



## Powys County Council

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

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

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

<b>Proposal</b>	<p><b>Recommendation:</b> To establish a new build 11-16 English -medium secondary school in Brecon, replacing Gwernyfed High School and Brecon High School, with post-16 education delivered by NPTC Group of Colleges.</p> <p><b>Interim Recommendation:</b> To establish a new English-medium 11 – 16 secondary school that will operate from the current sites of Gwernyfed High School and Brecon High School from September 2017. This would involve the closure of both schools.</p>	<b>Lead Person undertaking the assessment</b>	Marianne Evans
<b>Service Area</b>	Schools Service	<b>Relevant Head of Service who has agreed this assessment</b>	Ian Roberts Head of Schools
<b>Date of Assessment</b>	25/01/ 2016		
<p>The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following ‘general duty’:</p> <p>(a) Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;                  (b) Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;                  (c) Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>			

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

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

1. AIM or PURPOSE	
Briefly describe the aim or purpose of the change proposal being assessed.	<p>i) That Cabinet receive the SORP's recommendations in respect of Brecon High School and Gwernyfed High School, which is as follows:</p> <ul style="list-style-type: none"> <li>• <b>To establish a new build 11-16 English -medium secondary school in Brecon, replacing Gwernyfed High School and Brecon High School, with post-16 education delivered by NPTC Group of Colleges.</b></li> </ul> <p>ii) There will need to be a significant capital investment by the Council to implement this recommendation, therefore <b>an interim recommendation</b> is proposed, which is:</p> <ul style="list-style-type: none"> <li>• <b>To establish a new English-medium 11 – 16 secondary school that will operate from the current sites of Gwernyfed High School and Brecon High School from September 2017. This would involve the closure of both schools.</b></li> </ul> <p>iii) That Cabinet approves the commencement of formal consultation in accordance with the School Organisation Code in respect of the closure of Brecon High School and Gwernyfed High School on the 31<sup>st</sup> August 2017, and to open a new 11 – 16 secondary school that will operate from the current sites of both schools on the 1<sup>st</sup> September 2017.</p>
2. OBJECTIVES	
Please state the current business objectives of the change proposal.	<p>Investment Objectives</p> <ul style="list-style-type: none"> <li>- To significantly improve the learning outcomes for learners across the ability range;</li> <li>- To maximise the curriculum benefits at key stages 3 and 4 for learners who study through the medium of Welsh or English;</li> <li>- To provide post 16 provision that improves access to, and participation in, both academic and vocational courses and which meets the requirements of the Learning &amp; Skills Measure, whilst minimising the need for additional travel during the school day;</li> <li>- To reduce surplus places in schools;</li> <li>- To provide robust linguistic continuity of Welsh Medium provision across all key phases of education;</li> <li>- To achieve efficiencies through economies of scale, reduced management, premises and running costs, whilst maximising the percentage of the budget spent on teaching and learning.</li> </ul>
3. BENEFITS and OUTCOMES	
i) What are the intended	The SORP agreed that the draft recommendation for Brecon and Gwernyfed High Schools was the most suitable way forward based on the following reasons. It:

<p>benefits or outcomes from the change proposal?</p>	<ul style="list-style-type: none"> <li>• Creates a critical mass of pupils that meets the Authority’s agreed minimum threshold of 600 pupils at KS3 and KS4</li> <li>• Creates a critical mass of pupils at post-16, enabling more subjects to be delivered from one location and minimising the requirement for additional inter-school travel and transport.</li> <li>• Meets the requirements of the Learning and Skills Measure in a single location, with the added bonus of the proximity of NPTC Group of Colleges and therefore opportunities to broaden the offer for pupils, both academically and vocationally.</li> <li>• Reduces overall surplus places.</li> <li>• Improves learning environment.</li> <li>• Provides for a more cost-effective delivery of learning</li> <li>• Removes backlog maintenance costs</li> <li>• Provides an opportunity to develop an infrastructure that is resilient to future demographic or financial challenges</li> <li>• Provides a net saving to the Authority which can be reinvested in the education sector</li> <li>• Provides a capital receipt to the Authority which can be reinvested in the education sector</li> <li>• Enables Welsh-medium education to be delivered in a more cost – effective way, providing improved linguistic progression and more subject choice for learners</li> <li>• Creation of a greater mass of Welsh-medium secondary learners in a single school which will enable the Authority to build on the linguistic continuity already present</li> <li>• Social and educational benefits to Welsh-medium pupils from being part of a larger group of Welsh-medium pupils</li> <li>• Additional Welsh-medium opportunities would be provided to Welsh-medium pupils from Brecon through access to the wider range of Welsh-medium subjects than the offer currently provided</li> <li>• More opportunity for pupils to take part in extra-curricular activities through the medium of Welsh</li> <li>• An increased number of Welsh-medium pupils would enable the school to further develop its Welsh ethos</li> <li>• Given the location of Ysgol Gyfun Ystalyfera, Ysgol Gyfun Gwynllyw and Ysgol Gyfun Rhydywaun, Builth Wells is in a more central location for the majority of Welsh-medium primary providers in mid / south Powys.</li> </ul>
<p><b>4. CORPORATE RELEVANCE</b></p>	
<p>How does this change proposal relate to the Powys Change Plan and/or Powys One Plan?</p>	<p>The proposal supports Powys County Council’s vision for education, which is outlined within the One Powys Plan for 2014-17. ‘Transforming Learning and Skills’ is one of the priorities within this plan, and within this priority, the Plan states that</p> <p><i>‘We need to re-organise schools (primary, secondary and post 16) to ensure affordability, sustainability and appropriate leadership capacity’</i></p>

