

Community, Equality and Welsh Language Impact Assessments

Proposal for a new 3-16 Catholic school in Rhyl

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1. Introduction

- 1.1 Denbighshire County Council (**DCC**) is carrying out a formal consultation with the Diocese of Wrexham on a proposal to close St.Mary's/ Ysgol Mair Catholic primary school and Blessed Edward Jones Catholic high school in Rhyl and the Diocese of Wrexham to establish a new 3-16 Catholic school.
- 1.2 Should DCC wish to implement the Proposal following the Formal Consultation, such implementation will be subject to Welsh Language and Community Impact Assessments.

2. National Context

- 2.1 The Welsh Assembly Government School Organisation Code 2013 requires local authorities to conduct a Community Impact Assessment and a Welsh Language Impact Assessment when proposing changes to school organisation.
- 2.2 The School Organisation Code stipulates that local authorities need to consider the impact that proposals may have on local families and the local community, through preparation of a community impact assessment and the effect of the Welsh language through the preparation of a language impact assessment if any school affected provides teaching through the medium of Welsh.

3. Local Context

- 3.1 DCC is committed to modernising education in Denbighshire to ensure children and young people receive a first class education.
- 3.2 DCC recognises the importance of having modern and fit for purpose buildings that meet the needs of modern day education. Schools need to be able to provide the best possible learning experience to make sure that children and young people have the best opportunities available to them and that they are able to reach their full potential.
- 3.3 DCC adopted the Modernising Education Policy Framework on 27 January 2009. The Framework is a collection of 10 policies developed to provide the basis for the modernising education agenda.

Community Use of Schools

- 3.4 One of the policies contained within the Framework relates to 'Community Use of Schools' and highlights DCC's commitment to community focused schools. The policy also stipulates that the authority will conduct community impact assessments when considering changes to school organisation.

Promoting Bilingualism

- 3.5 The Framework also contains a policy on promoting bilingualism. DCC recognises how important bilingualism is in 21st Century Wales. It is DCC's aspiration that all children and young people leave full time education being competent and confident using both Welsh and English languages. This aspiration is in accordance with the Welsh Assembly Government's vision for 'A Million Welsh Speakers by 2050'.
- 3.6 The targets set for DCC and our partners are both ambitious and aspirational. These include raising attainment in Welsh across every key stage, increasing the proportion of Welsh taught, increasing the proportion of learners achieving a Welsh 1st language A* to C grade at GCSE and developing the skills of our workforce. DCC also aims to ensure that through our 21st Century Schools programme there is sufficient capacity to ensure Welsh medium education is accessible throughout the County.

4. Background

- 4.1 DCC's Cabinet approved the Modernising Education Policy Framework in January 2009 to provide a platform to review existing school provision.
- 4.2 DCC is committed to providing a first class education for all children and young people in the county. As part of this commitment, the council has agreed that modernising education provision is a priority because it recognises the importance of having school buildings, learning environments and resources that meet the needs of 21st century Wales.
- 4.3 Education provision in the county has to change and modernise because improvements in education cannot be sustained without changes to the way education is provided.
- 4.4 Further information on the other proposals can be found on the Denbighshire website- [www.denbighshire.gov.uk/modernising education](http://www.denbighshire.gov.uk/modernising%20education)
- 4.5 Consideration has been given to the potential impact on the Welsh Language and on the local communities resulting from the Proposal.

5. Sources of Information

The following sources of information have been used for the purposes of this document:

- Impact Assessment Questionnaires returned by the headteachers of the two affected schools;
- PLASC January 2016 Data;
- Statistical data stored by Denbighshire County Council;
- 2011 Census Information;
- Current- Welsh in Education Strategic Plan 2014-2017. A draft Welsh in Education plan 2017-2020.

6. St. Mary's Catholic Primary School (Ysgol Mair)

6.1 School details:

Name of School	St.Mary's Catholic Primary School (Ysgol Mair)
Location	St. Margaret's Drive, Rhyl
Age range	3-11
Language designation	English medium
Type of School	Voluntary Aided

6.2 Number of pupils

As of September 2016 the School had 284 full time pupils with a further 47 part time nursery pupils. The pupil numbers over recent years are illustrated below:

Full Time pupil numbers – January 2016 PLASC				
2012	2013	2014	2015	2016
257	249	268	290	304

6.3 Nearest suitable school

DCC does not use catchment areas when determining school admissions. Schools are simply referred to as the 'nearest suitable school' which takes into account language and faith based preferences. However parental preference means pupils can attend any school so long as there are places available.

