

**RHONDDA CYNON TAF COUNCIL**

**EQUALITY IMPACT ASSESSMENT QUESTIONNAIRE**

## EQUALITY IMPACT ASSESSMENT QUESTIONNAIRE

**Directorate:** Education

**Service Area:** 21<sup>st</sup> Century Schools

**Responsible officer:** Julie Hadley

**Date:** 22<sup>nd</sup> November 2018

**1. Name of policy/procedure/practice/project:** Reorganisation of School Provision in the Pontypridd and Hawthorn areas

The Project is to:

- Develop post 16 centres of excellence based at Bryncelynog Comprehensive School, Beddau and Coleg y Cymoedd, Nantgarw.
- Create two new 3-16 schools, in Pontypridd and Hawthorn, which will take a radically different approach to education in the areas, by sharing both primary and secondary sector resources;
- Improve and increase Welsh Medium primary provision by closing Heol y Celyn Primary School, which is a dual language school, and YGG Pont Sion Norton; Welsh Medium pupils attending both schools will transfer a new, full Welsh Medium school, that will be constructed on the former site of Heol y Celyn;
- Amend the catchment areas of Pontypridd High, Hawthorn High and Bryncelynog Comprehensive Schools to better meet and match the demand for school places;
- Improve the learning environments for pupils with additional learning needs (ALN).

To achieve these changes, the Council, in partnership with Welsh Government, will invest £37.4m in building new or refurbishing/remodelling existing buildings to ensure the pupils have a high quality, viable and sustainable 21<sup>st</sup> Century learning environment.

To achieve this, the proposal is to:

- Close the sixth forms of Hawthorn High School, Pontypridd High School and Cardinal Newman RC Comprehensive School and transfer the post-16 provision to Bryncelynog Comprehensive School or Coleg y Cymoedd, Nantgarw. For those students who opt for a Roman Catholic education, sixth form provision will be available at St David's College, Cardiff;
- Close Pontypridd High School and Cilfynydd Primary School and create a new 3-16 'all through' school on the site of the current Pontypridd High School;
- Close Hawthorn High School, Hawthorn Primary School and Heol-Y-Celyn Primary School and create a new 3-16 'all through' school on the site of the current Hawthorn High and Hawthorn Primary Schools. The local authority designated ALN specialist class located Hawthorn High School will also transfer to the new school.
- Closing Ysgol Gynradd Gymraeg Pont Sion Norton and opening a new Welsh Medium Primary School to be constructed on the site of the current Heol-Y-Celyn Primary School. The pupils educated through the Welsh Medium at Heol-Y-Celyn will transfer to the new school and the Heol-Y-Celyn pupils educated through the English Medium will transfer to the new 3 – 16 school at Hawthorn, see above);
- Amend the catchment areas for pupils aged 11-16 of the three LA maintained Secondary schools by:
  - Transferring the Graig area of Pontypridd (that is part of the catchment area of Maesycoed Primary School) to the new 3-16 school for Pontypridd (currently part of the Hawthorn High School catchment)
  - Transferring the catchment area of Coedpenmaen Primary School to the new 3-16 school for Pontypridd (currently part of the Hawthorn High School catchment)
  - Transferring the catchment area of Gwauncelyn Primary School to the new 3-16 school for Hawthorn (currently part of the Bryncelynog Comprehensive School catchment).

To achieve these changes, the Council, in partnership with Welsh Government, is planning to invest £37.4m in new or refurbished/remodelled school buildings and facilities.

**2. Policy Aims**, you need to consider why is the policy needed? What does the Council hope to achieve by it?  
How will the Council ensure it works as intended?

In recent years, Estyn has sharpened its approach to inspection of schools and local authorities and has raised the bar in respect of what it considers to be good and excellent provision. Furthermore, Estyn has taken a very hard line on local authorities in Wales that have weaknesses in key areas such as corporate governance, educational standards, attendance levels, surplus places and safeguarding.

Following the last formal inspection of Rhondda Cynon Taf's Education Service in 2012, Estyn also highlighted that the Council had the highest number of surplus places in Wales and that action had to be taken to address this issue. This was followed up by a letter from the Welsh Government Minister for Education and Skills in November 2012 that instructed the Council to take action in respect of surplus places or the Welsh Government would take responsibility for removing the surplus places.

