



Conwy Primary School Modernisation Project

Penmaenrhos Area

Equalities Impact Assessment

April 2012

CONWY COUNTY BOROUGH COUNCIL EQUALITY IMPACT ASSESSMENT RECORD FORM

Name of Project	Conwy Primary School Modernisation Project – Phase 2.4 Penmaenrhos Area		
Head of Service responsible for the Project	Gwyn Roberts, Project Lead		
Name of person (s) completing impact assessment form	Damian Hughes, Project Manager / Bethan Lewis, Project Co-ordinator		
Department	Education Services	Date of Assessment	02/04/2012

EQUALITY IMPACT ASSESSMENT COMPLETED BY:		OUTCOME / ACTION PLAN AGREED BY HoS	
Date	17/10/2012	Date	17/10/2012
Name(s)	Damian Hughes <i>(Project Manager)</i>	Name	Geraint James <i>(Statutory Head of Education Services)</i>
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 Babanod Penmaenrhos

Equality Strand	Relevance of the policy / function by equality strand
Race	<p>Current Position: (PLASC 2012) In Ysgol Babanod Penmaenrhos 98% of its pupils who are over 5 years old are 'White British'. The remaining 2% is information not yet obtained.</p> <p>The 2012 PLASC data tells us that the majority (55.40%) of Ysgol Babanod Penmaenrhos' pupils are 'British'. The number of 'Welsh' pupils at the school is 35.40%; and the remaining 9.20% 'English'.</p> <p>The report from the June 2011 Estyn inspection makes the comment that "Nearly all pupils show respect, care and concern for each other and relate very well to their teachers and other staff. The school has a fully inclusive ethos, which takes into account individual pupils' backgrounds. It is a very caring and supportive environment, offering equal access to the curriculum for all pupils."</p> <p>Based on the PLASC figures from January 2012, there are currently no pupils in Ysgol Penmaenrhos who receive support for English as an additional language.</p> <p>(September Stats) Over the last 3 years Ysgol Penmaenrhos has not had any reported instances of bullying due to race.</p> <p>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).</p> <p>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.</p>

Disability	<p>Current Position: (PLASC 2012) There are currently 16 pupils in Ysgol Babanod Penmaenrhos who receive some support for additional learning needs. The needs of these pupils vary amongst the following categories; ‘School Action’, ‘School Action Plus’. There are currently no pupils on roll at Ysgol Babanod Penmaenrhos that have a Statement of Special Needs. Of the 16 pupils currently receiving some support, 11 are boys and 5 are girls.</p> <p>Ysgol Babanod Penmaenrhos has an onsite ALN resource centre/unit.</p> <p>In Ysgol Babanod Penmaenrhos, there are currently no pupils under the age of 5 years old who receive support for additional learning needs.</p> <p>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, 60 Primary schools, 1 Special School and 6 Pupil Referral Units.</p>
Gender	<p>Current Position: (PLASC 2012) Ysgol Babanod Penmaenrhos currently has 46 full time pupils attending, of which 26 are girls and 20 are boys. The school has 19 part time pupils, 10 boys and 9 girls.</p> <p>The report from the school’s latest Estyn Inspection in 2011 tells us that “Overall, a higher percentage of girls than boys achieve the higher level three in English and Mathematics.” There are no noted significant differences between the performance of girls and boys at the school.</p> <p>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 2011 Key Stage 1 Teacher Assessments, girls and boys at the school achieved the same results, Both girls and boys at Ysgol Babanod Penmaenrhos underperformed when compared to County and National averages; which sees girls achieve higher than boys at both County and National level.</p> <p>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.</p>

