



Caerphilly County Borough Council - Integrated Impact Assessment

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Welsh Language (Wales) Measure 2011
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

PLEASE NOTE: Section 3 Socio-economic Duty only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions.

See page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

1. Proposal Details

Lead Officers:- Andrea West / Lisa Thomas

Head of Service:- Sue Richards

Service Area and Department:- Sustainable Communities for Learning

Date:- September 2023

This document is available in Welsh and English. Information can also be made available in other formats, languages and in hard copy on request. Please contact us on 01443 864817 to arrange this.

What is the proposal to be assessed? *Provide brief details of the proposal and provide a link to any relevant report or documents.*

Proposal

Closure of Cwm Glas Infants School



Local authorities are responsible for the planning and management of school places and must secure provision efficiently so as to focus resources on improving. This is something which both Welsh Government and Estyn recognise.

In addition, it is the responsibility of the Council to identify those school organisation and asset management strategies that contribute most positively to outcomes for learners. Due to the falling rolls at Cwm Glas Infant school which are projected to decrease further, a meeting was arranged by the Head Teacher and the Governing body with Local Authority representatives including the Chief Education Officer, to discuss the future viability of the school. The conclusion of the meeting, agreed the school could no longer maintain a balanced budget and an appropriate staffing level, therefore a decision was made by the Head Teacher and Governing Body of the School to pursue closure of Cwm Glas Infant School with effect from July 2024.

- **Closure of Cwm Glas Infants School**

Currently the pupils at Cwm Glas Infants School transition to Coed Y Brain Primary School at Key Stage 2. The proposal seeks to transition the pupils at Foundation Phase, to deliver an inclusive all-through primary school provision from September 2024. This will result in the closure of Cwm Glas Infants School.

Extract of Letter released by Cwm Glas Infants School (July 2023)

"...Over a number of years, we have seen fewer and fewer children attending Cwm Glas Infants. Many parents have noted this and sadly, the number of children forecast to attend in the future is very low. Coupled with low birth rate and increased costs, we find ourselves in a very difficult situation when meeting the costs of running the school.

Governors met again recently to look at projected pupil numbers and budget forecasts for the next three years. The financial outlook causes great concern as Governors are not able to agree a balanced budget. Therefore, Governors invited Officers from the Local Authority (including the Chief Education Officer) to a meeting to advise them that Governors feel that the school is no longer viable. As such, Governors have asked the Local Authority to proceed with a full consultation as prescribed by the Welsh Government's School Organisation Code to close Cwm Glas Infants at the end of the next academic year (July 2024). The consultation will take place during the Autumn Term."

Current Position:

Cwm Glas Infants

- English Medium
- Community Infants school
- Capacity of 55 pupils
- Admission number of 19
- As of the academic year starting in September 2023
 - The total number of pupils on roll is 34 pupils (31 Full Time Equivalent)
 - The school had 50.88% surplus places which is predicted to rise (as pupil numbers drop) to 57.89% as of September 2024.



- The school is situated on a 0.5 Hectare site in Llanbradach.
- The school operates from 1 main building and a single demountable.
- The catchment area from Cwm Glas Infants is the same as Coed-Y-Brain Primary School

Should the proposal to close proceed, pupils from Cwm Glas Infants will attend Coed-Y-Brain Primary from the beginning of primary school age instead of progressing to Coed-Y-Brain at Key Stage 2 which is the current process.

2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

*(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one **protected characteristics**.*

2a Age (people of all ages)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Positive

The proposal seeks to provide an inclusive all-through primary school which will impact pupils in a positive manner through continuous education on one site with minimal disruption and change.

Neutral

The pupils of Cwm Glas Infants would naturally attend Coed-Y-Brain Primary at Key Stage 2 but this proposal seeks to incorporate pupils into the school from the beginning of foundation phase which provides improved consistency to pupil education.

Negative

The Coed-Y-Brain Primary school site is 1.1 mile from the current Cwm Glas Infants site, which may result in additional travel for pupils dependent on their home address. However both schools are situated within the village of Llanbradach.



(ii) If there are negative impacts how will these be mitigated?

Active travel routes are in existence in the Llanbradach area and between the 2 existing school sites. Pupils at Cwm Glas Infants would already naturally progress into Coed-Y-Brain Primary at Key Stage 2 level.

(iii) What evidence has been used to support this view?

[Equality Act 2010](#)

[Strategic Equality Plan 2020-2024](#)

[Equal Wales 2020-2024 Easy read](#)

[Caerphilly - Census 2011 ward profiles](#)

[Pupil Level Annual School Census \(PLASC\)](#)

Statistical Information relating to the numbers of pupils at local authority level and their language medium for education.



2b Disability (*people with disabilities/ long term conditions*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Positive

The proposal seeks to provide an all through school approach, minimising disruption for pupils and ensuring familiarity and continued support from foundation stage.

Positive

Coed-Y-Brain Primary features a Special Resource Base to accommodate pupils with Additional Learning Needs.

- (ii) If there are negative impacts how will these be mitigated?

Not applicable

- (iii) What evidence has been used to support this view?

Condition Surveys for Cwm Glas Infants and Coed-Y-Brain Primary

2c Gender Reassignment (*anybody who's gender identity or gender expression is different to the sex they were assigned at birth*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

No anticipated change

- (ii) If there are negative impacts how will these be mitigated?

Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics.

- (iii) What evidence has been used to support this view?

Not applicable



2d Marriage or Civil Partnership (*people who are married or in a civil partnership*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

No impact

- (ii) If there are negative impacts how will these be mitigated?

Not applicable because the facility is accessible to pupils and the wider community regardless of other specific characteristics.

- (iii) What evidence has been used to support this view?

Not applicable

2e Pregnancy and Maternity (*women who are pregnant and/or on maternity leave*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

No anticipated change

- (ii) If there are negative impacts how will these be mitigated?

Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics.

- (iii) What evidence has been used to support this view?