The Elected Members accepted Estyn's recommendations and have been continually reviewing school provision in Rhondda Cynon Taf ever since. The criteria that has been used for selecting schools for review is one or more of the following:

- Surplus places in excess of 25% of published capacity;
- Buildings that are beyond economic repair/not fit for purpose;
- Financially unviable (usually due to a sharp fall in pupil numbers);
- Schools considered to be 'small' schools, i.e. schools with 90 or fewer pupils;
- Separate infant and junior schools in close proximity;
- 'Paired' schools, i.e. where children progress from one of the schools to the other;
- Mixed aged classes where there are more than two age groups in one class;
- Schools considered to be at risk, based on their academic Key Stage data and the quality of the leadership, of meeting Estyn's criteria as a school in need of significant improvement or special measures.

The 3 primary schools and 2 secondary schools included within these proposals have been assessed against the aforementioned criteria:

- 4 of the 5 schools have surplus places in excess of 25%;
- The combined maintenance backlog of the 5 schools is £4,352,000 which equates to £1,804 per pupil;
- The educational performance and pupil attendance of the 2 LA maintained secondary schools at Key Stage 4 is consistently in the third and fourth quartiles when compared to similar schools in Wales;

In addition Hawthorn and Pontypridd High Schools combined have small sixth forms of less than 250 pupils (the national recommended minimum number for an efficient and effective sixth form), and with relatively poor educational performance. Please refer to the data contained in sections 2 and 3 of this document for the evidence to support this statement.

Pupil numbers attending the sixth form at Cardinal Newman RC Comprehensive School have also fallen dramatically in the last three years; in September 2015 there were 195 pupils in the sixth form, this fell to just 80 in January 2018, a reduction of 60%. Having such small post 16 numbers has a significant impact on the post 16 provision available and on the wider sixth form experience for the students. Numbers are forecast to fall even further in September 2018. This reduction in pupil numbers and consequent reduction in post 16 funding from the Welsh Government has meant that the Cardinal Newman School budget is predicted to fall into a deficit balance of over £700k.

The opportunity exists to reconfigure the primary and secondary schools, including post-16 provision to create educationally and financially viable schools that serve the local communities. These proposals seek to achieve this.

### **Educational Considerations –**

School organisational change should point to the educational benefits that any change will offer, particularly in relation to overall improvements in standards, but also in terms of the social and emotional development of children, which would usually impact beneficially on their overall achievement and outcomes.

It is the Council's view that creating larger sixth forms and 3-16 schools will:

- **Improve educational outcomes;**
  - Create larger school departments or faculties that will promote the sharing of skills and expertise across more viable teams;
  - Provide teaching and support staff with more opportunity to develop professionally;
  - Enable greater opportunities for staff to move between key stages and further develop expertise;
  - Provide a more appropriate skills-based curriculum and wider extra-curricular opportunities which should improve attendance and educational outcomes;
  - Reduce the anxiety caused by transition

- **Improve educational provision;**

- Provide the conditions that will enable a broader and more diverse curriculum to be developed to better meet the needs of the school's young people and in ways that will be viable and sustainable over the longer term;
- Improve the range and quality of facilities and learning resources available to the benefit of all pupils;
- Enable greater continuity of support for vulnerable groups of pupils;
- Allow for the potential for financial savings in terms of staffing structures and purchase of services, which accrue to a larger school;
- Broaden the range of extra-curricular and out-of-school activities and develop them in ways that are sustainable over the longer term;
- Deliver the future capital investment benefits that would arise from the modernisation of a small number of institutions rather than many;
- Create schools of a sustainable size for their catchment area by removing surplus capacity, providing greater educational and financial stability;
- Release resources that will be reinvested in improving the buildings and in improving standards of teaching and learning, which otherwise would not have been available;
- Enable schools to build better relationships with parents and carers.

- **Improve leadership and management;**

- Provides the opportunity for the headteacher to distribute key leadership tasks such as child protection, literacy, numeracy, special educational needs etc to a greater number of staff. Often in a small Primary school, the headteacher takes responsibility for the vast majority of these tasks;
- Creates leadership opportunities for other staff, and for others to specialise in key areas, which will enhance educational provision and outcomes and improve succession planning;
- Allow teaching and support staff access to a wider range of responsibilities:
  - Improved career prospects;
  - Improved curriculum co-ordination;
  - The opportunity to teach across a wider age range;

- An increased range of expertise;
- Improved opportunities for staff interaction /co-ordination.