Age	<p>Current Position: The January 2012 PLASC data tells us that of the 65 pupils attending Ysgol Babanod Penmaenrhos, 19 are under 4 years of age and are attending part time, 30 are 4 and 5 year olds attending full time reception classes, with the remaining 16 pupils aged 6 also attending full time.</p> <p>Information classed as ‘sensitive’ e.g. ethnicity, nationality, is not reported for children under 5 years of age, in line with National recommendations.</p> <p>Strategies for Support: All local authorities have a statutory duty to offer all children aged 5 to 16 full-time education.</p>
Religion & Belief	<p>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.</p> <p>Ysgol Babanod Penmaenrhos is not an affiliated denominational school, which is reflected in the break down of pupils’ religious beliefs. At Ysgol Babanod Penmaenrhos, the majority of pupils (57%) are recorded as having ‘No Religion’, with 34% ‘Christian’. The remaining 9% consisted of ‘Methodist’, ‘Other Religion’ or ‘Information Refused’.</p> <p>The 2011 Estyn Inspection report tells us that Ysgol Babanod Penmaenrhos is successful in making their pupils more aware of religion and beliefs in stating that “The provision for spiritual, moral, social and cultural development is good.”</p> <p>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.</p>
Sexual Orientation	Not applicable
Welsh Language	A full ‘ <i>Language Impact Assessment</i> ’ has been completed for the Penmaenrhos Area.
Other (please state) Socio-economic	Socio-economic factors have been considered in the ‘ <i>Community Impact Assessment</i> ’ completed for the Penmaenrhos Area

There are 29 pupils who are currently eligible for free school meals at Ysgol Babanod Penmaenrhos, with 26 pupils receiving a free school meal on the PLASC Census day. The Welsh Government 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 WG Child Poverty Strategy.

The 2011 Estyn Inspection outlines the position of Ysgol Babanod Penmaenrhos in relation to the 'school families' mentioned above. It tells us "When compared with schools with similar percentages of free school meals, the performance of pupils has placed the school between the highest 25% and the lowest 25% of schools over the last four years. In 2010, the school was in the highest 25%."

Ysgol Tan Y Marian

Equality Strand	Relevance of the policy / function by equality strand
Race	<p>Current Position: (PLASC 2012) At Ysgol Tan Y Marian, 96% of its pupils are “White British” the remaining 4% are “White & Black Caribbean”</p> <p>The 2012 PLASC data tells us that at 58.90%, the majority of pupils at Ysgol Tan Y Marian are ‘British’. The percentage of ‘Welsh’ pupils at the school is 37.50%; and the remaining 3.60% are ‘English’.</p> <p>The report from the November 2011 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></p> <p>Based on the PLASC figures from January 2012 there are currently no pupils at Ysgol Tan Y Marian who receive support for English as an Additional Language.</p> <p>(September Stats) Over the last 3 years Ysgol Tan Y Marian has not had any reported instances of bullying due to race.</p> <p>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).</p> <p>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.</p>
Disability	<p>Current Position: (PLASC 2012) In Ysgol Tan y Marian there are 32 pupils who receive some support for additional learning needs. The needs of these pupils vary amongst the following categories ‘School Action’, ‘School Action Plus’ & ‘Statemented’. Of the 32 pupils receiving support 24 are boys and 8 are girls</p> <p>Ysgol Tan Y Marian has an onsite ALN resource centre/unit</p>

	<p>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, 60 Primary schools, 1 Special School and 6 Pupil Referral Units</p>
Gender	<p>Current Position: Ysgol Tan y Marian has 60 full time pupils attending, 33 are boys and 27 are girls.</p> <p>The report from the school's previous Estyn Inspection in November 2011 tells us that across the areas observed during the inspection that girls and boys generally perform equally well.</p> <p>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, 2011 boys performance exceeds that of the girls at KS2 at a school level. Boys at Ysgol Tan y Marian performed above WG national averages in English, Mathematics and Welsh as a 2nd Language, with science just below the national average. Conversely KS2 girls were below the national average in the four areas.</p> <p>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.</p>
Age	<p>Current Position: Ysgol Tan y Marian has 60 pupils between the ages of 7 to 11.</p> <p>Strategies for Support: All local authorities have a statutory duty to offer all children aged 5 to 16 full-time education.</p>
Religion & Belief	<p>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.</p> <p>Ysgol Tan Y Marian is not an affiliated denominational school, which is reflected in the breakdown of pupils' religious beliefs. 59% are recorded as 'No Religion', with 28% 'Christian'. The remaining 13% consisted of</p>