Not applicable

2f Race (*people from black, Asian and minority ethnic communities and different racial backgrounds*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

No anticipated change

- (ii) If there are negative impacts how will these be mitigated?

Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics.

- (iii) What evidence has been used to support this view?

Not applicable

2g Religion or Belief (*people with different religions and beliefs including people with no beliefs*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?



Neutral

No anticipated change

(ii) If there are negative impacts how will these be mitigated?

Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics.

(iii) What evidence has been used to support this view?

Not applicable

2h Sex (*women and men, girls and boys and those who self-identify their gender*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

No anticipated change

(ii) If there are negative impacts how will these be mitigated?

Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics.

(iii) What evidence has been used to support this view?

Not applicable

2i Sexual Orientation (*lesbian, gay, bisexual, heterosexual, other*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

No anticipated change

(ii) If there are negative impacts how will these be mitigated?

Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics.

(iii) What evidence has been used to support this view?

Not applicable



3. **Socio-economic Duty** (*Strategic Decisions Only*)

*(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. **Socio-economic disadvantage** means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)*

Please consider these additional vulnerable group and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People misusing substances
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system

3a **Low Income / Income Poverty** (*cannot afford to maintain regular payments such as bills, food, clothing, transport etc.*)

(i) **Does the proposal have any positive, negative or neutral impacts on the following and how?**

Positive

Coed-Y-Brain Primary where the pupils of Cwm Glas Infants would naturally progress to serves the Llanbradach 3 Lower Layer Super Output Area (LSOAs) and this area is ranked 453 out of 1,909 areas in Wales where 1 is the most deprived and 1,909 is the least deprived. This proposal will serve the needs of all learners, irrespective of background and provide greater continuity of education from 3 to 11.

Positive - The facility will provide upgraded community facilities to those currently established at the existing Ysgol Y Lawnt and Upper Rhymney Primary School, which can be utilised by anyone regardless of any socio-economic disadvantage.

Neutral

The facility will be fully accessible to people with learning disabilities regardless of any specific socio-economic disadvantage.



(ii) **If there are negative impacts how will these be mitigated?**

Not applicable

(iii) **What evidence has been used to support this view?**

[Is Wales Fairer? – The state of equality and human rights](#)

(EHRC 2018)

Equality and Human Rights Commission acknowledge that socio-economic disadvantage has a knock-on effect on education and health outcomes.

[Caerphilly - Census 2011 ward profiles](#)

[Welsh Index of Multiple Deprivation \(gov.wales\)](#)

Cwm Glas Infants serves the Llanbradach 1 Lower Layer Super Output Area (LSOAs) and this area is ranked 1138 out of 1,909 and Coed-Y-Brain Primary serves the Llanbradach 3 area which is ranked 453 out of 1,909 areas in Wales where 1 is the most deprived and 1909 is the least deprived. This proposal will serve the needs of all learners, irrespective of background and provide greater continuity of education from 3 to 11.

Free school meals (FSM) data for Cwm Glas infants shows 24% of pupils are in receipt of FSM and Coed-Y-Brain recording 21.55% compared to 20% across CCBC and Wales as a whole.

3b Low and/or No Wealth (*enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future*)

(i) **Does the proposal have any positive, negative or neutral impacts on the following and how?**

Positive - The facility is accessible to pupils and the wider community regardless of any specific socio-economic disadvantage.

Positive

Coed-Y-Brain Primary where the pupils of Cwm Glas Infants would naturally progress to serves the Llanbradach 3 Lower Layer Super Output Area (LSOAs) and this area is ranked 453 out of 1,909 areas in Wales where 1 is the most deprived and 1,909 is the least deprived. This proposal will serve the needs of all learners, irrespective of background and provide greater continuity of education from 3 to 11.

Negative

The Coed-Y-Brain Primary school site is 1.1 mile from the current Cwm Glas Infants site, which may result in additional travel for pupils dependent on their home address. However both schools are situated within the village of Llanbradach and safe/active travel routes are already established in the area.



- (ii) If there are negative impacts how will these be mitigated?
Not applicable
- (iii) What evidence has been used to support this view?

[Equality Act 2010](#)

[Wales Act 2017 - Public sector duty regarding socio-economic inequalities](#)

[Equality Act 2010 - Public sector duty regarding socio-economic inequalities](#)

[Is Wales Fairer? – The state of equality and human rights](#)

(EHRC 2018)

Equality and Human Rights Commission acknowledge that Socio-economic disadvantage has a knock-on effect on education and health outcomes.

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Cwm Glas Infants serves the Llanbradach 1 Lower Layer Super Output Area (LSOAs) and this area is ranked 1138 out of 1,909 and Coed-Y-Brain Primary serves the Llanbradach 3 area which is ranked 453 out of 1,909 areas in Wales where 1 is the most deprived and 1909 is the least deprived. This proposal will serve the needs of all learners, irrespective of background and provide greater continuity of education from 3 to 11.

Free school meals (FSM) data for Cwm Glas infants shows 24% of pupils are in receipt of FSM and Coed-Y-Brain recording 21.55% compared to 20% across CCBC and Wales as a whole.



3c Material Deprivation (*unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

No anticipated change

- (ii) If there are negative impacts how will these be mitigated?

Not applicable

- (iii) What evidence has been used to support this view?

Not applicable

3d Area Deprivation (*where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Positive

Coed-Y-Brain Primary where the pupils of Cwm Glas Infants would naturally progress to serves the Llanbradach 3 Lower Layer Super Output Area (LSOAs) and this area is ranked 453 out of 1,909 areas in Wales where 1 is the most deprived and 1,909 is the least deprived. This proposal will serve the needs of all learners, irrespective of background and provide greater continuity of education from 3 to 11.

- (ii) If there are negative impacts how will these be mitigated?

Not applicable

- (iii) What evidence has been used to support this view?