These benefits apply equally to the mainstream and the pupils with additional learning needs (ALN) in the schools. This argument is supported by Estyn in its report “School Size and Educational Effectiveness” (Dec 2013), which stated:

- *“Pupils’ standards are good or better in a higher proportion of large primary schools than small and medium-sized primary schools. This may be because large schools tend to have more expertise and capacity to address the needs of more vulnerable pupils and the more able and talented pupils.”*
- *“Examination results for large secondary schools are better than those for small and medium-sized secondary schools for nearly all measures”;*
- *“In general, curriculum provision is broader and better balanced in large secondary schools. Nearly all large secondary schools provide good or better learning experiences for their pupils. Large secondary schools are able to offer a wider range of options due to economies of scale”.*

### **What is the educational case for creating larger sixth forms?**

Over the past few years secondary schools have sought to collaborate to meet the requirements of the Learning and Skills Measure 2009 and to offer a good quality post 16 learning experience to their pupils. Despite the best efforts of the headteachers, schools and the Council:

- There are too many small sixth forms and a rationalisation would better meet the educational needs of the students by strengthening management arrangements, improving the effective and efficient use of resources, and better ensuring a quality educational experience. A viable sixth form, both educationally and financially should, ideally, have at least 250 students; In January 2018 (source : PLASC return), Hawthorn High had 114 sixth form students attending and Pontypridd High 131, just 245 in total between the two schools. Bryncelynog Comprehensive had 147 sixth form students at the same point in time. Numbers at Cardinal Newman have fallen from 195 in 2015 to just 80 in January 2018, a fall of almost 60%.

- The delivery of post-16 education is inefficient and for many the educational experience could be considerably better. There is still unnecessary post 16 duplication of provision between schools and colleges, choice for many learners is restricted, class sizes are too small, and secondary school surplus places in the County Borough are projected to be almost 3,500 by 2022 and over 775 in the Pontypridd area alone. This leads to valuable education funds being directed at additional staff costs and infrastructure when they would be better directed at the learners and the learner experience. Currently, across Rhondda Cynon Taf, funds amounting to over £600 per pupil that were originally provided to educate 11-16 pupils are redirected at sixth form learners, to subsidise loss making courses due to small class sizes. This amount increases to an average of over £600 per pupil across both Hawthorn and Pontypridd High Schools; at Cardinal Newman this figure is almost £800.
- Small class sizes found in many sixth forms leads to limited student interactions, which diminishes the effectiveness of learning. Across the four secondary schools, 44 post-16 courses were delivered in 2017 with less than 5 pupils per course. This poor learning experience for students is impacting on the numbers of students continuing their post 16 education in the four schools. The percentage of students opting, to stay on in their respective school, for a sixth form education in September 2017, was very low, being 31% in Cardinal Newman, 36% in Pontypridd HS, 46% in Hawthorn and 51% in Bryncelynog. Where providers have made the greatest progress in collaborating to reduce inefficiencies and improve effectiveness, learner opportunities and student interactions increase. However, travel between providers is seen by some students as a barrier to access a wider choice of courses.
- Choice is often dependent upon learner postal code. There is no equitable post 16 options entitlement for the County Borough;
- The educational achievement and success at Key Stage 4 (in relation to the Average Capped Wider Points Score) and Key Stage 5 (in relation to the Average Wider Points Score) in the County Borough are below Welsh averages and are amongst the lowest in Wales. A step change is still required to raise the number of young people participating in education post 16 and improve the quality of learning outcomes by raising attainment, retention and progression.

Creating a larger sixth form at Bryncelynog, together with the existing comprehensive post 16 provision at Coleg y Cymoedd creates the capacity and economies of scale to be able to improve:

- **Standards and Achievement** – raising standards of success and achievement and increasing progression to Higher Education and employment.



- **Choice** – improving the breadth and depth of curriculum creating greater choice for all young people to choose learning pathways that best enable them to mix and match vocational, academic and occupational qualifications and experience.
- **Participation** – increasing participation and attendance rates.
- **Equality** – to ensure every sixth form student in the Pontypridd area is able to access the curriculum of choice.
- **Ability to respond to future learners, community and business needs** – Re-skilling and up-skilling the population of Rhondda Cynon Taf as the commercial environment changes, to allow people to compete effectively in the job market.
- **Financial viability and effectiveness** – providing a cost effective and efficient model for delivery, removing unnecessary duplication, aligning capacity with demand (in light of demographic change), generating economies of scale and expanding economies of scope. This will result in the removal of surplus places, the reduction in the number of small sixth form classes, and the duplication of provision between providers.