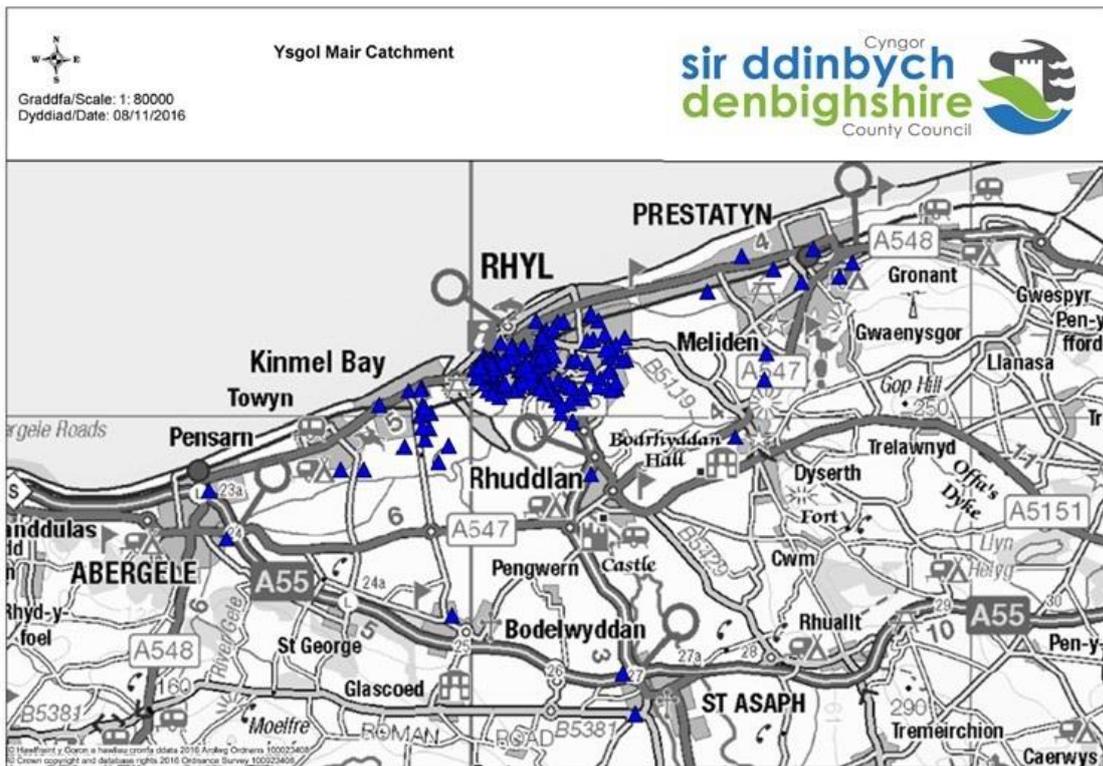
6.4 In making this assessment, it is necessary to consider the other schools which Ysgol Mair pupils could attend. The next nearest Catholic primary schools are:

School Name	Type of School	Location	Approx distance by road from Ysgol Mair (miles)
St Joseph's Catholic Primary school	Voluntary Aided English medium	Colwyn Bay	11.9
St. Winefride's Catholic Primary school	Voluntary Aided English medium	Holywell	12.8

6.5 Other primary schools in the area

School	Location	Age range	Language	Approximate distance by road (Miles)
Ysgol Llywelyn	Trellewelyn Road, Rhyl	3-11	English	0.3
Ysgol Emmanuel	Victoria Road, Rhyl	3-11	English	0.5
Christchurch School	Ernest Street, Rhyl	3-11	English	0.6
Ysgol Bryn Hedydd	Spruce Avenue, Rhyl	3-11	English	1.1
Ysgol Dewi Sant	Rhuddlan Road, Rhyl	3-11	Welsh	0.4

6.6 The current St. Mary’s Catholic Primary School (Ysgol Mair) pupils live predominantly in Rhyl. The map below shows the spread of pupil locations (post code locations only, from September 2016 data, including nursery pupils).



	Number of pupils	Percentage of School Population
Live in Rhyl	246	86.6%
Live outside Rhyl	38	13.4%

Due to the fact that St.Mary's/Ysgol Mair is a faith school, it is difficult to know whether pupils are attending their nearest suitable school, without knowing individual pupils reasons for attending Ysgol Mair, the above table could be misleading.

6.7 Fluency of pupils at the school

	Pupils on roll (taken from PLASC* Jan 2016 return)		
	Fluent in Welsh	Can speak Welsh but not fluent	Cannot speak Welsh
St.Mary's/ Ysgol Mair	0	336	0

* PLASC – Pupil Level Annual School Census

**Including Full and Part-Time numbers on roll

6.8 Home language of pupils at the school

	Full-time pupils (Impact Assessment Questionnaire)		
	Welsh speaking homes	English speaking homes	Bi-lingual*
St. Mary's/ Ysgol Mair	0	284	0

- This information was provided by the headteacher while completing the impact assessment questionnaire during January 2017.

* In this instance a bilingual home refers to a home where 1 parent speaks Welsh and 1 parent speaks English

6.9 Other languages

The headteacher in his response also highlighted the diverse school population. This is reflected in figures from the January 2016 PLASC regarding pupil's first language that is not English or Welsh:

First language	Number of pupils
Polish	25
Tagalog/ Filipino	23
Panjabi	6
Urdu	4
Arabic	3
Chinese	2
Czech	2
Slovak	2
Lithuanian	1
Portuguese	1
Turkish	1

6.10 Governing body details

Number of Parent Governors:	1
Number of Community Governors:	1
Total Number of Governors:	12
Number of Welsh speaking Governors:	1
Language in which minutes are recorded	English

6.11 Parent and teacher association

There is a parent and teacher association at the school which meets every half-term, the meetings take place in English.