[Equality Act 2010](#)

[Wales Act 2017 - Public sector duty regarding socio-economic inequalities](#)

[Equality Act 2010 - Public sector duty regarding socio-economic inequalities](#)

Section 45 of the Wales Act 2017, amends Part 1 of the Equality Act, 2010 to give Welsh Ministers the power to commence this Duty in Wales. The Welsh Ministers have used this power to commence Sections 1 to 3 of the 2010 Act in Wales – the Socio-economic Duty.

The Duty places a legal responsibility on bodies when they are taking strategic decisions to have due regard to the need to reduce the inequalities of outcome resulting from socio-economic disadvantage.



In this instance the main consideration of inequality of outcome as a result of socio-economic disadvantage is “Education – the capability to be knowledgeable”

[Is Wales Fairer? – The state of equality and human rights](#)

(EHRC 2018)

Equality and Human Rights Commission acknowledge that Socio-economic disadvantage has a knock-on effect on education and health outcomes.

[Welsh Index of Multiple Deprivation \(WIMD\)](#)

Welsh Index of Multiple Deprivation (WIMD)

Electoral Ward Profile

The Llanbradach ward profile from the 2011 Census information has been reviewed.

3e Socio-economic Background *(social class i.e. parents education, employment and income)*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Positive

The school is accessible to pupils and the wider community regardless of any specific socio-economic disadvantage.

- (ii) If there are negative impacts how will these be mitigated?

Not applicable

- (iii) What evidence has been used to support this view?

[Welsh Index of Multiple Deprivation \(WIMD\)](#)

Welsh Index of Multiple Deprivation (WIMD)



Electoral Ward Profile

The Llanbradach ward profile from the 2011 Census information has been reviewed.

3f Socio-economic Disadvantage *(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

No anticipated change the pupils at Cwm Glas would have naturally progressed into Coed-Y-Brain Primary school at Keystage 2.

(ii) If there are negative impacts how will these be mitigated?

Not applicable

(iii) What evidence has been used to support this view?

Not applicable

4. Corporate Plan – Council’s Well-being Objectives

(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) Well-being Objectives

Objective 1 - Improve education opportunities for all

Note:

As per the request to the Local Authority and the letter released by the Head and Governing Body of Cwm Glas Infants School; The proposal would address the concerns relating to declining numbers and remove financial pressures relating to delivery of a balanced budget. Whilst this would result in the closure of the school, pupil education and welfare remain the utmost priority for all parties involved in bringing this proposal and is anticipated to minimise any impact on existing and future pupils in the Llanbradach and wider catchment area.

Positive

This proposal seeks to provide better continuity of education on a singular site for pupils.

Neutral

The pupils of Cwm Glas Infants would naturally progress to Coed-Y-Brain Primary school at key stage 2. This proposal seeks to transition pupils at Foundation Phase,



supporting the principle of an all-thought Primary education and minimising disruption to curriculum delivery.

Negative

The distance of Coed-Y-Brain Primary is within a 1.1-mile radius of the existing site to minimise any disruption to the existing cohort and travel arrangements. However, this may result in further travel for certain pupils depending on their home address.

Active travel routes are in existence and pupils at Cwm Glas Infants would already naturally progress into Coed-Y-Brain Primary.

Objective 2 - Enabling employment

Minimal Impact. Based on existing information relating to pupil projections, surplus places and the site configuration, Coed-Y-Brain Primary will require minimal works/investment to accommodate the pupils from Cwm Glas Infants School moving forward.

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people's well-being

Not applicable as the proposal is linked to an existing school.

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment

Neutral - The distance between Cwm Glas Infants and Coed-Y-Brain Primary is within a 1.1-mile radius and pupils would have naturally progressed into the school regardless. However, this may result in further travel for certain pupils depending on their residence.

There are active travel routes to the relocation school already in existence as well as strong transport links.

There is a Statutory duty placed upon the Authority to provide pupils with free transport to their nearest suitable school if they reside beyond 'walking distance' to that school. All pupils are assessed in accordance with the Learner Travel (Wales) Measure 2008. However, the Authority does offer a more generous policy than what is statutorily required by the Measure. It is anticipated that a status quo will be maintained as Coed-Y-Brain primary school is only 1.1 mile away from the current school site and pupils would have naturally progressed into this school at junior KS2.



Objective 5 - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015

Positive

Providing continuity to the pupils receiving education at one familiar facility is likely to improve the education and life outcomes of the pupils at the school.

Objective 6 - Support citizens to remain independent and improve their well-being

Positive

The proposal includes the integration of foundation phase, Key Stage 1 & Key Stage 2 in one school enabling continuity of provision between nursery and primary making transition easy for pupils and for parents.

4a. Links to any other relevant Council Policy (*How does your proposal deliver against any other relevant Council Policy*)

The proposal contributes the following Strategies:

- **Caerphilly Local Authority Education Strategy (2022 – 2025)**
‘Pursuing Excellence Together’

This proposal will deliver upon the Council’s ambition to provide every learner with the best life chances through the provision of high quality teaching, learning and leadership across our impressive 21st Century school settings.

- **Caerphilly Strategic Equality Plan**

A statutory document under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, this four-year plan explains in straightforward terms what each of the equalities issues actually means and under what wider legislation we have responsibilities as a council. It highlights links to legislation and regulations covering the Welsh Language Standards and Human Rights issues and how it supports 4 of the 7 aims of Welsh Government’s Well-being of Future Generations (Wales) Act 2015; A healthier Wales, A more equal Wales, A Wales of cohesive communities and A Wales of vibrant culture and thriving Welsh language.

- **Childcare Sufficiency Assessment**

A report that brings together a range of different data and information to develop a picture of the current childcare market and to identify whether there are any gaps in supply.



- **Integrated Impact Assessment**

The utilisation of this Integrated Impact Assessment design will further help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

5. **Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working**

(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)

How have you used the Sustainable Development Principles in forming the proposal?

Long Term

The Council must act in a manner that seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

This proposal has been brought forward at the request of the Head and Governing Body of Cwm Glas Infants School having acknowledged concerns relating to falling pupil numbers and delivering a balanced budget.