### **What is the educational case for creating 3-16 schools?**

The great strength of all-through education is the continuity of educational experience which negates the transition “dips” in pupil performance. A 3-16 school provides the opportunity to provide a “bridge” between key stages in order to create a seamless transition for pupils in terms of curriculum planning, learning and teaching. It can allow for a significant sharing of subject expertise and primary pedagogy in particular across key stages 2 and 3.

In 2012, the Council established a new 3-19 school at Ysgol Llanhari and to date the school is making excellent progress, with pupil attainment and development outcomes improving year on year. The cross phase learning and communication with staff is having a positive effect on pupils.

The all through school eases the transition process between the key stages and staff and teachers know the children well as they progress through the year groups and this enables them to assist pupils where additional support is required.

The School has strong leadership, which creates a vision that resonates with all phases, all staff are fully engaged and the school benefits from ‘coherence and continuity’ which assists pupils learning progression.

Another important benefit of all-age schooling is being able to achieve greater effectiveness through the sharing of resources, and being able to target these resources, whether financial, physical or human, at key areas of school improvement. Some reported benefits include:

- Provision of specialist teaching in KS2 or extending literacy and numeracy programmes into KS3;
- Access for primary phase pupils to the facilities of secondary phase;
- Providing scope for acceleration programmes for more able and talented pupils;
- Joint Professional Development;
- Directing resources at early intervention;
- Planning a joint curriculum;
- Sharing equipment, hardware and accommodation;
- Increasing the range and capacity for extra-curricular/after school learning;
- Creating common administrative appointments.

#### **What will be the impact on the other “partner” primary schools in the community?**

Other partner/associated primary schools in each community will also benefit from the proposal. Pupil transition is important and the Council, through its 21<sup>st</sup> Century Band A programme has instigated some innovative programmes to ensure the quality of integration at Year 7 was seamless regardless of where they have received their primary experience. No pupil will be disadvantaged when they join the new school at Year 7.

#### **What is the likely impact of the proposals on school pupils?**

In making the proposed changes, many things will be different for the pupils from the Pontypridd area, depending on parents’ exercising their right of choice, but some things will remain the same:

- Some may have a longer or a different route to school, and some may be transported to school by bus. Some children may lose their entitlement to free transport, but others could gain entitlement;
- Being in classes with predominantly their own age group, the teacher will be better able to offer the primary pupils a wider and more varied curriculum to support all learners, including the least and most able;

- The teachers and teaching assistants may be different, however, the majority of teachers and teaching assistants should be able to transfer between the schools, if they wish to do so;
- For sixth form students there will be less, probably no travelling during the school day to access the curriculum and therefore there will be greater opportunities for more unstructured/informal interaction between students and teachers during the school day. The time saved from not travelling can also be used to focus on studying or completing course work;
- There will be more competition for pupils in and outside the classroom which is what children require if they are to achieve good educational outcomes;
- Being part of a larger school creates opportunity to run school sports teams, debating team etc. The children attending the ALN Classes will also have the opportunity to engage in a wider range of curricular and extra-curricular activities.

The principal change will be an improvement in the quality of the educational provision, and this should have a significant impact on educational performance of the pupils. This will bring about improvements for **all** pupils, irrespective of gender, ethnicity or disability. It should be noted that of the approx 5,500 pupils attending schools in the area under consideration (Pontypridd and Hawthorn), **none** are indicated as being Gypsy or Traveller children; to reiterate, these proposals are not seen as being detrimental to any particular group of pupils, they are intended to improve educational provision for all.

Pupils who currently attend Cardinal Newman RC Comprehensive Sixth Form will be able to continue their post – 16 education through the Catholic faith, if they choose to do so, at St David’s College, Cardiff. Any pupils resident in Rhondda Cynon Taf who choose this College on faith grounds will receive free transportation to this establishment. Pupils resident outside of RCT will need to check their entitlement with their home local authority.

There is a statutory duty placed upon the local authority (LA) to provide learners with free transport to their nearest suitable school if they reside beyond safe “walking distance” to that school. The term suitable school applies to the catchment area English, Welsh or dual language mainstream school or special school/class as appropriate. The law relating to safe “walking distance” is defined as two miles for learners of compulsory school age receiving primary education and three miles for learners of compulsory school age receiving secondary education.

