

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CABINET

31 JANUARY 2017

REPORT OF THE CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT

SCHOOL MODERNISATION PROGRAMME: OUTCOME OF CONSULTATIONS ON PROPOSAL TO MAKE A REGULATED ALTERATION TO AFON Y FELIN PRIMARY SCHOOL

1 Purpose of Report

- 1.1 This report is to inform Cabinet of the outcome of the consultation on the proposal to make a regulated alteration to Afon y Felin Primary School, by enlarging the school - and to present to Cabinet the findings of the consultation in a draft consultation report (see Appendix A) and seek approval to publish the report.

2 Connection to Corporate Plan / Other Corporate Priorities

- 2.1 The school modernisation programme supports many of the corporate priorities, in particular:
- Smarter use of resources
 - Supporting a successful economy

3 Background

- 3.1 On 3rd March 2015, Cabinet approval was received for the Council to adopt revised principles as a framework for school organisation in Bridgend; five key principles were set out to inform the organisation and modernisation of our schools:
- i. Commitment to high standards and excellence in provision.
 - ii. Equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend.
 - iii. Inclusive schools, which cater for the learning needs of all their pupils.
 - iv. Community focussed schools, where the school actively engages with its local community.
 - v. Value for money.
- 3.2 The Policy and Planning Framework sets out 17 areas where these principles should be applied in practice.
- 3.3 The principles which are particularly relevant in the context of this proposal concern the size of primary schools (to ensure that “all Bridgend’s primary schools are large enough to make the full range of necessary provision”) and value for money, efficiency and effectiveness and the provision of local schools, planning new provision to reflect changes in the distribution of the population.

- 3.4 As at January 2016, Afon Y Felin Primary School had 22 nursery pupils and 95 pupils aged 4-11 on roll with a capacity of 117 in respect of pupils aged 4-11. Currently the published admission number in respect of pupils admitted to reception is 15.
- 3.5 Prior to the commencement of this academic year, it became apparent that there would be a significant increase in pupil numbers for 2016/17. As at September 2016 there were 110 pupils aged 4-11 and 23 nursery aged pupils on roll at the School.
- 3.6 In order to accommodate the increased pupil numbers and avoid overcrowding it became necessary for the School to utilise a space within the existing accommodation for teaching purposes. This resulted in an increase to the capacity and this change was implemented on a temporary basis this academic year.
- 3.7 In October 2016 Cabinet were informed that there was a need to formalise this temporary arrangement under the School Standards and Organisation (Wales) Act 2013, as set out in the School Organisation Code by undertaking a regulated alteration to enlarge the School, as the capacity of the school five years prior to the date of the proposed implementation i.e. 2011/12 was 96. The re-designation of spaces at the school resulted in the capacity for pupils aged 4-11 increasing to 131 which is greater than 25% of the capacity as at 2011/12. As a result, the published admission number in respect of pupils admitted into reception would increase to 18. The capacity of the nursery as a result of the changes in use of accommodation at the school would reduce from 37 (as at 2011/12) to 23.
- 3.8 Cabinet approval was received to undertake a consultation in respect of the proposed enlargement, this being the first step in the statutory process. If carried through to completion, this proposal will come into effect 1st April 2017.

4 Current situation

- 4.1 Consultation was carried out between 22nd November 2016 and 6th January 2017 in accordance with the statutory School Organisation Code. A copy of the consultation document was also made available during this time on the Council's website:

<http://www1.bridgend.gov.uk/services/consultation.aspx>

- 4.2 The consultation document invited views and opinions to be submitted in respect of the proposal.
- 4.3 The attached consultation report (Appendix A) sets out in detail a summary of the issues raised by consultees and the authority's responses to these.

5 Effect upon Policy Framework and Procedure Rules

- 5.1 There is no effect upon the policy framework or procedure rules.

6 Equality Impact Assessment

- 6.1 An Equality Impact Assessment has been carried out as part of the consultation stage and has been further informed by responses to the consultation papers. The assessment has concluded that there is no negative impact anticipated as a consequence of the proposal (Appendix 3).
- 6.2 A Welsh Impact Assessment has been carried out as part of the consultation. The assessment has concluded that there is no negative impact anticipated as a consequence of the proposal (Appendix 4).
- 6.3 A Community Impact Assessment has been carried out as part of the consultation. The assessment has concluded that there is no negative impact anticipated as a consequence of the proposal (Appendix 5).

