Race</i>	As above				
<i>Religion or belief</i>	As above				
<i>Sex</i>	As above				
<i>Sexual Orientation</i>	As above				

<i>Pregnancy and Maternity</i>	As above				
<i>Equality Impact on PCC Staff</i>	As above				

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

<b>Principle</b>	<b>How does the policy / change objective impact on this principle?</b>	<b><u>Inherent Judgement</u></b> Please select from drop down box below	<b>What will be done to better contribute to positive or mitigate any negative impacts?</b>	<b><u>Residual Judgement</u></b> Please select from drop down box below	<b>Source of Outline Evidence to support judgement</b>
<b>Sustainable Development Principle</b>					
<b><i>Long Term: Balancing short term need with long term and planning for the future.</i></b>	The proposal would have a positive long-term effect as the new school would provide a 21 <sup>st</sup> Century learning environment for the primary pupils of Talgarth and Bronllys and would secure primary provision in the area.	Good	Ensure that the communities are properly informed throughout each step of the proposal.  The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.	Good	Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case
<b><i>Collaboration: Working together with other partners to deliver.</i></b>	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 school.	Good	Ensure that the communities are properly informed throughout each step of the proposal.  The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.	Good	Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case

<p><b>Involvement:</b> <i>Involving those with an interest and seeking their views.</i>  <b>Communication and Engagement</b></p>	<p>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 school.</p>	<p>Good</p>	<p>Ensure that the communities are properly informed throughout each step of the proposal.</p> <p>The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.</p>	<p>Good</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>
<p><b>Prevention:</b> <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>The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.</p>	<p>Good</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>
<p><b>Integration:</b> <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>The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.</p>	<p>Neutral</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>

<p><b>Preventing Poverty:</b> Prevention, including helping people into work and mitigating the impact of poverty.</p>	<p>The proposal would provide a 21<sup>st</sup> Century schools learning environment which would support those pupils eligible for free school meals.</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>The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.</p>	<p>Neutral</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>
<p><b>Safeguarding:</b> Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</p>	<p>Safeguarding is of the utmost importance and safeguarding measures will be implemented in the new school, should the proposal 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 proposal were to proceed, local stakeholders would be involved in designing the new school – including safeguarding issues.</p>	<p>Very Good</p>	<p>Ensure that the communities are properly informed throughout each step of the proposal.</p> <p>The communities of both Talgarth and Bronllys were consulted as part of the formal consultation process.</p>	<p>Very Good</p>	<p>Consultation Report/ Strategic Outline Case/ Outline Business Case/ Full business Case</p>
<p><b>Corporate Parenting:</b> Enabling our looked after children to fulfil their potential.</p>	<p>The proposal would provide a 21<sup>st</sup> Century schools learning environment for 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 current attend Bronllys and Talgarth CP Schools choose not to transfer to the new school in Talgarth



There is an increase or decrease in demand for primary education in the Talgarth and Bronllys locality		
<b>Impact on Service</b>	<b>Deliverability of Policy / Change Objective / Budget Saving</b>	<b>Inherent Risk</b>
Medium	Medium	Medium
<b>Mitigating Actions</b>		<b>Residual Risk</b>
The authority constantly monitor potential and projected pupil numbers		Medium
The authority will ensure that the new building is flexible to accommodate fluctuations in demand for primary education		Medium
		Choose an item.
<b>Does the Policy / Change Objective / Budget Saving have potential to impact on another service area?</b>		
n/a		

6. Overall Summary and Judgement of this Impact Assessment?

<b>Outline Assessment (to be inserted in cabinet report)</b>		<b>Cabinet Report Reference:</b>	
<p>It is accepted that the impact on the community of Bronllys would be greater than on the community of Talgarth, due to Bronllys losing primary provision in the village. However, the distance between Talgarth and Bronllys is just over a mile. It is envisaged that by closing the two schools and establishing and building a school at a new site in Talgarth, the proposal would secure primary provision in the locality for future generations.</p> <p>Although it is accepted that the proposal may have a short-term impact on pupils, especially those who have additional learning needs due to the need to move schools – 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. The new school would provide a 21<sup>st</sup> Century school learning environment, with modern hearing loop technology, break out learning areas, and would be fully DDA compliant.</p>			
<b>Judgement (to be included in service risk register)</b>			
<b>Very High Risk</b>	<b>High Risk</b>	<b>Medium Risk</b>	<b>Low Risk</b>
			v

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

<b>What additional evidence and data has informed the development of your proposal?</b>
Consultation Report on the closure of Talgarth and Bronllys Community Primary Schools

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

<b>Position</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>Service Manager:</b>	Marianne Evans	M Evans	18/05/2016
<b>Head of Service:</b>	Ian Roberts	Ian Roberts	19/05/2016
<b>Strategic Director:</b>	Jeremy Patterson	Jeremy Patterson	19/05/2016
<b>Portfolio Holder:</b>	Arwel Jones	Arwel Jones	19/05/2016

## COMMUNITY IMPACT ASSESSMENT

### 1. The affected communities

Talgarth and Bronllys C.P. Schools form part of the Gwernyfed Primary Schools Catchment Area Project – the Gwernyfed High School catchment comprises a large rural area in South East Powys. Principal towns include Hay-on-Wye and Talgarth.

