

Risk Assessment

Strategic School Improvement Programme – proposal to establish a new 3-16 school to replace Groes Primary School and Dyffryn School both of which will close.

Context

1. This risk assessment¹ has been carried out in line with the Council's Risk Management Policy 2015.
2. Implementing the proposal will result in the establishment of a new build 3-16 all through school to replace Groes Primary and Dyffryn School, which will close. The new school will serve the catchment of the existing schools.

The reasons for the proposal

3. At its meeting of 9th July 2015 the Council's Cabinet has determined that the Faith school scheme should be withdrawn from Band A and be substituted with an alternative, replacement scheme comprising a new build at the site of Dyffryn (upper) School/Groes Primary, Margam, Port Talbot. Members duly authorised officers to develop a 21st Century Schools Programme funding submission to this effect.
4. On 26th October 2016, Cabinet approved consultation of the 3-16, new school proposal.
5. The new school will replace Groes Primary and Dyffryn School, which will both close, and will provide for up to for 210 full-time primary age pupils, 45 part-time (23 a.m./22 p.m.) nursery age pupils and 1200 secondary age pupils in a new, 21st century purpose built building.
6. Dyffryn School is currently located over two sites, the lower school site at Talcanneu Road, Port Talbot which is condition category grade D, and the upper school at Bertha Road, Margam which is condition grade C. Groes Primary is also

¹ First iteration: 080916 (rvg) / Second iteration: 02.12.16 (rvg)

situated at Bertha Road Margam and is condition grade C.

7. The new school will bring both the primary and secondary phases together on one site, removing the split site aspect of Dyffryn School, and creating opportunities for realising teaching and learning benefits and improving pupil wellbeing.
8. On completion, this scheme will remove approx. £7.5m of backlog maintenance and accessibility liabilities and reduce surplus places.
9. The proposal with its new build element should have a positive impact on other services within the Council and community. The project has an estimated capital cost of approx. £31m with a planned completion date of September 2018.
10. The proposal will deliver more efficient and effective use of resources and should result in revenue savings for reinvestment in the general schools budget. It will also provide a stimulating teaching and learning environment and address school improvement issues.

Risks associated with the proposal

11. The potential risks associated with the proposal comprise the Council's reputation, educational standards, financial management, staff employment and service delivery.
12. Potential risk areas in implementing the proposal include:
 - educational standards not maintained
 - less effective support for pupil well-being in a larger, all through school
 - increased home to school travel time for some pupils
 - staff anxiety about job security and new management arrangements
 - loss of school identity from closure of existing establishments
 - resistance to change leading to lack of pupil, parent and staff support
 - forecasted pupil numbers do not materialise

- budget allocation insufficient to meet needs
 - 21st Century School capital funding opportunity not realised
 - Welsh language not developed further
 - discrimination against protected characteristics resulting in a negative impact on one or more protected groups
 - loss of community facilities
 - increased governance and staff responsibilities
13. Failing to implement the proposal will result in the following teaching/learning and financial benefits not being fully realised, particularly in relation to:
- providing a stimulating and innovative teaching and learning environment that will impact positively on the self-esteem and well-being of all pupils and staff
 - pupils accessing a wider range of staff expertise
 - opportunities for improved transition across key stages 2 and 3
 - removal of split site challenges
 - staff having greater opportunity for curriculum development and career opportunities through broader experience and enhanced continuing professional development options
 - a more efficient and effective use of resources, and savings from economies of scale
 - achieving efficiencies (economic and environmental) by having the right school in the right place
 - greater protection against the impact of a schools funding formula review
 - reducing the number of surplus pupil places and improving the school building environment
 - ensuring the school is a fully integrated community school providing access to its learning and recreational facilities and, thereby, promoting community cohesion

Risk assessment

11. The benefits of reorganisation, as set out above, together with the planned action measures in the table below will mitigate the effects of identified risks. A new school provides greater prospects for improving educational attainment for pupils. Estyn (Jan 2007) reported on the performance of schools before and after moving into new buildings, stating that ageing

school buildings which are in a poor state of repair cannot meet modern teaching and learning needs. The report also states that inadequate buildings make improvements in standards more challenging and that in nearly all schools with new or refurbished buildings, pupils attainment and achievement have improved and in some cases the improvement has been significant.

12. With effective leadership and pastoral support structures, pupil well-being can be effectively supported in large schools. All through schools can effectively support pupils at each key transition point in their education, helping to improve both wellbeing and attainment.
13. To address staff anxiety about their employment situation, a temporary governing body will be established and a head teacher appointed before the opening of the new school. The head teacher together with the temporary governing body will determine the staffing structure for the new primary school.
14. As part of the process all school based staff will be supported by the relevant school policies and procedures which will include full consultation. Previous experience has shown that some staff will wish to secure employment in the new school but others will take the opportunity to take on new challenges elsewhere. Employees identified at risk of redundancy will be given access to the Council's prior consideration register. The Council is committed to supporting staff at risk of compulsory redundancy and has secured the support and goodwill of the teacher associations/trade unions and governing bodies across the Council, via an employers' pledge. The Council has a good track record for supporting staff in such situations.
15. The appointment of the head teacher and the temporary governing body together with consultation with stakeholders will provide forums that will allow concerns to be considered particularly in relation to the areas of school identity and resistance to change. The temporary governing body will have members with an interest in the areas served by the two existing schools and who will be well placed, therefore, to ensure concerns are addressed and the new school becomes the school of choice of pupils and parents.