5. DATA USED		
<b>5.1. What data has been used to conduct this assessment?</b>  <b>Tick/shade boxes as appropriate.</b>	Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.	✓
	Service user satisfaction rates, broken down by the protected characteristics.	
	Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.	
	Qualitative data gathered from those that are not currently using the service.	
	Complaints monitoring against the protected characteristics	
	Wider research reports and findings.	
	Relevant service based Equality Impact Assessment	
<b>5.2. Are there any gaps in the data?</b>	<b>Yes</b> <input type="checkbox"/> ✓ Please state the gaps: Qualitative data is not currently provided  How will the gaps be addressed going forward?  Should Cabinet agree to proceed with formal consultation, qualitative data will be gathered during this process and the EqlA will be updated to reflect the qualitative information received.	<b>No</b> <input type="checkbox"/>
6. DATA ANALYSIS		

## **6.1 Quantitative**

### **Summarise the key quantitative data analysis results, providing key headline statistics.**

Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.

#### **Key questions:**

- i)** Are certain groups currently underrepresented in service user figures? Will a change affect this?
- ii)** How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?

Information on pupils who attend Brecon High School, along with information on pupils who attend each feeder school in the Brecon catchment area is obtained via the Pupil Level Annual School Census 2015 (PLASC), which shows the profile of pupils according to a range of criteria, including age, free school meals, gender, special educational needs, ethnicity, use of Welsh and disabilities. In relation to the protected characteristic groups, the profile of pupils at the school is provided below:

#### **Brecon High School**

- 645 pupils in total including 94 pupils in the Sixth Form.
- Gender: Of the pupils attending the school, 315 are boys and 330 are girls.
- Free school meals: 8% are eligible for free school meals.
- SEN: 2% of pupils in the school have Statements of Special Educational Needs. Less than 1% of these pupils have physical or medical difficulties.
- Just under 20% of pupils have additional learning needs but do not have a statement.
- English as an Additional Language: English is an additional language for 7% of pupils.
- Welsh Language: 4% of pupils are recorded as being able to speak Welsh fluently at home. 8% do not speak Welsh at home but are fluent. 0.5% speak Welsh at home but not fluently.
  - The ethnic group of pupils at the school is as follows:
    - White British –(89%)
    - Nepali – 28 (4%)
    - Other ethnic groups (7%) – 17 other groups identified

#### **Primary schools in the Brecon catchment area**

- 1105 pupils in total, aged between 3 and 11.
- Gender: Of the pupil attending schools in the catchment area, 51% are boys and 49% are girls.
- Free school meals: 10% are eligible for free school meals.
- SEN: 0.4% in the catchment area have Statements of Special Educational Needs, and less than half of these have physical or medical disabilities.
- 17% pupils have special needs but do not have a statement
- English as an Additional Language: English is an additional language for 8% of pupils.
- Welsh Language: 6% of pupils speak Welsh at home. 9% pupils speak Welsh but not at home.
- Race/ethnicity: PLASC only provides information about the nationality and ethnic groups of