Subject to approval to progress from Cabinet. Through relocation of the pupils at Cwm Glas Infants School into Coed Y Brain Primary School at Foundation Phase as opposed to the current Key Stage 2 arrangement will provide more efficient and effective educational infrastructure that will meet current and future demand for places.

The proposal will build upon the Council's commitment to sustainability and Carbon reduction, encompassing the built environment and utilising our existing school assets in the Llanbradach area in a way that enriches pupils' daily life and supporting community cohesion, keeping pupils within their existing catchment area.

Subject to the proposal gaining approval and the closure of Cwm Glas Infants School, the existing school building and site would then be classified as surplus to educational requirement and become an unallocated Corporate Asset. Future use of the building and site would then be subject to a stringent series of tests to ensure



Welsh Language and Local Community Use are prioritised. Any current community groups would be encouraged to relocate. An initial data collection exercise has been undertaken, and both schools have limited existing community use, however any community groups that have been identified will be engaged with as part of the consultation process.

Prevention

As per the request to the Local Authority and the letter released by the Head and Governing Body of Cwm Glas Infants School; The proposal would address the concerns relating to declining numbers and remove financial pressures relating to delivery of a balanced budget. Whilst this would result in the closure of the school, pupil education and welfare remain the utmost priority for all parties involved in bringing this proposal and is anticipated to minimise any impact on existing and future pupils in the Llanbradach and wider catchment area.

Integration

The proposal to create a united primary school will impact on Wellbeing Goals:

- A Prosperous Wales
- A More Equal Wales
- A healthier Wales
- A Wales of cohesive communities
- A Wales of Vibrant Culture and Thriving Welsh Language

Coed Y Brain Primary School will continue to provide opportunities for pupils, families, and the wider community for educational, recreational and leisure activities. The addition of Cwm Glas Infants School pupils at Foundation Phase as opposed to the current Key Stage 2 arrangement will have minimal impact on current operation in this regard.

An initial data gathering exercise has been undertaken, showing no community use at Cwm Glas Infants school at present, however, should any groups subsequently be identified, these will be engaged with as part of the consultation process and encouraged to relocate to other local Council owned venues including Coed Y Brain Primary school as appropriate.

Collaboration

The Council will work with staff at both Cwm Glas Infants School, Coed Y Brain Primary School and across a range of departments to deliver the proposal which has been brought about by a request from the Head and Governing Body of Cwm Glas Infants School. Through following the consultation processes as prescribed by the School Organisation Code 2018 this will include engagement with the learners to ensure their voice is heard in the development process.

Involvement

This proposal looks to close Cwm Glas Infants and move pupils into Coed-Y-Brain school where pupils would have attended from KS2 naturally, a school which is situated only 1.1 mile from the existing school of Cwm Glas Infants. This 'regulated



alteration' as defined by the School Standards and Organisation (Wales) Act 2013, places the proposed change within the scope of the School Organisation Code 2018, therefore the guidance within the Code, especially with regard to consultation and engagement, will be closely followed. The Learner Voice will also be captured as part of this process.



6. Well-being of Future Generations (Wales) Act 2015

Does the proposal maximise our contribution to the Well-being Goals and how?

A Prosperous Wales

An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work

A skilled and well-educated workforce enables individuals to lead successful lives and contribute to the wider economy.

This proposal supports this Well-being goal by:

Embodied Carbon / Operational Carbon

Integrating the Infant school pupils into the Primary School provision at Foundation Phase as opposed to at Key Stage 2 will result in the closure of the Infants School which will reduce waste by the use of facilities on one singular site instead of lighting, heating etc being used over 2 sites. This will reduce the impact on climate change.

Future Prospects:

Within a primary school, all children - younger and older - have opportunities to share the outcomes of their learning and develop an enhanced understanding of the range of personal achievement across the key stages.

A primary school provides an environment where children can work and play together over a longer period of time developing a greater understanding and appreciation of one another's diverse strengths, skills and personalities. This has been shown to have a positive impact on social skills, problem solving and relationship development between all members of the community.

A Resilient Wales

A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)

Young people who have developed positive wellbeing and healthy lifestyles will be better able to cope with the changes that the future will bring and thereby make Wales a more resilient nation.



This proposal supports this Well-being goal by:

A primary school provides an environment where children can work and play together over a longer period of time developing a greater understanding and appreciation of one another's diverse strengths, skills and personalities. This has been shown to have a positive impact on social skills, problem solving and relationship development between all members of the community.

Integrating the Infant school pupils into the Primary School provision at Foundation Phase as opposed to at Key Stage 2 will result in all children - younger and older - having opportunities to share the outcomes of their learning and develop an enhanced understanding of the range of personal achievement across the key stages.

A Healthier Wales

A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood

Enabling people to develop healthy lifestyles and positive wellbeing has positive long term benefits for their own health and for society in general.

This proposal supports this Well-being goal by:

The continuity of provision on the one site will be of significant benefit to children, pupils, parents, families and the local community.

- Continuity and progression of learning
- Continuity of experience and provision
- Efficient use of resources, both human and educational
- Opportunities for increased educational contact with younger and older children and the chance to share the outcomes of learning across the key stages
- Opportunities for increased social development, for example, with older pupils having some appropriate pastoral responsibility for younger children
- Ease of site maintenance
- Greater possibilities for the effective, efficient and flexible use of accommodation and more efficient site maintenance
- More capacity to support the extended school agenda and the development of "dawn to dusk schools with breakfast childcare and after school clubs" in a more cohesive manner for parents/carers
- A single focal point for the community



A More Equal Wales

A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)

Everyone in Wales should be able to live their lives and achieve their potential.

This proposal supports this Well-being goal by:

Community Use:

The proposal will build upon the Council's commitment to sustainability and Carbon reduction, encompassing the built environment and utilising our existing school assets in the Llanbradach area in a way that enriches pupils' daily life and supporting wider community cohesion, keeping pupils within their existing catchment area.