6.12 Additional provision

The additional school provision offered out of school hours is a daily breakfast club and a daily after school club.

6.13 Childcare/ pre-school provision

The school also have a playgroup which is located in the grounds of the school. It opens both morning and afternoon and the accommodation used is also used for the breakfast club and after school club. The playgroup is registered to take 24 pupils per session. Current numbers at January 2017 were 13 pupils attending the morning session and 10 the afternoon session.

6.14 According to the headteacher's response to the community & language impact questionnaire, there are also various private nursery/ day care provisions in the local area that offer services in English and Welsh.

6.15 Community Facilities

The headteacher listed the following community facilities available outside of the school:

- a. Our Lady of the Assumption Catholic Church, Wellington Road
- b. Shops located at the bottom of St.Margaret's drive
- c. Post Office
- d. Petrol garage
- e. Coronation gardens recreation area/ park
- f. Rhyl Football Club
- g. Rhyl Rugby Club
- h. Doctors surgery- Madryn Avenue
- i. Brickfields pond/ nature area
- j. Rhyl Leisure centre

6.16 Community Activities – school building

The following community activities take place in the school building:

Activity (e.g. Evening Lessons, Welsh Lessons, Local Interest Clubs, Youth Club etc.)	Location	Frequency (e.g. Weekly, Monthly, Annually)	Language (Welsh/English/Bilingual)
Various community groups hire the school hall on an as and when basis. For example Zumba classes, dance groups, Cubs, Scouts or family groups for birthday parties etc.	School hall	As and when	English
Committee meetings are held for Rhyl May Day and Carnival Association	School hall	Monthly	English

6.17 Community Activities – other

There are a large number of community facilities in the town of Rhyl, which a variety of groups use for a range of community activities.

7. **Blessed Edward Jones Catholic High School**

7.1

Name of School	Blessed Edward Jones Catholic High School
Location	Cefndy Road, Rhyl
Age range	11-16
Language designation	English medium
Type of School	Voluntary Aided

7.2 Number of pupils

As of September 2016 the School had 334 full-time pupils.

Full Time pupil numbers – January 2016 PLASC				
2012	2013	2014	2015	2016
480	499	459	394	334

7.3 Nearest suitable school

DCC does not use catchment areas when determining school admissions. Schools are simply referred to as the 'nearest suitable school' which takes into account language and faith based preferences. However parental preference means pupils can attend any school so long as there are places available.

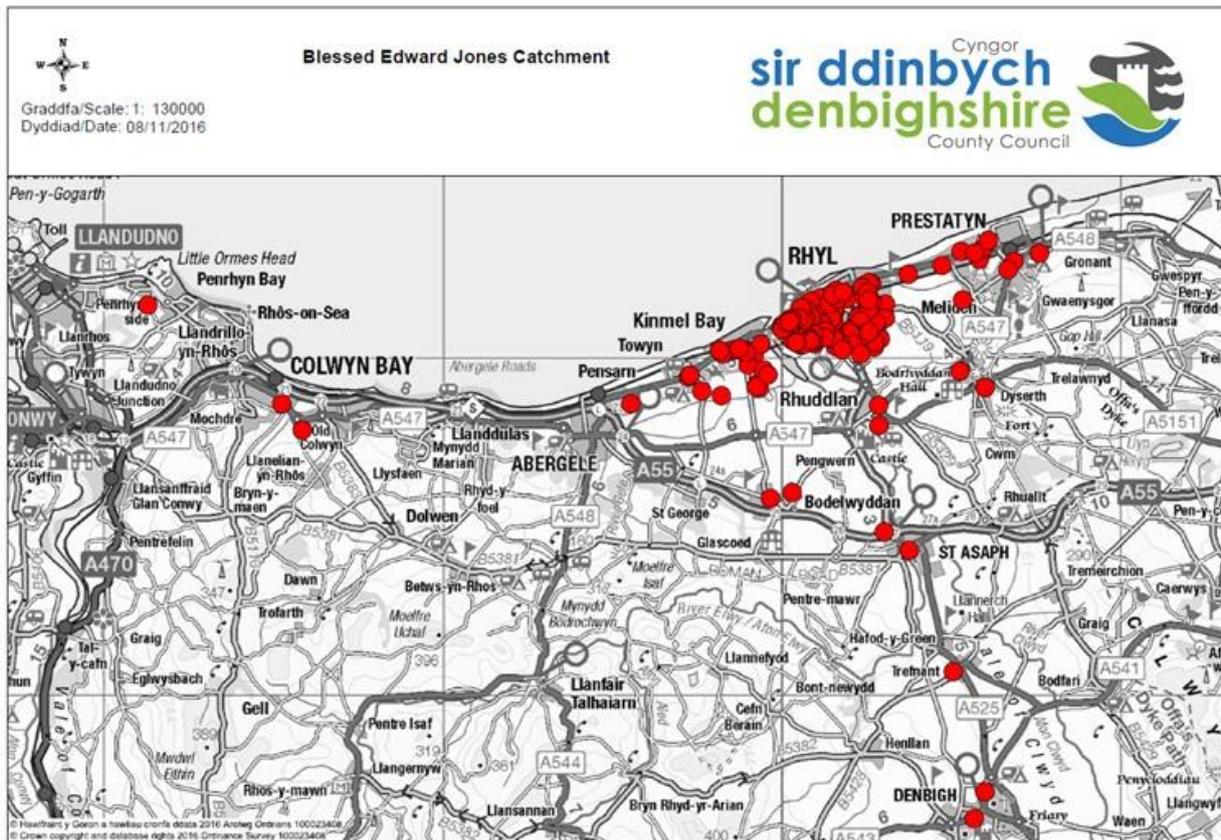
The closest secondary Catholic school to Blessed Edward Jones are listed in the table below.