	<p>pupils aged 5 and over.</p> <ul style="list-style-type: none"> <li>- The ethnic groups of pupils aged 5 and over attending schools in the catchment area is as follows: <ul style="list-style-type: none"> <li>- White British – 704 (88%)</li> <li>- Nepali 5%</li> <li>- Other ethnic groups – 6% (22 other groups identified)</li> </ul> </li> </ul>
<p><b><u>6.2 Qualitative</u></b>  <b>Summarise the key qualitative data analysis, providing key themes or patterns.</b>  Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics focus group on the proposal.</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li><b>i)</b> Do certain groups have a different service user experience? How will a change affect this?</li> <li><b>ii)</b> Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views?</li> <li><b>iii)</b> What are the reasons behind some groups not using the service? How will a change affect this position?</li> <li><b>iv)</b> What has consultation on your proposals revealed about impact on the protected characteristics?</li> </ul>	<p>If Cabinet approves the recommendation to proceed to formal consultation, this will be carried out in accordance with the requirements of the School Organisation Code (2013), and will include meetings with pupils and other stakeholders. This will provide qualitative data in respect of the proposal, and the impact on pupils/parents/carers that belong to the protected characteristic groups.</p> <p>Further detail will be added to the EqIA following the conclusion of any consultation period and consideration of the responses received.</p>
<p><b>7. EqIA RESULT</b></p>	

Based on an analysis of the available qualitative and quantitative data, please tick/shade the appropriate box opposite to provide the EqIA assessment result.	The proposal does not present any adverse impact on equality. [Proceed to question 10]	
	The proposal presents some adverse impact on equality. [Proceed to question 8]	✓
	The proposal presents significant impact on equality [Proceed to question 8]	

## 8. AREAS for IMPROVEMENT

<p><b>Please provide detail of weak or sensitive areas of the proposal identified by the assessment.</b></p> <p><b>i)</b> Which protected characteristic groups are particularly affected?</p> <p><b>ii)</b> Will people on low incomes be affected?</p> <p><b>iii)</b> Will Welsh speakers be affected?</p>	<p><b>Recommendation 1: To establish a new build 11-16 English -medium secondary school in Brecon, replacing Gwernyfed High School and Brecon High School, with post-16 education delivered by NPTC Group of Colleges.</b></p> <p>i) All pupils at Brecon High School and catchment primary schools fall within the protected characteristic groups of <b>sex and/or age</b>. The main impact on these pupils may be due to the need to integrate with a new cohort of learners. There are no additional travel implications.</p> <p>Learners with statement of special needs/additional learning needs may be affected emotionally due to the transition to a much larger school.</p> <p>ii) Pupils on low income from the current Brecon catchment will not be adversely affected as provision will remain within the area.</p> <p>iii) As this recommendation is to establish an English medium secondary school in Brecon, replacing the current Brecon High School, which is a dual-stream school, the proposal will impact on Welsh speakers. However, this aspect will be assessed in a separate Welsh Language Impact Assessment, as required by the Welsh Government's School Organisation Code (2013). It may be argued that the removal of Welsh-medium secondary education may have an adverse impact on Welsh speakers and Welsh-medium pupils in the Brecon area, however the authority's view is that Welsh speakers and Welsh-medium pupils in the Brecon area are not being treated equally under the current arrangement due to the limited Welsh-medium curriculum available to them.</p>
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	<p><b>Interim Recommendation: To establish a new English-medium 11 – 16 secondary school that will operate from the current sites of Gwernyfed High School and Brecon High School from September 2017. This would involve the closure of both schools.</b></p> <p>All pupils at Brecon High School and catchment primary schools fall within the protected characteristic groups of <b>sex and/or age</b>. There may be an impact on the current Year 10 who will no longer be able to access post16 provision at the school, although they will be able to access post-16 provision at the College – there will be no travel implications as the facilities are on the same site as the school.</p> <p>ii) Post16 pupils who are within the protected characteristic groups of <b>disability</b> may also experience a negative impact. Learners with statement of special needs/additional learning needs may be affected due to the transition to a College setting that may be unfamiliar to them.</p> <p>iii) It is not expected that there will be a negative impact on learners from deprived backgrounds as post-16 provision will be available from the same location, if not the same provider.</p> <p>iv) As previous</p>
<p><b>9. EQUALITY IMPROVEMENT</b></p>	
<p><b>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</b></p> <p><i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i></p> <p><b>i)</b> Can the impact be mitigated, and how will this be done?  <b>ii)</b> Does the proposal require modification to reduce or remove this impact?  <b>iii)</b> Should the proposal be considered for removal, owing to the</p>	<p>i) The new school that may replace Brecon and Gwernyfed High Schools will be subject to the same statutory regulations as all other secondary schools in Wales, and will be subject to Estyn’s Common Inspection Framework. The school would be expected to meet and exceed the requirements of the Common Inspection Framework and provide the same, if not better, standard of education and support for learners that the current two schools deliver.</p> <p>ii) NPTC Group of Colleges is also subject to the same statutory regulations as all other Further Education colleges in Wales, and is subject to Estyn’s Common Inspection Framework. The College would be expected to meet and exceed the requirements of the Common Inspection Framework and provide the same, if not better, standard of post-16 education and support for learners that the current two schools deliver.</p>