	<p>'Methodist', 'Anglican', 'Other Religion' or 'Information Refused'.</p> <p>The Estyn Inspection report from November 2011 confirms that: "The school applies a programme of personal and social education very effectively to promote pupils' social, moral and cultural development. However, little attention is given to promoting pupils' spiritual development."</p> <p>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.</p>
Sexual Orientation	Not applicable
Welsh Language	A full ' <i>Language Impact Assessment</i> ' has been completed for the Penmaenrhos Area.
Other (please state) Socio-economic	<p>Socio-economic factors have been considered in the '<i>Community Impact Assessment</i>' completed for the Penmaenrhos Area</p> <p>There are 35 Pupils in Ysgol Tan y Marian eligible for free school meals with 22 pupils receiving a free school meal on the PLASC Census day.</p> <p>The WG 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 WG Child Poverty Strategy.</p>

7. -The main data, research and performance management information.

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. Property Management & Asset Services (PMAS), 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 'Strategy for the Modernising of Conwy Primary Schools', 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. 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.
Jan – Mar 2008 Engagement Roadshows	<ul style="list-style-type: none"> ▪ Ysgol Glan Conwy ▪ Canolfan Glasdir (Llanrwst) ▪ Ysgol Ffordd Dyffryn ▪ Ysgol Glanwydden ▪ Ysgol Llandrillo yn Rhos 	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.	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</i>

Event	Location / How	Purpose	Outcome
	<ul style="list-style-type: none"> ▪ Ysgol Cynfran ▪ Ysgol Sant Elfod ▪ Talhaiarn Memorial Hall ▪ Ysgol Dolgarrog ▪ Ysgol Cerrigydrudion ▪ Ysgol Llanfairfechan 	<p>Day Nurseries, Playgroups and Cylchoedd Meithrin).</p> <p>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.</p>	<p><i>Primary Schools – Consultation on the Key Priorities for the future of Primary Education’.</i></p>
<p>March 2008 Newsletter & Questionnaire</p>	<p>Over 20,000 questionnaires were sent out through:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>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.</p> <p>The questionnaire asked the public to consider the importance of ten key factors and of these, which they felt were most important.</p>	<p>Over 90% of the responses were from parents, with interest also from Councillors, Governors, Local Businesses, Local Residents and School Staff.</p> <p>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></p> <p><i>Full analysis available at www.conwy.gov.uk/education</i></p>
<p>04th June 2008 Informal Cabinet</p>	<p>A meeting of the Informal Cabinet.</p>	<p>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.</p>	<p>Recommendations were noted by the Project Manager and applied to the document.</p>
<p>23rd June 2008 Conwy Principal Overview and Scrutiny Committee</p>	<p>A special meeting of the Principal Scrutiny Committee.</p>	<p>To ask Principal Scrutiny to recommend to the Cabinet that the <i>‘Modernisation of Conwy Primary 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.</p>	<p>RESOLVED – Member of the Principal Scrutiny to recommend to Cabinet the document is approved for consultation.</p>
<p>10th July 2008 Cabinet</p>	<p>A meeting of the Cabinet.</p>	<p>To ask Cabinet to approve public consultation on the <i>‘Modernisation of Conwy Primary Schools –</i></p>	<p>RESOLVED – Cabinet approved the consultation of</p>

Event	Location / How	Purpose	Outcome
		<i>Consultation on the Key Priorities for the future of Primary Education</i> , via Conwy households.	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; <ul style="list-style-type: none"> ▪ 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 the Future of Primary Education (September 2008)'</i> .
November 2008 – July 2009 Development of the Areas for Review	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:	'Areas for Review' document (Please refer to section 3.2 for further details) <i>Copy of the document available at</i>

Event	Location / How	Purpose	Outcome
Document		<ul style="list-style-type: none"> ▪ for initial review; ▪ for review in 2-5 years; ▪ where there is currently no reason for change. 	www.conwy.gov.uk/education
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 Modernisation of Conwy Primary Schools</i> ' (and associated ' <i>Implementation Plan</i> ').	The Strategy along with a questionnaire was made available on the Internet, with notifications in the press and directed to stakeholders. Q&A Sessions regarding the Strategy were held in Llandudno, Abergel, Pentrefoelas, Llanrwst and	<ul style="list-style-type: none"> ▪ Explain why we need to modernise our Primary schools. ▪ Show how our communities have shaped our vision. ▪ 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. 	The majority of feedback came in outside of the questionnaire provided. All feedback received was made available to Council Members. Changes were made to the Strategy and associated Implementation Plan as a result of the feedback.