Topography poses a challenge to the population in terms of how and where it can access services. Reflecting its rural nature, most journeys are conducted by car as public bus services are infrequent. This has an impact on overall journey time and increased travel for pupils.

Based on the 2011 Census, 18.6% of the County’s population speak Welsh (a 3% fall since 2001). Within the Gwernyfed catchment area, the Welsh speaking population is estimated to be as low as 5%.

Talgarth C.P. School is located in the town of Talgarth, whilst Bronllys C.P. School is located over a mile away, in the neighbouring village of Bronllys.

#### 1.1 Talgarth

The majority of the population is described as ‘white’ in terms of ethnicity. English is the main language spoken in the area, and according to the 2011 census, although 20.53% of the population have one or more skills in Welsh.

The Welsh Index of Multiple Deprivation (WIMD) 2014 ranks areas in terms of deprivation - known as Local Super Output Areas (LSOA) - where 1 is the most deprived and 1909 is the least deprived. The Talgarth LSOA is ranked as follows<sup>1</sup>:

Local Super Output Area (LSOA)	WIMD Rank 2014
Talgarth	1,260

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

The above WIMD rank confirms that the Talgarth area is amongst the 50% (rate band 1 to 22) least deprived area in Wales.

## 1.2 Bronllys

The majority of the population of Bronllys are described as 'white' in terms of ethnicity. English is the main language spoken in the area, and according to the 2011 census, 18.07% of the population have one or more skills in Welsh.

The WIMD rank below confirms that the Bronllys area is amongst the 50% (rate band 1 to 22) least deprived area in Wales.

Local Super Output Area (LSOA)	WIMD Rank 2014
Bronllys	1,255

## 2. Community Impact Assessment

### 2.1 Extra-curricular activities provided by the schools

#### Bronllys

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

- Daily After-school club
- Daily Breakfast club

Extra-curricular activities include a regular sports club with its activity varying depending on weather and time of year.

#### Talgarth

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

- Daily After-school club
- Daily Breakfast club

Extra-curricular activities includes 3 to 4 clubs that are run by staff each week, including sports, music, art and Welsh activities.

## **2.2 Community use of the school building and community links**

### **Bronllys**

The school's facilities are used by the community for concerts, library visits, meetings with Community Councillors and with the Credit Union.

### **Talgarth**

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

Library visits, St John's Badger (first aid) training for children and adults, Housing meetings, Credit Union meetings, Talgarth mill, multi-agency meetings, Talgarth festival activities such as showcasing films.

In addition, local members of the community arrange various concerts that are held in the school's hall and the local Young Farmers Club use the facilities regularly. The facilities are also regularly used by the local Talgarth Male Voice Choir.

Close links are also maintained with the local Bethlehem chapel and Gwendoline's Church.

## **2.3 Conclusion**

The authority acknowledges that there will always be an impact on the local community with regards to school reorganisation.

It is clear that both schools have strong links with the local community, especially in utilising the schools' facilities for a wide range of community focussed activities and events such as Young Farmers and the Talgarth Male Voice Choir meetings.

However, the authority is satisfied that the proposal will not have a significant impact on either community. The closure of the village school may have a higher impact on the village of Bronllys, but the new school will be sited just over a mile away from the village, therefore it is still accessible.

The new school will operate from a new purpose-built English-medium 150 place school with 5 classrooms + early-years provision at a new site in Talgarth as part of the Gwernyfed Primaries Catchment Area Project. The authority is satisfied that the community impact would be minimal especially given that the newly constructed school will have facilities for the community, such as library provision.

One issue raised during the formal consultation process was the need for better sporting facilities at the new school, although the new site is restricted in terms of size, the authority will work with the schools during early design stage to determine and agree the sporting and playing facilities.

In terms of extra-curricular activities, a wide range of activities are offered by both schools, and the authority is satisfied that pupils would have the opportunity to take part in a similar range of activities during the short-term plans (amalgamating the current schools to establish a single, dual-sited school) and during the long-term plans (pupils being educated in a newly constructed school at a new site in Talgarth).

However the authority acknowledges that the impact for both the pupils and wider community would be greater in Bronllys than in Talgarth due to the new school being built at a site in Talgarth, therefore increasing school travelling times for the current pupils at Bronllys. Nonetheless, the current school sites are only 1.2 miles apart, therefore the increase in travelling times would be minimal and would be of little significance in terms of its effect on extra-curricular activities.

In response to the Community Impact Questionnaires, it was noted twice that there are real concerns about the safety of pupils from Bronllys who would be walking to the new school, down the road to Talgarth. This was also a major issue that surfaced during the formal consultation process, during the meetings with parents and in the written responses received. The authority is in agreement that the route is unsafe, and has agreed due to Health and Safety and Safeguarding issues to fund transportation costs for affected pupils. The authority's Schools Service department will collaborate with the Highways and Transport department and will also work with the schools and parents to determine a safe walking and cycling route to school, this may mean evaluating the speed limit on the trunk road between Talgarth and Bronllys.