degree of impact it is likely to have?	iii) At the current time, the proposal does not require modification to reduce or remove the impact, however this EqIA will be reviewed and updated following any formal consultation exercise. iv) At the current time, the proposal should not be considered for removal. However this EqIA will be reviewed and updated following any formal consultation exercise
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9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?	Yes <input type="checkbox"/>  Date added.....  Reference.....	No <input checked="" type="checkbox"/>  If no, please explain why not: <b>Need was not identified at time of writing Service Strategy</b>
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**10. ONGOING MONITORING**

How will the decision now be monitored on an ongoing basis to consider its impact over time?		<b>Please tick/shade</b>
	Equality monitoring of uptake of the service within which the decision was made	
	Satisfaction monitoring of service users (broken down by protected characteristic)	
	Recording and analysing complaints/requests/compliments	
	Targeted periodic focus groups/service user interviews/feedback sessions	
	Other (please specify)	

<b>Monitoring arrangements</b>
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The Schools Transformation Programme Board is responsible for overseeing the strategic direction of the Transformation agenda: setting direction, implementing change, monitoring and reporting to the Cabinet of the Council.

Equality monitoring will form an integral part of the County Council's arrangements for any school reorganisation and will be undertaken where a significant or material change in provision is proposed.

The Head of Schools Service will be responsible for on-going monitoring.

### **Publication of results of the impact assessment**

The results of the impact assessment will be published on the Council's website

### **Equality Impact Assessment Action Plan**

Any actions identified as a result of this impact assessment will be taken forward for inclusion in the Schools Service Business Plan

## Powys County Council

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

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

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

<b>Proposal</b>	<p><b>Recommendation:</b> To establish a new build 11-16 English - medium secondary school in Brecon, replacing Gwernyfed High School and Brecon High School, with post-16 education delivered by NPTC Group of Colleges.</p> <p><b>Interim Recommendation:</b> To establish a new English-medium 11 – 16 secondary school that will operate from the current sites of Gwernyfed High School and Brecon High School from September 2017. This would involve the closure of both schools.</p>	<b>Lead Person undertaking the assessment</b>	Marianne Evans
<b>Service Area</b>	Schools Service	<b>Relevant Head of Service who has agreed this assessment</b>	Ian Roberts Head of Schools
<b>Date of Assessment</b>	25/01/ 2016		
The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following 'general			

duty’:

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

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

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

## 1. AIM or PURPOSE

Briefly describe the aim or purpose of the change proposal being assessed.

- i) That Cabinet receive the SORP’s recommendations in respect of Brecon High School and Gwernyfed High School, which is as follows:
  - **To establish a new build 11-16 English -medium secondary school in Brecon, replacing Gwernyfed High School and Brecon High School, with post-16 education delivered by NPTC Group of Colleges.**
- ii) There will need to be a significant capital investment by the Council to implement this recommendation, therefore **an interim recommendation** is proposed, which is:
  - **To establish a new English-medium 11 – 16 secondary school that will operate from the current sites of Gwernyfed High School and Brecon High School from September 2017. This would involve the closure of both schools.**
- iii) That Cabinet approves the commencement of formal consultation in accordance with the School Organisation Code in respect of the closure of Brecon High School and Gwernyfed High School on the 31<sup>st</sup> August 2017, and to open a new 11 – 16 secondary school that will operate from the current sites of both schools on the 1<sup>st</sup> September 2017.

## 2. OBJECTIVES

Please state the current business objectives of the change proposal.

