



Conwy Primary School Modernisation Project

Llandudno Junction Area

Equalities Impact Assessment

June 2011

CONWY COUNTY BOROUGH COUNCIL

EQUALITY IMPACT ASSESSMENT RECORD FORM

Name of Project	Conwy Primary School Modernisation Project – Phase 2.1 Llandundo Junction Area		
Head of Service responsible for the Project	Dilwyn Price, Project Lead		
Name of person (s) completing impact assessment form	Danielle Edwards, Project Manager		
Department	Education Services	Date of Assessment	14/03/2011

EQUALITY IMPACT ASSESSMENT COMPLETED BY:		OUTCOME / ACTION PLAN AGREED BY HoS	
Date	08/04/2011	Date	08/04/2011
Name(s)	Danielle Edwards (PSMP Project Manager)	Name	Geraint James (Statutory Head of Education Services)
Signature(s)		Signature	

STEP ONE - THE MAIN AIMS AND OBJECTIVES OF THE PROJECT

Note – In this section you should determine the purpose and aims of the policy, service, function, who benefits and who the main stakeholders are.

1. What type project is this? Existing New / Proposed Changing / Updated

(Please circle as appropriate)

2. What is the overall aim of the project?

Taking due regard for the Strategy adopted by Conwy's Cabinet on the 26th October 2010, the key aims of the project are:

- available resources are used equitably so that all children in the county will benefit;
- primary schools are suitable to meet the new curriculum developments;
- continue to support schools in improving the standard of education, and ensure a broad and balanced curriculum embracing all necessary elements, for every age-group;
- that there are an appropriate number of places across Conwy Primary schools;
- effective leadership within Conwy schools; and
- schools that are community focused.

3. What are its main objectives?

In working to meet the agreed standards for education in its Primary schools as outlined in the 7 Key Priorities, Conwy will measure the success of the project by the following objectives:

- Objective 1** – The forecasted expenditure per pupil in all Conwy Primary schools *(based on the cabinet agreed way forward in each area)* is within an agreed tolerance of a revised Conwy average, by the end of phase 2.
- Objective 2** – All Conwy primary schools inspected within an academic year are judged by ESTYN to be at least adequate across the three key questions.
- Objective 3** – The forecasted percentage of unfilled places within individual Primary schools *(based on the cabinet agreed way forward in each area)* is less than 25%, and less than 10% across the sector, by the end of phase 2 (National agenda).
- Objective 4** – The forecasted percentage of over capacity within individual Primary schools *(based on the cabinet agreed way forward)* remains less than 10%, by the end of phase 2 (National agenda).

4. Who is the project intended to help / benefit (stakeholders)?

Conwy's Children and Young People.

5. Who are the main consultative groups / communities of interest?

Children and Young People
Parents
School Governors
All School Staff
Local Communities and their Residents
Diocese
Pre-school settings
Welsh Language Groups
Members

STEP 2 - CONSIDERING EXISTING INFORMATION & WHAT THIS TELLS YOU

In this section please provide details of existing equalities and service user information.

6. For each school, what do you already know about the relevance of the policy? What are the main issues you need to consider (also see Equality Relevance Assessment)

Ysgol Maelgwn

Equality Strand	Relevance of the policy / function by equality strand
Race	Current Position: (PLASC 2011) In Ysgol Maelgwn 96% of its pupils who are over 5 years old are 'White British'. The remaining 4% were 'Other White Background', 'Other Mixed Background', 'White and Black African' or the 'Information was Not Yet Obtained'. Information in relation to race is regarded as 'sensitive data' and as such, the information for pupils under the age of 5 is withheld. The 2011 PLASC data tells us that the majority (73%) of Ysgol Maelgwn's pupils are 'Welsh'. The number of 'British' pupils at the school is 23%; and the remaining 4% 'English'. The report from the 2007 Estyn inspection comments on the fact that <i>"Pupils have a good awareness of equal opportunities. They understand the importance of the principle of offering the same opportunities to everyone. They do not differentiate on the basis of race, gender or background."</i> Based on the PLASC figures from January 2011, there are currently no pupils in Ysgol Maelgwn who receive support for English as an additional language. (September Stats) Over the last 3 years Ysgol Malegwn has not had any reported instances of bullying due to race. Strategies for Support: Conwy Education Services provides support for children for whom English is not their 1st language through the 'English as an Additional Language' team (provided in partnership with Denbighshire Authority). Conwy has excellent guidelines and procedures in the context of "anti-bullying", with effective strategies to address identification, intervention and recording of bullying incidents. A proactive training conference for anti-bullying co-ordinators and school council members focussed upon "working together" to address anti-bullying issues in the primary sector whilst secondary representatives concentrated on e-safety, homophobic and sexual harassment issues.