School Name	Type of School	Location	Approx distance by road from Blessed Edward Jones (Miles)
St. Richard Gwyn Catholic High School	Voluntary Aided English medium	Flint	22.7

7.4 Other secondary schools in the area

School	Location	Age range	Language	Approximate distance by road (Miles)
Rhyl High	Grange Road, Rhyl	11-16	English	0.6
Prestatyn High	2 Princes Avenue, Prestatyn	11-19	English	4.7
Ysgol Emrys Ap Iwan	Faenol Avenue, Abergele	11-19	English	6.8

7.5 Most of the current Blessed Edward Jones pupils live in the town of Rhyl. The map below shows the spread of pupil locations (post code locations only).



	Number of pupils	Percentage of School Population
Live in Rhyl	269	87.3%
Live outside Rhyl	39	12.7%

Language medium

7.6 The school provides education in the medium of English.

7.7 Fluency of pupils at the school

	Pupils on roll (taken from PLASC* Jan 2016 return)		
	Fluent in Welsh	Can speak Welsh but not fluent	Cannot speak Welsh
Blessed Edward Jones	5	289	40

* PLASC – Pupil Level Annual School Census

7.8 Home language of pupils at the school

	Full-time pupils (Impact Assessment Questionnaire)		
	From Welsh speaking homes	From English speaking homes	From Bilingual* homes
Blessed Edward Jones	0	279	2

- This information was provided by the headteacher while completing the impact assessment questionnaire in January 2017.

* In this instance a bilingual home refers to a home where 1 parent speaks Welsh and 1 parent speaks English

7.9 Other languages

Figures below are from the 2016 January PLASC regarding pupil's first language that is not English or Welsh:

First language	Number of pupils
Tagalog/ Filipino	28
Polish	7
Panjabi	6
Urdu	4
Arabic	1
Setswana	1
Turkish	2

7.10 Governing body details

Number of Parent Governors:	1
Number of Community Governors:	1
Total Number of Governors:	12
Number of Welsh speaking Governors:	0
Language in which minutes are recorded	English

7.11 Parent and teacher association

There is currently no parent and teacher association at the school.

7.12 Additional provision

A breakfast club is offered from 8-8.30am although this is a pilot project at present, however it is hoped this will continue. Homework club runs from 3.15-4pm every Monday, Tuesday, Wednesday and Thursdays. For the last three years a successful summer school has run for new Year 7 starters. In the summer of 2016, an additional summer school ran for Year 8 and Year 9 pupils across three weeks, in conjunction with Communities First and DCC Catering Services.

7.13 Community Facilities

The headteacher stated that there community facilities within the area are as follows:

- a. Football ground
- b. Leisure centre
- c. Theatre
- d. Library
- e. Bingo hall
- f. Town hall
- g. Adventure playground plus indoor facilities and computer suite

7.14 Community Activities – school building

The following activities take place in the school building.

Activity (e.g. Evening Lessons, Welsh Lessons, Local Interest Clubs, Youth Club etc.)	Frequency (e.g. Weekly, Monthly, Annually)	Language (Welsh/English/Bilingual)
Denbighshire Schools Brass Band	Weekly	English
Rhyl Football Club- youth teams practice on the sports field	Weekly	English

7.15 Community Activities – other

There are a large number of community facilities in the town of Rhyl, which a variety of groups use for a range of community activities.

8. Additional considerations set out in the Code

- 8.1 Although it is planned that the schools will close as part of the Proposal and a new school building opened in its place on the same site, there could be some disruption in community use of the current school buildings. The works will be phased so it is hoped that by both schools working together a solution can be found for any community groups wanting to utilise either buildings.
- 8.2 There are certain matters set out in the Code which DCC should consider when assessing the impact of the Proposal on the community and language. However, some of them apply only where a school is to be closed and its pupils will have to rely on existing alternative provision. Accordingly, for the reasons stated in **paragraph 8.1** above it is not relevant for the purposes of this document to consider:
- a. whether other facilities in the immediate local or wider community will or could be enhanced in the event of closure;
 - b. information about the facilities and services provided at any alternative school;
 - c. information about the distance and travelling time involved in attending an alternative school;
 - d. how parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported;
 - e. information on about any wider implications the changes would have on public transport provisions;
 - f. information on wider community safety issues;
 - g. information about standards in the Welsh language in the school and any alternatives;
 - h. information about after school activities which provide additional opportunities to use Welsh in the school and any alternative school;
 - i. whether it might be appropriate to provide additional after school facilities at any alternative school to further secure standards in the Welsh language; and
 - i. how parents' and pupils' engagement with any alternative school and any specific language enhancement it offers could be supported.