Investment Objectives

- To significantly improve the learning outcomes for learners across the ability range;
- To maximise the curriculum benefits at key stages 3 and 4 for learners who study through the medium of Welsh or English;
- To provide post 16 provision that improves access to, and participation in, both academic and vocational courses and which meets the requirements of the Learning & Skills Measure, whilst minimising the need for additional travel during the school

	<p>day;</p> <ul style="list-style-type: none"> <li>- To reduce surplus places in schools;</li> <li>- To provide robust linguistic continuity of Welsh Medium provision across all key phases of education;</li> <li>- To achieve efficiencies through economies of scale, reduced management, premises and running costs, whilst maximising the percentage of the budget spent on teaching and learning.</li> </ul>
<b>3. BENEFITS and OUTCOMES</b>	
i) What are the intended benefits or outcomes from the change proposal?	<p>The SORP agreed that the draft recommendation for Brecon and Gwernyfed High Schools was the most suitable way forward based on the following reasons. It:</p> <ul style="list-style-type: none"> <li>• Creates a critical mass of pupils that meets the Authority’s agreed minimum threshold of 600 pupils at KS3 and KS4</li> <li>• Creates a critical mass of pupils at post-16, enabling more subjects to be delivered from one location and minimising the requirement for additional inter-school travel and transport.</li> <li>• Meets the requirements of the Learning and Skills Measure in a single location, with the added bonus of the proximity of NPTC Group of Colleges and therefore opportunities to broaden the offer for pupils, both academically and vocationally.</li> <li>• Reduces overall surplus places.</li> <li>• Improves learning environment.</li> <li>• Provides for a more cost-effective delivery of learning</li> <li>• Removes backlog maintenance costs</li> <li>• Provides an opportunity to develop an infrastructure that is resilient to future demographic or financial challenges</li> <li>• Provides a net saving to the Authority which can be reinvested in the education sector</li> <li>• Provides a capital receipt to the Authority which can be reinvested in the education sector</li> </ul>
<b>4. CORPORATE RELEVANCE</b>	
How does this change proposal relate to the Powys Change Plan and/or Powys One Plan?	<p>The proposal supports Powys County Council’s vision for education, which is outlined within the One Powys Plan for 2014-17. ‘Transforming Learning and Skills’ is one of the priorities within this plan, and within this priority, the Plan states that</p> <p><i>‘We need to re-organise schools (primary, secondary and post 16) to ensure affordability, sustainability and appropriate leadership capacity’</i></p>
<b>5. DATA USED</b>	
	<p>Profiling of service users, providing a breakdown of who uses the service by the</p> <p style="text-align: right;">✓</p>

<b>5.1. What data has been used to conduct this assessment?</b>  <b>Tick/shade boxes as appropriate.</b>	protected characteristics.	
	Service user satisfaction rates, broken down by the protected characteristics.	
	Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.	
	Qualitative data gathered from those that are not currently using the service.	
	Complaints monitoring against the protected characteristics	
	Wider research reports and findings.	
	Relevant service based Equality Impact Assessment	
<b>5.2. Are there any gaps in the data?</b>	<b>Yes</b> <input type="checkbox"/> <input checked="" type="checkbox"/> Please state the gaps: Qualitative data is not currently provided  How will the gaps be addressed going forward?  Should Cabinet agree to proceed with formal consultation, qualitative data will be gathered during this process and the EqIA will be updated to reflect the qualitative information received.	<b>No</b> <input type="checkbox"/>
<b>6. DATA ANALYSIS</b>		
	Information on pupils who attend Gwernyfed High School, along with information on pupils who	

## **6.1 Quantitative**

### **Summarise the key quantitative data analysis results, providing key headline statistics.**

Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.

#### **Key questions:**

- iii) Are certain groups currently underrepresented in service user figures? Will a change affect this?
- iv) How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?

attend each feeder school in the Gwernyfed catchment area is obtained via the Pupil Level Annual School Census 2015 (PLASC), which shows the profile of pupils according to a range of criteria, including age, free school meals, gender, special educational needs, ethnicity, use of Welsh and disabilities. In relation to the protected characteristic groups, the profile of pupils at the school is provided below:

#### **Gwernyfed High School**

- 459 pupils in total. 3 subsidiary pupils. 82 pupils are in the Sixth Form.
- Gender: Of the pupils attending the school, 49% are boys and 51% are girls.
- Free school meals: 5% are eligible for free school meals.
- SEN: 1% of the school have Statements of Special Educational Needs. There are no pupils with physical or medical difficulties.
- 32% have special needs but do not have a statement.
- English as an Additional Language: English is an additional language for less than 1% of pupils
- Welsh Language: 0.5% speaks Welsh fluently at home. 0.5% speaks Welsh at home but not fluently.
  - The ethnic group of pupils at the school is as follows:
    - White British –98%
    - Other ethnic group – 2% (6 groups identified)