Rhondda Cynon Taf County Borough Council has exercised the discretionary powers afforded to it under the provisions of the Learner Travel (Wales) Measure 2008 to make a more generous provision to learners as set out below:

- The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at 1½ miles, instead of 2 miles as required by the Measure;
- Free transport to their nearest suitable school, where places are available, is provided to children who meet the 1½ mile eligibility criterion from the start of the Foundation Phase (the start of the school term after their third birthday), rather than from the start of compulsory education (the start of the school term after their fifth birthday) as required by the Measure.
- The eligibility criterion for walking distance for learners receiving compulsory secondary education at their nearest suitable school has been set at 2 miles instead of 3 miles as required by the Measure.
- Free transport is provided to post 16 learners who meet the 2 mile eligibility criterion for two years after the end of compulsory education, rather than until the end of compulsory education as required by the Measure. This provision applies to full time attendance at the nearest school or college to the learner's home at which the approved course of study that they wish to pursue is offered.
- Free transport to their nearest suitable school is provided to learners (as set out above) in accordance with their preferred religious denomination.
- The term suitable school applies to the catchment area English, Welsh, dual language or voluntary aided (faith) mainstream school or special school/class as appropriate.

With regard to the proposed alternative sixth form centres for Hawthorn and Pontypridd High School pupils at Bryncelynog Comprehensive School and Coleg y Cymoedd being put forward for post - 16 provision, students will receive free transport, providing they meet the qualifying criteria (2 miles walking distance from home to school/college), to the nearest post-16 establishment that offers the choice of courses that they require. If they choose a centre that is not the closest to their home address, they may of course attend but will not receive any assistance towards the cost of transportation from the Council.

Pupils resident in Rhondda Cynon Taf attending Cardinal Newman RC Comprehensive School, will be able to select the most appropriate sixth form provision that offers the choice of courses that they require or if they choose a Roman Catholic post 16 provision this will be made available at St David's College, Cardiff. In doing so they will receive free transportation, providing they meet the distance criteria to the nearest provision that meets their subject choices. Students resident in Caerphilly County Borough will need to check this issue with their local authority.

The Welsh Government and the Council has adopted the UN Convention on the Rights of the Child which is expressed in seven core aims that all children and young people:

1. have a flying start in life;
2. have a comprehensive range of education and learning opportunities;
3. enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. have access to play, leisure, sporting and cultural activities;
5. are listened to, treated with respect, and have their race and cultural identity recognised;
6. have a safe home and a community which supports physical and emotional wellbeing;
7. are not disadvantaged by poverty.

We consider that this proposal benefits the children in the communities of the Pontypridd and Hawthorn in accordance with the seven core aims set out above.

All of the Primary schools under consideration as part of these proposals have breakfast club provisions, which are not only considered to be of benefit to the pupils but can greatly assist working parents as well. These clubs will continue if the new 'all through' 3 - 16 schools are created. Many schools also offer some after school provision which has the same benefits as the breakfast clubs; it is hoped that transferring Primary aged pupils to school sites that have improved facilities will allow for the expansion of this provision.

### **Benefits of a new school building for YGG, Pont Sion Norton**

To comply with Welsh Government guidance and its initiative to create a million Welsh speakers by 2050, which includes an expectation on local authorities to promote Welsh Medium education, the Council is reviewing its Welsh Medium school provision, to ensure that evidenced demand for places is met and that wherever possible, provision is expanded and improved to encourage parents to select a Welsh Medium education for their children. The proposal to close YGG Pont Sion Norton and construct a brand new, purpose built school, with additional pupil capacity is one of the schemes being planned to assist in achieving this aim.

All local authorities in Wales now have to produce a Welsh in Education Strategic Plan (WESP). This document indicates how the local authority intends to promote the teaching of the Welsh Language, how it intends working towards increasing the number of children taught through the medium of Welsh and how it can assist achieving the Welsh Government's target of having one million people in Wales speaking Welsh by

2050. The WESP for RCT can be viewed and downloaded from the Council website via this link <https://www.rctcbc.gov.uk/EN/Council/WelshServices/Relateddocs/WelshinEducationStrategicPlan201720.pdf>.