The new governing body may wish to consider as part of its future work how the new school can ensure its presence is maintained in the community.

9. Equality Impact Assessment/ Well-being Impact Assessment

9.1 As a Council we now undertake Well-being Impact Assessments on proposals. Our Well-being Impact Assessment is an integrated impact assessment and is designed to assess the likely impact of the proposal on the social, economic, environmental and cultural well-being of Denbighshire, Wales and the world. The assessment considers impact on: equality; vulnerable groups; the economy and the environment; health; Welsh language and culture; community cohesion; and on global issues.

9.2 The assessment looks at the sustainability of the proposal and the likely consequences and impact on the proposal. The impact assessment is used more than once, throughout the development of proposals and is continually reviewed and updated.

9.3 Please see Appendix A for the Wellbeing Impact Assessment for this proposal.

10. Welsh Language Impact Assessment

10.1 This impact assessment is to consider the potential impact on the Welsh language of the Proposal.

10.2 Census Data

The following data is taken from the 2011 Census and provides information on the proportion of Welsh speakers within the ward that both schools are located in.

	Population	Number of Welsh Speakers	Proportion of Welsh Speakers
Rhyl South West	5,383	701	13.7%

10.3 The Census data demonstrates that 13.7% of the population can speak Welsh in the ward that the 2 schools are located in.

Risk Assessment

10.4 In order to assess the potential impact on the Welsh language consideration has been given to the following areas (as set out in the table below):

- Language of the schools;
- Access to Welsh Medium education;
- Education Provision / Educational standards;
- Access to non-statutory provision;
- Access to pre / after school activities;
- Use of Welsh within the community.

Impact Criteria	Comments	Impact (positive, neutral or negative)	Measures to reduce negative impact	Residual Impact
Language of the schools	<p>Both St.Mary's Catholic Primary school (Ysgol Mair) and Blessed Edward Jones Catholic High school are English medium schools.</p> <p>The language category of the new 3-16 Catholic school would be the same.</p>	NEUTRAL		N/A
Access to Welsh Medium education	<p>St.Mary's Catholic Primary school (Ysgol Mair) provides an English medium primary education where the statutory requirement for teaching of the Welsh language is met.</p> <p>Blessed Edward Jones Catholic High school is an English medium secondary school where the statutory requirement for teaching the Welsh language is met.</p> <p>The proposal would see this provision maintained in a 3-16 school.</p>	NEUTRAL	N/A	N/A
Education Provision / Educational standards	<p>A new 3-16 school will offer many advantages and will provide a smooth transition between primary and secondary school and will also encourage more pupils to continue with a Catholic education. The facilities provided will be fit for the curriculum now and in the future and this will benefit both pupils and teachers.</p>	POSITIVE	N/A	N/A
Non-statutory provision	<p>The play group that currently operates at St. Mary's Catholic Primary school (Ysgol Mair) will continue in brand new accommodation and will still play a key role in the school.</p>	POSITIVE	N/A	N/A
Pre/After school activities	<p>It is assumed that the new school would have a breakfast club and after school club. Both clubs would look to share the accommodation with the playgroup, as they currently do, within the primary sector.</p>	POSITIVE	N/A	N/A
Use of Welsh within the communities	<p>Both schools provide an English medium education which would continue should the proposal be approved; accordingly this would have a neutral impact on the use of Welsh within the community.</p>	NEUTRAL	N/A	N/A

Overview – Potential initial impact on Welsh Language

		Positive	Neutral	Negative
Overall Impact	Current Proposal	3	3	0
	Residual Impact	0	0	0

11. Summary of Potential Impact on the Welsh Language

- 11.1 It should be noted that attempting to gauge the potential impact from school organisation on the Welsh language is a difficult undertaking.
- 11.2 The main positives emerging from the impact assessment is the impact on the educational provision. Providing an improved educational provision represents an opportunity to strengthen Welsh education in the area and as a result strengthen the Welsh language.
- 11.3 Conclusion: Overall the proposal would have a neutral impact on the Welsh language.

12. Community Impact Assessment

12.1 This impact assessment is to consider the potential impact on families and the local community of the Proposal.

12.2 In order to assess the potential impact on families and the local community consideration has been given to the following areas:

- School Designation;
- School links to the local community;
- Impact on neighbouring schools;
- Impact on parents and families;
- Travelling Implications for pupils/parents;
- Impact on community activities;
- Impact on community facilities;
- Impact on community demographics.