#### **Primary Schools in the Gwernyfed catchment area**

- 646 pupils in total, aged between 3 and 11.
- Gender: Of the pupils attending schools in the catchment area, 51% are boys and 318 49% are girls.
- Free school meals: 6% pupils are eligible for free school meals.
- SEN: Less than 1% of pupils have Statements of Special Educational Needs.
- 11% pupils have special needs but do not have a statement, and less than 0.5% of the pupils have physical or medical difficulties.
- English as an Additional Language: English is an additional language for less than 1% pupils.

	<ul style="list-style-type: none"> <li>- Welsh Language: 2% pupils come from homes where Welsh is spoken.0.3% pupils come from homes where Welsh is not spoken but can speak Welsh.</li> <li>- Race/ethnicity: <ul style="list-style-type: none"> <li>- The ethnic group of pupils aged 5 and over attending schools in the catchment area is as follows: <ul style="list-style-type: none"> <li>- White British – 96%</li> <li>- Other ethnic group – 4% (2 groups identified)</li> </ul> </li> </ul> </li> </ul>
<p><b><u>6.2 Qualitative</u></b>  <b>Summarise the key qualitative data analysis, providing key themes or patterns.</b>  Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics focus group on the proposal.</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li><b>v)</b> Do certain groups have a different service user experience? How will a change affect this?</li> <li><b>vi)</b> Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views?</li> <li><b>vii)</b> What are the reasons behind some groups not using the service? How will a change affect this position?</li> <li><b>viii)</b> What has consultation on your proposals revealed about impact on the protected characteristics?</li> </ul>	<p>If Cabinet approves the recommendation to proceed to formal consultation, this will be carried out in accordance with the requirements of the School Organisation Code (2013), and will include meetings with pupils. This will provide qualitative data in respect of the proposal, and the impact on pupils/ parents/carers that belong to the protected characteristic groups.</p> <p>Further detail will be added to the EqIA following the conclusion of any consultation period and consideration of the responses received.</p>

<b>7. EqIA RESULT</b>		
Based on an analysis of the available qualitative and quantitative data, please tick/shade the appropriate box opposite to provide the EqIA assessment result.	<b>The proposal does not present any adverse impact on equality.</b> [Proceed to question 10]	
	<b>The proposal presents some adverse impact on equality.</b> [Proceed to question 8]	✓
	<b>The proposal presents significant impact on equality</b> [Proceed to question 8]	
<b>8. AREAS for IMPROVEMENT</b>		
<p>Please provide detail of weak or sensitive areas of the proposal identified by the assessment.</p> <p><b>iv)</b> Which protected characteristic groups are particularly affected?</p> <p><b>v)</b> Will people on low incomes be affected?</p> <p><b>vi)</b> Will Welsh speakers be affected?</p>	<p><b>Recommendation: To establish a new build 11-16 English -medium secondary school in Brecon, replacing Gwernyfed High School and Brecon High School, with post-16 education delivered by NPTC Group of Colleges.</b></p> <p>i) All pupils at the High School and catchment primary schools fall within the protected characteristic groups of <b>sex and/or age</b>. The main impact on these pupils will be due to the additional travel required to attend a school in Brecon, rather than attend a school in Gwernyfed. This will mean a longer school day and longer journeys for these pupils than that currently required. This could have a detrimental impact on the performance and well-being of pupils – particularly those of a younger age. It will also be more difficult for these pupils to access after-school activities due to their reliance on home-to-school transport, and it will be more difficult for parents to arrange their own transport due to the distance from their homes.</p> <p>Pupils who are within the protected characteristic groups of <b>disability</b> may also experience a negative impact due to the additional travel requirements. Learners with statement of special needs/additional learning needs may be affected due to the transition to a much larger school that is unfamiliar to them.</p> <p>ii) The percentage of pupils eligible for FSM in the catchment is relatively low, compared to the Powys average. However, should Gwernyfed High School close, free home to school transport would be provided to all qualifying pupils, regardless of income.</p>	

However, it is acknowledged that it may be more difficult for the parents of pupils from low income families, due to the additional travel required of parents in order to attend activities at the alternative school, or to collect pupils from after school activities.

iii) Gwernyfed High School and the catchment primaries are all English-medium schools and the numbers of pupils who are fluent in Welsh is very low, therefore it is not anticipated that the draft recommendation would have an adverse impact on Welsh speakers in this catchment area.