Disability	Current Position: (PLASC 2011) There are currently 37 pupils in Ysgol Maelgwn who receive some support for additional learning needs. The needs of these pupils vary amongst the following categories; 'School Action', 'School Action Plus' and 'Statement of Special Needs'. Of the 37 pupils currently receiving some support, 26 are boys and 11 are girls. In Ysgol Maelgwn, there are currently no pupils under the age of 5 years old who receive support for additional learning needs. Strategies for Support: The Council's ALN Service has 6 interrelated Service Areas; Administrative Support Team, Sensory Service/Speech & Language Service/Curriculum Inclusion Teachers, Learning Support Service (Dyslexia), Teaching Assistance Service, Autistic Spectrum Disorder Service, Educational Psychology Service, which are committed to developing policies and practices that ensure equality of educational opportunity and access; safeguarding vulnerable pupils; and focusing on raising the achievement of all learners and increasing their participation in their schools and local communities (Inclusion and Pupil Support). The Service is delivered within 7 Secondary schools, 61 Primary schools, 1 Special School and 6 Pupil Referral Units.
Gender	Current Position: (PLASC 2011) Ysgol Maelgwn currently has 187 full time pupils attending, of which 92 are girls and 95 are boys. The report from the school's previous Estyn Inspection in 2007 tells us that <i>"there is no obvious pattern of differences between the achievement of boys and girls. From time to time, boys achieve better than girls, such as in two subjects in the key stage 1 assessments in 2007, and overall in key stage 2 assessments in 2006."</i> In order to establish whether boys or girls perform any better than each other we can look at data at a school level, which can then be compared to data given on a Conwy County level and an All Wales level. In the 2010 Key Stage 1 and 2 Teacher Assessments, girls outperformed the boys at a school, county and national level. Both girls and boys at Ysgol Maelgwn underperformed when compared to county and national averages. Strategies for Support: Performance is monitored by gender at a subject level and actions are progressed through the Education Service Plan to address any gaps, directing support to the subject area required.
Age	Current Position: The January 2011 PLASC data tells us that of the 214 pupils attending Ysgol Maelgwn, 27 are under 4 years of age attending part time, 30 are 4 years old attending full time reception classes, with the remaining 157 pupils aged 6 to 10 attending full time. Information classed as 'sensitive' e.g. ethnicity, nationality, is not reported for children under 5 years of age, in line with

	National recommendations. Strategies for Support: All local authorities have a statutory duty to offer all children aged 5 to 16 full-time education.
Religion & Belief	Current Position: All of Conwy's schools and its pupils observe a daily Act of Worship, and Religious Education accounts for 5% of curriculum time for the Foundation phase and Key Stage 1 through to Key Stage 4. Ysgol Maelgwn is not an affiliated denominational school, which is reflected in the break down of pupil's religious beliefs. At Ysgol Maelgwn, the majority of pupils (43%) are recorded as having 'No Religion', with 39% 'Christian'. The remaining 18% consisted of 'Methodist', 'Anglican' 'Roman Catholic' 'Muslim', 'Other Religion' or 'Information Refused'. The 2007 Estyn Inspection report tells us that Ysgol Maelgwn does accomplish in making their pupils' more aware of religion and beliefs in stating that <i>"The pupils' spiritual, moral, social and cultural development is good. They respond well in collective worship sessions, reflecting quietly and contributing effectively."</i> Strategies for Support: The Local Authority has a statutory duty to have a standing committee (SACRE) to monitor the provision and achievement of pupils and schools relating to the agreed RE syllabus.
Sexual Orientation	Not applicable
Welsh Language	A full ' <i>Language Impact Assessment</i> ' has been completed for the Llandudno Junction Area.
Other (please state) Socio-economic Rural Areas	Socio-economic and Rural factors have been considered in the '<i>Community Impact Assessment</i>' completed for the Llandudno Junction Area There are 41 pupils who are currently eligible for free school meals. The WAG place schools in families taking account of indicators of deprivation. Local Authorities then have a duty to monitor and evaluate school performance within these families to appropriately direct support to reduce the deprivation gap. This supports the WAG Child Poverty Strategy. The Authority recognises the vital role our village schools undertake within our rural communities to maintain the local culture, language and way of life. When considering the options for future school structures within our rural areas, the Authority will balance educational needs with community development, investment and support needs.

Ysgol Nant y Coed

Equality Strand	Relevance of the policy / function by equality strand
Race	Current Position: (PLASC 2011) In Ysgol Nant y Coed, 92% of its pupils who are over 5 years old are 'White British'. The remaining 8% are 'White European', 'White and Asian', 'White and Black Caribbean', 'White and any other Ethnic Group', 'Information was Not Yet Obtained' or 'Refused'. Information in relation to race is regarded as 'sensitive data' and as such, the information for pupils under the age of 5 is withheld. The 2011 PLASC data tells us that at 57%, the majority of Ysgol Nant y Coed's pupils are 'Welsh'. The percentage of 'British' pupils at the school is 35%; and the remaining 6% 'English' or 'Other'. The report from the 2007 Estyn inspection states that <i>"The acts of collective worship promote understanding, tolerance and friendship towards all backgrounds, races and beliefs. The pupils are given effective guidance to enable them to challenge stereotyping and to think about the choices they make."</i> Based on the PLASC figures from January 2011 there are currently 6 pupils in Ysgol Nant y Coed who have English as an additional language across varying stages of acquisition including, being 'New to English', 'Developing Competence', 'Competent' and 'Fluent'. (September Stats) Over the last 3 years Ysgol Nant y Coed has not had any reported instances of bullying due to race. Strategies for Support: Conwy Education Services provides support for children for whom English is not their 1st language through the English as an additional language team (provided in partnership with Denbighshire Authority). Conwy has excellent guidelines and procedures in the context of "anti-bullying"- with effective strategies to address identification, intervention and recording of bullying incidents. A proactive training conference for anti-bullying co-ordinators and school council members focussed upon "working together" to address anti-bullying issues in the primary sector whilst secondary representatives concentrated on e-safety, homophobic and sexual harassment issues.