Event	Location / How	Purpose	Outcome
	Colwyn Bay		
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)	<ul style="list-style-type: none"> ▪ 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'.
June 2011	Community Consultation Meetings (Llandudno Junction Area)	<ul style="list-style-type: none"> ▪ To share outcomes of the Llandudno Junction Option Appraisal and associated Impact Assessments with the schools, governors, parents, local Members, local businesses. 	Received some feedback at the meetings and the majority of attendees were happy with the outcomes of the Option Appraisal.
20th September 2011	A meeting of the Customer Scrutiny Committee	Recommendation 1 That Option 1a & 2a (Albini House) be approved as the agreed option to take forward (when the necessary funding becomes available) for the Llandudno Junction Area. Recommendation 2 That a decision regarding the timing of any land acquisition for the chosen option	RESOLVED:- That the Customers Overview and Scrutiny Committee recommend the following to Cabinet: (a) That Option 1a and 2a (Albini House) be approved as the agreed option to take forward (when the necessary funding becomes available)

Event	Location / How	Purpose	Outcome
		<p>be taken by Cabinet.</p> <p>Recommendation 3 That Option 1b & 2b (Esgyryn), Option 3 and then Option 4 be approved as contingency options (in this rank order) should Option 1a & 2a become unviable.</p> <p>Recommendation 4 That the proposed changes to the consultation bandings and timescales within the 'Implementation Plan' (<i>Appendix D</i>) be approved.</p>	<p>for the Llandudno Junction Area.</p> <p>(b) That a decision regarding the timing of any land acquisition for the chosen option be taken by Cabinet.</p> <p>(c) That Education Services re-consult with the community and other key stakeholders on Options 1b and 2b (Esgyryn), Option 3 and Option 4, if Option 1a and 2a (Albini House) becomes unviable prior to 2014 and a different option has to be put forward as part of a capital grant bid to the Welsh Government.</p> <p>(d) That the proposed changes to the consultation bandings and timescales within the 'Implementation Plan' (Appendix D of the Committee report) be approved subject to a swift pause and review of all areas and their consultation bandings.</p>
27 th September 2011	A meeting of the Cabinet	Recommendations as above, with the exception of 'Recommendation 4' which had been omitted following advice from the Customer Scrutiny Committee to take a 'swift pause and review of all areas and their consultation bandings.'	<p>RESOLVED- Cabinet</p> <p>(a) That Option 1a and 2a (Albini House) be approved as the agreed option to take forward (when the necessary funding becomes available) for the Llandudno Junction area.</p> <p>(b) That no decision be taken at this time with regards to the acquisition of the land for the chosen option.</p> <p>(c) That Education Services re-</p>

Event	Location / How	Purpose	Outcome
			consult with the community and key stakeholders on Option 1b and 2b (Esgyryn), Option 3 and Option 4, if Option 1a and 2a (Albini House) becomes unviable prior to 2014 and a different option has to be put forward as part of a capital grant bid to the Welsh Government.
8th November 2011	A meeting of Cabinet	To obtain approval for the updated 'Strategy for the Modernisation of Conwy Primary Schools Implementation Plan' consultation timetable and the 'Strategic Outline Programme' that is to be submitted to the Welsh Government.	RESOLVED: That the updated 'Strategy for the Modernisation of Conwy Primary Schools Implementation Plan' consultation timetable be approved and that the Strategic Outline Programme be revised as detailed in the committee report and be submitted to the Welsh Government by 18 November 2011.
21st June 2012	Penmaenrhos School – Children's Workshops (Yrs 2 and 4)	<ul style="list-style-type: none"> ▪ 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 Babanod Penmaenrhos and Ysgol Tan y Marian was the children preferred to 'Join'.