Subject to the proposal gaining approval and the closure of Cwm Glas Infants School, the existing school building and site would then be classified as surplus to educational requirement and become an unallocated Corporate Asset. Future use of the building and site would then be subject to a stringent series of tests to ensure Welsh Language and Local Community Use are prioritised. Any current community groups would be encouraged to relocate. An initial data collection exercise has been undertaken, and both schools have limited existing community use, however any community groups that have been identified will be engaged with as part of the consultation process.

Impact on other schools:

The impact on other schools is envisaged to be negligible as the pupils of Cwm Glas Infant already naturally transition to Coed-Y-Brain Primary at Key Stage 2 and both schools currently share the same catchment area and are both located in the village of Llanbradach.

This proposal would have no impact on Secondary Education Provision as there would be no change to existing feeder school arrangements.

A Wales of Cohesive Communities

Attractive, viable, safe and well-connected communities

The proposal seeks to transition the existing pupils and those entering at Foundation Phase into Coed Y Brain Primary School, a transition that would naturally take place at Key Stage 2 at present. Through integrating the pupils into one school, on a single site, will encourage community cohesion through children from the same community accessing the same educational and community based facilities. This will also be reflected for families and the wider community having central facilities will bring the communities together.

A Wales of Vibrant Culture and Thriving Welsh Language

A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation



This proposal represents an opportunity to revitalise Welsh medium education in the area although both existing schools are English medium. Consideration will be given to the Welsh Language Education: White Paper to enhance Welsh language provision in maintained schools that are not already designated Welsh-medium schools.

A Globally Responsible Wales

A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being

Under the School Funding (Wales) Regulations 2010, Individual school budgets are determined using a locally agreed funding formula in accordance with factors which are learner led. Schools must be able to demonstrate via a financial action plan that the school will work to deliver a balanced budget. However, the Head Teacher and Governing Body have acknowledged that Cwm Glas School is facing a significant financial deficit with pupil numbers projected to further decrease moving forward.

Extract of Letter released by Cwm Glas Infants School (July 2023)

"...Over a number of years, we have seen fewer and fewer children attending Cwm Glas Infants. Many parents have noted this and sadly, the number of children forecast to attend in the future is very low. Coupled with low birth rate and increased costs, we find ourselves in a very difficult situation when meeting the costs of running the school.

Governors met again recently to look at projected pupil numbers and budget forecasts for the next three years. The financial outlook causes great concern as Governors are not able to agree a balanced budget. Therefore, Governors invited Officers from the Local Authority (including the Chief Education Officer) to a meeting to advise them that Governors feel that the school is no longer viable. As such, Governors have asked the Local Authority to proceed with a full consultation as prescribed by the Welsh Government's School Organisation Code to close Cwm Glas Infants at the end of the next academic year (July 2024). The consultation will take place during the Autumn Term."

Reasonable alternatives to closure, such as reduction in the number of classes, collaboration, federation and colocation were considered by the Head Teacher and Governing Body in partnership with the Local Authority, but deemed not viable or sustainable.



The proposal, if agreed, will result in the closure of Cwm Glas Infants School which has been identified as no longer being financially viable to operate by the Governing Body. Through transitioning the current pupils and those due to be attending at Foundation Level for the September 2024 Academic year will ensure continuity of educational provision for those prior to Key Stage 2 whilst minimising any disruption to curriculum delivery during the academic year.

Community provision will continue to operate from the current Coed Y Brain Primary School and further use will be encouraged which will include the opportunity for families to learn / engage in multiple activities including Welsh Language where this is not already established.



7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) Policy Making Standards - Good Practice Advice Document

7a. Links with Welsh Government's Cymraeg 2050 Strategy and CCBC's Five Year Welsh Language Strategy 2022-2027 and the Language Profile

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

Both Cwm Glas Infants and Coed-Y-Brain Primary are English medium schools. This proposal has no anticipated impact on the current Welsh language curriculum offer provided.

Positive

Consideration will be given to the Welsh Language Education: White Paper to enhance Welsh language provision in maintained schools that are not already designated Welsh-medium schools.

- (ii) If there are negative impacts how will these be mitigated?

Not applicable

- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

Not applicable

7b. Compliance with the Welsh Language Standards. Specifically Standards 88–93

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

Both Cwm Glas Infants and Coed-Y-Brain Primary are English medium schools. This proposal has no anticipated impact on the current Welsh language curriculum offer provided.

Neutral

Signage at the existing Coed Y Brain Primary school will remain as current



Positive - All documentation including the website relating to the proposal is produced in Welsh and English, further supporting use the Welsh language and treating the Welsh language no less favourably than the English language.

Positive - All consultation responses can be sent and received in Welsh and English ensuring that the Welsh language is treated no less favourably than the English language.

(ii) If there are negative impacts how will these be mitigated?

The process during both the Consultation period and Objection period will ensure that key consultees are targeted as outlined in the CCBC Consultation and Engagement Framework; the process will provide opportunities to respond in the language of choice – Welsh or English.

In addition, the views of children and young people affected by this proposal will be consulted upon through targeted information and feedback sessions and the production of child friendly versions of the documentation also available in either Welsh or English.

(iii) What evidence has been used to support this view? e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census

Historical Consultation Processes involving Bi-lingual Signage as standard across all Council facilities to future proof buildings and increase exposure to the Welsh Language

7c. Opportunities to promote the Welsh language e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

Both Cwm Glas Infants and Coed-Y-Brain Primary are English medium schools. This proposal has no anticipated impact on the current Welsh language curriculum offer provided.

Positive

Consideration will be given to the Welsh Language Education: White Paper to enhance Welsh language provision in maintained schools that are not already designated Welsh-medium schools.



Positive - All documentation including the website relating to the proposal is produced in Welsh and English, further supporting use the Welsh language and treating the Welsh language no less favourably than the English language.

Positive - All consultation responses can be sent and received in Welsh and English ensuring that the Welsh language is treated no less favourably than the English language.

(ii) If there are negative impacts how will these be mitigated?