Disability	Current Position: (PLASC 2011) There are currently 20 pupils in Ysgol Nant y Coed who receive some support for additional learning needs. The needs of these pupils vary amongst the following categories; 'School Action', 'School Action Plus' and 'Statement of Special Needs'. Of the 20 pupils currently receiving some support, 12 are boys and 8 are girls. In Ysgol Nant y Coed, there are currently no pupils under the age of 5 years old who receive support for additional learning needs. Strategies for Support: The Council's ALN Service has 6 interrelated Service Areas; Administrative Support Team, Sensory Service/Speech & Language Service/Curriculum Inclusion Teachers, Learning Support Service (Dyslexia), Teaching Assistance Service, Autistic Spectrum Disorder Service, Educational Psychology Service, which are committed to developing policies and practices that ensure equality of educational opportunity and access; safeguarding vulnerable pupils; and focusing on raising the achievement of all learners and increasing their participation in their schools and local communities (Inclusion and Pupil Support). The Service is delivered within 7 Secondary schools, 61 Primary schools, 1 Special School and 6 Pupil Referral Units.
Gender	Current Position: Ysgol Nant y Coed currently has 158 full time pupils attending, of which 78 are girls and 80 are boys. The report from the school's previous Estyn Inspection in 2007 tells us that across the areas observed during the inspection <i>"There is no significant difference between the performance of boys and girls."</i> In order to establish whether boys or girls perform any better than each other we can look at data on a school level, which can then be compared to data given on a Conwy County level and an All Wales level. In the 2010 Key Stage(KS) 1 and 2 Teacher Assessments(TA), girls outperformed the boys at KS1 at a school, county and national level. However, boys performance exceed that of the girls at KS2 at a school level. Both girls and boys at Ysgol Nant y Coed underperformed when compared to county and national averages for KS1, with boys performing better than the averages at KS2. Strategies for Support: Performance is monitored by gender at a subject level and actions are progressed through the Education Service Plan to address any gaps, directing support to the subject area required.
Age	Current Position: The January 2011 PLASC data tells us that of the 177 pupils attending Ysgol Nant y Coed, 19 are under 4 years of age attending part time, 17 are 4 years old attending full time reception classes, with the remaining 141 pupils aged 6 to 10 attending full time.

	Information classed as 'sensitive' e.g. ethnicity, nationality, is not reported for children under 5 years of age, in line with National recommendations. Strategies for Support: All local authorities have a statutory duty to offer all children aged 5 to 16 full-time education.
Religion & Belief	Current Position: All of Conwy's schools and its pupils observe a daily Act of Worship, and Religious Education accounts for 5% of Curriculum time for the Foundation phase and Key Stage 1 through to Key Stage 4. Ysgol Nant y Coed is not an affiliated denominational school, which is reflected in the breakdown of pupil's religious beliefs. At Ysgol Nant y Coed, the majority of pupils (52%) are recorded as 'No Religion', with 34% 'Christian'. The remaining 14% consisted of 'Methodist', 'Anglican', 'Roman Catholic' 'Muslim', 'Baptist', 'Other Religion' or 'Information Refused'. The Estyn Inspection report from 2007 confirms that Ysgol Nant y Coed has made positive achievements in teaching their pupils' concerning religion and beliefs, stating that <i>"Pupils' spiritual, moral, social and cultural development is good. They succeed well in developing a spiritual and moral awareness by leading and participating in collective worship. They are aware of the importance of fairness, social justice and equal opportunities."</i> Strategies for Support: The Local Authority has a statutory duty to have a standing committee (SACRE) to monitor the provision and achievement of pupils and schools relating to the agreed RE syllabus.
Sexual Orientation	Not applicable
Welsh Language	A full ' <i>Language Impact Assessment</i> ' has been completed for the Llandudno Junction Area.
Other (please state) Socio-economic Rural Areas	Socio-economic and Rural factors have been considered in the '<i>Community Impact Assessment</i>' completed for the Llandudno Junction Area There are 51 pupils who are currently eligible for free school meals. There are 41 pupils who are currently eligible for free school meals. The WAG place schools in families taking account of indicators of deprivation. Local Authorities then have a duty to monitor and evaluate school performance within these families to appropriately direct support to reduce the deprivation gap. This supports the WAG Child Poverty Strategy. The Authority recognises the vital role our village schools undertake within our rural communities to maintain

	the local culture, language and way of life. When considering the options for future school structures within our rural areas, the Authority will balance educational needs with community development, investment and support needs.
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7. Please summarise the main data, research and performance management information you already have.