Included among the list of actions and outcomes the Council will undertake to help achieve the targets set out in the WESP, by increasing the number of seven year-old children being taught through the medium of Welsh are the following:

- New and improved school buildings with appropriate capacity levels to fully meet forecasted demand for WM provision in their catchment areas
- Consideration of making dual language Primary schools in to full WM schools

This part of the overall proposal, which is to close YGG Pont Sion Norton and build a brand new school, constructed to 21<sup>st</sup> Century Schools standards and with an increased capacity of 360 pupils plus Nursery provision, will work towards achieving these targets in this area of the County Borough.

#### **What is the likely impact of the proposal on the staff of the schools?**

As previously stated, all schools involved in the proposal in the Pontypridd and Hawthorn area will close and new schools will be opened with a new governing body, these include the new welsh medium primary school, and both 3-16 schools. Should the proposal proceed, all the proposed new schools will need to appoint temporary governing bodies for the interim period until the new schools open. These temporary governing bodies will be responsible for establishing the school, agreeing new staff structures and undertaking the appointment process for all the staffing posts.

The temporary governing bodies will firstly need to appoint new headteachers, who will then formulate and propose the leadership, management and staffing structures for the new schools. The staffing structure for the Hawthorn and Pontypridd 3-16 schools will need to be developed for the school taking into account a number of factors, including delivering a curriculum without sixth form provision.

The Council recommends that if the proposal is accepted that the temporary governing bodies of new schools “ring fence” the appointment process for all teaching and associated staff posts to staff within the existing schools in the first instance.

No changes will be required to the governing body of Cardinal Newman, but a revision to their staffing structure will be required due to the loss of the sixth form provision.

The Council has well established Human Resource policies and procedures that give reassurance to staff and employers about the management of organisational change, as illustrated by the recent school organisation changes in the Rhondda and Aberdare.

**3. Who does it apply to? Please indicate by highlighting or deleting as appropriate**

Members of the public    School Staff    Other    Please state: children aged 3-19 years in the communities of Pontypridd and Hawthorn, parents and carers of the children.

**4. Indicate whether this is a new proposal, a review or a proposed cessation: All 3**

**5. Identifying Impacts** – Please choose whether the policy/practice will have a positive, negative or neutral effect on **each** issue below: Think about the key questions included in the manager’s guidelines.

People / issues to consider	Impact policy / practice will have			If a positive or negative impact is identified, explain why:
	Positive	Negative	Neutral (No impact)	
Age (young and old)	Yes	Yes		<p>Improved learning facilities and environments for all.</p> <ul style="list-style-type: none"> <li>• ensure that all the children in the larger Primary education provisions feel safe and secure,</li> <li>• make the learning environments comfortable and attractive for all children and young people who access them.</li> <li>• Primary pupils being able to access specialist facilities at their own school site, Secondary pupils being able to access work experience and assist the learning of their younger counterparts.</li> <li>• access services to improve the lives of children and their families.</li> <li>• improved facilities will enable the pupils to access learning and cultural activities which can help develop relationships within communities.</li> <li>• improved transition between the Primary and Secondary school sectors</li> <li>• promotion of more independent learning for post-16 pupils to better prepare them for higher education and employment, reduction in number of young people who become NEET.</li> <li>• Larger sixth forms will reduce the need for consortia arrangements and travelling between sites; time can be better spent learning than travelling.</li> </ul>



People / issues to consider	Impact policy / practice will have			If a positive or negative impact is identified, explain why:
	Positive	Negative	Neutral (No impact)	
				<ul style="list-style-type: none"> <li>• The changing curriculum, life long learning opportunities and use of ICT will provide the opportunity to enable all learners to reach their potential.</li> <li>• More choice of learning pathways at post-16, more subject options which will improve the higher education and employment prospects of all learners</li> <li>• Increased travel distances for some primary school pupils and some sixth form pupils</li> </ul>
Disability (remember to consider the different types of disability)	Yes			New build and refurbished school facilities will be fully compliant with all disability legislation and will be accessible to all users; refurbished and remodelled premises will have reasonable adjustments undertaken to make them as compliant as it is possible to do.
Gender			Yes	
Gender Reassignment			Yes	
Race			Yes	
Religion or Belief		Yes		Pupils attending the sixth form provision at Cardinal Newman RC Comprehensive school will have to travel to St David's College,

People / issues to consider	Impact policy / practice will have			If a positive or negative impact is identified, explain why:
	Positive	Negative	Neutral (No impact)	
				Cardiff, if they wish to receive post 16 education through the Catholic faith. To mitigate this potentially negative impact, free transportation will be provided for pupils resident in RCT; pupils who reside in other County Boroughs will need to check their entitlement with their home local authority.
Sexual Orientation			Yes	
Welsh Language	Yes			A new Welsh Medium school, built to 21 <sup>st</sup> Century Schools standards, with additional capacity provided to allow more choice for parents as to which language medium they can choose for their children.
Carers			Yes	

## EVIDENCE

### 6. What evidence is there to support your conclusions? Please indicate below

Reports of the Director of Education to Cabinet - October 2018.  
Public Consultation Document on the Proposal

### 7. In areas where a negative impact has been identified are there any ways that the negative effect could be reduced or removed? Please indicate below and include the evidence on which you have based your conclusion.

The only negative impact that could be identified is that some Primary Schools pupils will have to travel longer distances to schools, likewise sixth form pupils may have longer journeys to the new post-16 provisions. In the case of the Primary pupils it is highly unlikely that any child will have further than 1.5 miles to travel to their new school; this is the distance at which RCTCBC currently provides home to school transport, which is more generous than that provided for by legislation, i.e. 2 miles. It is the full responsibility of parents to transport their children to school where they do not qualify for free provision, they also have to determine and provide appropriate supervision for children and decide the mode of transport to be used. Free provision will be made available where pupils meet the qualifying criteria.

No sixth form pupil will have to undertake any journey, whether by public or private transportation that will take longer than 40 minutes to undertake, which is within the Council's target of ensuring that secondary aged learners do not have journey times exceeding 60 minutes. This would include those pupils who wish to continue their post 16 education through the Catholic faith, at St David's College, Cardiff. Full assessments of all available walking routes will be undertaken to ensure that they meet all safety criteria and standards laid down in the Learner Travel Measure 2014. Appropriate improvements will be made where identified.

## INVOLVEMENT & CONSULTATION

### 9. What involvement and consultation has been done in relation to this (or similar) policy and what are the results?

The following consultation meetings/ open events are being held.

School Affected	Group	Time/Date	Venue
<b>Hawthorn School</b> <b>High</b>	Governors and Staff Meeting	Monday, 12 <sup>th</sup> November 2018, 3.30 pm	Hawthorn High School
<b>Pontypridd School</b> <b>High</b>	Governors and Staff Meeting	Monday 12 <sup>th</sup> November 2018, 3.30 pm	Pontypridd High School
<b>Heol-Y-Celyn School</b> <b>Primary</b>	Governors and Staff Meeting	Wednesday 14 <sup>th</sup> November 2018, 4 pm	Heol-Y-Celyn Primary School
<b>Hawthorn School</b> <b>Primary</b>	Governors and Staff Meeting	Wednesday 14 <sup>th</sup> November 2018, 4 pm	Hawthorn Primary School
<b>Cilfynydd</b> <b>Primary</b>	Governors and	Monday, 19 <sup>th</sup> November	Cilfynydd Primary

School Affected	Group	Time/Date	Venue
<b>School</b>	Staff Meeting	2018, 4pm	School
<b>YGG, Pont Sion Norton</b>	Governors and Staff Meeting	Tuesday, 20 <sup>th</sup> November 2018, 4pm	YGG, Pont Sion Norton
<b>Bryncelynog Comprehensive School</b>	Governors and Staff Meeting	Thursday, 22 <sup>nd</sup> November 2018, 3.30pm	Bryncelynog Comprehensive School
<b>Cardinal Newman RC Comprehensive School</b>	Governors and Staff Meeting	Thursday, 22 <sup>nd</sup> November 2018, 3.30pm	Cardinal Newman RC Comprehensive School
<b>Hawthorn High School</b>	School Council	Monday, 12 <sup>th</sup> November 2018, 2 pm	Hawthorn High School
<b>Pontypridd High School</b>	School Council	Monday, 12 <sup>th</sup> November 2018, 2 pm	Pontypridd High School
<b>Heol-Y-Celyn Primary School</b>	School Council	Wednesday 14 <sup>th</sup> November 2018, 2.30pm	Heol-Y-Celyn Primary School
<b>Hawthorn Primary School</b>	School Council	Wednesday 14 <sup>th</sup> November 2018, 2.30pm	Hawthorn Primary School
<b>Cilfynydd Primary School</b>	School Council	Monday, 19 <sup>th</sup> November 2018, 2.30 pm	Cilfynydd Primary School
<b>YGG, Pont Sion Norton</b>	School Council	Tuesday, 20 <sup>th</sup> November 2018, 2.30 pm	YGG, Pont Sion Norton
<b>Bryncelynog Comprehensive School</b>	School Council	Thursday, 22 <sup>nd</sup> November 2018, 2 pm	Bryncelynog Comprehensive School
<b>Cardinal Newman RC</b>	School Council	Thursday, 22 <sup>nd</sup>	Cardinal Newman RC

School Affected	Group	Time/Date	Venue
<b>Comprehensive School</b>		November 2018, 2 pm	Comprehensive School
<b>Cardinal Newman RC Comprehensive School</b>	Parents and public drop in session	Tuesday, 15 <sup>th</sup> January 2019, 3 – 6 pm	Cardinal Newman RC Comprehensive School
<b>Bryncelynnog Comprehensive School</b>	Parents and public drop in session	Wednesday, 16 <sup>th</sup> January 2019, 3 – 6pm	Bryncelynnog Comprehensive School
<b>YGG Pont Sion Norton and Heol-Y-Celyn Primary Welsh Department – both schools and members of the local community</b>	Parents and public drop in session and exhibition	Thursday, 17 <sup>th</sup> January 2019, 4 – 6pm	Rhydyfelin Children’s Centre (tbc)
<b>Hawthorn High, Hawthorn Primary and Heol-Y-Celyn Primary– all three schools and members of the local community</b>	Parents and public drop in session and exhibition	Tuesday, 22 <sup>nd</sup> January 2019, 3 – 6 pm	Hawthorn High School
<b>Pontypridd High and Cilfynydd Primary – both schools and members of the local community</b>	Parents and public drop in session and exhibition	Thursday, 24 <sup>th</sup> January 2019, 3 – 6 pm	Pontypridd High School

Interested parties are also welcome to put their views in writing to:

Director of Education  
Rhondda Cynon Taf County Borough Council  
Ty Trevithick  
Abercynon CF45 4UQ

e-mail [schoolplanning@rctcbc.gov.uk](mailto:schoolplanning@rctcbc.gov.uk)

## **MONITORING AND REVIEW**

### **10. What arrangements have you put in place to review the actual impact of the policy once it has been implemented?**

The Council's school improvement team will be fully engaged in supporting all head teachers, school staff and the governing bodies of all schools involved during the first year or so, or for however long they require such support. Support with staff recruitment and for the temporary governing bodies, including a clerking service will be provided by the HR Division and the Governor Support service.

## **ADDRESSING THE IMPACT**

### **11. What option have you chosen as a result of your impact assessment?**

- Continue the Policy

**Please indicate and provide reasons for your decision.**

The evidence outlined in our consultation document clearly recommends that this is the right approach.

## 12. ACTION PLAN

You now need to complete the EIA action plan to outline how you will act on any impacts identified. You may need to prioritise in terms of what actions you choose to take and the timescales to complete them in. In general terms, you should try to act on all negative impacts unless there is a clear reason as to why this is not possible. You could also identify actions for positive or neutral impacts where appropriate i.e. to outline and further promote a positive impact or to outline how to make something have a positive impact instead of a neutral one.

### EQUALITY IMPACT ASSESSMENT ACTION PLAN

Action	Responsible Officer	Timescale for Actions	Timescale and actions for Review	Measures to be taken to evaluate effects of actions
To finalise the plans for school building construction and repair/refurbishment of existing buildings	Director of Corporate Estates	By September 2020		
To undertake any highways works that are identified as required to improve walking routes and to make arrangements for any transport provision that may be identified.	Director of Highways and Transportation	By September 2022		

**13. Please outline below any negative impacts that have been identified in the EIA questionnaire but not addressed in the action plan. You will need to explain your reasons for not addressing them.**

None

Please keep a copy of the questionnaire and action plan and send copies to:

Equality, Diversity & Social Justice Team  
The Pavilions  
Cambrian Park  
Clydach  
CF40 2XX

Email: [equality@rctcbc.gov.uk](mailto:equality@rctcbc.gov.uk)

Tel: 01443 424075

Signed: Gaynor Davies                      Date: 15/10/18  
Job Title: Director of Education