16. A community impact assessment has been undertaken and concluded that school and community facilities and activities will be enhanced as part of the proposal. As such, there will be no adverse effect upon community provision if Dyffryn (upper and lower) School and the Groes Primary school.

Risk register

No	Risk description	L'hood score	Impact score	Overall Risk (LxI)	Prox'ty *	Planned action to mitigate	Target Date	Owner	Update	Trend - Up - Down - No change
1	Educational standards not maintained	1	5	Low risk	4	Implementation of proposal together with the appointment of temp. governing body and suitable head teacher, and appropriate support and challenge to ensure entitlements are met and provision delivered	Sept 2018	<ul style="list-style-type: none"> - SSIP team - ELLLS - Temp Governing Body - Head Teacher - Support for inclusion/school governance team - Inclusion support team 	16.12.16	No Change
2	Less effective support for pupil well-being in a larger all through school	1	4	Low risk	4	Implementation of proposal together with the appointment of temp. governing body and suitable head teacher and appropriate support and challenge	Sept 2018	<ul style="list-style-type: none"> - SSIP team - ELLLS - Temp Governing Body - Head Teacher - Support for inclusion/school governance team - Inclusion support team 	16.12.16	No Change

3	Staff anxiety about job security and new management arrangements	3	3	Medium risk	1	Implementation of proposal together with consultation meetings with staff and teacher associations/trade unions. Ongoing support from HR and clear staff plans agreed with teacher associations/trade unions. Appointment of temp governing body and head teacher.	Spring/summer terms 2017	<ul style="list-style-type: none"> - SSIP team - HR - Temp Governing Body - Head Teacher - Teacher associations/trade unions - Support for inclusion/school governance team 	16.12.16 Joint consultation meetings held with staff of both schools. Teacher associations/trade unions advised. Positive consultation	Risk lowered
4	Loss of school identity from closure of existing establishments	3	2	Low risk	1	Implementation of proposal together with consultation meetings with parents and governors. Appointment of temp governing body and head teacher.	Spring/Summer terms 2017	<ul style="list-style-type: none"> - Temp Governing Body - Head Teacher - Support for inclusion/school governance team 	16.12.16 Joint consultation meetings held with parents and Governors of both schools Positive consultation	No change
5	Resistance to change leading to lack of pupil, parent and staff support	2	2	Low risk	2	Consultation meetings. Effective communication with parents and staff	Spring/Summer terms 2017	<ul style="list-style-type: none"> - SSIP team - Temp Governing Body - Head Teacher 	16.12.16 Positive consultation meetings, school community supportive	No Change

6	Forecasted pupil numbers do not materialise	1	4	Low risk	3	Implementation of proposal together with effective communication via consultation meetings and appointment of temp governing body and suitable head teacher, combined with clearly identified safe routes to school	Ongoing: 2016 - 2018	<ul style="list-style-type: none"> - SSIP team - Road Safety team - Temp Governing Body - Head Teacher - Support for inclusion/school governance team 	16.12.16	No Change
7	Budget allocation insufficient to meet needs	2	5	Medium risk	3	Implementation of proposal together with a formula funding review	2017/2018	<ul style="list-style-type: none"> - ELLLS - SSIP team 	16.12.16	No Change
8	21 st Century School capital funding opportunity not realised	1	5	Low risk	2	Business case approval and implementation of proposal	Ongoing to Sept 2018	<ul style="list-style-type: none"> - ELLLS - Environment Services - SSIP team 	16.12.16	No Change
9	Benefits of all through school not realised	1	5	Low risk	4	Implementation of proposal together with the appointment of temp. governing body and suitable head teacher and appropriate support and challenge to ensure entitlements are met and provision delivered	Sept 2018	<ul style="list-style-type: none"> - SSIP team - ELLLS - Temp Governing Body - Head Teacher - Support for inclusion/school governance team - Inclusion support team 	16.12.16	No Change

10	Discrimination against protected characteristics resulting in a negative impact on one or more protected groups	2	4	Medium risk	4	EIA mitigation. Inclusive ethos and practices. Appointment of temp. gov. body and suitable head teacher. Appropriate support and challenge	Sept 2018 onwards	<ul style="list-style-type: none"> - ELLLS - SSIP team - EDIS - Temp Governing Body - Head Teacher - Support for inclusion/school governance team 	16.12.16	No Change
10	Loss of community facilities	1	3	Low risk	4	Community access to school facilities will be enhanced	Ongoing: 2016 - 2018	<ul style="list-style-type: none"> - ELLLS - Environment Services - SSIP team - Temp Governing Body - Head Teacher 	16.12.16	No Change
11	Welsh language development not supported	1	3	Low risk	4	Welsh will be taught in line with the national curriculum guidelines for an English-medium school. A larger school presents greater opportunity for language diversity and development with potentially more Welsh speakers available on the staff complement and greater expertise available through subject specialism in the secondary phase	Ongoing: 2016 - 2018	<ul style="list-style-type: none"> - ELLLS - Temp Governing Body - Head Teacher 	16.12.16	No Change

12	Increased governance and staff responsibilities	1	3	Low risk	4	Although a larger school will mean additional responsibilities, economies of scale and a larger pool of professional skills and expertise will allow responsibilities to be shared more widely. Appointment of temp. gov. body and suitable head teacher.	Ongoing: 2016 - 2018	<ul style="list-style-type: none"> - ELLLS - Temp Governing Body - Head Teacher - Support for inclusion/school governance team 	16.12.16	No Change
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