DATA / INFORMATION Statutory data returns (e.g. PLASC) Internal September Statistical Return Specific data collections from schools (e.g. capacity) ESTYN Inspections Other Conwy Authority Services (e.g. EDS, Corporate Improvement and Development Team)
RESEARCH OR COMPARATIVE INFORMATION Research (with government, other authorities, independent groups, professional bodies) is continually undertaken to ensure we are aware of current developments and areas of good practice, ensuring a balanced approach. Details of our research can be found on our web pages www.conwy.gov.uk/education and follow the links. Comparative information is used throughout the project to provide a local community and whole authority perspective.
KEY FINDINGS OF PREVIOUS CONSULTATIONS AND SERVICE USER FEEDBACK Summary of the Nominated Stakeholder meetings September and November 2009 (Full details are available in Appendix 5 of the '<i>Strategy for the Modernising of Conwy Primary Schools</i>', available on our web pages at www.conwy.gov.uk/education , where you can also find minutes to these public meetings.) In August 2009, the Cabinet agreed that where there were schools identified for initial review, Nominated Stakeholder Meetings should be held in those communities. The meetings were chaired by independent facilitators with the aim of discussing with communities the content of the 'Areas for Review' document in detail, obtaining views and inviting suggested solutions to issues in particular areas. Between September and November 2009, 17 Nominated Stakeholder Meetings were held in each of the areas for initial review. The format of the meetings involved a presentation on the progress made so far, a presentation on the data for a particular area, question and answer sessions and a workshop session where particular questions were asked of the attendees. Attendance at each meeting was high and the feedback gained was invaluable. Stakeholders provided local views on the strengths and areas for development in education provision. They commented on the resources available in schools and local communities, and also provided views on

potential future developments. Notes from each meeting were taken by both the Education Service and the Independent Facilitators, including feedback from the workshop sessions. The collation of these notes was published on the Education website at the end of January 2010.

Many stakeholders expressed satisfaction with the current structures of provision, and felt strongly that their schools should be maintained in their current localities. In particular, the rural communities expressed very strong views that the village school is vital in ensuring the continuance of a thriving, vibrant community life and in maintaining and developing the Welsh culture, language and heritage. Small school stakeholders considered that their schools provided their children with a more intimate and rewarding educational experience.

All stakeholders valued the performance and individual character of their particular schools. A large number felt that any perceived deficiencies^(*) in resources were adequately addressed through the quality of teaching in their schools. Their children were happy attending their schools and parents were concerned that any change would impact adversely on their children's learning.

In four areas stakeholders were interested in investigating further options for developing and improving the school structures in their areas.

These findings have been reflected in the Implementation Plan – *'Community Preferred Option'*.

8. What consultation and involvement of those affected has already taken place in respect of the 8 equality groups?

All events are publicised widely, bilingually in a variety of format. Where appropriate all public sessions have been held bilingually and access to venues has been appropriate. Documentation is always available bilingually and key documents are available via the web and on request as a paper copy, on CD or in large print.

At any time in the project the public have a number of methods for contacting us to voice their opinions / concerns.

The table below summarises the significant engagement and consultation taken to date. More detailed findings are available to view in our Strategy for the Modernisation of Conwy Primary Schools, available on our web-pages along with minutes of key public meetings – www.conwy.gov.uk/education and follow the links.

Event	Location / How	Purpose	Outcome
Jan 2008 - ongoing	Internet pages, e-mail, letters and phone conversations.	A dedicated e-mail address was set up so that people could share their views throughout the project. Our internet pages at www.conwy.gov.uk/education are kept up to date with our developments, information and research.	To date we have received feedback via over 200 letters, e-mails and phone calls.

