

Impact Assessment - First Stage

1. Details of the initiative

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|--|
| Initiative description and summary: Annual Pupil Performance Report February 2022 |
| Service Area: Education Development |
| 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 | | | | |
| Disability | | X | | | | |
| Gender Reassignment | | X | | | | |
| Marriage/Civil Partnership | | X | | | | |
| Pregnancy/Maternity | | X | | | | |
| Race | | X | | | | |
| Religion/Belief | | X | | | | |
| Sex | | X | | | | |
| Sexual orientation | | X | | | | |

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 | | | | |
| Treating the Welsh language no less favourably than English | | X | | | | |

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 | | X | | | | |
| To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc. | | X | | | | |

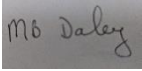
6. Does the initiative embrace the sustainable development principle (5 ways of working):

| | Yes | No | Details |
|--|-----|----|--|
| Long term - how the initiative supports the long term well-being of people | X | | Supports schools |
| Integration - how the initiative impacts upon our wellbeing objectives | X | | Supports schools |
| Involvement - how people have been involved in developing the initiative | X | | Schools involved indecision making |
| Collaboration - how we have worked with other services/organisations to find shared sustainable solutions | X | | Staff will work cross directorate and other partners |
| Prevention - how the initiative will prevent problems occurring or getting worse | X | | Improve and support schools |

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

| | |
|--|--------------------------|
| A full impact assessment (second stage) is not required | <input type="checkbox"/> |
| Reasons for this conclusion | |
| See above | |

| | |
|--|--------------------------|
| A full impact assessment (second stage) is required | <input type="checkbox"/> |
| Reasons for this conclusion | |
| | |

| | Name | Position | Signature | Date |
|---------------|-----------------|---------------------------------------|---|---------------|
| Completed by | MB Daley | Lead Education Support Officer |  | 3-2-22 |
| Signed off by | | Head of Service/Director | | |