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

<p>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.</p>	<p>BME groups Gypsies / Travellers</p>
<p>GENDER All schools are co-educational schools and any options being considered would not change these arrangements. No issues therefore are identified.</p>	<p>Men Women Transgender LGB gender issues</p>
<p>AGE The project drivers are not age related, nor are any of the options for consideration. No issues therefore are identified.</p>	<p>Older People Children Young People</p>
<p>DISABILITY Accessibility to schools under the proposed options is being considered as part of the PMAS Buildings Fit for Purpose Option Appraisal. Access to ALN support would not change in options being considered.</p>	<p>Mobility Dexterity Blind / Visually impaired Mental Health Learning Disabilities</p>
<p>RELIGION & BELIEF Neither of these schools are faith based schools. No issues therefore are identified.</p>	<p>Faith communities</p>
<p>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.</p>	<p>Gay Lesbian Bi-sexual Heterosexual</p>
<p>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.</p> <p>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.</p>	<p>Right to Education, Private and Family Life, Protection of property</p>

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- Area school on one site | Neutral |
| ▪ Option 2 - Maintain Current Schools | Neutral |
| ▪ Option 3 - Area school on existing 2 sites | Neutral |

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

Strategic Implementation:

[i] Undertake a full impact assessment with each school 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 the school/s. (as indentified in the implementation plan)

If Cabinet decides in an Area to make a structural change, this Area will progress into operational implementation:

Operational Implementation (21st Century Project Management)

[i] To secure Capital funding through the WG 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.

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 are revealed associated with a specific group or the community as a whole. However, within the entire catchment of Penmaenrhos only 30.7% of pupils choose to attend their local schools which could be deemed as a lack of support by the community.

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

Analysis of the pupils attending both schools in the Penmaenrhos Area indicates that there is significant movement out of the school catchment area for reasons other than faith based or language - local children are not always choosing their local school.

For Ysgol Babanod, statistics show that 6% of pupils were attending from outside the school catchment area, 30% of children in the catchment area choose to attend Babanod as their local school with a further 10% attending the nearest faith or language school and 60% do not attend their local schools for reasons unknown.

For Ysgol Tan Y Marian, statistics show that 13% were attending from outside the school catchment area, 31% of children attend from within the catchment area, 13% attend their nearest faith or language school and 56% do not attend their local school for reasons unknown.

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 with Ysgol Babanod Penmaenrhos offering daily provision for Play Group and Flying Start. Ysgol Tan y Marian appears to offer more weekly activities such as 4 After school clubs.

Ysgol Tan y Marian has shown they use the Community Centre on site for school use. There is no reason to expect this to change with a new provision. The centre is available to the entire community at all times and not exclusive to the school during the day.

Each school provides a range of activities, none of which require specialist facilities. It is anticipated that a similar or greater complement of activities would be provided at any future school working as a Community Focus school.

- Language IA

Both schools are in a predominantly English-speaking area and English will continue to be the main medium of instruction and communication within the school and between school and home.

Actions have been identified to further develop the existing good practice in promoting “Cwricwlwm Cymreig” and have been reported as recommendations within the report. This will be achieved by incorporating a Welsh Dimension in curriculum planning so that pupils have a growing awareness of the culture and heritage of Wales.

- Transportation IA

As the catchment area will remain the same in all of the options, the distance from the furthest point to the existing school sites does not exceed two miles.

In respect of journey time there is no change to current arrangements or journey time for Options 2 and 3. However in the case of Option 1, there are currently 10 families with children attending Ysgol Babanod Penmaenrhos who have siblings in Ysgol Tan y Marian. This is likely to increase to 14 families for the next academic year. An amalgamated school on the Tan y Marian site would reduce the journey times of parents with siblings currently in both schools and would provide some improvement.

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)

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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

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 Penmaenrhos 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 Penmaenrhos 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 Penmaenrhos Area	For the Project Manager to progress the appropriate actions for mitigation within the individual impact assessments in response to the decision by Cabinet.	Post September 2012	Damian Hughes <i>Project Manager</i>	