Impact Criteria	Comments	Impact (positive, neutral or negative)	Measures to reduce negative impact	Residual Impact
School Designation	Both schools are currently Voluntary Aided schools and the new school will also be Voluntary Aided.	NEUTRAL	N/A	N/A
School links to the community	The new school would continue to be located in the community it currently serves, therefore links will be maintained.	NEUTRAL	N/A	N/A
Impact on neighbouring schools	<p>We would hope that the majority of parents would be supportive of the proposal, which would provide their child with a school fit for the 21st century. Pupils will automatically transfer to the new school, if parents do not wish their child to attend the new school we will work with the admissions team to place them in the parents preferred school, if possible.</p> <p>Some parents may feel uneasy about the 3-16 model, however we hope that the benefits will outweigh any negatives and we will work closely with those parents who have questions around the new school and how it will work.</p>	NEUTRAL	N/A	N/A
Impact on pupils	<p>The Current Proposal will have a positive impact on pupils through an improved education provision. Pupils will have facilities fit for the 21st Century and an environment that will inspire and motivate them in their learning. Children and parents will establish a good strong relationship with the school as pupil's progress through the key stages of their education. This will help create a positive and nurturing environment for all pupils at the school and will result in siblings being in the same school no matter what their age.</p> <p>As there will be one leadership team across the whole school, pupils and parents will experience continuity in school policy and practise. The transition period between every key stage can be better facilitated for the benefit of all pupils and help to avoid the traditional dip in achievement between Years 6 and 7. The 3-16 model has many advantages which are detailed in the main consultation document- section 10.</p>	POSITIVE	N/A	N/A

<p>Impact on parents and families</p>	<p>There should be no major impact on parents and families due to the new school being on the current site. As the school is 3-16 the transition period from primary to secondary will not be the same, pupils will know the teachers and the school. Some children face added stress and anxiety around the transition period and this will be taken away and therefore have a positive impact on parents and the wider family.</p> <p>There may be some practical implications from having a new school such a new uniform etc. this may have financial implications for parents/families. In most instances DCC has undertaken measures to negate this impact on parents.</p> <p>Parents would be part of a wider school community which could lead to increased interaction between parents of the existing two schools.</p>	<p>POSITIVE</p>	<p>N/A</p>	<p>N/A</p>
<p>Travelling implications for pupils/parents</p>	<p>The new school will be on the current site, therefore there will be no transport implications for pupils or parents. There may be a change to school entrances which will be reviewed during the design stages.</p>	<p>POSITIVE</p>	<p>N/A</p>	<p>N/A</p>
<p>Impact on community activities</p>	<p>There may be some disruption to community activities that take part in the current school buildings as the building works progress.</p>	<p>NEGATIVE</p>	<p>To work closely with both schools and groups to facilitate any bookings in either building. The works will be phased so this should be possible.</p>	<p>NEUTRAL</p>
<p>Impact on community facilities</p>	<p>There should be no impact on community facilities due to the new school utilising the existing school sites.</p>	<p>NEUTRAL</p>	<p>N/A</p>	<p>N/A</p>
<p>Impact on community demographics</p>	<p>There should be no initial impact on community demographics due to the new school being built on the current sites.</p>	<p>NEUTRAL</p>	<p>N/A</p>	<p>N/A</p>

Overview – Potential initial impact on families and the local community

		Positive	Neutral	Negative
Overall Impact	Current Proposal	3	5	1
	Residual Impact	0	1	0

13. Summary of Potential Impact on families and the local community

13.1 It should be noted that attempting to gauge the potential impact from school organisation on families and the local community is a difficult undertaking.

13.2 The schools are located in a designated Communities First area, the project has the potential to strengthen links between the community and the schools. The main impact is on the community that currently utilise the school buildings and the disruption during the building works. As the work will be phased we would look to work with both schools to ensure disruption is kept to a minimum and that any community group could be accommodated in either building before the new build is complete.

Conclusion

13.3 The proposal will have a positive impact on pupils through an improved education provision and an environment which we hope pupils will thrive. The 3-16 model has many advantages for pupils, staff and parents which are detailed in the main formal consultation document.

13.4 Both schools will be involved in the design of the school and we will look to accommodate their wishes where possible and if the budget allows.

13.5 During the Formal Consultation, discussions will be held with the headteachers of both schools to ensure that a greater understanding is obtained of the community activities held at the schools. DCC will work closely with the contractor to ensure any disruption is minimised and by working closely with both schools ensure that there is space in either building for community activities to take place if and when needed.

Appendix A



New build 3-16 Catholic school in Rhyl

Wellbeing Impact Assessment Report

This report summarises the likely impact of a proposal on the social, economic, environmental and cultural well-being of Denbighshire, Wales and the world.

Assessment Number:	127
Brief description:	The impact of a new 3-16 Catholic school in Rhyl, this involves School reorganisation proposal of amalgamating St. Mary's Catholic primary school (Ysgol Mair) and Blessed Edward Jones Catholic high school. The new school will be built on the current site of both schools who are currently neighbours.
Date Completed:	18/01/2017 10:27:03 Version: 3
Completed By:	Lisa Walchester
Responsible Service:	Education & Children Services
Localities affected by the proposal:	Rhyl,

IMPACT ASSESSMENT SUMMARY AND CONCLUSION

Before we look in detail at the contribution and impact of the proposal, it is important to consider how the proposal is applying the sustainable development principle. This means that we must act "in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs."