Not applicable

All documentation published on the Sustainable Communities for Learning website relating to the proposal will be translated through the Council's Equalities and Welsh Language Team.

(iii) What evidence has been used to support this view? e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census

Not applicable

7d. Opportunities for persons to use the Welsh language e.g. staff, residents and visitors

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Positive - All documentation including the website relating to the proposal is produced in Welsh and English, further supporting use the Welsh language and treating the Welsh language no less favourably than the English language.

Positive - All consultation responses can be sent and received in Welsh and English ensuring that the Welsh language is treated no less favourably than the English language.



Positive - Subject to the proposal gaining approval and the closure of Cwm Glas Infants School, the existing school building and site would then be classified as surplus to educational requirement and become an unallocated Corporate Asset. Future use of the building and site would then be subject to a stringent series of tests to ensure Welsh Language and Local Community Use are prioritised.

(ii) **If there are negative impacts how will these be mitigated?**

Not applicable

(iii) **What evidence has been used to support this view?** *e.g. the WESP, TAN20, LDP, Pupil Level*

Annual School Census

Not applicable

7e. Treating the Welsh language no less favourably than the English language

(i) **Does the proposal have any positive, negative or neutral impacts on the following and how?**

Positive - Any meetings with the school to discuss provision of education through the child / family's preferred language and the right that they have to this under the Welsh Language Measure can be accommodated on request.

Positive - All documentation including the website relating to the proposal is produced in Welsh and English

Positive - It will be possible to send and receive all consultation responses in Welsh and English ensuring that the Welsh language is treated no less favourably than the English language.



- (ii) **If there are negative impacts how will these be mitigated?**
Not applicable
- (iii) **What evidence has been used to support this view?** *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

Historical Engagement Activities undertaken through the School Organisation Code and the Council's Consultation and Engagement Strategy

- 7f. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.**

Need and demand

The headteacher and governing body have requested the closure of the school due to falling numbers and issues with financial viability. This proposal will have no negative impact on the Welsh language curriculum delivery to pupils when compared with the existing offer, other than this provision will solely be delivered through Coed Y Brain Primary School as pupils from Cwm Glas Infants School will have transitioned at an earlier stage than Key Stage 2 which is the process currently in operation. As outlined previously, there is the potential to widen access to community facilities and activities through the medium of Welsh which will be explored if the proposal progresses.

Location

The pupils of Cwm Glas Infants will be required to attend Coed-Y-Brain Primary School from foundation phase instead of the current arrangement of Key Stage 2. The two schools are circa 1.1 miles distance from each other but are located within the same catchment area and Llanbradach Village. Cwm Glas Infants is a feeder school for Coed Y Brain primary School so there are existing active travel routes established. This proposal has no anticipated impact on the Welsh language as both Cwm Glas Infants and Coed-Y-Brain Primary are English medium schools and there is no proposed change to the current curriculum delivery, other than this will solely be undertaken at the primary school should the proposal progress.

Method and process

The School Organisation Code 2018 is the prescribed process for progressing this proposal. The proposal seeks to close Cwm Glas Infants and move its pupils to Coed-Y-Brain Primary where they would naturally have progressed to at Key Stage 2.



All documentation will be produced in both Welsh and English and accessible through the Council's Sustainable Communities for Learning webpage and in hardcopy. They will also be made available in other formats on request.

This proposal has no anticipated impact on the Welsh language as both Cwm Glas Infants and Coed-Y-Brain Primary are English medium schools and there is no proposed change to the current curriculum delivery, other than this will solely be undertaken at the primary school should the proposal progress.

8. Data and Information

(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)

Data/evidence *(Please provide link to report if appropriate)*

Cwm Glas Infants School provides education to pupils between the ages of 3 and 7 and has a published capacity figure of 55 places with a published admission number of 19.

The current pupil roll is 34 pupils (31 Full Time Equivalent) with over 50% of these pupils residing outside of the catchment area of the school

Surplus places are currently at 50.88% rising to 57.89% in September 2024 and projected to increase in future years as the number of pupils predicted to attend the school is anticipated to decline linked to a reduction in live birth rates in the area and parental preference.

Extract of Letter released by Cwm Glas Infants School (July 2023)

"...Over a number of years, we have seen fewer and fewer children attending Cwm Glas Infants. Many parents have noted this and sadly, the number of children forecast to attend in the future is very low. Coupled with low birth rate and increased costs, we find ourselves in a very difficult situation when meeting the costs of running the school.

Governors met again recently to look at projected pupil numbers and budget forecasts for the next three years. The financial outlook causes great concern as Governors are not able to agree a balanced budget. Therefore, Governors invited Officers from the Local Authority (including the Chief Education Officer) to a meeting to advise them that Governors feel that the school is no longer viable. As such, Governors have asked the Local Authority to proceed with a full consultation as prescribed by the Welsh Government's School Organisation Code



to close Cwm Glas Infants at the end of the next academic year (July 2024). The consultation will take place during the Autumn Term.”

Additional Supporting information considered included:

- **2021 Census Data**
[2011 Census - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk)
- **Welsh Language Use Survey 2019-2020**
[Social use of the Welsh language: July 2019 to March 2020 | GOV.WALES](https://gov.wales)
- **Position of the Welsh Language – Commissioner’s Report**
<http://www.comisiynyddygydraeg.cymru/English/ReportsGuides/Publications/Pages/PublicationDetails.aspx?PublicationId=83ce0864-3b93-4f73-a52f-baf61b6eca20>
- **Annual Population Survey**
<https://www.gov.wales/welsh-language-data-annual-population-survey>
- **Welsh Language Commissioner’s Assurance Reports**
[Assurance reports \(welshlanguagecommissioner.wales\)](https://www.welshlanguagecommissioner.wales)
- **National Survey for Wales**
[National Survey for Wales: culture and Welsh language | GOV.WALES](https://gov.wales)
- **Cymraeg 2050: Annual Reports**
[Cymraeg 2050: annual reports | GOV.WALES](https://gov.wales)
- **Technical Advice Note (TAN20)**
[TAN20: Planning and the Welsh Language \(gov.wales\)](https://gov.wales)
- **Health and Welsh Language Data**
[General practitioners Welsh language ability by local health board and year \(gov.wales\)](https://gov.wales)
- **Data relating to the Welsh Language and the economy**
[Welsh Language Task and Finish Cover English \(gov.wales\)](https://gov.wales)

How has the data/evidence informed this proposal?