**Interim Recommendation: To establish a new English-medium 11 – 16 secondary school that will operate from the current sites of Gwernyfed High School and Brecon High School from September 2017. This would involve the closure of both schools.**

i) All pupils at the High School and catchment primary schools fall within the protected characteristic groups of sex and/or age. There will be less impact on these pupils because secondary provision will remain on the current Gwernyfed High School site, although there will be additional travel required for pupils in the current Year 10 who will no longer be able to access post16 provision at the school. These pupils will have a longer journey to access post16 provision in Brecon. This could have a detrimental impact on the performance and well-being of pupils. It will also be more difficult for these pupils to access extra-curricular activities due to their reliance on home-to-school/college transport, and it will be more difficult for parents to arrange their own transport due to the distance from their homes.

ii) Post16 pupils who are within the protected characteristic groups of disability may also experience a negative impact due to the additional travel requirements. Learners with statement of special needs/additional learning needs may be affected due to the transition to a College setting that may be unfamiliar to them.

iii) The percentage of pupils eligible for FSM in the catchment is relatively low, compared to the Powys average. However, as secondary provision will remain for a time at the current Gwernyfed High School site, pupils in year 7 – 11 will not be expected to travel. Post-16 pupils who qualify for transport will be provided with free home-to school transport to the College.

iv) As previous

<b>9. EQUALITY IMPROVEMENT</b>	
<p><b>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</b></p> <p><i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i></p> <p><b>iv)</b> Can the impact be mitigated, and how will this be done?  <b>v)</b> Does the proposal require modification to reduce or remove this impact?  <b>vi)</b> Should the proposal be considered for removal, owing to the degree of impact it is likely to have?</p>	<p>i) The new school that may replace Brecon and Gwernyfed will be subject to the same statutory regulations as all other secondary schools in Wales, and will be subject to Estyn’s Common Inspection Framework. The school would be expected to meet and exceed the requirements of the Common Inspection Framework and provide the same, if not better, standard of education and support for learners that the current two schools deliver.</p> <p>ii) NPTC Group of Colleges is also subject to the same statutory regulations as all other Further Education colleges in Wales, and is subject to Estyn’s Common Inspection Framework. The College would be expected to meet and exceed the requirements of the Common Inspection Framework and provide the same, if not better, standard of post-16 education and support for learners that the current two schools deliver.</p> <p>iii) At the current time, the proposal does not require modification to reduce or remove the impact, however this EqIA will be reviewed and updated following any formal consultation exercise.</p> <p>iv) At the current time, the proposal should not be considered for removal. However this EqIA will be reviewed and updated following any formal consultation exercise.</p>
<p><b>9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?</b></p>	<p><b>Yes</b> <input type="checkbox"/></p> <p>Date added.....</p> <p>Reference.....</p> <p><b>No</b> <input checked="" type="checkbox"/></p> <p>If no, please explain why not:  <b>Need was not identified at time of writing Service Strategy</b></p>
<b>10. ONGOING MONITORING</b>	
<p><b>How will the decision now be monitored on an ongoing basis</b></p>	<p>Please tick/shade</p>

<b>to consider its impact over time?</b>	Equality monitoring of uptake of the service within which the decision was made	
	Satisfaction monitoring of service users (broken down by protected characteristic)	
	Recording and analysing complaints/requests/compliments	
	Targeted periodic focus groups/service user interviews/feedback sessions	
	Other (please specify)	

**Monitoring arrangements**

The Schools Transformation Programme Board is responsible for overseeing the strategic direction of the Transformation agenda: setting direction, implementing change, monitoring and reporting to the Cabinet of the Council.

Equality monitoring will form an integral part of the County Council’s arrangements for any school reorganisation and will be undertaken where a significant or material change in provision is proposed.

The Head of Schools Service will be responsible for on-going monitoring.

**Publication of results of the impact assessment**

The results of the impact assessment will be published on the Council’s website

## **Equality Impact Assessment Action Plan**

Any actions identified as a result of this impact assessment will be taken forward for inclusion in the Schools Service Business Plan