Score for the sustainability of the approach

Could some small changes in your thinking produce a better result?

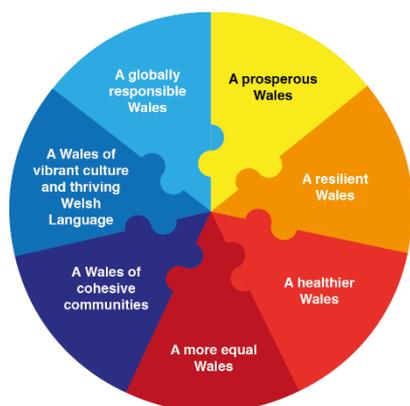
(3 out of 4 stars)



Actual score: 20/ 24.

Summary of impact

Wellbeing Goals



A prosperous Denbighshire	Positive
A resilient Denbighshire	Neutral
A healthier Denbighshire	Positive
A more equal Denbighshire	Positive
A Denbighshire of cohesive communities	Positive
A Denbighshire of vibrant culture and thriving Welsh language	Neutral
A globally responsible Denbighshire	Positive

Main conclusions

As the business case for the proposal develops there will be requirement for an on-going assessment process to ensure that potential impacts are appropriately addressed.

As part of the Council's 21st Century Schools Programme Band A proposals that were submitted to the Welsh Government in 2010 there was a commitment and financial allocation for investment in a Joint Faith Secondary Provision. Over the last six years there has been extensive discussions with partners from the Diocese of Wrexham and from the St Asaph Church in Wales Diocese. Unfortunately the vision of a shared faith school has not been agreed and therefore we could not move forward, as a consequence this proposal has been developed in partnership with the Diocese of Wrexham.

The need for investment is enhanced by the condition of the schools especially Blessed Edward Jones. There will be further work around the build and design of the new school which will need to be fed into this assessment as the process moves forward. This investment links with the Council's commitment to review school provision in the County to:

make sure our education provision is of a high quality and is sustainable in the long term, improve the quality of school building and facilities, provide the right number of school places, of the right type, in the right locations. The size of the school will reflect existing demand now and in the future. The school will not be sized too big as

this could have a detrimental impact on surrounding schools in the area.

The School Re-organisation process will be running alongside the design phase of the project. We are working closely with the Diocese and both chairs of governors to ensure they take a lead on this element of the project as significant opposition would put the project at risk. Both sets of governors are supportive of the proposal and we hope their enthusiasm will encourage parents to respond to the consultation positively. The aim is for the Statutory process around the school reorganisation to be completed by October 2017 in order that site mobilisation can commence.

THE LIKELY IMPACT ON DENBIGHSHIRE, WALES AND THE WORLD

A prosperous Denbighshire

Overall Impact:	Positive
Justification for Impact:	The new build will give pupils access to improved facilities, opportunities created during the construction phase and the finished product will be a legacy for the community and future generations in the area. This option will ensure a sustainable education provision for the future which in turn means jobs are secure.

Positive consequences identified:

Reduce the carbon footprint as 2 schools become 1 in a new building which will employ new technologies.
Design will follow BREEAM.
Building phase of the project will produce community benefits- use of local labour.
New provision will secure jobs at the school, better facilities will increase staff morale and improve staff retention.
During the build apprenticeship opportunities, work placements.
Better facilities for pupils will increase learning opportunities.
Improved ICT structure. Improved highways.
Potential scope for improved wrap around care.

Unintended negative consequences identified:

Larger footprint of the building could increase costs.
The School re-organisation process will result in 2 schools becoming 1, meaning there will be 1 head, 1 senior management team and 1 governing body. There maybe uncertainty for staff, although jobs will be ring-fenced for staff from both schools.

Mitigating actions:

Ensure all relevant staff are trained on new systems in the build in order to ensure they are being used efficiently.
Ensure all staff are supported by the County's HR department in terms of the school reorganisation.

A resilient Denbighshire

Overall Impact:	Neutral
Justification for Impact:	The site of the new building will be on the existing school/s site. The site is quite urban and therefore we do not see major disruption to the eco system.

Positive consequences identified:

Reduction of the carbon footprint will have a positive impact on the environment.
If required new habitat areas would be developed within the school grounds.
Contractor will have a waste management plan.
Building will be designed to minimise energy costs. Considerations will be made on how the transportation of materials will be delivered to the site, sourcing locally where possible to reduce emissions.
Scope during the construction phase to involve the local community and schools.
The issue of flooding will be examined during the design and planning stages.

Unintended negative consequences identified:

Mitigating actions:

Waste management plan requirement and key element of the procurement process. If required the project would include suitable alternatives for local wildlife to inhabit.

A healthier Denbighshire

Overall Impact:	Positive
Justification for Impact:	Improved facilities for the school communities and the residents will assist their overall wellbeing.