The projected pupil numbers and resultant financial outlook for the school provides a significant challenge to the ability of the Head and School Governors to agree a balanced budget to maintain the school and an appropriate staffing level which has led to a request to the local authority to consider closing the school from July 2024.

Under the School Funding (Wales) Regulations 2010, Individual school budgets are determined using a locally agreed funding formula in accordance with factors which are learner led. Schools must be able to demonstrate via a financial action plan that the school will work to deliver a balanced budget. However, the Head Teacher and Governing Body have acknowledged that Cwm Glas School is facing a significant financial deficit with pupil numbers projected to further decrease moving forward.

Reasonable alternatives to closure, such as reduction in the number of classes, collaboration, federation and colocation were considered by the Head Teacher and



Governing Body in partnership with the Local Authority, but deemed not viable or sustainable.

The additional data and evidence collected to date and outlined in this document has supported the rationale to put forward the proposal to close Cwm Glas Infants School with provision for pupils at Coed Y Brain, which could be accommodated within the timescales specified, subject to approval.

Further data and information will be collected as part of the Consultation process as to date this proposal has only been internally reviewed in partnership with the Local Ward Members, Council Officers, School Heads and Chair of Governors for both schools. Further Stakeholder engagement will enable conscientious consideration with a view to a final determination on the viability of this proposal or progression of any viable alternative options.

This Integrated Impact Assessment is a living document and will be continuously reviewed and updated at the end of each consultation stage. It will be published on the Council's website in both Welsh and English and available in hard copy on request. A copy will also be accessible to the Social Services and Education Scrutiny Committee and Cabinet Members as part of the decision making process.

Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled? *Details of further consultation can be included in Section 9.*

At this stage in the process, no gaps have been identified. However, subject to approval to proceed to consultation, this Integrated Impact Assessment will be reviewed to include any additional elements highlighted through the statutory consultation process.

The purpose of this further assessment is to take account of any further information or alternative options that has come forward through the consultation or otherwise.

9. Consultation

*(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, **The Gunning Principles** must be adhered to. Consider the **Consultation and Engagement Framework**. Please note that this may need to be updated as the proposal develops and to strengthen the assessment.*

Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.

Who was consulted?



The Council's Education Finance Team have been working closely with the school for a number of years, however, the Head Teacher and Governing Body have acknowledged that Cwm Glas School is facing a significant financial deficit with pupil numbers projected to further decrease moving forward and are unable to demonstrate via a financial action plan their ability to reverse the deficit.

Initial engagement and briefing sessions have been held with the Head Teachers and Chair of Governors for both schools. Feedback from both sessions was positive although further sessions will be undertaken as the proposal progresses.

The Authority has given consideration to the School Organisation Code 2018 and how the proposals impact as per the guidance.

Both Cwm Glas Primary and Coed y Brain Primary are classified as a community school under the code, and no exemptions apply in this case. Therefore, the consultation process as prescribed by the code will be undertaken to ensure the appropriate level of engagement in informing and consulting stakeholders. This process is synergistic with the Council's Consultation and Engagement Framework 2020-2025 and "Spectrum of Engagement".

When they were consulted did the consultation take place at the formative stage and was adequate time given for consultees to consider and respond?

It is currently anticipated that the consultation process would be undertaken as per the following timeline based on approval at each stage of the process:

Cwm Glas Infants School Proposal Timeline	
Consultation Opens	Thursday 28 th September 2023
Scrutiny (as consultee)	Tuesday 17 th October 2023
Consultation Ends	Thursday 9 th November 2023
Scrutiny (to consider Consultation Report & endorse publication of Statutory Notice)	Tuesday 28 th November 2023
Cabinet (to consider Consultation Report & agree publication of Statutory Notice)	Wednesday 13 th December 2023
Statutory Notice / Objection Period Opens	Monday 8 th January 2024
Statutory Notice / Objection Period End	Monday 5 th February 2024
Scrutiny (to consider Objection Report)	Tuesday 12 th March 2024
Cabinet (to make final determination)	Wednesday 20 th March 2024



The timelines have been identified to comply with the Welsh Government's Consultation guidance allowing for adequate time for consultees to consider and respond.

Subject to final determination to proceed, the process would then be initiated in close liaison with both schools.

Was sufficient information provided to consultees to allow them to make an informed decision on the proposal?

Education Scrutiny Committee and Cabinet Members were provided with a report outlining the proposal, the rationale and recommended way forward which is publically available on the Council's website.

What were the key findings?

- Endorsement on the recommendation to Cabinet to proceed with the proposal will be sought from the Education and Social Services Scrutiny Committee on 12th September 2023
- Approval from Cabinet to proceed to formal consultation in line with the requirements of the School Organisation Code 2018 will be sought on 20th September 2023
- Initial engagement sessions have been held with the Head Teachers and Chair of Governors for both schools. Feedback from both sessions was positive although further sessions will be undertaken as the proposal progresses.

How have the consultation findings been taken into account?

Further analysis will be undertaken post consultation when the wider stakeholder cohort as prescribed in the Code, Estyn and Pupil Engagement activities have been undertaken.

The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report.

This Consultation report will be published on the Council's website and will be considered when Cabinet decides on the way forward.



10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?

The programme will be managed by a School Strategy Board comprising of representation from the Director of Corporate and Education Services, Head of Transformation, Head of Corporate Finance, Chief Education Officer, Cabinet Member for Education and Communities, Head of Property Services, Education Finance Manager, the Sustainable Communities for Learning Manager and the Sustainable Communities for Learning Principal Officer.