Event	Location / How	Purpose	Outcome
Jan – Mar 2008 Engagement Roadshows	▪ Ysgol Glan Conwy ▪ Canolfan Glasdir (Llanrwst) ▪ Ysgol Ffordd Dyffryn ▪ Ysgol Glanwydden ▪ Ysgol Llandrillo yn Rhos ▪ Ysgol Cynfran ▪ Ysgol Sant Elfod ▪ Talhaiarn Memorial Hall ▪ Ysgol Dolgarrog ▪ Ysgol Cerrigydrudion ▪ Ysgol Llanfairfechan	The roadshows were promoted through notices in the local papers, on Radio Cymru and through posters within; libraries, leisure centres, Council public open receptions, all Primary, Secondary & Special schools, the internet and intranet, Early Years centres, Children's Information Centre (inc. Day Nurseries, Playgroups and Cylchoedd Meithrin). A presentation was delivered outlining the need for change followed by a question and answer session. Attendees were then asked in groups to consider four key questions to ensure a consistent and fair opportunity for views to be shared.	The roadshows were attended by 536 people, of which; 42% were schools staff or governors and 38% were parents or carers. The feedback informed the Key Priorities within the document <i>'Modernisation of Conwy Primary Schools – Consultation on the Key Priorities for the future of Primary Education'</i> .
March 2008 Newsletter & Questionnaire	Over 20,000 questionnaires were sent out through: ▪ All Day Nurseries, Playgroups, Cylchoedd Meithrin & Childminders, ▪ Every child in a Conwy Primary & Secondary School, ▪ Chair of Governors ▪ Conwy Internet ▪ Conwy Staff ▪ Council Members ▪ Leisure Centres ▪ Public Libraries ▪ Public Open Receptions.	The purpose of the questionnaire was to ask the public to share with us the types of learning experiences they would wish our children/young people to access in the future. This questionnaire was open to all residents of Conwy. The questionnaire asked the public to consider the importance of ten key factors and of these, which they felt were most important.	Over 90% of the responses were from parents, with interest also from Councillors, Governors, Local Businesses, Local Residents and School Staff. The feedback informed the Key Priorities within the document <i>'Modernisation of Conwy Primary Schools – Consultation on the Key Priorities for the future of Primary Education'</i>. <i>Full analysis available at www.conwy.gov.uk/education</i>
04th June 2008 Informal Cabinet	A meeting of the Informal Cabinet.	To discuss with members of informal cabinet the draft <i>'Modernisation of Conwy Primary Schools – Consultation on the Key Priorities for the future of Primary Education'</i> document.	Recommendations were noted by the Project Manager and applied to the document.
23rd June 2008 Conwy Principal	A special meeting of the Principal Scrutiny Committee.	To ask Principal Scrutiny to recommend to the Cabinet that the <i>'Modernisation of Conwy Primary</i>	RESOLVED – Member of the Principal Scrutiny to

Event	Location / How	Purpose	Outcome
Overview and Scrutiny Committee		<i>Schools – Consultation on the Key Priorities for the future of Primary Education</i> is approved to go out for public consultation to all households in Conwy.	recommend to Cabinet the document is approved for consultation.
10th July 2008 Cabinet	A meeting of the Cabinet.	To ask Cabinet to approve public consultation on the <i>'Modernisation of Conwy Primary Schools – Consultation on the Key Priorities for the future of Primary Education'</i> , via Conwy households.	RESOLVED – Cabinet approved the consultation of the document via Conwy households.
17th July 2008 Full Council	A meeting of the Full Council.	To ask the Full Council to support the <i>'Modernisation of Conwy Primary Schools – Consultation on the Key Priorities for the future of Primary Education'</i> ,	RESOLVED – That the consultation exercise be supported.
September 2008 – December 2008 School Visits	Site visits to every Primary School by the Education Property & Site Management Team.	To explain, discuss and update the information held by Education Services on the school buildings.	Details on all school buildings are up to date and school Headteachers and Governors agree with the data held.
September 2008 – October 2008 Consultation on the Key Priorities document.	A copy of the document and response questionnaire was sent to every household in Conwy. In addition; - a copy to all Headteachers of Primary, Secondary and Special Schools in Conwy, - Diocesan Directors, - Local AM and MPs - Neighbouring Authorities - Various organisations.	Outlines our draft key priorities for the future of primary schools in Conwy (please refer to Section 4.1 for further details). It described the educational resources we want all our children to have access to. Resources that we believe will improve the learning experiences of children and young people and provide them with a more exciting and dynamic learning environment.	4% responded by completing the questionnaire and a further 22 responded via e-mail or letter. When asked to describe themselves 29% of respondents chose 'Parents', but the majority of respondents (60%) described themselves as 'Conwy Residents'. The responses from the questionnaires conclusively agreed with the Key Priorities. <i>Full analysis available at www.conwy.gov.uk/education</i>
10th November 2008 Conwy Principal Overview and Scrutiny Committee	A special meeting of the Principal Scrutiny Committee.	To inform them of the findings from the consultation on the Key Priorities document and to invite challenge.	RESOLVED- That the Principal Overview and Scrutiny Committee support the Modernisation of Conwy Primary Schools – <i>An Analysis of the 'Consultation on the Key Priorities for</i>