Positive consequences identified:

Improved facilities and learning environment will improve staff, pupil and community morale. Those pupils who walk to school will still be able to as the new school will be built on the current site.
The school will have a dedicated dining area for all pupils.
Improved access to sporting facilities for the local community for example if the new school had a 3G/ 4G pitch this could be utilised by other clubs outside of school hours.
Improved learning environment will improve staff, pupil and community morale. The transition period between every key stage can be better facilitated for the benefit of all pupils and help to avoid the traditional dip in achievement between Years 6 and 7. Children and parents will establish a good strong relationship with the school as pupil's progress through the key stages of their education. This will help create a positive and nurturing environment for all pupils at the school and will result in siblings being in the same school no matter what their age.

Unintended negative consequences identified:

During the build phase access to the schools maybe disrupted, although alternatives will be made available such as alternative drop off points and parking.

Disruption for residents living near the site during the construction of the new school and demolition of the old schools.

Mitigating actions:

Ensure all residents are informed and kept up to date in regards to build progress by the contractor.

Any disruption to pickup/ drop off facilities and parking will be mitigated by offering alternatives. This will involve working closely with both schools and to ensure parents are clearly communicated any changes clearly and efficiently.

A more equal Denbighshire

Overall Impact:	Positive
Justification for Impact:	The school building will have 21st Century facilities to deliver the curriculum now and in the future. By providing facilities that will support better teaching and learning environments we are improving the educational offer in the area and will continue to maintain and improve pupil attainment and achievement at the same time.

Positive consequences identified:

Maintaining access to church education through primary and secondary education.

The facilities at the new school will be designed in consultation with DCC's ALN education officers, the staff and pupils concerned. English is not the first language of a number of pupils at both schools- at St.Mary's/ Ysgol Mair 8.2% of pupils have Polish as their first language and 7.5% Tagalog/ Filipino. At Blessed Edward Jones there is currently 8.3% pupils who have Tagalog/ Filipino as their first language. (Figures based on January 2016 PLASC) School building will be compliant with the Equalities Act.

Improved facilities for one of the most deprived wards in Rhyl.

By improving the educational offer through the new school the performance of pupils could improve.

Unintended negative consequences identified:

Trying to engage with consultees where English is not their first language.

Mitigating actions:

Both schools have a high level of pupils who have a first language other than English, discussions with both schools and the EAL Officer will need to be had to ensure that during the disruption and eventual transition that these pupils are supported appropriately. The new build will also need to take into account this need in terms of teaching space and design and how this could be used to benefit these pupils.

The Council also recognise that the proposal would result in a change in learning environment for all pupils should it be implemented. This maybe particularly challenging for pupils with ALN. The Council would work closely with parents and pupils during the transition period. Support that pupils with ALN currently receive would be replicated within the new learning environment.

The formal consultation document will state that the document is available in other languages on request.

A Denbighshire of cohesive communities

Overall Impact:	Positive
Justification for Impact:	The Council are working in partnership with the Diocese of Wrexham and the 2 governing bodies of St.Mary's/ Ysgol Mair and Blessed Edward Jones, who will assist on the school reorganisation side of things in regards to informing staff and parents of the proposal. We need to ensure the proposal is supported by the school community and the wider community. During the build and demolition phases of the project we acknowledge that there will be disruption to local residents and the 2 schools who will remain on site whilst the new build is being developed. However long term the community will have a building it can be proud of and the pupils will have a much improved educational offer.

Positive consequences identified:

The new building will be designed to ensure pupils and staff safety.

Pre-consultation and planning consultation will be undertaken with the community.

Project will improve highways situation at peak school times- drop off areas and the flow of traffic will be looked at during the design phase.

Unintended negative consequences identified:

As the building works are being phased and the 2 schools remaining operational on a live site, the safety of pupils, staff and the community will have to be considered at all stages of the build and demolition.

The site, during the build phase, could be targeted by thieves.

Engaging through the medium of English- could cause difficulties for some families.

Reduced access to the site for local community during construction phase. Noise and disruption through the build and demolition phases.

Mitigating actions:

Working with both schools to ensure disruption to their everyday life is minimised.

Working with the contractors to ensure the site is locked down and secure to reduce the risk of theft from the site.

Working with the contractors to keep the residents informed of developments throughout the phases.

A Denbighshire of vibrant culture and thriving Welsh language

Overall Impact:	Neutral
Justification for Impact:	Both schools are currently classified as Category 5- English medium. The proposed new school will also be English medium.

Positive consequences identified:

Insisting the contractors use bilingual signs and newsletters etc.
 Scope for the school facilities to be used for community events and social activities linked to Welsh culture.

Unintended negative consequences identified:

Mitigating actions:

A globally responsible Denbighshire

Overall Impact:	
Justification for Impact:	Looking to work with a responsible contractor.

Positive consequences identified:

The procurement option for the project will allow access to local contractors. Ensure the contractor is a 'Considerate Contractor'.
 Potential links with wrap around childcare providers in the area.

Unintended negative consequences identified:

Mitigating actions: