



EDUCATION, SKILLS AND CULTURE CABINET BOARD

***Immediately Following Scrutiny Committee on
THURSDAY, 4 JULY 2019***

COUNCIL CHAMBER, PORT TALBOT CIVIC CENTRE

1. Appointment of Chairperson
2. Declarations of Interest
3. Minutes of Previous Meeting (*Pages 3 - 6*)
4. Strategic School Improvement Programme (*Pages 7 - 24*)
Report of the Head of Transformation
5. Cymer Afan Comprehensive School - Stand-Alone Sports Hall
(*Pages 25 - 66*)
Report of the Head of Transformation and the Head of Property and Regeneration
6. Proposed Relocation of Skewen Library (*Pages 67 - 84*)
Joint Report of the Head of Transformation and the Head of Property and Regeneration
7. Quarterly Performance Management Data 2018 - 19 - Full Year Performance (1 April 2018 - 31 March 2019) (*Pages 85 - 98*)
Report of the Head of Participation
8. Forward Work Programme 2019/20 (*Pages 99 - 102*)
9. Urgent Items
Any urgent items (whether public or exempt) at the discretion of the Chairperson pursuant to Statutory Instrument 2001 No. 2290 (as amended).

S.Phillips
Chief Executive

Civic Centre
Port Talbot

Friday, 28 June 2019

Cabinet Board Members:

Councillors: A.R.Lockyer and P.A.Rees

Notes:

- (1) *If any Cabinet Board Member is unable to attend, any other Cabinet Member may substitute as a voting Member on the Committee. Members are asked to make these arrangements direct and then to advise Democratic Services staff.*
- (2) *The views of the earlier Scrutiny Committee are to be taken into account in arriving at decisions (pre decision scrutiny process). The Chairperson and Vice Chairperson of the relevant Scrutiny Committee will be invited to be present at this meeting.*

EXECUTIVE DECISION RECORD

6 JUNE 2019

EDUCATION, SKILLS AND CULTURE CABINET BOARD

Cabinet Members:

Councillors: A.R.Lockyer and P.A.Rees (Chairperson)

Officers in Attendance:

C.Millis, C.Griffiths, S.James, D.Holder, S.Curran and J.Woodman-Ralph

Invitees:

Cllr. S. Reynolds (Scrutiny Chair)

Cllr. R.Mizen (Scrutiny Vice Chair)

1. **APPOINTMENT OF CHAIRPERSON**

Agreed that Councillor P.A.Rees be appointed Chairperson for the meeting.

2. **DECLARATIONS OF INTEREST**

The following Member made a declaration of interest at the commencement of the meeting:

Councillor P.A.Rees Re: Report of the Head of Participation on the Draft Home to School Travel Policy 2020 as he has grandchildren who attend welsh medium education.

3. **MINUTES OF PREVIOUS MEETING HELD ON THE 11 APRIL 2019**

Decision:

That the minutes of the 11 April 2019 be approved.

4. **DRAFT HOME TO SCHOOL TRAVEL POLICY 2020**

Decision:

That permission be granted to undertake a public consultation on the Home to School Travel Policy 2020 for eight weeks commencing Monday, 10th June 2019 until Sunday, 4th August 2019 as detailed in the circulated report.

Reason for Decision:

The report is for information for Cabinet Board members to determine if they will provide their permission for officers to consult with stakeholders on the draft Home to School Travel Policy 2020.

Implementation of Decision:

The decision will be implemented after the three day call in period.

Consultation:

The new proposed policy will be subject to external consultation. There are no statutory requirements for public consultation in respect of changes to the Council's Home to School Travel policy.

5. **PLAY SUFFICIENCY ASSESSMENT 2019**

Decision:

That the Play Sufficiency Assessment Action Plan be approved to outline priorities for the delivery and development of play in Neath Port Talbot as detailed in the circulated report.

Reason for Decision:

Undertaking a Play Sufficiency Assessment and developing an accompanying action plan is a statutory duty for all local authorities in Wales.

The action plan has been developed to help ensure that we maximise the available resources for play to improve the quality of the provision offered across the county.

Implementation of Decision:

The decision will be implemented after the three day call in period.

6. **SCHOOL TERM DATES 2021/2022**

Decision:

That the School Term Dates for 2021/2022 be approved for submission to the Welsh Government.

Reason for Decision:

To enable the Authority to meet its statutory duties.

Implementation of Decision:

The decision will be implemented after the three day call in period.

CHAIRPERSON

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Cabinet Board

4th July 2019

REPORT OF HEAD OF TRANSFORMATION ANDREW THOMAS

MATTER FOR DECISION

WARDS AFFECTED: All

STRATEGIC SCHOOL IMPROVEMENT PROGRAMME – PROPOSAL TO AMEND THE COUNCIL'S 21ST CENTURY SCHOOLS CAPITAL FUDING PROGRAMME BAND B PROJECTS TO INCLUDE A SCHEME FOR A NEW SPECIAL SCHOOL

Purpose of report

1. To obtain Member approval to write to Welsh Government to amend the Council's original Band B Strategic Outline Programme (SOP) to include a new 7-16 special school for pupils with social, emotional and behavioural difficulties (SEBD)

Executive summary

2. Across Neath Port Talbot, schools and professionals are reporting a steady increase in the number of pupils requiring support with Social, Emotional and Behavioural difficulties (SEBD).
3. Additional provisions have been developed in both the primary and secondary sector in an effort to better support these pupils and to meet their needs.
4. The Council's original 21st Century Schools capital Funding Programme Band B submission contains 5 projects.
5. It is proposed to amend the Council's original Band B Strategic Outline Programme (SOP) to include a new 7-16 special

school for pupils with social, emotional and behavioural difficulties (SEBD).

Background

6. The Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools in the right place and ensuring that they are fit for the 21st century learner is the challenge facing the Council. Achieving this will involve reviewing the number and type of schools the Council has in its area and assessing whether or not best use is being made of resources and facilities.
7. Implementing the Council's Strategic School Improvement Programme (SSIP) involves reviewing existing provision and determining the number and type of schools needed to deliver education effectively and efficiently across the County Borough. It will most likely lead to substantial change involving opening new schools, closing existing schools, merging or amalgamating schools, federating schools and promoting new initiatives that support collaborative working between schools.
8. The Council has determined to review its provision on the basis of:
 - educational standards
 - the need for places and the accessibility of schools
 - the quality and suitability of school accommodation
 - effective financial management

The Proposal

9. It is proposed to amend the Council's original Band B Strategic Outline Programme (SOP) to include a new 7-16 special school for pupils with social, emotional and behavioural difficulties (SEBD)
10. The current Band B SOP consists of the following capital build proposals

a. Cefn Saeson Comprehensive

A new build English-medium school for 900 pupils aged 11-16 years to replace an existing secondary school assessed as building condition category grade D.

b. Ysgol Gymraeg Ystalyfera – Bro Dur

New build replacement accommodation as part of the site transformation of the north campus at Ystalyfera. This work complements the new build facilities at the school funded by Band A.

c. Ysgol Newydd Swansea Valley

A new build English-medium school in the Pontardawe area to accommodate primary age pupils as part of an 'all-through', 3-16 development involving Cwmtawe Comprehensive and four existing primary schools.

d. Ysgol Newydd (Coed Darcy)

A new build school for 450 pupils aged 3-11 (incl. Nursery) at Coed Darcy urban village. The language medium of the school is yet to be determined. This scheme is carried over from the initial Band A submission.

e. Abbey Primary School

A new build English-medium school for 450 pupils (incl. Nursery) on a single site to replace the existing buildings located over 3 sites.

11. Investment in the projects within Band B will result in 4 new build schools replacing 7 existing builds. This will remove a further c£15m of backlog maintenance and accessibility costs. It will also complete the rebuild and reorganisation of the Welsh-medium secondary school estate, the latter confirming this Council's long term commitment to Welsh-medium education.
12. Projects in the Council's Band B programme address the poorest condition school buildings (building condition category grade D) whilst also seeking change to improve service delivery. They also address risks to business continuity, the potential impact of which in a large secondary school setting would be significant. There are many more schemes that need to be tackled with the support of future funding initiatives.
13. The Welsh Government has announced improved grant intervention rate funding for 21st Century School Band B projects from 50% to 65% and in relation to Special Schools that they will provide a grant at a 75% intervention rate. With this announcement from Welsh Government it would seem

appropriate to consider whether a new build special school could address some of the challenges currently being encountered and additionally enable Neath Port Talbot to plan to address particular aspects of ALN reform.

Current Provision

14. Across Neath Port Talbot, schools and professionals are reporting a steady increase in the number of pupils requiring support with Social, Emotional and Behavioural difficulties (SEBD) and additional provisions have been developed in both the primary and secondary sector in an effort to better support these pupils and to meet their needs.
15. In recent years Members have given approval for the development of provisions for pupils with SEBD at Ysgol Hendrefelin (7 primary and 21 secondary planned places and 40 secondary assessment places), Cefn Saeson Comprehensive (16 assessment places), Awel Y Mor Primary (12 assessment places) and most recently at Crynallt Primary (14 planned places) and Coedffranc Primary (12 assessment places), but it has become apparent that further, more specialised support is required.
16. Data indicates that there has been an 83% (168 pupils) increase in pupils with Autistic Spectrum Disorder (ASD), a 46% (332 pupils) increase of pupils with Speech, Language and Communication Difficulties (SLCD) and 36% (234 pupils) increase of pupils displaying SEBD since 2012¹.
17. The increase in these particular needs in Neath Port Talbot pupils has contributed to the rise over four years of fixed term exclusions of 21% (115) in secondary, 66% (48) in special and 129% (111) in primary schools. During 2018/19 a rise in permanent exclusions at secondary age has been reported.
18. Neath Port Talbot has two special schools currently. Ysgol Maes Y Coed provides education for pupils aged 2 to 19 years with profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD). Ysgol Maes Y Coed opened its doors to pupils in its current purpose built school in

¹ PLASC Jan2019

- September 2012. In 2013 an extension was added to the school and the number of pupils increased from 70 to 90.
19. Ysgol Hendrefelin was established in 2015 from the amalgamation of Ysgol Hendre and Velindre special schools, and Bryncoch Pupil Referral Unit. In 2016 the school was expanded to include a third campus at Theodore Road and its pupil roll increased to 180. Ysgol Hendrefelin now provides education for pupils aged 3-16 with a wide variety of additional learning needs including ASD, MLD, SLD, and SEBD, across its 3 sites in Neath and Port Talbot.
20. With the increasing numbers of pupils requiring a place at Ysgol Hendrefelin because of their complex SEBD needs the school is under increasing pressure and the management of 3 separate sites is presenting a significant challenge to the leadership team.

Potential Future Provision

21. Should approval be secured then a scheme for a new build special school will be developed.
22. Initial planning indicates that the new build school will need to accommodate approx. 100 pupils aged 7 -16 years old with SEBD.
23. By providing 100 places the new school will alleviate pressures on Ysgol Hendrefelin as it is anticipated that the SEBD provision currently provided at Theodore Road and Velindre sites will be included in the new build, along with additional new spaces created to meet the anticipated future demand.
24. The new school will benefit from a bespoke design with the aim of meeting the complex needs of the pupils who will be allocated a place there. The design will be flexible to allow for both the national curriculum and alternative curriculum provision to be delivered,
25. Facilities could include
- Bespoke areas for the differing age ranges and type of need
 - Base rooms for registration
 - Curriculum rooms for basic literacy, numeracy and ICT skills
 - A range of rooms purposely designed to cater for the complex needs of the pupils, e.g. therapeutic rooms, chill-

out/quiet zones, play area, intervention rooms, work areas, family room, training room, etc.

- A range of skill based areas, e.g. D&T, cookery kitchen, science lab, sports hall (incl. fitness suite), art/photography, music studio, mechanics, animal welfare, etc.
- External facilities to include 3G area, MUGA, nature reserve, outdoor relaxation area, outdoor classroom, etc.
- Opportunities for educational respite and residential courses

26. Possible sites for a special school have yet to be identified but will need to be large enough to accommodate a building which will need to incorporate specialist teaching facilities suitable for delivering the Key Stage 2,3 and 4 curriculum as well as being able to offer pupils opportunities to experience an alternative curriculum depending on individual pupil needs.

Financial impact

27. The Welsh Government has announced improved grant intervention rate funding for 21st Century School Band B projects from 50% to 65%. This reduces the amount of match funding required to 35% and hence the cost of debt charges that are to be met by the Council.
28. The Forward Financial Plan incorporated a capital financing provision for Band B project investments of £800k. As a result of the increase in the grant intervention rate this reduces the cost of match funding the £67m investment for the 5 projects to £714k per annum.
29. The Welsh Government have also advised that in relation to Special Schools they will provide a grant at a 75% intervention rate. Therefore for a £15m investment in a new special school this will require an annual capital financing provision of £188k.
30. Members should note that this increases the total capital financing requirement to £901k and thus circa £101k more than current provision. However it is expected that there will be cost savings that will arise from amalgamations onto single school sites that should cover these or the majority of the increased financing cost requirements.

Integrated Impact Assessment

22. A first stage impact assessment has been undertaken to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016.
23. The first stage assessment has indicated that a more in-depth assessment will be required if the proposal is progressed.
24. Should the proposal proceed it is likely to have an impact on pupils, staff and other potential users of the new school. It is likely that in some circumstances the impacts will be positive. The proposal may also impact on opportunities to use the Welsh language. It is unknown whether the proposal would impact on biodiversity. Further consideration of how the proposal embraces the sustainable development principle is needed.
25. Should the proposal proceed a full consultation will be undertaken where views of all stakeholders will be undertaken and greater information will be obtained which will further inform the full assessment.

Valley Communities Impacts

24. There are no implications on the Valley Communities as a result of this report. Potential impacts will be assessed should the proposal proceed.

Workforce Impacts

25. There are no implications on the workforce as a result of this report. Potential impacts will be assessed should the proposal proceed.

Legal impacts

26. There are no legal impacts as a result of this report. However should the proposal progress then the School Standards & Organisation (Wales) Act 2013 (the Act) provides the legislative framework by which the Council may establish a new school.

Risk management

27. A risk assessment has been carried out under the Council's Risk Management Policy 2018.

28. The potential risks associated with this report could threaten the Council's ability to successfully achieve its strategic goals and objectives
29. Failure to secure approval to write to Welsh Government to include a scheme for a new build special school in Band B would prevent the scheme progressing.
30. If the scheme is not included in Band B then it would not be possible to submit a business case to Welsh Government for support with funding and without such funding it is unlikely that the Council could afford to build the school.
31. Should approval be given for officers to write to Welsh Government to request permission to include the scheme in Band B, there is a risk that the scheme would still not be progressed due to other pressures. A further risk assessment will be required should the proposal progress.

Consultation

32. There is no requirement for external consultation on this item. However should approval be secured then the proposal will be subject to a full consultation exercise.

Recommendation

33. It is recommended that officers be given permission to write to Welsh Government to request that a scheme for a new build special school is included in Band B.

Reasons for proposed decision

34. This decision is necessary to progress the development and submission of an additional scheme in the Council's Band B SOP.

Implementation of the decision

35. The decision is proposed for call in after the three day call in period.

Appendices

Appendix A First stage Integrated Impact Assessment

List of background papers

a. Strategic School Improvement Programme Principles Paper:
September 2008

[https://democracy.npt.gov.uk/Data/Cabinet/20080924/Agenda/\\$CAB-240908-REP-EL-KN.doc.pdf](https://democracy.npt.gov.uk/Data/Cabinet/20080924/Agenda/$CAB-240908-REP-EL-KN.doc.pdf)

Officer Contact

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Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: Amendment of the current 21st century schools capital funding programme band B projects to include a new 7-16 special school for pupils with social, emotional and behavioural difficulties

Service Area: Strategic School Improvement Programme (SSIP)

Directorate: Education, Leisure & Lifelong Learning

2. Does the initiative affect:

	Yes	No
Service users	x	
Staff	x	
Wider community	x	
Internal administrative process only		x

3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	x				H	Should a new special school be developed then there would be an impact on pupils aged 7-16 with SEBD Data indicates that there has been an 83% (168 pupils) increase in pupils with Autistic Spectrum Disorder (ASD), a 46% (332 pupils) increase of pupils with Speech, Language and Communication Difficulties (SLCD) and 36% (234 pupils) increase of pupils displaying SEBD since 2012. In recent years Members have given approval for the development of provisions for pupils with SEBD at Ysgol Hendrefelin (7 primary and 21 secondary planned places

						<p>and 40 secondary assessment places), Cefn Saeson Comprehensive (16 assessment places), Awel Y Mor Primary (12 assessment places) and most recently at Crynallt Primary (14 planned places) and Coedffranc Primary (12 assessment places), but it has become apparent that further, more specialised support is required.</p> <p>Admission to the new school would not be open to all pupils, but via a special admission panel of the Council, and specific entry and exit criteria will apply.</p> <p>Pupils at the school will benefit from being taught by specialist staff but there is the possibility that pupils with SEBD in mainstream schools could also benefit from some aspects of the provision available.</p> <p>The new school with specialised staff is likely to be able to improve opportunities for training and supporting mainstream staff across the county borough.</p> <p>This will be explored further as part of the full assessment</p>
Disability	x				H	<p>The Council's arrangements for education across the county borough include those children and young people with a disability. The new school will specifically provide education for pupils with an additional learning need, therefore the impact on these pupils is likely to be high.</p> <p>Data indicates a 36% (234 pupils) increase of pupils displaying SEBD since 2012 (PLASC 2012 -2019) This proposal will seek to address the needs of these pupils and future pupils identified as having SEBD by providing a special school designed to meet their needs.</p> <p>The new build school will be a 21st century purpose built facility designed to be fully compliant in terms of requirements for disabled users.</p>

						The Council is required to have regard for the needs of disabled learners and learners with learning difficulties when assessing transport needs. This will be explored further as part of the full assessment
Gender Reassignment				x	M	This is not a criterion considered in terms of the Council's education arrangements either for pupils or school staff. However it is very likely that a new build school will facilitate easier management of the practicalities of gender reassignment through opportunities for private changing and toilet facilities. This will be explored further as part of the full assessment
Marriage/Civil Partnership		x				This is not a criterion that will be impacted by the proposal.
Pregnancy/Maternity		x				This is not a criterion that will be impacted by the proposal.
Race				x	M	There could be an impact on pupils or staff users of a new special school, depending on the identity of the pupils and staff who are yet to be identified. Differences in the number of male or female users may also impact on race. This will be explored further as part of the full assessment
Religion/Belief				x	M	Pupils and staff of any religion or belief would be eligible to be a member of the school community and it is expected that the Council's educational arrangements will meet the needs of pupils or staff members of different religions or with different beliefs. This will be explored further as part of the full assessment when potential pupils and staff are identified.
Sex				x	H	There is a potential impact on sex as current data (PLASC Jan 2019) indicates that there are 92 pupils in primary and secondary schools in Neath Port Talbot with

						a statement for SEBD and of these 86 are male and 6 are female. This would suggest that a possible new build special school may have greater numbers of male than female pupils attending. This could indicate a disproportionate impact on sex and will need further exploration as part of the full assessment.
Sexual orientation		x				This is not a criterion that will be impacted by the proposal.

4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language				X		The language designation of the proposed new school is yet to be determined. Should it be EM then it is expected that there will be provision for pupils to continue their education through the medium of Welsh as required. The school will also ensure that Welsh is taught as a second language in line with the national curriculum requirements where required. This will be explored further as part of the full assessment.
Treating the Welsh language no less favourably than English				X		The language designation of the proposed new school is yet to be determined. This impact will be explored further as part of the full assessment if the proposal is approved and developed.

5. Does the initiative impact on biodiversity:

6.

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity				x		This would be considered as part of any planning application for the proposed new special school and as part of the full integrated impact assessment should the proposal proceed.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.				x		This would be considered as part of any planning application for the proposed new special school and as part of the full integrated impact assessment should the proposal proceed.

7. Does the initiative embrace the sustainable development principle (5 ways of working):

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	x		The proposal if implemented will positively impact on pupils aged 7-16 with SEBD by creating a new school that will be able to meet the needs of its pupils at the time of its establishment and for pupils who may require specialist support in the future. This will be explored further as part of the full assessment if the proposal is approved and developed.
Integration - how the initiative impacts upon our wellbeing objectives	x		The Strategic School Improvement Programme and its related projects are included in the Directorate's plans which link to the Council's wellbeing objectives. This proposal is likely to positively impact on Wellbeing Objective 1 in particular should it proceed. This will be explored further as part of the full assessment if the proposal is approved and developed.
Involvement - how people have been involved in developing the	x		Informal conversations with schools, headteachers, and officers working within the Inclusion and Education Development services have provided

initiative			positive feedback to initial thoughts on developing a proposal to build a new special school. Should the proposal proceed then further approval will be sought from Members to undertake a full consultation where views from all stakeholders will be gathered and will further inform the proposal and the full assessment.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions		x	Should the proposal proceed then further approval will be sought from Members to undertake a full consultation where views from other services and organisations will be sought. This will further inform the full assessment.
Prevention - how the initiative will prevent problems occurring or getting worse	x		It is intended that if the proposal to build a new special school is progressed then it should alleviate the current pressures on schools and the local authority faced as a result of growing numbers of pupils with SEBD. By providing specialist teaching facilities with appropriately trained and experienced staff it is expected that the educational opportunities for such pupils will improve. Additionally such an establishment should be able to provide greater training and support for mainstream staff across the local authority.

7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	
Reasons for this conclusion	

A full impact assessment (second stage) is required	x
Reasons for this conclusion	

Should the proposal proceed it is likely to have an impact on pupils, staff and other potential users of the new school. The proposal may also impact on opportunities to use the Welsh language. It is unknown whether the proposal would impact on biodiversity. Further consideration of how the proposal embraces the sustainable development principle is needed.

Should the proposal proceed a full consultation will be undertaken where views of all stakeholders will be undertaken and greater information will be obtained which will further help to inform the full assessment.

	Name	Position	Signature	Date
Completed by	Rhiannon Crowhurst	SSIP Programme Manager		27.06.2019
Signed off by	Andrew Thomas	Head of Transformation		27.06.2019

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EDUCATION SKILLS AND CULTURE CABINET BOARD

4th JULY 2019

**JOINT REPORT OF THE HEAD OF TRANSFORMATION AND THE HEAD OF
PROPERTY AND REGENERATION**

MATTER FOR DECISION

WARDS AFFECTED: Cymmer, Glyncorrwg & Gwynfi

**CYMER AFAN COMPREHENSIVE SCHOOL – STAND-ALONE SPORTS HALL,
SITUATED WITHIN THE GROUNDS OF CYMER AFAN PRIMARY SCHOOL,
MARGAM STREET, CYMMER, PORT TALBOT**

Purpose of Report

1. To obtain Member approval in declaring the stand-alone Sports Hall building situated within the grounds of Cymer Afan Primary School as being surplus to the ongoing operational requirements of the Education, Leisure and Lifelong Learning Service.

Executive Summary

2. The Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools in the right place and ensuring that they are fit for the 21st century learner is the challenge facing the Council. Achieving this will involve reviewing the number and type of schools the Council has in its area and assessing whether best use is being made of resources and facilities.
3. Implementing the Strategic School Improvement Programme (SSIP) has involved reviewing existing provision and determining the number and type of schools needed to deliver education effectively and efficiently across the County Borough resulting in substantial change involving opening new schools, closing existing schools, merging or amalgamating schools, federating schools and promoting new initiatives that supports collaborative working between schools.
4. The Council decided to review its provision on the basis of:

- educational standards
 - the need for places and the accessibility of schools
 - the quality and suitability of school accommodation
 - effective financial management
5. At Cabinet on 6th September 2018 and having given due regard to the objections and the impact assessments in relation to equality, risk, community usage and Welsh language together with the legal implications, in line with Section 53 of the School Standards and Organisation (Wales) Act 2013, Members determined:
- to make arrangements for pupils who would otherwise attend Cymer Afan Comprehensive school to receive their secondary education at Ysgol Cwm Brombil and to close Cymer Afan Comprehensive.
 - that the date of implementation be 1 September, 2019.
 - that the site and buildings be declared surplus to the operational requirements of the Education Leisure and Lifelong Learning Service.
6. A local fitness group have historically made use of one of the buildings located on the main Comprehensive School site and will need to vacate that space by the end of the Summer Term in order preparatory site decommissioning and clearance works can commence.
7. A stand-alone Sports Hall and Astro Turf Pitch also forms part of Cymer Afan Comprehensive School's managed operational estate and is located a short distance away from the main school site within the grounds of Cymer Afan Primary School (shown on the attached plan - Appendix 1).
8. The principal daily use of the Sports Hall and Astro Turf Pitch has been for pupils attending the Comprehensive School although Cymer Afan Primary School pupils have benefitted from some subsidiary use given its convenient proximity to their premises.
9. Over the last two years, the Sports Hall and Astro Turf has seen limited ad-hoc community use outside of the school day.
10. As a result of Cabinet's decision to close Cymer Afan Comprehensive School, the stand-alone Sports Hall building will inherently become non-operational from the end of the Summer Term and therefore surplus to the ongoing operational requirements of the Education, Leisure and Lifelong Learning Service.

11. The adjacent Astro Turf Pitch however, will continue to be utilised by the Upper Afan Valley Federation of Primary Schools and therefore remain within the operational control of the Education, Leisure and Lifelong Learning Service.
12. Officers have been in discussions with the local fitness group for some time regarding possible options for their relocation and should Members be minded to recommend declaring the stand-alone Sports Hall building as surplus to requirements, the Head of Property and Regeneration will begin the process of entering into negotiations on a potential lease on the premises with the group that also allows for some protected Primary School use, with a separate report being taken to Regeneration and Sustainable Development Cabinet Board in due course for recommendation to proceed.

Financial Impact

13. Should Members be minded to recommend declaring the stand-alone Sports Hall building as surplus to requirements, the Head of Property and Regeneration will begin the process of entering into negotiations on a potential lease on the building to the local fitness group with a separate report being taken to Regeneration and Sustainable Development Cabinet Board detailing the agreed Heads of Terms.

Integrated Impact Assessment

14. There is no requirement to undertake a further Integrated Impact Assessment in this instance as the overarching and fundamental decision to close Cymer Afan Comprehensive School has already been taken by Cabinet on 6th September 2018. A copy of the Equality Impact Assessment Report Form is annexed to this Report at Appendix 2. As advised in the same report in response to the Well-being of Future Generations (Wales) Act 2015 the Council has set three strategic objectives which contribute to the seven national well-being goals that the Welsh Government requires all public bodies in Wales to contribute to, in order to achieve 'the Wales we want'. The Council's well-being objectives and the supporting improvement priorities are set out in the Council's Corporate Plan. This proposal directly contributes to Well-being Objective 1 – 'To improve the well-being of children and young people', as it seeks to increase the opportunities for young people from the upper Afan Valley through delivering a 21st century learning environment, an environment that will provide pupils with a wider range of facilities and contribute to raising aspirations. It aims to ensure that pupils are equipped with the skills, the behaviours and the support they need to make progress and to contribute socially and economically to the national well-being goal of a prosperous Wales.

Workforce Impact

15. There are no workforce impacts associated with this report.

Legal Impact

16. There are no legal impacts associated with this report.

Risk Management

17. There are no risk management issues associated with this report.

Consultation

18. There are no requirements for additional external consultation in this instance.

Recommendation

19. To declare the stand-alone Sports Hall building situated within the grounds of Cymer Afan Primary School as being surplus to the ongoing operational requirements of the Education, Leisure and Lifelong Learning Service.

Reasons for Proposed Decision

20. To declare the stand-alone Sports Hall building situated within the grounds of Cymer Afan Primary School as being surplus to the ongoing operational requirements of the Education, Leisure and Lifelong Learning Service thus enabling the Head of Property and Regeneration to commence negotiations with a local fitness group on a potential lease (subject to a separate report being taken to Regeneration and Sustainable Development Cabinet Board)

Implementation of Decision

21. The decision will be implemented after a 3 day call in period.

Appendices

22. Appendix 1 – Plan

Appendix 2- Equality Impact Assessment Report Form

List of Background Papers

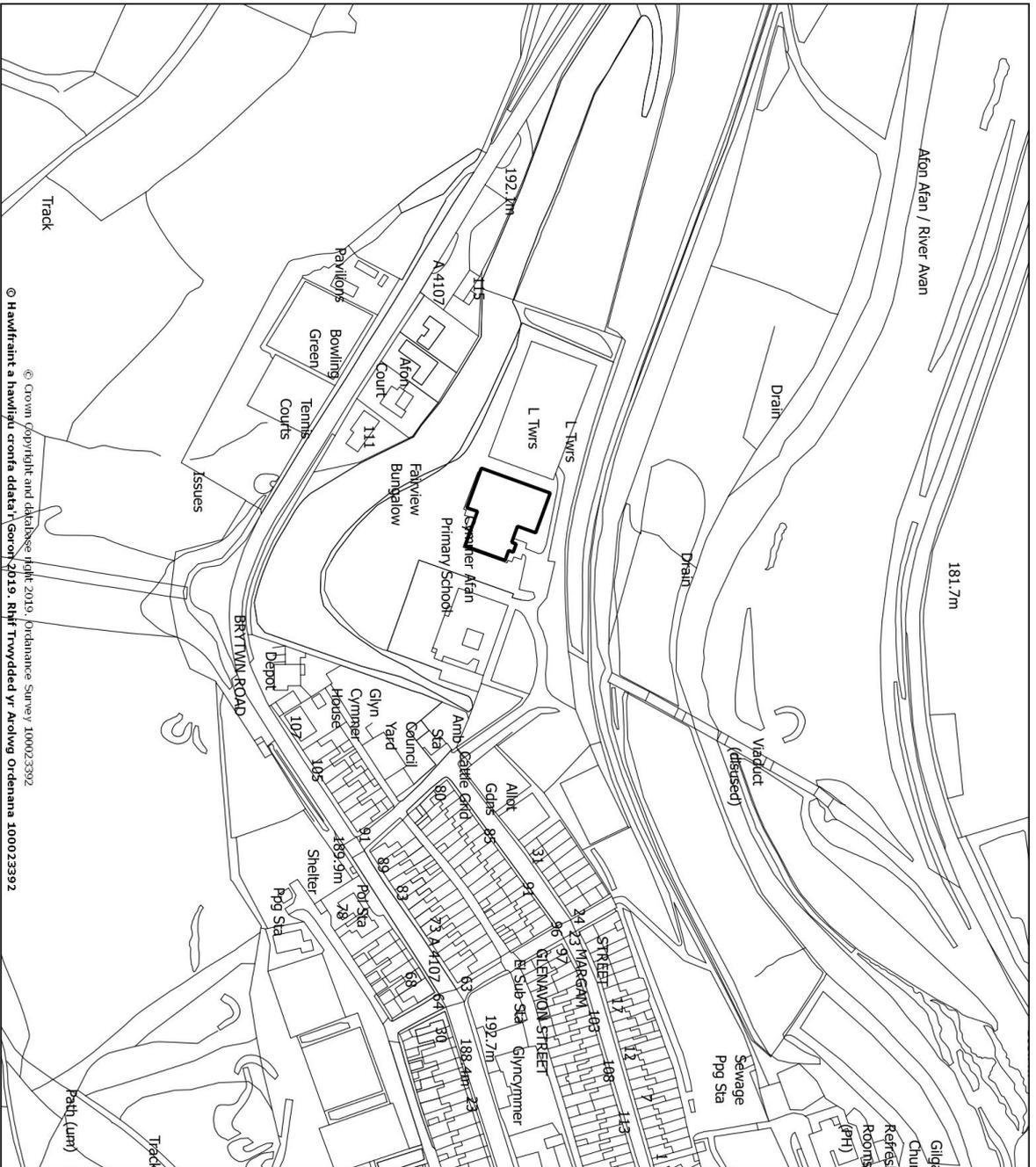
23. a) Cabinet Report – 6th September 2018

<https://democracy.npt.gov.uk/documents/s41296/Cabinet%20report%20060918.pdf>

Officer Contact

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APPENDIX 1



<p>NOTES NODIADAU</p>	
<p>Property & Regeneration Eiddo ac Adfywio</p> <p>Gareth Nutt B.Sc. (Hons) M.Sc. Planning Director of Environment The Quays, Brunel Way Baglan Energy Park Neath SA11 2GG www.npc.gov.uk</p> <p>Gareth Nutt B.Sc. (Hons) M.Sc. Planning Cyfarwyddwr yr Amgylchedd Y Ceau, Ffordd Brunel Parc Ynni Baglan Castell-nedd SA11 2GG</p>	
<p>Project: Proiect</p>	
<p>Drawing Title: Tald Lluiniadu</p> <p>Cymer Afan Sports Hall Margam Street Cymmer</p>	
<p>Scales: Dafod A4 @ 1:2500</p>	<p>Rev: Adolygu</p>
<p>Drawing No.: Rhif gan Ddymu 19-0529</p>	

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Equality Impact Assessment (EqIA) Report Form

Service Area: Strategic School Improvement Programme(SSIP)
Directorate: Education, Leisure and Lifelong Learning (ELLL)

(a) This EIA is being completed for a...

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal X
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(b) The Council is proposing to discontinue Cymer Afan Comprehensive school and make arrangements for pupils who would have attended there to receive their secondary education at Ysgol Cwm Brombil.

(c) This proposal has been screened for relevance to Equality and Diversity. This EqIA is the most current version, updated, 31/08/2018

(d) It was found to be relevant to...

- | | |
|---|--|
| Age..... <input checked="" type="checkbox"/> | Race..... <input checked="" type="checkbox"/> |
| Disability..... <input checked="" type="checkbox"/> | Religion or belief..... <input type="checkbox"/> |
| Gender reassignment <input checked="" type="checkbox"/> | Sex <input checked="" type="checkbox"/> |
| Marriage & civil partnership <input type="checkbox"/> | Sexual orientation..... <input type="checkbox"/> |
| Pregnancy and maternity <input type="checkbox"/> | Welsh language..... <input type="checkbox"/> |
| Income deprivation..... <input checked="" type="checkbox"/> | |

(e) Lead Officer

Name: Richard Gordon

Job title: SSIP Programme Manager

Date: 31/08/2018

(f) Approved by Head of Service

Name: Andrew Thomas

Job title: Head of Transformation

Date: 31/08/2018

Section 1 – Aims (See guidance):

The Public Sector Equality Duty

This Equality Impact Assessment has been undertaken to identify impacts on stakeholders resulting from the closure of Cymer Afan Comprehensive school and the transfer of pupils to Ysgol Cwm Brombil. In particular, the assessment has been designed to discharge the Council's duties under section 149 of the Equality Act 2010 by ensuring that decision makers have due regard to the three equality needs set out in section 149(1) and to identify the impact on protected groups.

Aims

To close Cymer Afan Comprehensive School with effect from 1st September 2019 and make arrangements for the pupils who would normally attend the school to transfer to Ysgol Cwm Brombil, which is due to open on the 1st September 2018.

Ysgol Cwm Brombil is a new build school with 21st Century facilities, a £30m investment by the Council. Generally pupils' attainment and achievement improve in new build schools and improvement in the quality of buildings can have a positive impact on the quality of teaching and staff morale, which in turn further impacts on pupil performance.

The proposal comes under the School Standards and Organisation (Wales) Act 2013. Under this legislation, the process for change requires a full statutory consultation programme to receive comments on the proposal, followed by the publication of a statutory notice and a period of objections to be received before a determination is taken.

Neath Port Talbot County Borough Council (NPTCBC) Strategic School Improvement Programme (SSIP) involves reviewing the existing school provision across the County Borough and determining the number and type of schools needed to deliver education effectively and efficiently in the future.

Currently secondary education in the upper Afan Valley is provided at Cymer Afan Comprehensive School as part of a federation of five schools, four primary and one secondary. NPTCBC has reviewed this provision on the basis of:

- educational standards;
- the need for places and the accessibility of schools;
- the quality and suitability of school accommodation; and
- effective financial management.

Cymer Afan Comprehensive is a secondary school with 229 pupils as of January 2018. As it has fewer than 600 pupils, Cymer Afan Comprehensive School is classified as a 'small' secondary school. The school has capacity for 641 pupils, meaning it currently has 64% surplus capacity and pupil numbers are not forecasted to increase sufficiently to change its small secondary school status in the foreseeable future.

In the current financial year (2018/19), Cymer Afan Comprehensive School receives a budget share equivalent to £6,822 per pupil compared to the average for the Council's secondary sector schools of £4,418, a difference of £2,404 per pupil and approx. 54% above the average.

Cymer Afan Comprehensive School has backlog maintenance and accessibility costs amounting to c.£3m.

The site has been assessed and many of the building and mechanical elements are nearing the end of their life span.

Responsibility: Director of Education Leisure and Lifelong Learning, Head of Transformation and Strategic School Improvement Programme.

Stakeholders

The impact assessment considers the impacts on:

- staff employed at Cymer Afan Comprehensive School (including governors); and
- pupils that would have received their secondary education at Cymer Afan Comprehensive School from September 2019 onwards.

There are two distinct groups of pupils who may be impacted by the proposal. These are:

- pupils who will be attending Cymer Afan Comprehensive who will see disruption to their education; and
- future pupils from the partner primary schools who will have a different set of choices about where to attend secondary school.

The purpose of the impact assessment is to provide information for the decision-making process. It is designed to help policy makers appraise the likely impacts of the proposal on people with characteristics protected under the Equality Act 2010.

The purpose of the impact assessment is to inform rather than determine policy. The objective is not to make the decision, but to assist decision makers through the provision of relevant information. The impact assessment also identifies ways to minimise, mitigate or otherwise manage adverse impacts and identify and optimise beneficial impacts.

Complementing this Equality Impact Assessment, NPTCBC has also assessed the impact that the closure of Cymer Afan Comprehensive school may have on the local community through the loss/displacement of community facilities and provision¹.

Section 2 - Information

(a) Service Users

Age.....	<input checked="" type="checkbox"/>	Race	<input checked="" type="checkbox"/>
Disability.....	<input checked="" type="checkbox"/>	Religion or belief.....	<input checked="" type="checkbox"/>
Gender reassignment	<input checked="" type="checkbox"/>	Sex	<input checked="" type="checkbox"/>
Marriage & civil partnership	<input checked="" type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	<input checked="" type="checkbox"/>	Welsh language.....	<input type="checkbox"/>
Income deprivation.....	<input checked="" type="checkbox"/>		

Service User Information.

The closure of Cymer Afan Comprehensive School has the potential to impact upon a number of groups with protected characteristics. This proposal relates to the pupils and staff of a maintained secondary school within the NPTCBC area.

NPTCBC have collected information and data on the pupils and staff who may be impacted by the proposal to close Cymer Afan Comprehensive School. This data includes:

- Pupil Level Annual School Census (PLASC) data (January 2018)
- NPTCBC HR records
- School pupil records

¹ Neath Port Talbot County Borough Community Impact Assessment (Dec '17) - Cymer Comprehensive School

- Staff records

Where appropriate (and available), detailed demographic data has been added. This has been provided for the study area (classified as the catchment area for Cymer Afan Comprehensive School), Neath Port Talbot area, and compared to the Wales national average. The sources of this data include:

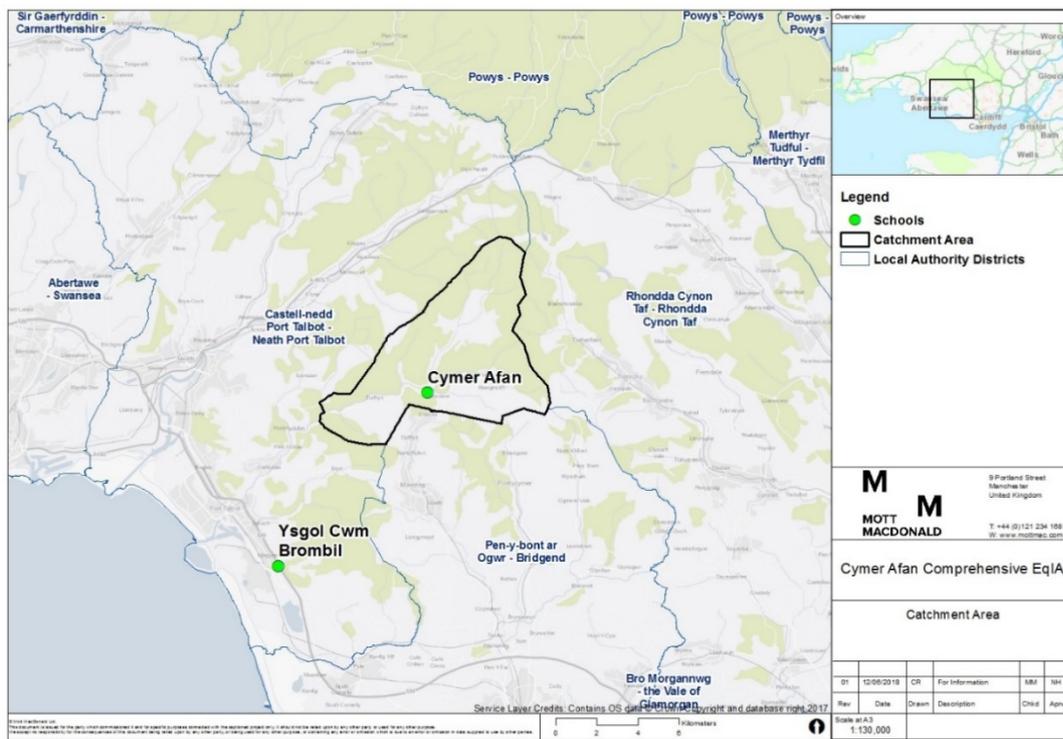
- Office for National Statistics (ONS) Annual Mid-Year Population Estimates (MYE) 2016
- ONS Census 2011

The spatial scope of the impact assessment is the catchment area for the Cymer Afan Comprehensive School, which includes the wards;

- Cymmer
- Gwynfi
- Glyncoirwg

The spatial scope is set out in figure 1 below.

Figure 1 Catchment area



Age

Pupils

Cymer Afan Comprehensive School provides for pupils aged 11-16 years.

Table 1: Pupil age profile

Year group	Likely age ranges	Pupil count	Percentage
7	11-12	51	22%
8	12-13	58	25%
9	13-14	40	17%
10	14-15	32	14%
11	15-16	48	21%

Source: Pupil records (annual school census) 2018

Pupils in the primary schools that serve the Afan Valley will be affected by this proposal. Of these there are 48 Year 6 pupils and 56 Year 5 pupils

Staff

Cymer Afan Comprehensive School employs some 64 members of staff. The age profile of the current staff is detailed below:²

Table 2: Staff age profile

Age	Staff count	Percentage*
18-24	6	9%
25-34	10	15%
35-44	16	25%
45-54	16	25%
55-64	16	25%
65+	1	2%

Source: Staff records 2017

*Aggregated to nearest whole

Community

The age profile of the study area in comparison to Neath Port Talbot and Wales averages is:

- in line for ages 5-16 years: 13% (for all three);
- slightly higher for ages 9-11 years: 4% (vs 3% for both); and
- in line for ages 11-14 years: 4% (for all three).

Table 3: Study area and comparator populations aged 5-16 years

	Population		
	All ages	Ages 5 to 16 years	% ages 5 to 16 years
Study Area	5,142	679	13%
Neath Port Talbot	141,678	18,608	13%
Wales	3,113,150	418,616	13%

Source: MYE 2016

Table 4: Study area and comparator populations aged 9-11 years

	Population		
	All ages	Ages 9 to 11 years	% ages 9 to 11 years
Study Area	5,142	184	4%
Neath Port Talbot	141,678	4,712	3%
Wales	3,113,150	104,770	3%

Source: MYE 2016

Table 5: Study area and comparator populations aged 11 to 14 years

	Population		
	All ages	Ages 11 to 14 years	% ages 11 to 14 years
Study Area	5,142	212	4%
Neath Port Talbot	141,678	5,938	4%
Wales	3,113,150	131,937	4%

Source: MYE 2016

Disability

The Equality Act 2010 defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (S6(1)).

A disability can arise from a wide range of impairments which can include

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia;
- auto-immune conditions such as systemic lupus erythematosus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;

² This has been calculated using year of birth against age upon 01/01/2019

- learning disabilities;
- mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, or unshared perceptions; eating disorders; bipolar affective disorders; obsessive compulsive disorders; personality disorders; post-traumatic stress disorder, and some self-harming behaviour;
- mental illnesses, such as depression and schizophrenia;
- produced by injury to the body, including to the brain

Pupils of Cymer Afan Comprehensive school who may be experiencing any of the above impairments will be recorded on the school Special Educational Needs (SEN) register and as such the data available from that has been used to inform this assessment.

Information on adults who may be experiencing any of the above impairments has been gathered through the data available on limiting long term illness, or in the case of staff on records held by the school.

Pupils

The school is a mainstream school, providing education for pupils with additional learning needs/special educational needs (ALN/SEN). Currently the school provides for:

- 5 pupils who have statements of special educational needs;
- 32 pupils on School Action Plus; and
- 41 pupils on School Action.³

All of these pupils have their learning needs catered for by the school within the mainstream setting.

The percentage of pupils attending Cymer Afan Comprehensive school with ALN/SEN is 34% which is higher than the Neath Port Talbot average percentage of 26.1% and higher than the all Wales percentage of 22.5%.

Statemented pupils will have undergone a statutory process involving agencies from outside of the school including educational psychologists and health professionals, while School Action (SA) and School Action Plus (SAP) will be pupils identified by the school as having a specific educational need. The percentage of pupils with a statement at Cymer Afan Comprehensive is lower than the local authority and all Wales percentages at 2.2%, however the percentage of pupils identified by the school as having SEN/ALN is significantly higher than the other comparators.

Table 6: SEN Comparative Data

	Pupil No's (All Pupils)	Statemented		School Action		SAP		All SEN	
		No.	%	No.	%	No.	%	No.	%
CAC	229	5	2.2%	41	17.9%	32	14.0%	78	34.1%
NPT	20929	862	4.1%	2929	14.0%	1547	7.4%	5338	25.5%
Wales	467112	12895	2.8%	57933	12.4%	34797	7.4%	105625	22.6%

Source: Pupil records (annual school census) 2018

Staff

Staff records show that there are no members of staff at Cymer Afan Comprehensive School who have declared that they have a disability.

Community

The proportion of people with a limiting long-term illness (LLTI) is higher in the school's catchment area than both the Neath Port Talbot and Wales averages: 35% compared to 28% and 22% respectively.

Figure 2 below shows that the highest densities of people living with an LLTI are largely clustered around Cymer Afan Comprehensive School (the area with the highest population density).

³ School Action are interventions for SEN pupils identified by teachers as requiring additional support and School Action Plus are interventions with additional support from outside specialists; National Assembly for Wales (2004) Special Educational Needs Code of Practice for Wales

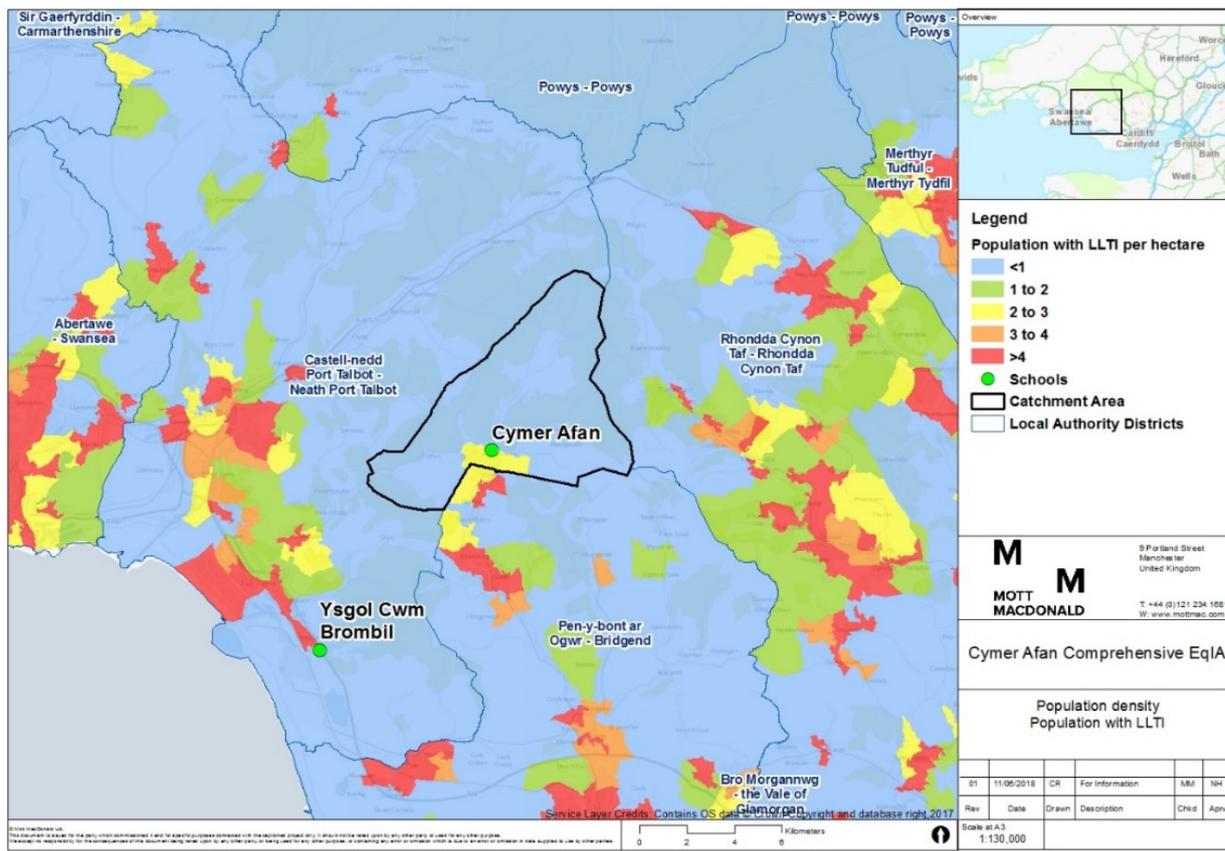


Table 7: Study area and comparator populations with LLTI

	Population		
	All ages	LLTI	% LLTI
Study Area	5,142	1,817	35%
Neath Port Talbot	141,678	39,112	28%
Wales	3,113,150	695,855	22%

Source: Census 2011/ MYE 2016

Table 8: Study area and comparator populations with LLTI aged 0-15 years

	Population		
	All ages	LLTI ages 0-15 years	% LLTI ages 0-15 years
Study Area	5,142	77	1.4%
Neath Port Talbot	141,678	1,234	0.8%
Wales	3,113,150	22,080	0.7%

Source: Census 2011/ MYE 2016

Race and ethnicity

Pupils

Pupil Level Annual School Census (PLASC) data shows that the school only has one BAME (black, Asian and minority ethnic) pupil, who has declared their ethnicity as 'other Chinese'.

Staff

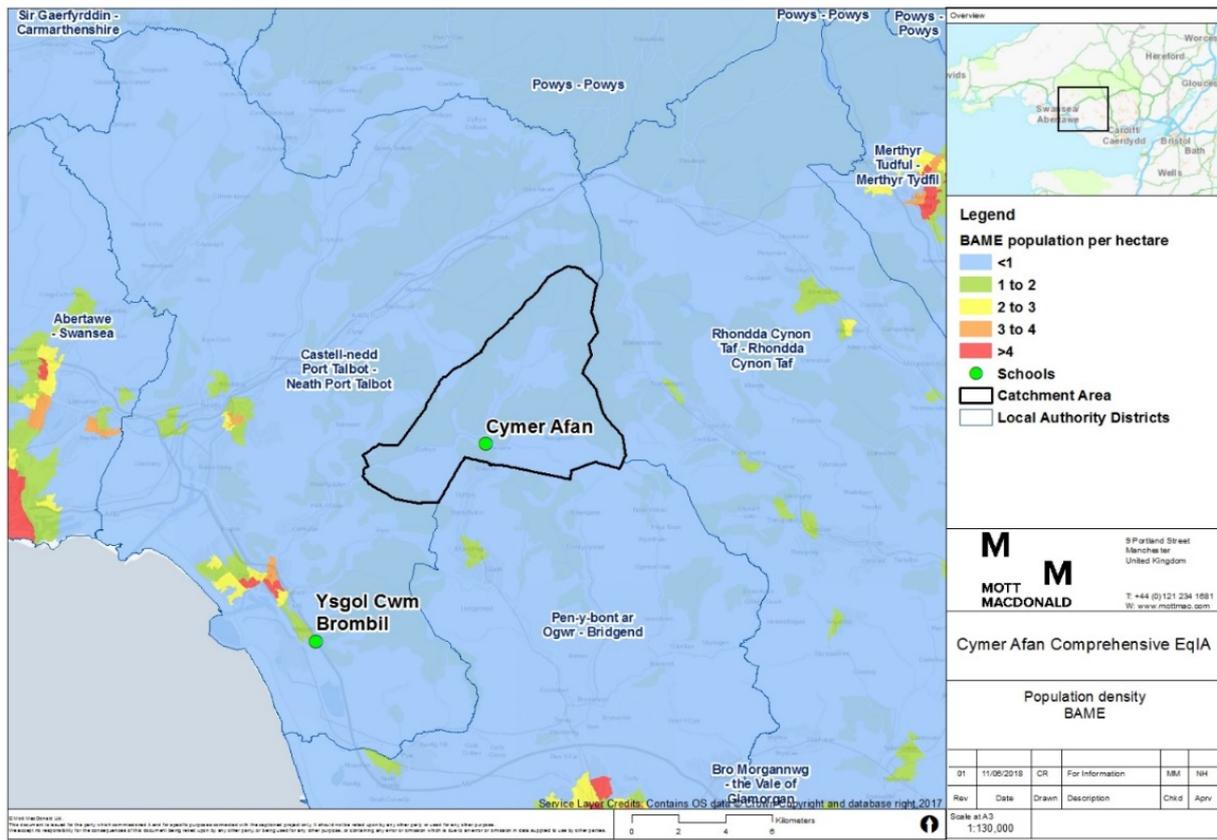
HR records show that staff at the school have declared their nationality as 16 British, 46 Welsh, and 2 prefer not to say.

HR records also indicate that 61 staff have declared their ethnic origin as white –British/English/Northern Irish/Scottish/Welsh, 1 as white –other and 2 prefer not to say.

Community

Figure 3 below demonstrates that the catchment area has a very low BAME population per hectare (less than one per hectare for all).

Figure 3 BAME populations density map



The study area has a low proportion of BAME children aged 0-15 years, slightly lower than the percentages for Neath Port Talbot and Wales.

Table 9: Study area and comparator BAME populations aged 0-15 years

	Population		
	All ages	BAME ages 0-15 years	% BAME ages 0-15 years
Study Area	5,142	22	0.4%
Neath Port Talbot	141,678	995	0.7%
Wales	3,113,150	47,710	1.5%

Source: Census 2011/ MYE 2016

Religion or belief

Pupils

Cymer Afan Comprehensive is a community school and religion or belief is not a criterion under NPTCBC's admissions policy for community schools.

The religion and belief profile of the school is:

- 61 Christian
- 2 Church of Wales

All other pupils (approximately 166) left the religion option blank or declared no religion.

Staff

Staff data held on religion/belief is according to what individuals have chosen to disclose. No data is held for any of the staff.

Community

The religion and belief profile of the study area in comparison to Neath Port Talbot and Wales averages is lower.

Table 10: Study area and comparator minority faith populations aged 0-15 years

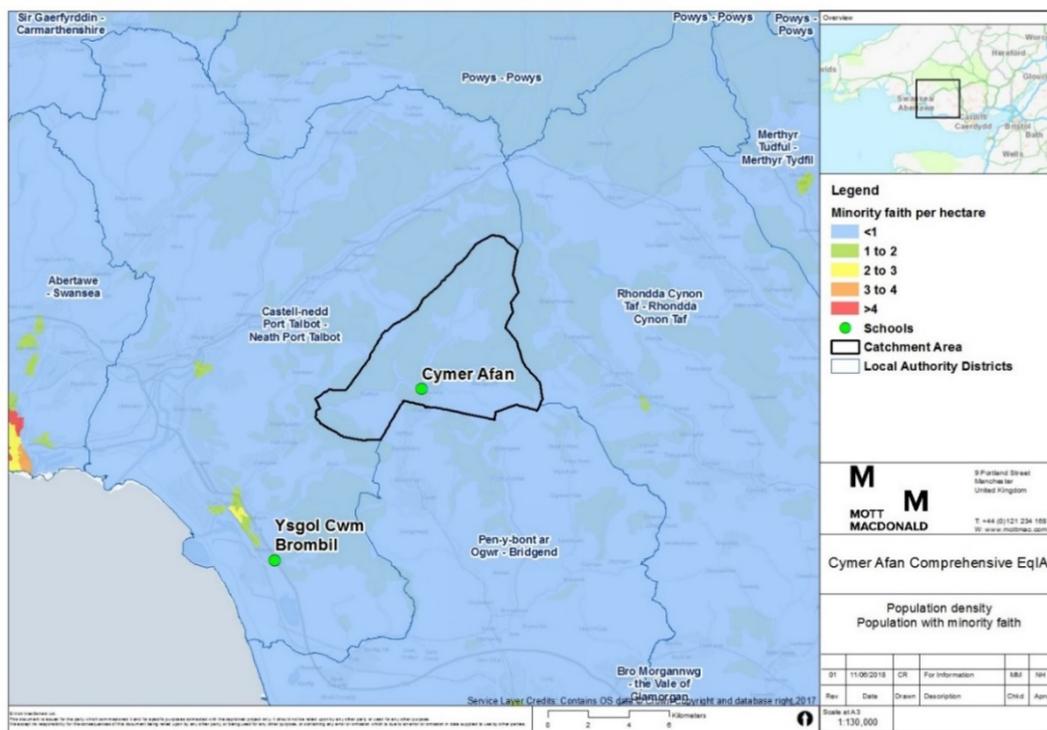
	Population

	All ages	Minority faith ages 0-15 years	% Minority faith ages 0-15 years
Study Area	5,142	16	0.3%
Neath Port Talbot	141,678	2,120	1.4%
Wales	3,113,150	109,380	3.5%

Source: Census 2011/ MYE 2016

Figure 4 below demonstrates that the catchment area had a very low minority faith population (minority faith groups include Muslim, Hindu, Sikh, Jewish, Buddhist and Other religion) per hectare (less than one percent across all minority faith groups)

Figure 4 Minority faith populations density map



Sex

Pupils

Cymer Afan Comprehensive School admits both boys and girls. The sex profile of the school is detailed below in table 11.

Table 11: Pupil sex profile

	Pupil count	Percentage
Female	118	52%
Male	111	48%

Source: Pupil records 2018

Staff

The school employs both male and female staff members. The sex profile of the current staff is detailed below.

Table 12: Staff sex profile

	Staff count	Percentage
Female	46	72%
Male	18	28%

Source: Staff records 2017

Community

Table 13 indicates that there is no significant difference between the study area and the other comparators.

Table 13: Study area and comparator sex profile aged 0-15 years

	Population					
	All ages		Sex profile ages 0-15 years		% Sex profile ages 0-15 years in relation to all ages	
	Female	Male	Female	Male	Female	Male
Study Area	2,579	2,563	516	465	20%	18%
Neath Port Talbot	72,078	69,600	12,136	12,637	17%	18%
Wales	1,579,112	1,534,038	271,410	285,669	17%	19%

Source: Census 2011/ MYE 2016

Table 13a :Pupil profile compared to study area and comparator

	% Sex profile – Children ages 0-15 years			
	% Sex profile ages 0-15 years		% Sex profile Cymer Afan Comp. Pupils	
	Female	Male	Female	Male
Study Area	53%	47%	52%	48%
Neath Port Talbot	49%	51%		
Wales	49%	51%		

The sex profile of pupils at Cymer Afan Comprehensive school reflects that of the study area and is not dissimilar to the profile of Neath Port Talbot or Wales.

Table 13B: Staff profile compared to study area and comparator

	% Sex profile – All ages			
	% Sex profile All ages		% Sex profile Cymer Afan Comp. Staff	
	Female	Male	Female	Male
Study Area	50%	50%	72%	28%
Neath Port Talbot	51%	49%		
Wales	51%	49%		

The sex profile of staff at Cymer Afan Comprehensive school shows a significantly higher percentage of females compared to males. This difference is not reflected in the sex profiles of the study area, Neath Port Talbot and Wales.

Pregnancy and maternity

Pupils and staff

At the time of this assessment, NPTCBC is not aware of any pupil being pregnant at the school.

No data is available for staff. NPTCBC has policies in place to cover those members of staff who are pregnant or on maternity leave/paternity leave.

Gender reassignment

Pupils and staff

Data on gender reassignment is held according to what individual pupils and staff have chosen to disclose. No data is held for any of the pupils or school staff on their gender status.

However an objection has been received which indicates that a future pupil of Cymer Afan Comprehensive School is undergoing counselling for possible future gender reassignment.

Marriage and civil partnership

Pupils

This protected characteristic is not applicable to pupils due to their age.

Staff

The current marriage and civil partnership profile of the current staff is detailed below.

Table 14: Staff marriage/civil partnership profile

	Staff count	Percentage*
Married	35	55%
Single	19	30%
Divorced	4	6%
Partnered	3	5%
Widowed	3	5%

Source: Staff records 2017

*aggregated to nearest whole

Sexual orientation

Pupils and staff

Data held is according to what individuals have chosen to disclose. Neither pupils nor staff have chosen to declare their sexual orientation. As such, no data is available for any of the pupils or school staff.

Income deprivation

Pupils

Although income deprivation is not a protected characteristic as defined by the Equalities Act 2010, children from an economically deprived background can have a different experience of transferring schools.

Children may be entitled to receive free school meals if their parents/carers are in receipt of certain benefit/support payments, including Income Support and Universal Credit. The Institute of Fiscal Studies suggests the following advantages to using eligibility for free school meals as criteria to measure income deprivation:

- It defines income deprivation at the pupil level rather than LSOA level.
- It better reflects the relative income deprivation of the school and local area.⁴

Table 15: Study area and comparator free school meal eligibility

	%
Cymer Afan Comprehensive School	31%
Local Authority	22%
Wales	17%

Source: NPTCBC 2018 school census

Community

The study area is in an area of acute deprivation; 100% of the study area is either in the most or second most deprived quintile, this is in comparison to 59% of Neath Port Talbot and 39% of Wales.

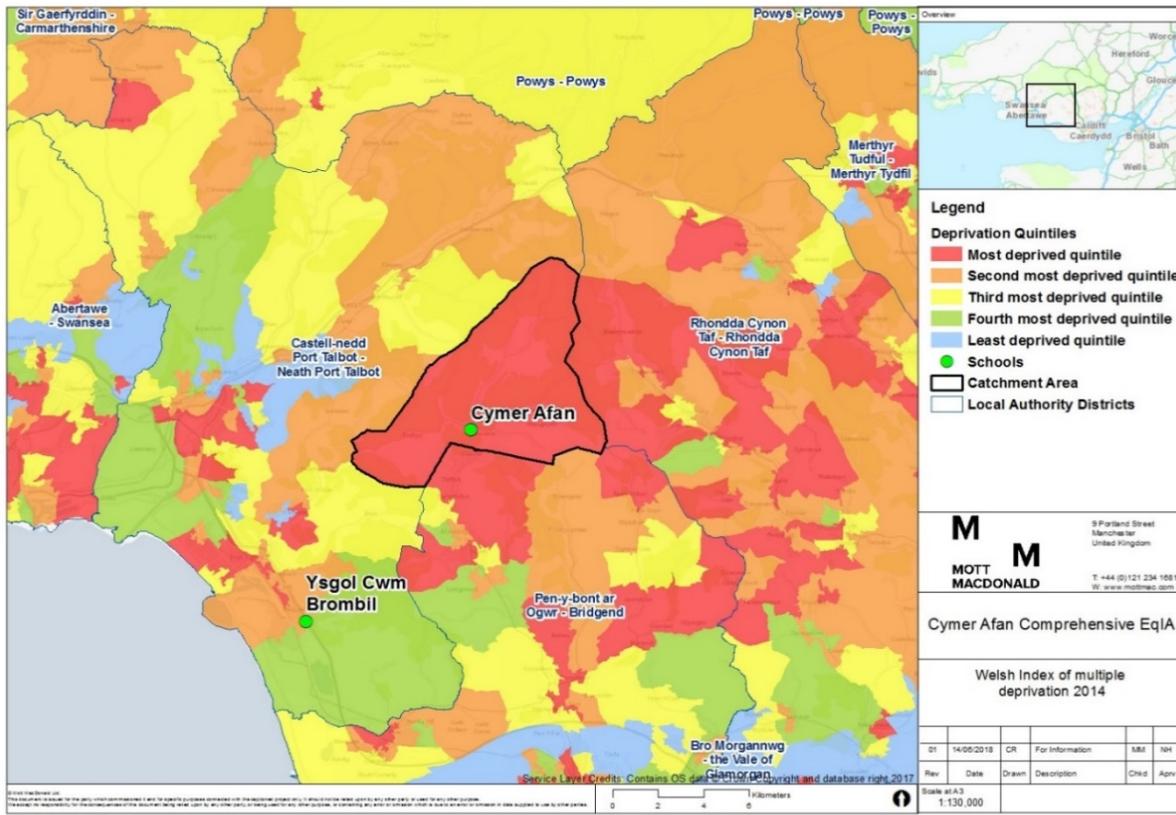
Table 16: Study area and comparator populations with deprivation

	Population	Population living in the most or second most deprived quintile	Population living in the most or second most deprived quintile%
Study Area	5,142	5,142	100%
Neath Port Talbot	141,678	84,065	59%
Wales	3,113,150	1,226,953	39%

Source: WIMD 2014

⁴ IFS (2013) A comparison of commonly used socio-economic indicators: their relationship to educational disadvantage and relevance to Teach First, available at: <https://www.ifs.org.uk/comms/r79.pdf>

Figure 5 Deprivation map



Actions Required

Data on protected characteristics will continue to be monitored and checked to ascertain what impact, if any, the proposal has on protected groups.

(b) General

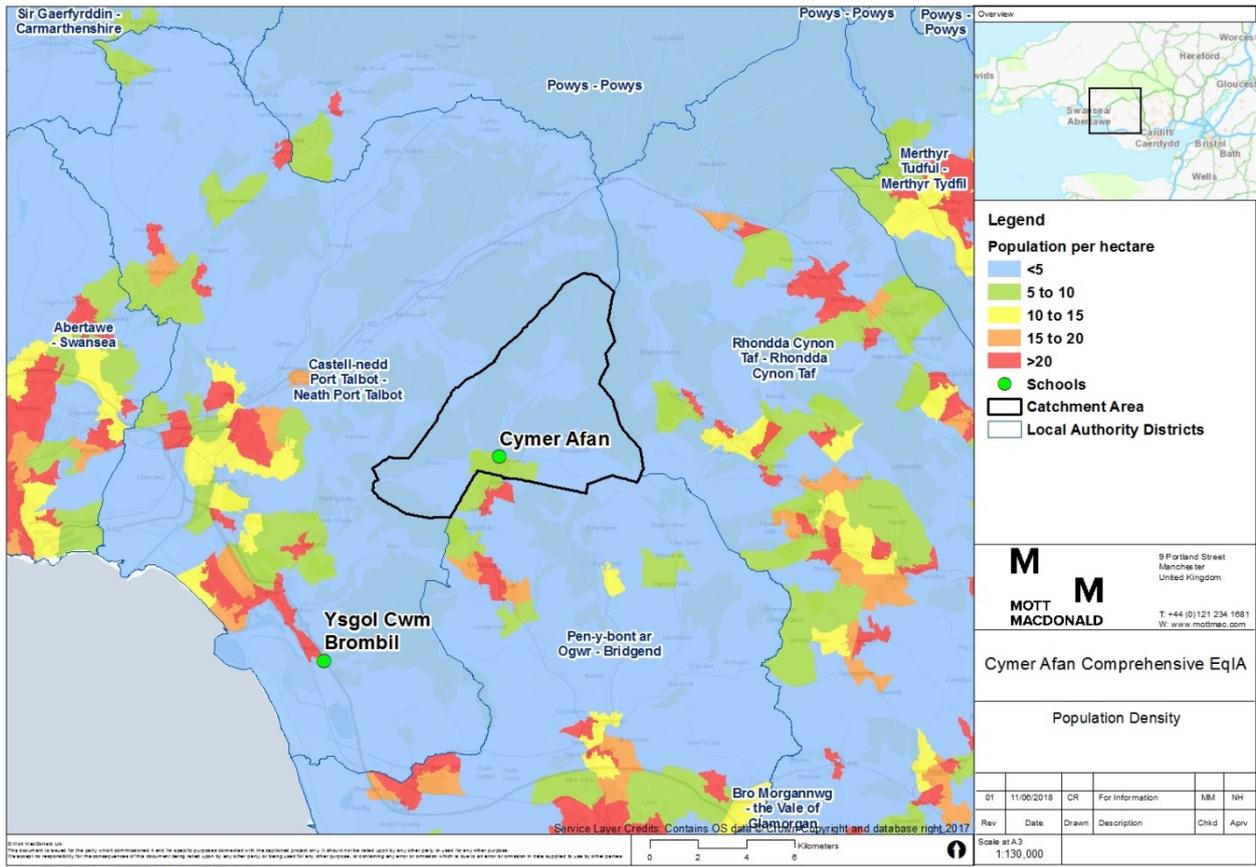
What information do you know and how is this information collected?

The spatial scope of the impact assessment is the catchment area for the Cymer Afan Comprehensive School which includes the wards:

- Cymmer
- Gwynfi
- Glyncorrwg

The figure below illustrates the overall population density for the study area. It shows that the overall population density is low but that the highest densities of people live predominantly in the south of the area, around Cymer Afan Comprehensive School.

Figure 6 Population density map



Actions Required

Data on protected characteristics will continue to be monitored and checked to ascertain what impact, if any, the proposal has on protected groups.

Section 3 – Impact

(a) Impact on Protected Characteristics

	Positive	Negative	Neutral	Needs further investigation
Age	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	➔ <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	➔ <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	➔ <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or belief	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	➔ <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh language	➔ <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Income deprivation	➔ <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall impact on staff

Overall there will be impacts on all staff who are made redundant following the closure of Cymer Afan Comprehensive School.⁵

These impacts include:

- **Financial** (immediate loss of ongoing income, financial uncertainty, potential debt, concerns around home ownership and mortgage repayments).
- **Health** (stress, anxiety and depression).

Overall impact on pupils

Overall there may be impacts on all pupils who currently attend Cymer Afan Comprehensive School and make the transfer and to those pupils who would otherwise attend there were it not for this proposal. Pupils may experience anxiety and stress relating to the change in school, such as adapting to new routines, staff, facilities and peers.

There is also likely to be an increase in travel time for pupils transferring to the new school site. This may in turn result in personal impacts, as well as impacts on educational attainment as additional travel time potentially could lead to increased tiredness, and result in a reduction in the time available for school work at home.

⁵ Leeds University Business School (2004): 'The Economic and Social Impact of Redundancies from Corus and Allied Steel and Wire in Wales'

Positive impacts are likely to occur through the opportunities afforded to pupils receiving their education in a 21st Century new build school with improved teaching and learning facilities. The larger number of pupils will provide better opportunities for greater social interaction and breadth of experiences, resulting in a positive impact on pupils.

Age

Pupils

This group will be disproportionately impacted by the closure of Cymer Afan Comprehensive School. Those who are already attending Cymer Afan Comprehensive School are likely to have different experiences to those who will start at Ysgol Cwm Brombil in Year 7 as they will be transferring from their present secondary school setting to a new secondary school provision in a different location with accompanying change in education delivery.

There could be a greater impact on pupils who will be making the transfer in Key stage 4 as the change will occur at a key point in their secondary education.

Thorough planning for transition at both key stage 3 and key stage 4 should result in positive experiences for pupils during the period of change.

Staff

For older staff members who are made redundant from the school closure, there are potential disproportionate negative impacts. Research suggests that those who are older when they are made redundant experience barriers in returning to employment, potentially facing challenges in securing interviews for new positions.⁶ According to Age UK research, once unemployed, only 23% of people aged 50 years or above secured a new job in three months (compared to 35% of 35-49-year olds).⁷

Disability

Pupils

There are potential negative impacts associated with transferring schools for some pupils who are disabled. For example, pupils with autistic spectrum conditions may experience difficulties in the transfer process that can negatively affect educational attainment and general well-being. These pupils may find adapting to the routines, expectations and social relationships of a new school environment more challenging than others.⁸

Local authorities are required to assess the travel needs of learners who are aged under 19 in their area. This includes those who they are legally required to provide transport for and those for whom they may wish to provide discretionary transport when assessing travel needs. An authority is also required to have regard for the needs of disabled learners and learners with learning difficulties.

⁶ Leeds University Business School (2004): 'The Economic and Social Impact of Redundancies from Corus and Allied Steel and Wire in Wales'
⁷ There are potential positive impacts for some pupils with disabilities due to the new build schools meeting all accessibility regulations and complying fully with the Equality Act 2010 requirements. Support for
⁸ University of Manchester (undated), 'The Impact of primary-secondary school transition for children with autism spectrum conditions: a longitudinal, mixed-methods study, available at: <http://documents.manchester.ac.uk/display.aspx?DocID=20008%20>

SEN/ALN in the new school is likely to be at least as good as current provision and in some aspects provision will be improved, for example larger pupil population and larger staff population can enable greater access to specialist staff and services. Local authority learning support service staff can provide additional support for pupils with SEN during transition and through the early stages of attending the new school.

Staff

The evidence review does not currently indicate any disproportionate or differential impacts for this protected characteristic group.

Gender Reassignment

Pupils and staff

The evidence review does not indicate any disproportionate or differential need for this protected characteristic group.

However for the pupil who is currently undergoing counselling for possible future gender reassignment the impact of this proposal could be negative as the transition to a new school may cause stress and anxiety.

There are possible positive impacts due to the larger peer group which will occur in the new school meaning that there may be other pupils who are undergoing similar experiences and can provide peer support, as well as helping to lessen the chance that individuals may be easily identifiable and therefore at risk of victimisation. Additionally greater numbers of staff could mean access to more specialised support for the pupil if required.

The new build will facilitate easier management of the practicalities of gender reassignment, for example the new build will have unisex toilet facilities and opportunities for private changing rooms for pupils.

Marriage and civil partnership

Pupils and staff

Due to their age, pupils have been scoped out.

The proposal does not directly discriminate against this protected characteristic group.

Pregnancy and maternity

Pupils and staff

The evidence review does not currently indicate any disproportionate or differential impacts for this protected characteristic group.

Race

Pupils

There are potential positive impacts associated with transferring schools for pupils regarding views on race and ethnicity. Dyffryn School (the proxy school for Ysgol Cwm Brombil) data reveals that the school has a higher percentage of BAME pupils at 9% than Cymer Afan Comprehensive 0.4% and Neath Port Talbot secondary aged pupils 6%. Research suggests that mixed schools (defined as schools with intergroup contact) result in more social mixing between ethnic groups, and that pupils generally have more positive attitudes towards those from different ethnic groups.⁹ The current demographic makeup of Cymer Afan Comprehensive School (as described in section 2) would likely mean that pupils at this school would not report having close outgroup friends.

Staff

The evidence review does not currently indicate any disproportionate or differential impacts for this protected characteristic group.

Religion or belief

Pupils and staff

The evidence review does not currently indicate any disproportionate or differential impacts for this protected characteristic group.

Sex

Pupils

There are potential negative impacts associated with transferring schools for pupils of different sex:

- Due to the disruptive nature of transition, which requires students to adapt previously-learned behaviour patterns to new demands and more challenging environments. This may have a strong negative impact on peer relations and the students' academic achievement. Research indicates that boys can find adapting to a new school routine more challenging than girls, as boys self-report increases in school problems during transition periods.
- Girls can find forming new friendship groups more challenging than boys, with research suggesting that girls perceived that close friend support and school support declined during transition.¹⁰

Data for Dyffryn School (PLASC 2018) indicates that the pupil population consists of 51% girls and 49% boys, this is comparable to Cymer Afan Comprehensive's 52% girls and 48% boys, suggesting that Ysgol Cwm Brombil would have a similar gender balance to that experienced by pupils currently in Cymer Afan Comprehensive. This is comparable to figures held for Neath Port Talbot and all Wales where the gender balance is approx. 50% boys and girls, and 49% girls and 51% boys respectively for school years 7-11. There is no risk of pupils of either gender suffering a particular disadvantage as a result of this proposal. It does not therefore give rise to a risk of discrimination on grounds of sex.

Positive impacts could occur through the proposal as pupils of both genders will have the opportunity to make new friends and become part of a wider friendship group. Transition events should include sessions for new pupils to meet their peers and organised social activities across a range of interests including sport, drama and music will encourage and develop friendships with other pupils who share the same interests.

Department for Education (2017), Diversity and Social Cohesion in Mixed and Segregated Secondary Schools in Oldham, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/634118/Diversity_and_Social_Cohesion_in_Oldham_schools.pdf

¹⁰ R. Hanewald (2013): Transition Between Primary and Secondary School: Why it is Important and How it can be Supported available at: <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1952&context=ajte>

Staff

There is a risk that female staff members will be placed at a particular disadvantage, as they make up 72% of the staff body. However, there is no risk of indirect discrimination, as the proposal is pursuing a legitimate aim (namely, that of improving the quality and efficiency of education in the Council's area) and is proportionate to that aim.

Stress and anxiety associated with redundancy may disproportionately impact upon women. 72% of staff at Cymer Afan Comprehensive are female and a greater number of females than males are employed in support roles. Research indicates that women are nearly twice as likely to experience anxiety as men, and that women are more likely than men to have a common mental health problem.¹¹

Experiences of stress repeatedly over a prolonged period, can impact sleep, memory, eating habits. Research has also linked long-term stress to gastrointestinal conditions like Irritable Bowel Syndrome (IBS), or stomach ulcers as well as conditions like cardiovascular disease.¹²

Positive impacts could occur through support given to obtain employment elsewhere in the local authority, including in new build schools which can improve teaching and learning experiences for staff and pupils, or in a larger school where greater numbers of staff can help to reduce workload and provide enhanced career opportunities.

The proposal will have a disproportionate impact on female members of staff. However, this impact is justified because the Council is pursuing a legitimate aim.

Sexual orientation

Pupils and staff

The evidence review does not currently indicate any disproportionate or differential impacts for this protected characteristic group.

Welsh language

Pupils and staff

Both Cymer Afan Comprehensive and Ysgol Cwm Brombil are English-medium schools where Welsh is taught as a second language. A Welsh language impact assessment found that Welsh language provision at Ysgol Cwm Brombil should be at least comparable with the offer at Cymer Afan Comprehensive school. In fact, there are potential positive impacts for pupils associated with transfer of schools as, with a larger cohort, there will be more opportunities to develop Welsh language skills.

Income deprivation

Pupils

Although income deprivation is not a protected characteristic as defined by the Equalities Act 2010, children from an economically deprived background can have a different experience of transferring schools. Research conducted by the Joseph Rowntree Foundation indicates that children from all

¹¹ Mental health foundation (undated) mental health statistics: anxiety

¹² Mental health foundation (undated) Stress

backgrounds see the advantages of school, but deprived children are more likely to feel anxious and unconfident about school.¹³ Positive impacts could result however due to the increased level of pupil support available in Ysgol Cwm Brombil.

There may be a disproportionate impact on women as there are 2.8m lone parent families in the UK and approx. 90% of single parents are women. Children in single parent families are twice at risk of living in relative poverty than those in couple families (poverty rates are 47 per cent and 24 per cent respectively).

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The requirement to purchase a new school uniform may disproportionately impact upon lower income families. Often, where possible, uniforms are 'handed down' within lower income families – this would no longer be possible as children would now attend a different school with a different uniform requirement. The Children's Society estimates that the average yearly spend on secondary school uniforms totals £316, and that a quarter of a million UK children attend a school based on the cost of the uniform.¹⁵

As local authorities have a legal duty to provide free home to school transport for learners of compulsory school age (for those attending secondary school the distance is 3 miles or further from the nearest suitable school) pupils from families with low incomes are likely not to be impacted by any increased travel costs.¹⁶

The costs of extra transport for pupils to access extracurricular provision is not provided by the local authority in any of the secondary schools in Neath Port Talbot, and this could impact negatively upon Cymer Afan Comprehensive pupils from low income families. All schools make provision to meet the needs of their pupils and Ysgol Cwm Brombil Governing Body have indicated that this will be a matter for their consideration should the proposal proceed.

Other negative impacts on families on low incomes may be caused through the difficulties in travelling to Ysgol Cwm Brombil to attend parents' evenings, school events or to collect pupils who may become ill during the school day. These are not uncommon situations across the local authority where pupils attend schools some distance away from their place of residence, however this can be managed by the school senior leadership team and Governing Body with the support of the Local Authority if required, to ensure measures are put in place to plan for these eventualities.

In June 2018 the Cabinet Secretary for Education announced increased funding for provision of uniform grants and greater financial assistance for disadvantaged learners through the introduction of the Pupil Development Grant-Access, including support to enable learners to engage in extracurricular, enrichment and after school activities. This could mitigate against the negative impacts of the proposal on disadvantaged pupils.

Staff

Teaching and support staff are at risk of redundancy. There are a greater number of females than males employed in in Cymer Afan Comprehensive. Support staff are generally lower paid and staff within this category who reside within the Afan Valley may have greater difficulty with redeployment, as they may

¹³ JRF (2007): Experiences of poverty and educational disadvantage, available at:

<https://www.jrf.org.uk/sites/default/files/immigrated/m152123.pdf>

¹⁴ <https://www.gov.uk/government/statistics/households-below-average-income-199495-to-201516>

¹⁵ The Children's Society (2015): Cost of School for Children in Poverty, available at:

<https://www.childrenssociety.org.uk/sites/default/files/Queen%27s%20Speech%20-%20Cost%20of%20School%20for%20Children%20in%20Poverty.pdf>

¹⁶ National Welsh Assembly (2016) Home to school transport - a guide for constituents

improving the quality and efficiency of education in the Council's area and the decision to publish the proposals to discontinue Cymer Afan Comprehensive school is a proportionate means of achieving that aim.

Enhancements and mitigations

All pupils:

Possible enhancement or mitigation measures may include:

- Informing pupils of transition arrangements; for vulnerable students a range of support services are available from Cymer Afan Comprehensive and Ysgol Cwm Brombil, and the local authority
- Regular correspondence with pupils, and with parents/carers to ensure that they are aware of changes and able to support their children
- Home to school transport provided at no cost for eligible pupils
- 21st century school environment enhancing pupil well-being, improving motivation and pupil involvement
- Special taster sessions for new pupils at the new school so that pupils are aware of the layout of the school and can meet their peers.
- A larger pupil cohort and teacher base increasing the opportunity for wider peer social interaction/friendship groups and greater positive role model experiences

All staff:

Possible enhancement or mitigation measures may include:

- All school based staff will be supported by the relevant school policies and procedures which will include full consultation.
- The Council has secured an 'employer's pledge' with schools whereby school governing bodies have agreed to consider employing staff facing redundancy at any Neath Port Talbot County Borough Council school.
- Employees identified at risk of redundancy will be given access to the Council's prior consideration register.

Disability:

Currently any pupil with a disability is assessed on an individual basis and relevant modifications, adaptation or reasonable adjustments made where applicable. This is the case for all types of disabilities, to ensure that any impacts caused by the transfer process are minimised it is recommended that a transition plan is put in place for each pupil. This could include:

- Planned communication between the schools to ensure pupil needs are understood to support work to ensure each pupil's statement or individual education plan has been reviewed, and appropriate provisions have been made.
- Regular correspondence with parents/carers to ensure that they are aware of changes.
- Special taster sessions for new pupils at the new school so that pupils are aware of the layout of the school.
- Transport provided free to eligible pupils, with individual pupil needs assessed and adjustments made as identified
- Local authority learning support service staff can provide additional support for pupils with SEN during transition and through the early stages of attending the new school.
- Larger staff population enabling greater access to specialist staff
- New build school meeting all accessibility regulations and an area of the building has already been designated as a student services hub, where all pupils can access support services.
- Ysgol Cwm Brombil has appointed a Special Education Needs Coordinator (SENCO) and an Additional Learning Needs Coordinator (ALNCO) to oversee the range of needs that will be present in

the new school.

Race:

To enhance the possible positive impacts, actions may include:

- Encouraging socialising/mixing between pupils who transfer from Cymer Afan Comprehensive School to establish new peer/friendship groups. This could include:
- Special taster sessions for new pupils at the new school so that pupils can meet their peers.
- Organised social activities across a range of interests including sport, drama and music.

Sex:

To help minimise the possible negative impacts actions may include:

- Awareness raising with parents and educational professionals of the potential difficulties that could be experienced by pupils of different sexes during times of transition and communicating the potential need to be more sensitive and responsive to students, so that they feel nurtured and supported during the transition period.¹⁷
- Special taster sessions for new pupils at the new school so that pupils are aware of the layout of the school, the timetable and the teachers and are aware of the new school routine in advance
- Encourage pupils who transfer from Cymer Afan Comprehensive School to establish new peer/friendship groups. This could include
 - Special taster sessions for new pupils at the new school so that pupils can meet their peers
 - Organised social activities across a range of interests including sport, drama and music.

(b) Impact on the Welsh Language

The school is an English-medium school, therefore pupils are taught through the medium of English, although Welsh is taught as a second language in line with the National Curriculum. It is proposed that pupils will transfer to Ysgol Cwm Brombil, which is also an English-medium school.

A separate Welsh Language Impact Assessment has been undertaken to assess potential impacts the closure may have on the Welsh Language. This Impact Assessment concluded that *‘Welsh language standards are good at Dyffryn School (the proxy school for Ysgol Cwm Brombil) and combined with the advantages of a larger pupil cohort where there will be more opportunities to develop Welsh language skills, transfer to Ysgol Cwm Brombil should result in a positive impact on Welsh language development for Cymer Afan Comprehensive school pupils. As such, the Council is satisfied that provision for Welsh language will be at least comparable with the provision currently offered at Cymer Afan Comprehensive school.’*

NPTCBC has developed a Welsh in Education Strategic Plan and action plans produced as part of this strategy will be applied to Welsh-medium education and Welsh as a second language across all schools in the local authority.

Actions (to increase positive/mitigate adverse impact).

¹⁷ R. Hanewald (2013): Transition Between Primary and Secondary School: Why it is Important and How it can be Supported available at: <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1952&context=ajte>

Action any points raised as part of the Welsh in Education Strategic Plan

Section 4 - Other Impacts:

(a) Equalities

Public Sector Equality Duty (PSED)

- to eliminate discrimination, harassment and victimisation;
- to advance equality of opportunity between different groups; and
- to foster good relations between different groups

Possible impact on meeting the Public Sector Equality Duty

This EqlA has been undertaken to fulfil the Council's statutory duties under s149 of the Equality Act 2010 and reg.8 of the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011. The Public Sector Equality Duty (PSED) is set out at section 149 of the Equality Act and is provided in full in Figure 7 below. The PSED requires that public authorities – such as government departments, local authorities and others delivering public functions have due regard to the three equality needs in the exercise of their functions. .

The PSED requires public bodies to consider the likely impact of the policy under consideration before deciding whether to take a decision. In this way the PSED plays a role in in shaping policy, in delivering services and in relation to their own employees.

Figure 7: Section 149 of the Equality Act 2010: The Public Sector Equality Duty

- (1) A public authority must, in the exercise of its functions, have due regard to the need to—
 - (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- (2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).
- (3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—
 - (a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
 - (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
 - (c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

Source: Equality Act 2010

Public authorities must demonstrate that they have shown due regard to the three equality needs set out in section 149 throughout the policy development process. The PSED is intended to support good decision-making – it encourages public bodies to understand how different people will be affected by their activities. This means policies and services are appropriate and accessible to all and meet different people's needs.

The Council is proposing to discontinue Cymer Afan Comprehensive school and make arrangements for pupils who would have attended there to receive their secondary education at Ysgol Cwm Brombil.

Under this proposal pupils would be transferring to a new build school which will be a state of the art 21st Century building and therefore will be fully compliant in terms of the requirements for disabled pupils. It will also enhance teaching and learning experiences for pupils, create opportunities to improve social interaction due to a larger peer group made up of a more diverse pupil population, and provide pupils with greater access to support for a wide range of additional learning needs.

Cymer Afan Comprehensive school and Ysgol Cwm Brombil are approximately 10 miles apart, requiring pupils to travel an alternative route to school. The Council has assessed relevant routes for their suitability, and will make arrangements for eligible pupils to receive free school transport. School journey and the travel times will be appropriate for pupils aged 11 to 16 years. Ysgol Cwm Brombil temporary Governing Body have indicated their willingness to consider how to best support pupils to facilitate the opportunity for all pupils to access extra curriculum activities.

Pupils who choose not to attend Ysgol Cwm Brombil may be able to attend a school elsewhere subject to parental choice and availability of places in the identified school. Pupils may also be eligible for free transport to a school other than Ysgol Cwm Brombil in line with the home to school transport policy criteria.

It is recognised that the proposal will have a negative impact on the staff due to loss of employment. Staff may have the opportunity to apply for positions at schools elsewhere, as will governors, although the arrangements for federation in the upper Afan Valley will continue.

Additionally, the Council has secured an 'employer's pledge' with schools whereby school governing bodies have agreed to consider employing staff facing redundancy at any Neath Port Talbot County Borough Council school. Employees identified at risk of redundancy will be given access to the Council's prior consideration register. For those staff members who are employees of centrally delivered catering and cleaning services due to the flexibility of this service there may be opportunities within the service area for staff to transfer to other schools or venues. Other school support staff will be supported by the relevant school policies and procedures which will include full consultation.

Previous experience has shown that some staff wish to secure employment in an alternative school but others take the opportunity to take on new challenges elsewhere. The Council is proud of its track record for supporting staff in such situations.

NPTCBC aspires to deliver an inclusive education service. All schools have policies in place to prevent discrimination, harassment and victimisation both for the benefit of pupils and school staff.

Work already done to improve the above

Details of the actions taken to mitigate or enhance possible impacts are detailed in section 3.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Pupils:

- 21st century school environment enhancing pupil well-being, improving motivation and pupil involvement made available in Ysgol Cwm Brombil for pupils of the upper Afan Valley
- Home to school transport provided at no cost for eligible pupils
- Individual pupil needs assessed and supported accordingly
- Ensuring pupils are supported through well planned transition events
- Regular correspondence with pupils, and with parents/carers to ensure that they are aware of changes and able to support their children

Staff

- All school based staff will be supported by the relevant school policies and procedures which will include full consultation.
- Employees identified at risk of redundancy will be given access to the Council's prior consideration register.

Actions to advance equality of opportunity

- 21st century school environment benefits made available in Ysgol Cwm Brombil for pupils of the upper Afan Valley to include
 - Improved teaching and learning provision
 - Greater access to specialised staff and resources
 - Modern building standards ensuring accessibility and DDA requirements are met
 - Broader curriculum provision, particularly for key stage 4 pupils
 - Opportunities for wider peer social interaction

Actions to foster good relations

- Encourage and develop relationships between the different groups of pupils in Ysgol Cwm Brombil through
 - Organised social activities across a range of interests including sport, drama and music.
 - Taster days for Cymer Afan pupils to meet Cwm Brombil pupils and establish friendships
- Encourage community interaction through
 - Pupil attendance at events at or around Ysgol Cwm Brombil to encourage a sense of belonging to the larger school community
 - Pupil presence at events and activities in the upper Afan Valley community to maintain the links with the communities where pupils live

(b) Reduce Social Exclusion and Poverty

Possible impact

As detailed in section 2, Cymer Afan Comprehensive school currently has a higher than average proportion of pupils eligible for free school meals (eFSM) at 31%; the average for the Local Authority is 22% and 17% for Wales.

The school has an above average population of pupils who are deemed to have additional learning needs, (34%) . The school also has a minority population of pupils who are looked after children (1.9%).

Work already done to improve the above

Cymer Afan Comprehensive school receives a Pupil Development Grant (PDG), as is the case for all schools in Neath Port Talbot who have pupils on roll who are eligible for free school meals (e FSM). The school chooses to use the grant to fund teaching assistants to provide intervention programmes to improve pupil outcomes and well-being. It is also used to resource of an intervention facility managed by two members of staff who work one to one with pupils from vulnerable groups in an effort to improve literacy and numeracy skills.

Additionally local authority services provide support for vulnerable pupils, which includes Social, Emotional and Behavioural difficulties support workers, the Education Welfare officer, the Looked After Children support officer, the educational psychologist service and school counsellor, in line with other schools in Neath Port Talbot with vulnerable pupils.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

NPTCBC believe that Dyffryn School (Dyffryn School is used by the Council as a proxy for the new school) offers at least the same level of support for eFSM and vulnerable pupils as Cymer Afan Comprehensive and as such the efforts to reduce social exclusion and poverty will continue.

Currently, at both schools:

- engagement officers work closely with individual pupils to support them in developing their emotional well-being and resilience so that they are more equipped to deal with the challenges that school presents and that often act as barriers to their learning; and
- literacy and numeracy support officers work with individual eFSM pupils identified as needing additional support (through the POD facility in Cymer Afan and through a facility labelled 'COPE' in Dyffryn).
- PDG

This provision will continue in Ysgol Cwm Brombil and will benefit Cymer Afan pupils should the proposal be implemented.

Additionally Ysgol Cwm Brombil has identified an area of the new building which has already been designated as a student services hub where all pupils will be able to access additional support appropriate to need. This is likely to improve provision for support for Cymer Afan pupils as a wider range of services will be available to them than those they experience currently.

(c) Community Cohesion

Impact on Community Cohesion

There are potential positive impacts associated with transferring schools for pupils regarding community cohesion. Research suggests that mixed schools (defined as schools with intergroup contact) result in more social mixing between ethnic groups, and that pupils generally have more positive attitudes towards those from different ethnic groups. In contrast, in predominately White-British schools, pupils in the study reported having no close outgroup friends towards the end of their first year of secondary school.¹⁸ Cymer Afan Comprehensive school has only one BAME pupil; BAME pupils at Dyffryn School (the secondary school currently serving the area) represent 8% of the pupil cohort. The additional BAME cohort increases opportunities for cultural awareness and integration, and positively supports community cohesion.

A community impact assessment has been carried out in line with the requirements of the School Organisation Code. This is an assessment of the impact on community usage of those facilities and services currently available at Cymer Afan Comprehensive school. The assessment recognises the importance of Cymer Afan Comprehensive school and the part it plays in the wider community. Community provision and activities that have been developed over an extended period at the school site will be displaced under this proposal; however opportunities exist to relocate activity from the school to alternative locations and the area under review is well served by community facilities. The assessment reports that these locations can be enhanced as appropriate with no loss of amenity to the wider community and recommends that plans are put in place to mitigate any loss.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Actions to enhance the possible positive impacts may include:

- Encouraging socialising/mixing between pupils who transfer from Cymer Afan Comprehensive School to establish new peer/friendship groups. This could include:
- Special taster sessions for new pupils at the new school so that pupils can meet their peers.

Actions to mitigate for loss of amenity to the wider community could include:

- Negotiations with 'Llandarcy Park Ltd' and the 'NPTC Group' to relocate the school Fitness Suite to the Afan Valley Swimming Pool. This would involve infilling the Learner Pool to create a separate gym facility which would augment the current pool usage, the recently installed sauna and the jacuzzi that is being planned for. Initial concept plans have been drawn up following the UAV Sports Facilities Feasibility Study completed by 'Community Design Gwent' in May 2009.
- Displacing the Youth Club that is staged on a Tuesday and Friday to the Cymer Afan Primary school Sports Hall. This has the capacity to accommodate the 48 individuals that make use of the Service in 2016/17.
- Transferring management of the Red Field to the Croeserw F.C. If this proved to be uneconomic in the short to medium term the playing field would revert back to nature with the football club then concentrating its fixtures on Tudor Field.

¹⁸ Department for Education (2017), Diversity and Social Cohesion in Mixed and Segregated Secondary Schools in Oldham, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/634118/Diversity_and_Social_Cohesion_in_Oldham_schools.pdf

- Making new management arrangements for the Cymer Afan Primary School Sports Hall and floodlit artificial turf pitch. Consultees felt there was insufficient administrative support within the primary schools to undertake this function in the absence of the Comprehensive School and a Business Manager. Initial discussions have been held between 'Llandarcy Park Ltd' and the Local Authority with regard to managing the Sports Hall and the artificial turf pitch at arm's length from the Afan Valley Swimming Pool. This will need to be further explored.
- Displacing community hires such as 'Slimming World' to an alternative location such as the Croeserw Community Enterprise Centre.
- Renewing the management capacity of the four remaining federated primary schools to ensure the continued benefit of shared leadership, staffing, buildings, IT, facilities and experience is enjoyed.

Section 5 Consultation and Engagement

Consultation and engagement undertaken (e.g. with the public and/or members of protected groups) to support the views in section 3 and 4

On 9th November 2017, the Neath Port Talbot Council's Education, Skills and Culture Cabinet board decided to consult on the future of education in the upper Afan Valley. A consultation of stakeholders at the Cymer Afan Comprehensive School, interested parties and the wider community was undertaken between 11th December 2017 to 14th February 2018. The full list of consultees is available in Appendix A of the 'Future of Secondary Education in the Upper Afan Valley Consultation Report' (2018). On 20th June 2018 the Council determined to publish its proposal allowing 28 days, i.e. until the 23rd July 2018 for the receipt of objections. The Council's response to the objections received is available in the "The 'Future of Secondary Education in the Upper Afan Valley Objection Report' (2018).

Through this consultation and engagement, stakeholders and objectors expressed a number of concerns related to the potential equality impacts of the proposal to close Cymer Afan Comprehensive School. The impacts that were identified by stakeholders were understood to have the potential to affect those with a disability and children aged 16 and under, which are protected characteristics under the Equality Act 2010, as well as those suffering from deprivation, who would also be vulnerable to the effects of the decision.

Impacts on pupils from deprived backgrounds

Through this consultation, concerns were raised about the impact of moving school on vulnerability of deprived students, who are already a vulnerable group, as moving schools is an indicator of deprivation for the local authority's Vulnerability Assessment Profile (VAP).

- Moving schools is included in the VAP because pupils who move many times during their school years can increase risk of underachievement, and that the purpose of the VAP is not only to identify vulnerable pupils, but also to ensure the school and local authority plan and provide for their needs and provision.
- The Council believes that the impact of the proposal would remain the same in this regard, as the pupils that have been identified by the VAP will still be included in and catered for by this tool.

Stakeholders and objectors also raised concerns about the potential negative impacts of moving from a smaller school to a larger school on academic performance, and how this would specifically impact on deprivation.

- Estyn's report 'School Size and Educational Effectiveness' (December 2013) suggests that larger schools of 1,101 pupils or more outperform small secondary schools of less than 600 pupils, and that larger schools were found to require less 'significant improvement' or 'special measures', and were found to have greater pupil well-being
- Neath Port Talbot has the second highest number of pupils entitled to free school meals in Wales, and that it could be argued that all schools in the County Borough are affected by deprivation to some degree (which implies that the impact of school size is negligible).
- There are potential positive impacts to be gained from moving to a larger school as a larger pupil population provides greater resources available to support pupils, and more opportunities for pupils to benefit from social interaction with a wider peer group

Impacts on pupils with a disability

Through this consultation and engagement, concerns were raised around the impact of losing existing successful working relationships between Additional Learning Needs (ALN) pupils and staff at Cymer Afan Comprehensive school.

The Council supports all schools in making provisions for pupils with ALN, and both Cymer Afan Comprehensive and Dyffryn School have ALN pupils (Dyffryn School is used by the Council as a proxy for the new school). Dyffryn School have around 200 (24%) pupils with ALN, and they have introduced a range of strategies, including the use of a school-based counsellor, to improve pupil resilience and well-being. The intervention programmes taking place in the Place of Development (POD) facility, which has been reported by Estyn in 'Inspection report Cymer Afan Comprehensive School (2015) to be of high quality, are similar to the programmes taking place in all secondary schools in Neath Port Talbot. For example, the Emotional Literacy Support (ELSA) programme, which is provided by the POD, is also provided at Dyffryn School.

- The Council believes that the support currently received by ALN pupils at Cymer Afan Comprehensive is likely to be of at least the same standard if they transfer to Ysgol Cwm Brombil, and that Cymer Afan Comprehensive's robust and thorough identification and monitoring of ALN pupils' needs, and the creation of high quality individual education plans, will all aid in the transition to Ysgol Cwm Brombil. The transition will be supported by work between Cymer Afan Comprehensive and Ysgol Cwm Brombil to ensure each pupil's statement or individual education plan has been reviewed, and appropriate provisions have been made.
- Additionally, Ysgol Cwm Brombil has appointed a Special Education Needs Coordinator (SENCO) and an Additional Learning Needs Coordinator (ALNCO) to oversee the range of needs that will be present in the new school, and an area of the building has already been designated as a student services hub, where all pupils can access support services.
- Pupils would be transferring to a new build school which will be a state of the art 21st Century building and therefore will be fully compliant in terms of the requirements for disabled pupils, and will offer enhanced teaching and learning facilities.

Impacts on children aged 16 and under

During the consultation and engagement, stakeholders and objectors raised concerns related to impacts of closing Cymer Afan Comprehensive and moving school on children aged 16 and under. These included comments on the impact of moving to a school that could be of lesser quality, the disruption in learning caused by closing the school, and the impact of longer travel distances and travel times to and from school on the children's health, well-being and education.

- Statistics published by the Wales National School Categorisation System for 2016 and 2017 imply that Dyffryn School is outperforming Cymer Afan Comprehensive in GCSE achievement. Dyffryn School has also been categorised as a 'green' support category school for 2017-2018, indicating that it requires the least support and is a highly effective school with a track record in maintaining a high level of learner outcomes, whereas Cymer Afan Comprehensive School is within the 'yellow' support category, which indicates that it requires

slightly more support, and is an effective school with a track record in maintaining good learner outcomes. Estyn state that overall, the proposal is likely to at least maintain the standards of education and provision in the area.

- Should the proposal be approved, pupils will start as a group at Ysgol Cwm Brombil in September 2019, the beginning of the school year, and this move will be preceded by planned transition events for pupils, regular staff meetings to discuss pupils, curriculum arrangements. ALN support, and other endeavours to support the move. In addition, care will be taken to plan for pupils in Year 10 and 11 who will be sitting GCSE examinations at the time of the move, in order to minimise disruptions.
- The Council believes that the move is unlikely to have a detrimental impact on attainment; data gathered from another recent school reorganisation project with a similar pupil cohort has demonstrated that those pupils exceeded expectations at the end of key stage 4 and it is to be expected that this would be the case in this situation also.

A comment was raised around the impact of losing the expertise of secondary school teachers, who currently provide some specialist curriculum to primary pupils.

- The Council recognises that if the secondary school were to close then secondary staff who work across the federation may no longer be available and the delivery of some more specialist curriculum areas in the primary schools could be lost. It is anticipated that a partnership between Ysgol Cwm Brombil and partner primary schools in the upper Afan Valley will be developed further and could include similar specialist teaching as is currently experienced.

A number of stakeholders and objectors were concerned about the potential detrimental impacts of the long bus journey to the new school on the children's health, safety and education.

- The Council acknowledges that for some pupils the ability to walk or cycle from home to school will be lost under this proposal, which has detrimental impacts on health. To mitigate this, the school will provide curricular and extra-curricular opportunities to take part in activities that promote fitness and health, and opportunities to learn about the importance of a healthy lifestyle.
- The Council notes that current school travel arrangements have pupils travelling to Cymer Afan Comprehensive by bus, and that future arrangements can be made to have the bus pick students up at points that would better facilitate walking or cycling to the bus stop. The Council considers travel by bus to the new school to be the most reasonable mode of transport, and that the journey time is of a reasonable length (45 minutes to the farthest community each way)
- The Council's response to concerns raised around the impact of the long journey on well-being is that discussions with pupils imply that the experience of the bus journey is an individual experience, which can either increase stress and anxiety, or be an enjoyable and productive experience, and that evidence implies that the journey should not have a significant impact on well-being.

Additional comments were made regarding the potential detrimental health impacts of increased pollution, due to increased road travel to and from the new school.

- The Council encourages families to make use of the free home to school travel services.
- To address concerns around impacts on education due to having to rise earlier for the journey, and potentially spending less time participating extra-curricular activities including visiting the pool and the library, Ysgol Cwm Brombil will seek to put in place the necessary arrangements to ensure pupils have adequate access to extra-curricular activities.

Impacts on deprivation in the Upper Afan Valley

There were concerns raised about the effect of school closure on the deprivation in the community, due to the jobs that will be lost.

- Should a decision be taken to close the school, all staff with contracts attached to Cymer Afan Comprehensive School will be declared redundant, and these employees will be supported by the Council's policies, which includes full consultation, and HR staff. While it is expected that some staff will take up positions at the new school, previous experience has shown that in a school reorganisation some staff will seek work elsewhere.

Further concerns were raised around impacts of the school closure on deprivation in the community, as the closure could increase isolation of the upper Afan Valley from other parts of Neath Port Talbot.

- The Community Impact Assessment found that there are opportunities to relocate community-based activity from the school to alternative locations, with no loss of amenity to the wider community. It was also explained that the proposal is not intended to isolate the upper Afan Valley, rather, it is expected to expand opportunities and experiences for children and young people in the community. There is no impact on public transport or highway provision associated with this proposal.

Actions (to mitigate adverse impact or to address identified gaps in knowledge)

The Council has responded to the potential impacts raised by responses to the consultation and has set out where and how they will mitigate potential adverse impacts, these should be monitored and action plans set in place to ensure their delivery.

Should a disproportionate impact on a particular protected group be identified, there is no real risk of indirect discrimination as the Council is pursuing a legitimate aim (improving the quality and efficiency of education in the Council's area) and the decision to publish the proposals to discontinue Cymer Afan Comprehensive school is a proportionate means of achieving that aim.

Section 6 – Post Consultation

Outcome of the consultation/objections

The outcomes of the consultation have been reported to the Council's Joint Cabinet and Education, Skills and Culture Scrutiny Committee on 20th June 2018.

Members determined to progress the proposal to the statutory notice period, commencing on 26th June 2018, allowing for 28 days for receipt of objections.

The outcome of the objection period will be considered by Members before final determination of the proposal on 6th September 2018.

Section 7 - Monitoring arrangements:

The arrangements in place (or those which will be put in place) to monitor the impact of this function, service, policy, procedure, strategy, plan or project:

Monitoring arrangements:

NPTCBC details that monitoring will be via:

- data received from each school;
- reports from challenge advisor Core Visits; and
- Estyn Inspection reports.

Actions: see action plan

Section 8 – Outcomes:

Officers have considered each of the three equality needs, as outlined above. No risk of direct discrimination has been identified, as the Council's proposal does not treat any person less favourably because of a protected characteristic. No risk of indirect discrimination has been identified. The way in which the proposal may affect different protected groups has been set out above. It has been identified that the proposal may have a particular impact on female members of staff (as they make up 72% of the staff of the school). However, any particular disadvantage suffered by a particular protected group does not give rise to real risk of indirect discrimination, as a decision to close Cymer Afan Comprehensive School will be pursuing a legitimate aim and is proportionate. The Council is pursuing a legitimate aim, namely that of improving the quality and efficiency of education for pupils in its area. The proposal is a proportionate means of achieving that aim, in light of all the mitigating measures set out above. Implementing the proposal will provide the pupils of the upper Afan Valley with a 21st century learning environment and increased learning opportunities. It will also enable the Council to make more effective use of its resources for investment in education. The conclusion of this assessment is that Outcome 1 is the course of action to be pursued.

- Outcome 1: Continue the initiative...
- Outcome 2: Adjust the initiative...
- Outcome 3: Justify the initiative...
- Outcome 4: Stop and remove the initiative...

Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcomes known by our objectives
Monitor impact on protected groups following closure of Cymer Afan Comprehensive (CAC) (subject to proposal implementation)	Director of ELLL, Head of Transformation, SSIP, EDS	Information gathered end of academic year 2019 -2020	Mitigation has been successful. Enhanced support led to improved outcomes for pupils.
Monitor transition arrangements for pupils from CAC to Ysgol Cwm Brombil (YCB)	SSIP, EDS, SFL, GB of both schools	Work undertaken throughout academic year 2018-2019. Review in Autumn 2019, further information gathered end of academic year 2019 - 2020	Transition arrangements have been successful. Pupils who transferred have secured places at YCB.
Monitor staff redeployment data for staff employed at CAC at point of closure	Director of ELLL, Head of Transformation, HR, SSIP	Information gathered end of 2019	Data collected shows where staff have been redeployed successfully.
Actions from WESP implemented at YCB as appropriate	Director of ELLL, Head of Transformation, EDS	Ongoing	WESP implementation successful.
Monitor ALN provision at YCB to ensure vulnerable pupils are supported effectively	Director of ELLL, Head of Transformation, Inclusion support teams, EDS	Through academic year 2019 -2020	Vulnerable pupils successfully receiving support.
Support community groups to relocate services as applicable and as appropriate	Project development team	Ongoing	No loss of facilities.



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education Skills and Culture Cabinet Board

4th July 2019

Joint Report of the Head of Transformation and the Head of Property and Regeneration

Matter for Decision

**Wards Affected: Coedffranc Central, Coedffranc North,
Coedffranc West**

Relocation of Skewen Library to Carnegie Hall

Purpose of the Report:

To seek Members authorisation to enter into negotiation with Coedffranc Town Council for the Authority to take an initial 5 year internal repairing lease of part of Carnegie Hall for use as a Public library for the Skewen area on terms and conditions to be agreed by the Head of Property and Regeneration.

On the basis the lease is concluded and library relocated authorisation is also sought for the existing library at New Road, Skewen be declared surplus to the operational requirements of the Education, Leisure and Lifelong Learning Directorate and transferred to the Head of Property & Regeneration for disposal or lease.

Executive Summary:

The existing library building at New Road, Skewen has been identified in the Library Service Strategy 2016 – 2021 as no longer being fit for purpose in that it is too small to provide the full range of services required of a Tier 2 library and has significant long term maintenance issues which will impact on the future viability of operating a library service from the existing building.

It is therefore proposed to enter into a partnership arrangement with Coedffranc Town Council whereby the library would relocate to accommodation within Carnegie Hall Skewen and for the existing library at New Road, Skewen to be declared surplus to operational requirements and transferred to the Head of Property & Regeneration for disposal or lease.

Background:

Public libraries are a statutory service under the Public libraries and Museums Act (1964).

As identified in the Library service strategy 2016 – 21, the existing building at New Road, Skewen as approximately shown edged in Black on the attached copy plan 1 is no longer fit for purpose in that it is too small to provide the full range of services required of a Tier 2 library. In addition, the existing building which has operated as a library since the mid 1960's requires substantial capital investment to upgrade the exterior of the building and overcome long term maintenance problems such as the heating system and flat roof which will impact on the long term sustainability of a library service from this building.

Following the budget consultation process which originally identified Skewen library for possible transfer to the community or closure, local elected Members have worked with officers to find alternative premises in the Skewen area such as at Carnegie Hall which would

enable the council to continue to deliver a relevant, cost effective and sustainable library service for the Skewen area.

Carnegie Hall, as approximately shown edged in Black on the attached copy plan 2 is owned and managed by Coedffranc Town Council and offers improved public facilities in terms of access, availability of space, catering facilities and enable an improved ICT offer to the public.

A grant of £106,000 is available from the Welsh Government via MALD (Museums, Archives and Libraries Division) which will cover the costs of relocating the library and any additional building works that may be necessary as a result of transferring the library.

The proposal is for the Authority to enter into an initial 5 year internal repairing lease from Coedffranc Town Council of part of Carnegie Hall, Skewen for use as a library and once relocated the existing library at New Road, Skewen to be declared surplus to operational requirements and transferred to the Head of Property & Regeneration for disposal or lease.

Financial Impacts:

The Library Service has been offered a Welsh Government grant of £106,000 towards the costs of the relocation of the library. However, a match funding element of 10% is required, which would be used to provide improved IT facilities in the new library. The 10% contribution has already been identified within the Service's existing IT budget in the 2019-2020 financial year.

There are potential operational revenue savings associated with shared use of Carnegie Hall which will be developed as part of the lease negotiation process and it is anticipated that there will only be a small annual rent.

The relocation of the library will overcome the need for substantial capital investment to overcome the long term maintenance issues at the current premises.

There is a potential for a capital receipt or rental income from the sale/rent of the existing site.

Integrated Impact Assessment:

A first stage impact assessment has been undertaken to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016.

The first stage assessment has indicated that a more in-depth assessment is not required. This is because the negotiation of a lease is an internal procedure and has no detrimental effect on frontline services.

The original proposal that Skewen Library be relocated to Carnegie Hall underwent an Equality Screening Report in February 2019. This screening resulted in no further action being required

Valleys Communities Impacts:

"No implications".

Workforce Impacts:

"No implications".

Legal Impacts:

"No implications".

Risk Management Impacts:

If a formal lease cannot be negotiated, this could impact on the long term sustainability of a library service at Skewen.

Consultation:

As part of the authority's budget proposals over the last two years Skewen Library has been subject to consultation. The results from public meetings, online surveys and through letters have been in favour of maintaining a statutory library service in Skewen, but recognising the limitations of the existing building.

Local Elected Members and officers have discussed options since the public consultation exercise.

The local Ward Councillor is generally supportive of the proposal.

There is no requirement to consult on the negotiation of a lease.

Recommendations:

To seek Members authorisation to enter into negotiation with Coedffranc Town Council for the Authority to take an initial 5 year internal repairing lease of part of Carnegie Hall for use as a Public library for the Skewen area on terms and conditions to be agreed by the Head of Property and Regeneration.

On the basis the lease is concluded and library relocated authorisation is also sought for the existing library at New Road, Skewen be declared surplus to the operational requirements of Education, Leisure and Lifelong Learning Directorate and transferred to the Head of Property & Regeneration for disposal or lease.

Reasons for Proposed Decision:

To enable the Authority to continue to deliver a sustainable, statutory library service at Skewen.

Implementation of Decision:

The decision is proposed for implementation after the three day call in period'

Appendices:

Attached copy plans1 & 2.

List of Background Papers:

Library Strategy 2016 - 2021

Officer Contact:

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County Librarian

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David Phillips,

Strategic Property & Valuation Manager

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Impact Assessment - First Stage

It is essential that all initiatives undergo a first stage impact assessment to identify relevance to equalities and the Welsh language as well as an evaluation of how the proposal has taken into account the sustainable development principle (the five ways of working); an incorrect assessment could ultimately be open to legal challenge.

The first stage is to carry out a short assessment to help determine the need to undertake a more in-depth analysis (the second stage).

Relevance will depend not only on the number of people/service users affected, but also the significance of the effect on them.

When completing the first step you must have regard to the following:

- Does the initiative relate to an area where important equality issues have been, or are likely to be, raised? (For example, funding for services to assist people who are victims of rape/sexual violence or individuals with particular care need; disabled people's access to public transport; the gender pay gap; racist or homophobic bullying in schools)
- Is there a significant potential for reducing inequalities, or improving outcomes? (For example, increasing recruitment opportunities for disabled people).
- Does the initiative relate to instances where opportunities to use the Welsh language are likely to be affected or where the language is likely to be treated less favourably? (For example, increase the number of Welsh speakers moving from/to a certain area; closing specific Welsh language services or put those services at risk services;
- Does the initiative relate to the improvement of economic, social, environmental and cultural well-being? To what extent does the initiative prevent things getting worse? (For example, funding for services to assist in cultural well-being; changes in policies that promote independence and/or assist carers)

1. Provide a description and summary of the initiative.

Identify which service area and directorate has responsibility for the initiative.

2. Identify who will be affected by the initiative.

If you answer **Yes** to service users, staff or wider community continue with the first stage of the assessment

If you answer **No** to service users, staff or wider community or **Yes** to 'Internal administrative process only', go to **Question 5 – sustainable development principle**.

3. Using relevant and appropriate information and data that is available to you think about what impact there could be on people who share protected characteristics; whether they are service users, staff or the wider community.

Some things to consider include:

- transport issues
- accessibility
- customer service
- cultural sensitivity
- financial implications
- loss of jobs

Definitions of impacts (either positive or negative):

- High – likely to be highly affected by the initiative
- Medium - likely to be affected in some way
- Low - likely to be affected by the initiative in a small way
- Don't know - the potential impact is unknown

You **must** provide reasons, and indicate what evidence you used, in coming to your decision.

4. Using relevant and appropriate information and data that is available, think about what impact there could be on opportunities to use the Welsh language and in treating the language no less favourably than English.

Definitions of impacts are the same as in **Question 3**.

The classification 'Don't Know' should be categorised as 'High Impact' in both questions 3 & 4.

5. Consider how the initiative has embraced the sustainable development principle in accordance with the Section 7c of the Well-being of Future Generations Act 2015.

Give details of the initiative in relation to the 5 ways of working:

- **Long term** - how the initiative supports the long term well-being of people
- **Integration** - how the initiative impacts upon our wellbeing objectives
- **Involvement** - how people have been involved in developing the initiative
- **Collaboration** - how we have worked with other services/organisations to find shared sustainable solutions;
- **Prevention** - how the initiative will prevent problems occurring or getting worse

6. The most appropriate statement must be selected (and the relevant box ticked) based on the first stage of the assessment and an explanation of how you have arrived at this decision must be given.

In addition a summary of the how the initiative has embraced the sustainable development principle must also be included.

Where the first stage of the assessment indicates that a more in-depth analysis is required the second stage of the assessment will need to be completed and this will need to be started immediately.

A first stage assessment must be included as a background paper for all Cabinet/Cabinet Board/ Scrutiny Committee Reports.

Where the first stage assessment is completed by an accountable manager it must be signed off by a Head of Service/Director.

Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: To obtain Member approval to negotiate a 5 year lease with Coedffranc Town Council for the use of part of Carnegie Hall to operate as a Public library for the Skewen area.
Service Area: Library Services
Directorate: Education

2. Does the initiative affect:

	Yes	No
Service users		✓
Staff		✓
Wider community		✓
Internal administrative process only	✓	

3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age						
Disability						
Gender Reassignment						
Marriage/Civil Partnership						
Pregnancy/Maternity						
Race						
Religion/Belief						
Sex						

Sexual orientation						
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4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language						
Treating the Welsh language no less favourably than English						

5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity						
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.						

6. Does the initiative embrace the sustainable development principle (5 ways of working):

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	✓		The initiative will secure the long term sustainability of a statutory library service in Skewen.
Integration - how the initiative impacts upon our wellbeing objectives	✓		It will enable the library to continue to support and provide services for residents of the area.
Involvement - how people have been involved in developing the initiative	✓		The proposal was initiated through public consultation.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	✓		The Library Service has held discussions with Coedffranc Town Council to develop the community hub.
Prevention - how the initiative will prevent problems occurring or getting worse	✓		The initiative will ensure that a library service can continue to operate in Skewen.

7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	✓
Reasons for this conclusion	
<p>The negotiation of a lease is an internal procedure and has no detrimental effect on frontline services. (The original proposal that Skewen Library be relocated to Carnegie Hall underwent an Equality Screening Report in February 2019. This screening resulted in no further action being required.)</p>	

A full impact assessment (second stage) is required	
Reasons for this conclusion	

	Name	Position	Signature	Date
Completed by	Wayne John	County Librarian	A Wayne John	20/6/2019
Signed off by	Andrew Thomas	Head of Service/Director	Andrew Thomas	20/6/2019



NOTES NODIADAU	
	
Property & Regeneration Eiddo ac Adfywio Gareth Nutt B.Sc (Hons) M.Sc., DMS, FRICS Director of Environment The Quay, Brunel Way Sagan Energy Park Neath SA11 2GG www.npt.gov.uk	
Project: Proiect <p style="text-align: center;">Plan 1</p>	
Drawing Title: Teitl Lliniadu <p style="text-align: center;">Skewen Library New Road Skewen SA10 6JUJ</p>	
Scale: Dafol A4 @ 1:1250 Drawing No. Rhif gan Dynnu 19-0496	Rev. Adolygu 

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NOTES NODIADAU	
<p>Neath Port Talbot Castell-nedd Port Talbot County Borough Council Cymor Bwrdeistref Siro</p>	
<p>Property & Regeneration Eiddo ac Adfywio</p> <p>Gareth Nutt B.Sc (Hons) M.Sc., DMS, FRICS Director of Environment The Quay, Brunel Way Sagan Energy Park Neath SA11 2GG www.npt.gov.uk</p> <p>Gareth Nutt B.Sc (Hons) M.Sc., DMS, FRICS Cyfarwyddwr yr Amgylchedd Y Quay, Ffordd Brunel Parc Ynni Sagan Castell-nedd SA11 2GG</p>	
<p>Project: Proiect</p> <p>Plan 2</p>	
<p>Drawing Title: Teitl Lliniadu</p> <p>Carnegie Community Centre Evelyn Road Skewen SA10 6LH</p>	
<p>Scale: Dafol A4 @ 1:1250</p>	<p>Rev. Adolygu</p> <p>N</p>
<p>Drawing No. Rhif gan Dynnu 19-0489</p>	

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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL / CYNGOR BWRDEISTREF SIROL CASTELL-NEDD PORT TALBOT

Education, Skills and Culture Cabinet Board
4th July 2019

Report of the Head of Participation
Chris Millis

Matter for Monitoring

Wards Affected: All Wards

Quarterly Performance Management Data 2018-2019 –
Full Year Performance (1st April 2018– 31st March 2019)

Purpose of the Report:

To provide members with full year performance management data, complaints and compliments for the period 1st April 2018 to 31st March 2019 for Education, Leisure and Lifelong Learning Directorate. This will enable the ESC Cabinet Board to discharge their functions in relation to performance management.

Executive Summary:

The report provides education results and assessments at KS4. Attendance and exclusion data over the secondary and primary

sectors. Data relating to the Statutory Assessment Process, the Youth Service and childcare. Data relating to the Library Service concerning the number of visitors and a summary of the number of people participating in a sporting activity at the council facilities.

Background:

Members are presented with a full suite of Education, Leisure and Lifelong Learning KPI's (Corporate Plan and Local KPI's).

A list of full year Corporate Plan KPI's with progress comments on each indicator are attached as appendix 1.

A list of full year Local (ESC) KPI's with progress comments on each indicator are attached as appendix 2.

KPI status:

- GREEN (green traffic light) - KPI's that have improved on or achieved target
- AMBER (amber traffic light) - KPI's that have not achieved target but performance is within 5%
- RED (red traffic light) - KPI's that are 5% or more below target

Where available, appendix 1 and 2 provides performance data for full year performance for 2016/17, 2017/18 & 2018/19 (12 months data). The target provided is also for a full year.

Appendix 3 provides full year information for Compliments and Complaints data, collected in line with the Council's Comments, Compliments & Complaints Policy for Cabinet.

Financial Impacts:

The performance described in the report is being delivered against a challenging financial backdrop and reduced budget.

Integrated Impact Assessment:

There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring / information purposes.

Valleys Communities Impacts:

No implications.

Workforce Impacts:

The Council's workforce continues to contract as financial resources continue to reduce. In recognition of the scale of change affecting the workforce, a new Corporate Workforce Plan has been developed to support the workforce to adapt to the changes that are taking place.

Legal Impacts:

This Report is prepared under:

The Local Government (Wales) Measure 2009 and discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions".

The Well-being of Future Generations (Wales) Act 2015

The Neath Port Talbot County Borough Council Constitution requires each cabinet committee to monitor quarterly budgets and performance in securing continuous improvement of all the functions within its purview.

Risk Management Impacts:

Failure to provide a suitable monitoring report within the timescales could lead to non-compliance with our Constitution. Also, failure to have robust performance monitoring arrangements in place could result in poor performance going undetected.

Consultation:

There is no requirement under the Constitution for external consultation on this item.

Recommendations:

Members monitor performance contained within this report.

Reasons for Proposed Decision:

Matter for monitoring. No decision required.

Implementation of Decision:

Matter for monitoring. No decision required.

Appendices:

Appendix 1: Corporate Performance Management Data - Quarterly.

Appendix 2: Local Performance Management Data - Quarterly.

Appendix 3: Compliments and Complaints Data

List of Background Papers:

The Neath Port Talbot Corporate Improvement Plan - 2018-2022

Monitoring forms/spreadsheets

Welsh Government Statistical Releases

Officer Contact:

Neal Place, Performance Management Officer.

E-mail n.place@npt.gov.uk. Tel. 01639 763619



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

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Performance Indicators

Neath Port Talbot Council

Appendix 1 - Education, Skills and Culture Cabinet Board - Corporate Plan Key Performance Indicators - Full Year - 2018/19



Print Date: 21-Jun-2019

How will we know we are making a difference (01/04/2018 to 31/03/2019)?

PI Title	Actual 16/17	Actual 17/18	Actual 18/19	Target 18/19	Perf. RAG
1 Well-being Objective 1 - To improve the well-being of children and young people					
CP/001 - Percentage of schools report that children are better prepared to engage in play and learning			98.21		
New indicator , no comparable data. Nearly all (55 of 56) schools, within their Foundation Phase, have a greater number of pupils achieving outcome 5+ from PSD (Personal and Social Development) than not achieving and feel they are better preparing their pupils for play and learning and future development.					
CP/002 - Number of full day childcare places provided (measured over the financial year - quarterly)	2281.00	2262.00	2228.00	2350.00	 Red
The number of places fluctuates through the year as a result of new registrations and de-registrations.					
CP/003 - Percentage of children hooked on sport (based on number of occasions of participation per week = 3)			50.00	58.00	 Red
New indicator, no comparable data. The 2018 Hooked on sport survey identified 50% of children within Neath Port Talbot participated in sport 3 or more times per week. This is a reduction from 55% from three years ago, but is above the Wales average of 48%. The survey, one of the biggest of its kind, shows Neath Port Talbot is number one in Wales when it comes to children who are involved in a community sport club outside of school (78%). Neath Port Talbot also came out top in Wales when it came to female participation in sport (between the ages 7-11) and was second in Wales for children volunteering in sports clubs. The survey also found 82% of pupils in Neath Port Talbot were confident in trying a new activity - above the all-Wales percentage of 80%.					
CP/004 - Percentage of Year 11 pupils achieving 5 GCSEs at grades A*-C, or equivalent, including English or Welsh first language and Maths	61.53	51.41	52.02	60.00	 Red
Academic Year 2017-18: There has been a rise in this indicator to 52.02% from 51.41% in Academic Year 2016/17 but the figure is below the target set. This is largely due to the unexpected change in grade boundaries (after target had been set) which had a detrimental effect on individual pupils at the C/D borderline in GCSE English Language, Mathematics and Numeracy. This is only the second year since the change in the format of the GCSE exams, with the main difference being that the results rely more on the exam paper than coursework and assessment. This has clearly had an impact on pupils from more deprived backgrounds which when added to the removal of pupils opportunity to enter exams early has made target setting particularly challenging. All Wales data 2017/18 Academic Year : 55.1%					
CP/005 - PAM/007 - Percentage of pupil attendance in primary schools	94.56	94.69	94.14	94.90	 Amber

PI Title	Actual 16/17	Actual 17/18	Actual 18/19	Target 18/19	Perf. RAG
<p>Academic Year 2017-18: 204,413 missed half day sessions of 3,490,918 compared to 185,997 missed half day sessions of 3,501,081 in Academic Year 2016-17.</p> <p>There were a number of factors that affected attendance during the year including:</p> <p>A higher than average amount of recorded illness amongst pupils in a number of schools. Scarlet fever, chicken pox and stomach bugs were the main causes of illness that hit several classes and schools quite hard during the winter months.</p> <p>There was also a notable rise in the number of unauthorised holiday's being taken during term-time since the Isle of Wight prosecution case that received significant attention by the national media. This was particularly prominent at the start and end of the school year. The Education Welfare Service continues to work closely with schools and parents to identify the root cause of persistent absences with the aim of providing intervention and support when and where needed. A new Education Welfare Officer was appointed during the year with the sole focus of working with those pupils classified as persistent absentees. Regular meetings are scheduled between Education Welfare Officers and key school staff to discuss individual pupil cases and provide advice, support and to determine appropriate course of actions</p> <p>All Wales data 2017/18 Academic Year: 94.6%</p>					
CP/006 - PAM/008 - Percentage of pupil attendance in secondary schools	93.72	93.64	93.48	94.00	 Amber
<p>Academic Year 2017-18: 151,041 missed half day sessions of 2,316,937 compared to 147,951 missed half day sessions of 2,325,867 in Academic Year 2016-17.</p> <p>There were a number of factors that affected attendance during the year including:</p> <p>A higher than average amount of recorded illness amongst pupils in a number of schools. Scarlet fever, chicken pox and stomach bugs were the main causes of illness that hit several classes and schools quite hard during the winter months.</p> <p>There was also a notable rise in the number of unauthorised holiday's being taken during term-time since the Isle of Wight prosecution case that received significant attention by the national media. This was particularly prominent at the start and end of the school year. The Education Welfare Service continues to work closely with schools and parents to identify the root cause of persistent absences with the aim of providing intervention and support when and where needed. A new Education Welfare Officer was appointed during the year with the sole focus of working with those pupils classified as persistent absentees. Regular meetings are scheduled between Education Welfare Officers and key school staff to discuss individual pupil cases and provide advice, support and to determine appropriate course of actions.</p> <p>All Wales data 2017/18 Academic Year: 93.9%</p>					
CP/007 - PAM/033 - Percentage of pupils assessed in Welsh at the end of Foundation phase	16.65	16.16	15.78		
<p>Academic Year 2017-18: New Indicator - Data for previous years has been obtained but no target set. This is an objective in the Welsh in Education Strategic Plan (WESP) and links with Objective 1 which is: More seven-year-old children being taught through the medium of Welsh. This will be done in a number of ways including:-</p> <ul style="list-style-type: none"> • To increase the capacity of Welsh-medium pre-school provision • Provide information for parents/carers that promotes the benefits of a bilingual education • Work with Mudiad Meithrin to ensure expansion of pre-school provision and support the sector to recruit suitably skilled Welsh language care workers • Improve the support for parents/pupils and schools to move along the linguistic continuum • Authority opened a second Welsh medium (WM) secondary campus in the south-east in September 2018 with a capacity for 650 pupils aged 11-16. It is expected, based on parental responses, that this will stimulate interest and growth in WM primary provision in the areas of Port Talbot, Neath, Llandarcy, Briton Ferry and the Afan Valley in subsequent years. It is reasonable, based on known current capacity, to assume a minimum 2% growth in numbers accessing WM provision. 					

PI Title	Actual 16/17	Actual 17/18	Actual 18/19	Target 18/19	Perf. RAG
CP/008 - PAM/034 - Percentage of year 11 pupils studying Welsh first language			12.85		
<p>New indicator, no comparable data.</p> <p>There are 191 pupils out of a cohort of 1,486 pupils studying Welsh first language at Year 11. This relates to one school and will depend on the number of pupils attending that school. As part of the NPT WESP (Welsh in Education Strategic Plan) a range of strategies are being used to promote Welsh medium education, primarily the opening of Ystalyfera Bro Dur is likely to have a long term impact on this percentage. However, it is too early to see the impact.</p>					
CP/013 - PAM/009 - Percentage of young people who are NEET - Year 11 leavers not in education, training or employment (NEET)	3.55	2.29	2.90	3.30	 Green
<p>The figure of 2.9% is the second lowest figure ever achieved by Neath Port Talbot and below the target. This ranks the Council 22nd in Wales. The 2.9% figure relates to 43 young people out of 1,485 who left school at the end of year 11 in 2018. During this time the efforts of Careers Wales and NPTCBC resulted in Neath Port Talbot being the only Council in Wales with no young people leaving school and having an unknown post 16 destination. If you take this into consideration along with the number of young people known to be Not in Education, Employment or Training then Neath Port Talbot would be ranked 10th in Wales.</p> <p>All Wales data 2017/18: 1.6%</p>					
CP/014 - Percentage of 11 - 19 year olds in contact with the Youth Service (measured cumulatively over the financial year - quarterly)	36.70	44.12	35.03	40.00	 Red
<p>2018-19: 5,047 of 14,406 compared to same period last year of 6,132 of 13,897.</p> <p>There has been a reduction in the number of young people accessing the Youth Service due to the following:</p> <ol style="list-style-type: none"> 1. Change of remit for the Families First Youth Work Team resulted in stopping the Transition Programme, 41 young people in 2018/19 compared with 263 young people in 2017/18. 2. Youth Club Numbers reduced this year by 150 young people. Some clubs were closed due to staff shortages and no staff being found through the recruitment process. 3. The Lunch Club provision was suspended for a prolonged period this year due to the bus needing repairs. 4. The Relationship Advice Drop-in Service (RADs) provision has been reduced due to the end of funding. 5. The change of remit of some grant work has resulted in more one to one provision at the cost of group work. This has led to a reduction in numbers. <p>The figure achieved in 2017/18 was by far our best year and although performance is below the target of 40% we are still above the Welsh average of 27%.</p>					
PI/276 - PAM/032 - Capped 9 score			341.00		
<p>This is a new indicator so no comparable data.</p> <p>All Wales data 2017/18 Academic Year : 350</p>					
2 Well-being Objective 2 - To improve the Well-being of all adults who live in the county borough					
CP/024 - Communities for work - Number of local people in training, volunteering or employment	199.00	276.00	260.00	336.00	 Red

PI Title	Actual 16/17	Actual 17/18	Actual 18/19	Target 18/19	Perf. RAG
<p>Throughout the year there has been periods of mentor sickness that has effected engagements. The figures for engagements do not take into account Re-Engagements back on to the programme or Transfers from DWP Advisors. It is harder to engage with participants who are 25 years or older and original targets set by Welsh Government (WG) are currently under review Wales wide. Engagements in the under 25 grouping over performed by over 27%. Communities for Work is one of several employability programmes and although the programme is not mandatory, it does have strict eligibility criteria that individuals must meet before receiving support especially the 25 years or older participants (P1). Overall performance of NPT Communities for work is identified as being in the upper quartile of Communities for work programmes in Wales as at October 2018 (latest figures produced by Welsh Government)</p>					
CP/053 - PAM/041 - Percentage of National Exercise Referral Scheme clients who completed the exercise programme			70.15		
<p>New indicator, no comparable data. Very good completion rate, its a commitment for the client to complete the 16 weeks.</p>					
CP/054 - PAM/042 - Percentage of clients participating in the National Exercise Referral Scheme whose health had improved following completion of the programme			100.00		
<p>New indicator, no comparable data. 97% had lowered their blood pressure, 64% had lowered their BMI, 48% had increased fitness and 50% had increased their activity levels. 97.73% said they felt safe and comfortable now exercising.</p>					
Well-being Objective 3 - To develop the local economy and environment so that the well-being of people can be improved					
CP/072 - Number of visits to our theatres	214903.00	249661.00	239481.00		
<p>This is a new indicator for 2018-19 Data for previous years has been obtained but due to a cut in the budget of 50% over the previous years no target has been set.</p>					
CP/073 - PAM/040 - Percentage of quality standards met by the Library Service			65.00		
<p>New indicator, no comparable data. The quality standards that the Council fails to achieve are those that are resource based, namely expenditure on books, staffing and total library opening hours.</p>					
CP/074 - PAM/017 - Number of visits to leisure centres per 1,000 population	8005.45	7913.11	11210.51	8300.00	 Green
<p>Visitors to local authority sports and leisure centres who participate in physical activity have increased in 2018-19 by over 41% when compared to 2017-18. This was mainly due to the popularity of the "Aberavon Leisure and Fitness Centre" and the hire of "Ysgol Bae Baglan" facilities by the general public. All Wales Data 2017/18 : 8502</p>					

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Performance Indicators

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Appendix 2 - Education, Leisure and Lifelong Learning - Other Education PI's - Full Year- 2018/19



Print Date: 21-Jun-2019

How will we know we are making a difference (01/04/2018 to 31/03/2019)?

PI Title	Actual 16/17	Actual 17/18	Actual 18/19	Target 18/19	Perf. RAG
1 Well-being Objective 1 - To improve the well-being of children and young people					
ELLL - EDU/015a - The percentage of final statements of special education needs issued within 26 weeks including exceptions. (measured over the calendar year - quarterly)	21.88	40.54	60.00	40.00	 Green
60.00% - 21 statements issued with the 26 week timescale (including exemptions) out of a total of 35 possible statements. The measure continues to show an improvement on previous years. The team are continuing to strive to increase the %.					
ELLL - EDU/015b - The percentage of final statements of special education needs issued within 26 weeks excluding exceptions. (measured over the calendar year - quarterly)	77.78	100.00	100.00	100.00	 Green
100% - 21 statements issued within the 26 week timescale (excluding exceptions) out of a total of 21 possible statements. The indicator is currently on target and should remain so.					
3 Well-being Objective 3 - To develop the local economy and environment so that the well-being of people can be improved					
ELLL - LCL001 - The number of visits to public libraries during the year, per 1,000 population (measured cumulatively over the financial year - quarterly)	5737.67	5426.31	5347.67	5426.00	 Amber
Visits to libraries have remained consistent throughout the year, however both Pontardawe and Neath libraries have seen a decrease in visits due to local issues, namely roadworks and traffic problems. All Wales Data 2017/18 : 5270					



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Performance Indicators

Neath Port Talbot Council

Appendix 3 - Education, Leisure and Lifelong Learning - Compliments & Complaints - Full Year - 2018/19



Print Date: 21-Jun-2019

How will we know we are making a difference (01/04/2018 to 31/03/2019)?

PI Title	Actual 16/17	Actual 17/18	Actual 18/19	Target 18/19	Perf. RAG
Organisation					
PI/256 - Education, Leisure & Lifelong Learning Directorate-- % of complaints at stage 1 that were upheld	0.00	0.00	0.00		
Zero upheld/partially upheld of 8 complaints - (2017-18 : Zero of 19) Four complaints concerned the SEN process, one the Library Service, one the Cleaning Service, one Margam Park and one concerning the issuing of child performance licences – all the complaints were not upheld					
PI/257 -Education, Leisure & Lifelong Learning Directorate - % of complaints at stage 2 that were upheld/partially upheld	0.00	0.00	0.00		
Zero upheld/partially upheld of 2 complaints - (2017-18 : Zero of 4) One stage 2 complaint concerning the SEN process and one concerning a cleaner at a school - both complaints were not upheld.					
PI/258 -Education, Leisure & Lifelong Learning Directorate - % of complaints dealt with by the Public Services Ombudsman that were upheld/partially upheld	0.00	0.00	0.00		
2 complaints were referred to the Ombudsman – one was dismissed before investigation and the other is still under investigation.					
PI/259 - Education, Leisure & Lifelong Learning Directorate - Number of compliments received from the public	8.00	110.00	8.00		
The 8 compliments concerned Margam Park. The way compliments are compiled has changed. We are now unable to quantify compliments raised via our social media pages as the grading system on these pages is no longer provided by the social media site.					

Education, Skills and Culture Cabinet Board

2019/20 FORWARD WORK PLAN (DRAFT)

EDUCATION, SKILLS and CULTURE CABINET BOARD

DATE	Agenda Items	Type	Rotation	Leisure and Culture Sub Committee	Contact Officer/ Head of Service
12 Sept	Quarter 1 Performance Data 19/20	Monitoring	Quarterly		Chris Millis/ Carl Glover
	Christmas/New Year Opening Times (Libraries, Leisure Centres etc)	Decision	Annual		Wayne John/ Andrew Thomas
	School Attendance Report to include information on how Welfare Officers work with consistent absenteeism.	Information	6 Monthly		John Burge/ Andrew Thomas
	Celtic Leisure Quarter 4 Performance Indicators	Monitoring	Quarterly		C.Millis/ P.Walker

Education, Skills and Culture Cabinet Board

DATE	Agenda Items	Type	Rotation	Leisure and Culture Sub Committee	Contact Officer/ Head of Service
24 Oct	Annual Report on Young People who are not in Education, Employment or Training (NEET)	Monitoring	Annual		C.Millis
	Local Authority Partnership Agreement Sports Wales	Decision	Annual		Paul Walker/ Chris Millis

Education, Skills and Culture Cabinet Board

DATE	Agenda Items	Type	Rotation	Leisure and Culture Sub Committee	Contact Officer/ Head of Service
12 Dec	Quarter 2 Performance Data 19/20	Monitoring	Quarterly		C.Glover/ C.Millis
	Schools Admission Policy 22/23 (Permission to Consult)	Decision	Annual		Helen Lewis/ Andrew Thomas
	Celtic Leisure Quarter 1 Report	Monitor	Annual		Paul Walker/ Chris Millis

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