Event	Location / How	Purpose	Outcome
			<i>the Future of Primary Education (September 2008)'. 'Areas for Review' document (Please refer to section 3.2 for further details) Copy of the document available at www.conwy.gov.uk/education</i>
November 2008 – July 2009 Development of the Areas for Review Document	Working with Services across the County and local Councillors.	All the schools were compared with the standards agreed through the key priorities, and as a consequence an 'Areas for Review' document was developed that identified the schools: ▪ for initial review; ▪ for review in 2-5 years; ▪ where there is currently no reason for change.	
28th July 2009 Informal Cabinet	A meeting of the Informal Cabinet.	To discuss with members of informal cabinet the draft ' <i>Modernisation of Conwy Primary Schools – Consultation on the Areas for Review Document September 2009</i> '	Recommendations were noted by the Project Manager and applied to the document.
4th August 2009 Customer Scrutiny	A meeting of the Customer Scrutiny Committee.	To ask Customer Scrutiny to recommend to the Cabinet that the ' <i>Modernisation of Conwy Primary Schools – Consultation on the Areas for Review Document September 2009</i> ' is approved to go out for public consultation	RESOLVED – Member of the Customer Scrutiny to recommend to Cabinet the document is approved for consultation.
11th August 2009 Cabinet	A meeting of the Cabinet.	To ask Cabinet to approve public consultation on the ' <i>Modernisation of Conwy Primary Schools – Consultation on the Areas for Review Document September 2009</i> '	RESOLVED – Cabinet approved the consultation of the document and that meetings could be held in areas for initial review.
September 2009 – November 2009 Consultation on the Areas for Review Document	Nominated Stakeholder Meetings were held in all Areas for Initial Review within the Document.	The meetings were chaired by independent facilitators with the aim of discussing with communities the content of the 'Areas for Review' document in detail, obtaining views and inviting suggested solutions to issues in particular areas.	Findings informed the ' <i>Strategy for the Modernisation of Conwy Primary Schools</i> ' and associated ' <i>Implementation Plan</i> '. <i>Refer to sections 3.2 of the Strategy for the Modernisation of Conwy Primary Schools for further details.</i>
14th June 2010- 10th September 2010 Consultation on the ' <i>Strategy for the</i>	The Strategy along with a questionnaire was made available on the Internet, with notifications in the press and	▪ Explain why we need to modernise our Primary schools. ▪ Show how our communities have shaped our vision.	The majority of feedback came in outside of the questionnaire provided. All feedback received was made available to Council Members.

Event	Location / How	Purpose	Outcome
<i>Modernisation of Conwy Primary Schools' (and associated 'Implementation Plan').</i>	directed to stakeholders. Q&A Sessions regarding the Strategy were held in Llandudno, Abergele, Pentrefoelas, Llanrwst and Colwyn Bay	- Describe our vision for Primary schools in the 21st Century. - Explain that proposed changes will be discussed in detail with our communities. - Explain the timetable for change over the next 15 years to 2025.	Changes were made to the Strategy and associated Implementation Plan as a result of the feedback.
19th October 2010 Customer Scrutiny	A meeting of the Customer Scrutiny Committee.	Recommendation 1 That the members formally adopt the ' <i>Strategy for the Modernisation of Conwy Primary Schools</i> '.	RESOLVED – Member of the Customer Scrutiny to support the recommendations to Cabinet.
26th October 2010 Cabinet	A meeting of the Cabinet.	Recommendation 2 That the members give approval for Conwy officers to i] consult with communities in detail (full impact assessment) on the options within the draft Implementation Plan and ii] undertake stakeholder meetings with those areas identified for ' <i>review in two years time</i> '.	RESOLVED – The Cabinet agreed to formally adopt the Strategy for the Modernisation of Conwy Primary Schools. The Cabinet also agreed to: i) consult with communities in detail (full impact assessment) on the options within the Implementation Plan and ii) undertake stakeholder meetings with those areas identified for ' <i>review in two years time</i> '.
March 2011	Llandudno Junction School – Children's Workshops (Yr4)	- To share with pupils the options for their school and for each option, what it will mean for them. - To ask pupils their views on the options for their school – which one they like the best.	The overall outcome taking into account the views in both Ysgol Maelgwn and Ysgol Nant y Coed was the children preferred to 'Stay the Same'.

9. What are the impacts or effects of project for communities / equality groups?

RACE / ETHNICITY National legislation determines the admission policies that schools have to operate and they cannot discriminate on race or ethnicity grounds. No issues therefore are identified.	BME groups Gypsies / Travellers
GENDER All schools are co-educational schools and any options being considered would not change these arrangements. No issues therefore are identified.	Men Women Transgender LGB gender issues
AGE The project drivers are not age related, nor are any of the options for consideration. No issues therefore are identified.	Older People Children Young People
DISABILITY Accessibility to schools under the proposed options is being considered as part of the EDS Structural Option Appraisal. Access to SEN support would not change in options being considered.	Mobility Dexterity Blind / Visually impaired Mental Health Learning Disabilities
RELIGION & BELIEF Neither of these schools are faith based schools. No issues therefore are identified.	Faith communities
SEXUAL ORIENTATION National legislation determines the admission policies that schools have to operate and they cannot discriminate on sexual orientation. No issues therefore are identified.	Gay Lesbian Bi-sexual Heterosexual
HUMAN RIGHTS All local authorities have a statutory duty to offer all children aged 5 to 16 full-time education – this right will not be affected by the options being considered. The Authority recognises the vital role our village schools undertake within our rural communities to maintain the local culture, language and way of life. When considering the options for future school structures within our rural areas, the Authority will balance educational needs with community development, investment and support needs. No issues therefore are identified.	Right to Education, Private and Family Life, Protection of property

WELSH SPEAKING COMMUNITIES

A full Language Impact Assessment is being undertaken for each Area as part of this project.
The outcomes of the Welsh Language Impact Assessment (section 3) are:

- | | |
|--|-------------|
| ▪ Option 1&2 - Area school on one (new) site | +3 Positive |
| ▪ Option 3 - Maintain Current Schools | Neutral |
| ▪ Option 4 - Area school on existing 2 sites | Neutral |

Therefore it is the recommendation of this report that an Area school on one site (Option 1&2) is considered to be the best way forward to preserve and promote the Welsh Language.

STEP 3 - PROCUREMENT AND PARTNERSHIPS

- 10.** Is this project carried out wholly or partly by contractors or in partnership with another organisation(s) ? If yes, what have you done to comply with Equality, Human Rights and Welsh Language Legislation. You will need to think about :

Procurement

- Tendering and Specifications
- Awards Process and Contract clauses
- Performance & monitoring measures
- Application of equality, human rights and language legislation by contractors

Partnerships

- Equality Monitoring
- Equality Relevance and Impact Assessment of plans or proposal
- Application of equality, human rights and welsh language welsh legislation by partners

Phase 2 (current phase) - Strategic Implementation:

- [i] Undertake a full impact assessment with each school within an Area for initial review (staggered over a 4-year period), before holding formal consultation meetings to present options considered for each area. The resulting option appraisal will be presented to Cabinet to decide which option to progress and implement for each area/school (as per project bands).
- [ii] Areas previously identified for review in 2 years will receive their Nominated Stakeholder meeting (as per project bands).

If Cabinet decides in an Area to make a structural change, this will progress that Area onto Phase 3:

Phase 3 (long-term) - Operational Implementation (21st Century Project Management)

(Delivered in alignment with Phase 2 through the 21st Century Funding 5 Case Business Case Model)

- [i] To secure Capital funding through the WAG 21st Century Schools programme and Conwy Capital programme.
- [ii] Where there is requirement for a structural change, implement the Cabinet approved options for each Area (Phase 2 [i]), as funding allows.

It is in Phase 3 that this aspect of the Equality Impact Assessment will need to be undertaken.

STEP 4 - ASSESSING THE IMPACT

Note – In this section the information you have gathered should be used to assess whether there is likely to be a different impact for certain groups or communities, and if so, to decide if this is lawful or not.

- 11.** Is there any evidence of higher or lower take-up or satisfaction with service by any group or community, and if so, how is this explained?

No significant patterns of take up or satisfaction is revealed associated with a specific group or the community as a whole.

- 12.** Does the geography or demography of service users reveal anything?

Analysis of the pupils attending both schools in the Llandudno Junction Area confirmed that there is significant movement across the school catchment areas for reasons other than faith based or language - local children are not always choosing their local school.

For Ysgol Maelgwn, it showed that 43% of these pupils were attending from outside of the Maelgwn school catchment. A large majority of the pupils attending from outside of the Maelgwn school catchment, live in the catchment for Ysgol Nant y Coed. The remaining pupils were attending from catchments across the county. Conversely, a significant 74% of pupils living in the Ysgol Maelgwn catchment area were not choosing their local school, of which 66% were for reasons unknown (not faith based or Welsh Medium). The majority were instead enrolled at Ysgol Deganwy (over 50 pupils) and Ysgol Nant y Coed (over 20 pupils), with others choosing schools across the County, as far down as Ysgol Tal y Bont

For Ysgol Nant y Coed, it showed that 22% of these pupils were attending from outside of the Nant y Coed school catchment. A large

majority of the pupils attending from outside of the Nant y Coed school catchment, live in the catchment for Ysgol Maelgwn. The remaining pupils were attending from catchments across the county. Conversely, 47% of pupils living in the Ysgol Nant y Coed catchment area were not choosing their local school, of which 45% were for reasons unknown (not faith based or Welsh Medium). The majority were instead enrolled at Ysgol Maelgwn (over 60 pupils), with others choosing schools across the County, as far down as Ysgol Tal y Bont.

Whilst the LA can liaise directly with the Headteachers to monitor admissions, it is unclear why so many parents are not choosing their local school. The project team will consider approaching parents to ascertain the reason behind their preference choice and use the findings to better inform any future plans.

- 13.** Do any rules or requirements or the way the service is delivered prevent or reduce the likelihood of any groups or communities from using or accessing the service or create any other barriers for them?

i.e. due to limited income, location, time of day when service available, access to buildings, access to translation service, eligibility rules, dress code, cultural reasons

- **Community IA**

A similar number of groups make use of facilities in each school, although Ysgol Maelgwn offers daily provision in term time of Cylch Meithrin (during school hours) and out of school clubs (directly after school), whilst Ysgol Nant y Coed is used more frequently in the evenings. Therefore, if these groups need to access the same facilities a conflict of use should not arise.

In all options, investment would be planned to bring sites up to 'fit for purpose' standards, resulting in some improvement of facilities.

Where the needs of the community are considered, Options 1 & 2

offer the greatest potential for this improvement as complete new builds. This results in a slight improvement for Option 1 & 2 both sites (+1).

However, these facilities may not be as accessible to the wider local community where they are located on a single site, particularly where that site is at one end of the main settlement (Esgyryn).

For the After School Club currently leasing a mobile unit on the Maelgwn site, and the Cylch Meithrin using a school mobile unit, new local agreements would need to be reached. However, there is no reason to suggest that this would not be supported under any new arrangements.

- **Language IA**

The IA found that in respect of the pupils use of language in the playground, breakfast club and after-school club, the initial impact may be a negative one as the English and Welsh speaking cohorts join, potentially resulting in less use of Welsh. Actions to mitigate this and created a mid to long term positive outcome have been identified and reported as recommendations within the report.

▪ Transportation IA

In respect of journey time, the impact (drive time) for pupils will be negligible, with a variation of no more than two minutes across the Options. Taking into account that pupils currently attending Ysgol Maelgwn may walk to school, it is reasonable to expect that if the school was to move to the Esgyryn site the journey time walking may increase by approximately 20 minutes one way (Victoria Drive to Esgyryn), requiring pupils to cross five busy roads. This impact is significantly less to the Albin House site with an increase of under 5 minutes and two busy roads to cross. However, over 60 pupils are currently attending Ysgol Maelgwn from the Nant y Coed catchment and these pupils would therefore be closer to the school.

14. Do any of these limitations amount to unlawful discrimination ?

Yes

No

Not Sure

(please circle as appropriate)

If you answered Yes or Not Sure, please state which group(s) it applies to and if possible explain why

Equality area	
Race	
Gender	
Age	
Disability	
Religion/Belief	

Sexual Orientation	
Human Rights	
Welsh Language	
Other (please state)	

14a. If you answered No do the barriers and limitations amount to a differential impact for certain groups ?

Yes No Not Sure ***(please circle as appropriate)***

15. Do you have enough information to make an informed judgement ?
Yes No ***(please circle as appropriate)***

If you answered Yes please justify

Full impact assessments have been carried out which support the findings of this report.

If you answered No, what information do you require about certain communities or equality groups ?

16. Is it possible to get the information needed quickly and easily, or should data collection be included in the action plan? Please give details below.

Data collection will form part of the Data Sets Work Package covering the data collection required across the project.

STEP 5 – DEALING WITH ADVERSE OR UNLAWFUL IMPACT AND STRENGTHENING THE POLICY OR FUNCTION - In this section, you will consider whether there are any measures to reduce or remove any adverse impact. You should also explore other ways of achieving the same goal and / or alternative means of delivering a service to meet the needs of different groups.

17. What measures would address any disadvantage and promote good community good relations and cohesion ?

Address the disadvantage	Specific actions to mitigate and address negative impacts as identified within the various impact assessments, will be progressed as appropriate through Phase 3, following the Cabinet decision on the best option for an area.
Promote good relations and community cohesion	Conwy Authority will continue to engage and consult with stakeholders throughout the project to ensure the needs and the wants of communities are balanced.

18. What can be done to improve the policy, service or proposal in order to reduce or remove any adverse impact or the effects identified?

See question 17 above

STEP 6 – DECISION TO PROCEED - In this section you will make a decision whether to proceed with the policy, service or function in its current form, in a revised format, or not at all.

19. Using the information you have gathered in steps 1 – 5, are you in a position to continue with the policy, service or function ?
(***please circle as appropriate***)

Yes	Continue with policy in its current form	Complete the Monitoring and Review (Section 8) to ensure the outcomes are monitored and regularly reviewed
Yes	Continue with policy but with amendments to remove any areas of adverse impact	Complete Action Plan to address any areas of adverse impact and Monitor and Review (Section 8) to continually assess impact

No	Abandon this policy as it is not possible to address the adverse impact, and consider alternative ways of addressing the issues	Complete Action Plan to address any issues resulting from abandoning policy and to deal with the adverse impact identified
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This will be the decision of Conwy Cabinet, who will consider all the information collected including this report.

STEP 7 – ACTION PLANNING -

Specific actions to mitigate and address negative impacts, as identified within the various impact assessments, will be progressed as appropriate through Phase 3, following the Cabinet decision on the best option for an area.

If you are intending to carry out consultation to confirm your findings in this assessment or to gain views or feedback as part of your Action Plan, who are you going to consult with and how ?

Share a copy of this Equalities impact assessment with the Corporate Equalities Officer for Conwy and Conwy Schools within the Llandudno Junction Area prior to public engagement, and also with specific groups as detailed in the table below. All impact assessments will then be available to support the overarching Option Appraisal to be shared with stakeholders within the Llandudno Junction Area during public engagement meetings.

Race	
Disability	Share a copy of this Equalities impact assessment with Conwy Education Additional Learning Needs Service prior to public engagement.
Gender	
Age	
Religion & Belief	Share a copy of this Equalities impact assessment with Conwy Education Additional Learning Needs Service prior to public engagement.
Sexual Orientation	
Welsh Language	Share a copy of the Language Impact Assessment with the Welsh Language Board and Cymdeithas yr Iaith prior to public engagement.

Human Rights	
Other (please state)	

STEP 8 – ARRANGEMENTS FOR MONITORING AND REVIEW

Please outline below arrangements for future monitoring and review of this policy or function

Agreed Action	Monitoring and Review arrangements	Timeframe	Lead Responsibility	Added to Operational Plan etc
To revisit this impact assessment following the decision by Conwy's Cabinet on the best option to take forward for the Llandudno Junction Area	For the Project Manager to progress the appropriate actions for mitigation within the individual impact assessments in response to the decision by Cabinet.	Start Sept 2011	Danielle Edwards <i>Project Manager</i>	