At a more local level, Project management principles will be followed throughout the programme. A Project Management Team will oversee the day to day development and implementation of each constituent element of the project, which will include engagement with the School and Pupils, reporting to the Board and other relevant senior officers, as appropriate.

The Council's Human Resources Team will work closely with all relevant parties to ensure that processes relating to personnel implications are adhered to, and support is provided as required.

Key personnel have received Equality and Welsh Language Awareness and Integrated Impact Assessment Training. In addition, the Sustainable Communities for Learning Principal Officer is in constant dialogue with the Senior Policy Officer for Equalities and Welsh Language to take guidance where required.

What are the practical arrangements for monitoring?

The Council recognises that the whole organisation must be skilled in making the very best use of available resources. Good project management is recognised as being an essential ingredient to success in tackling our strategic work programme.

Once a final determination is made on the proposal by Cabinet, should the proposal then be implemented as outlined, the Council will work closely with both schools to ensure the transition has minimal impact on the pupils, staff, families and local community.

How will the results of the monitoring be used to develop future proposals?

Benefits Realisation, Social Value and Impact on our Decarbonisation and Welsh Language commitments will be monitored by the project team and Caerphilly County Borough Council



Regular monitoring meetings will take place throughout the progression of the proposal and typically involve the Sustainable Communities for Learning Team, Headteachers, Governors and other relevant stakeholders will also be involved in post project evaluation to review outcomes.

When is the proposal due to be reviewed?

It is currently anticipated that the internal decision making process would be undertaken as per the following timeline based on approval at each stage of the process:

	Cwm Glas Infants School
Scrutiny (as consultee)	Tuesday 17 th October 2023
Scrutiny (to consider Consultation Report & endorse publication of Statutory Notice)	Tuesday 28 th November 2023
Cabinet (to consider Consultation Report & agree publication of Statutory Notice)	Wednesday 13 th December 2023
Scrutiny (to consider Objection Report)	Tuesday 12 th March 2024
Cabinet (to make final determination)	Wednesday 20 th March 2024

This Integrated Impact Assessment will be completed at the end of each Consultation stage to reflect any additional information gained or any options that may be a viable alternative to the preferred option being proposed.

Who is responsible for ensuring this happens?

The Programme Board provides the overall direction, management and control for the Programme, being accountable for the success of the Programme.

Scrutiny Members and Cabinet Members will be asked to review the proposal and endorse / make the final determination as to whether to implement the proposal to close Cwm Glas Infants School. Currently the pupils at Cwm Glas Infants School transition to Coed Y Brain Primary School at Key Stage 2. The proposal seeks to transition the pupils at Foundation Phase, to deliver an inclusive all-through primary school provision from September 2024.

If approved, it will be the responsibility of the Author(s) of this report (or nominated officer within their section) to ensure the Integrated Impact Assessment and proposal is reviewed and any mitigating actions followed up on and actioned.



11. Recommendation and Reasoning

- Implement proposal taking account of the mitigating actions outlined

Have you contacted relevant officers for advice and guidance?

- Yes

12. Reason(s) for Recommendations

(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the "Summary of Integrated Impact Assessment" section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).

Local authorities are responsible for the planning and management of school places and must secure provision efficiently so as to focus resources on improving. This is something which both Welsh Government and Estyn recognise.

In addition, it is the responsibility of the Council to identify those school organisation and asset management strategies that contribute most positively to outcomes for learners.

Due to the falling rolls at Cwm Glas Infant school which are projected to decrease further, a meeting was arranged by the Head Teacher and the Governing body with Local Authority representatives including the Chief Education Officer, to discuss the future viability of the school.

The conclusion of the meeting, agreed the school could no longer maintain a balanced budget and an appropriate staffing level, therefore a decision was made by the Head Teacher and Governing Body of the School to pursue closure of Cwm Glas Infant School with effect from July 2024.

Reasonable alternatives to closure, such as reduction in the number of classes, collaboration, federation and colocation were considered by the Head Teacher and Governing Body in partnership with the Local Authority, but deemed not viable or sustainable.

It is therefore the recommendation of this Integrated Impact Assessment and in line with the processes outlined in the School Organisation Code 2018 that Members endorse/approve the proposal:

- Currently the pupils at Cwm Glas Infants School transition to Coed Y Brain Primary School at Key Stage 2. The proposal seeks to transition the pupils at Foundation Phase, to deliver an inclusive all-through primary school provision from September 2024. This will result in the closure of Cwm Glas Infants School.



This proposal has been progressed as a result of a request from the Head and Governing Body of Cwm Glas Infants School.

The information gathered and reviewed as part of this IIA demonstrates the viability of the proposal, through transitioning pupils from Cwm Glas Infants School at Foundation Phase as opposed to Key Stage 2 which is currently in operation. Cwm Glas Infants School is a natural feeder into Coed Y Brain Primary, which has ample capacity to accommodate pupils. The schools share the same catchment area and are both located in Llanbradach Village circa 1.1 miles from each other with existing active travel routes established. The proposal would also address the concerns of the Governing Body for Cwm Glas Infants school and support the Council in managing surplus places given the projected decrease in pupil numbers anticipated.

13. Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time) (Add or delete versions as applicable)

➤ Version 1

Author:- Lisa Thomas

Brief description of the amendments/update:-

This Integrated Impact Assessment has been undertaken to ensure compliance with the socio-economic duty set out in section 1 of the Equality Act 2010.

Original Publication Date:- 28th September 2023



Integrated Impact Assessment Author(s)

Name:- Lisa Thomas

Job Title:- Sustainable Communities for Learning Principal Officer

Date:- 22nd August 2023

Name:- Andrea West

Job Title:- Sustainable Communities for Learning Manager

Date:- 22nd August 2023

Head of Service Approval

Name:- Sue Richards

Job Title:- Head of Transformation and Education Planning and Strategy

Signature:- *S. Richards*

Date:- 24th August 2023