7 Financial Implications

- 7.1 In order to accommodate the increased pupil numbers and avoid overcrowding it has become necessary for the School to utilise a space within the existing accommodation for teaching purposes. This has resulted in an increase to the capacity and this change has already been implemented on a temporary basis this academic year (the proposal formalises this temporary arrangement) .The area which would be incorporated into the capacity calculation is within the school building and is already fully funded via the funding formula allocation. Should additional pupils be admitted to the school, additional funding for staff may be required which will met from within the overall schools' delegated budget and funded through the schools' funding formula.

8 Recommendations

- 8.1 Cabinet is therefore recommended to:
- consider the outcome of the consultation with all parties as detailed in the attached consultation report and appendices;
 - approve the draft consultation report for publication;
 - decide whether to authorise the publication of a Public Notice on the proposal to make a regulated alteration to the school in the form of an enlargement with effect from April 2017.

Hard Copies of this report are available on request.

Deborah McMillan
Corporate Director - Education and Family Support

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Head of Education and Early Help

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Background documents

Cabinet Report 3rd March 2015: "PRINCIPLES DOCUMENT"

4th October 2016 - Report of the Corporate Director – Education and Family Support -
SCHOOL MODERNISATION PROGRAMME: PROPOSED ENLARGEMENT OF AFON Y
FELIN PRIMARY SCHOOL

BRIDGEND COUNTY BOROUGH COUNCIL

DRAFT CONSULTATION REPORT

REPORT OF THE CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT

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- ix. Community focussed schools, where the school actively engages with its local community.
- x. Value for money.

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- 3.3 The principles which are particularly relevant in the context of this proposal concern the size of primary schools (to ensure that “all Bridgend’s primary schools are large enough to make the full range of necessary provision”) and value for money, efficiency and effectiveness and the provision of local schools, planning new provision to reflect changes in the distribution of the population.

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- 4.2 The consultation document invited views and opinions to be submitted in respect of the proposal.
- 4.3 This consultation report sets out in detail a summary of the issues raised by consultees and the authority's responses in this regard.

5 Summary Responses to consultation

- 5.1 Key points from the consultation exercises were as follows, with full details appended at the end of this report.

5.2 Pupil Consultation

BCBC representatives met with the School Council of Afon y Felin Primary School on 12th December 2016 to discuss the proposal. Key points raised subsequent to discussions related to numbers of pupils to be accommodated and whether there is a need to *physically* expand the school. A Council representative explained that the proposal is not seeking to make the school building bigger – the school has internal

spaces that used to be used as classrooms which will now be used again as classrooms. There are no physical changes to the buildings.

Details of the meeting, including the Authority's responses to issues raised are included in this report at Appendix 1.

5.3 **Parents and Interested Parties Consultation**

BCBC representatives attended a 'drop-in' session that had been arranged for parents and interested parties on 12th December 2016 (4pm - 6pm) in order to discuss the proposal. No parents or interested parties turned up to the session.

5.4 **Staff and Governors Consultation**

BCBC representatives held a joint meeting with the Staff and Governing Body of Afon y Felin Primary on 5th December 2016 (4pm) in order to discuss the proposal. Comments received subsequent to discussions were positive e.g. "We know the proposal is completely sensible....I am sure everybody will support the proposal outside and inside the school". One Governor asked when the builders would be coming into the school to do the work. A Council representative explained that there is no building work required as part of this proposal. The school in previous years was used differently, so the capacity had been reduced down. We are *now* proposing to create more teaching spaces (by utilising existing internal space) and the capacity increased.

Ten proformas were received at the close of the meeting from staff/governors and all were in support of the proposal.

Details of the meeting, including the Authority's responses to issues raised are included in this report at Appendix 2.

5.5 **Summary of on-line survey**

3 respondents accessed the online survey and only one comment was received: *'I am very happy with this proposal: I see a very bright future for Afon Y Felin'*

5.6 **Direct correspondence**

No items of direct correspondence were received during the consultation period regarding the proposal.

6 **The view of Estyn, her Majesty's Inspectors of Education and Training in Wales**

Summary / Conclusion

It is Estyn's opinion that the proposal is likely to maintain the standard of education in the area.

Description and benefits

The proposer has clearly explained that pupil numbers have significantly increased for the 2016-2017 academic year. As a result, the school has made use of an existing space within its accommodation for teaching purposes. This is a temporary arrangement that the proposer reasonably wants to formalise in order to meet future

demand for school places in the area. However, the proposal does not provide sufficient information to evaluate the implications of use of this space to the school's pre-existing resources and learning experiences of pupils overall.

The council proposes to make a permanent enlargement of the school's capacity from its current number of 117 pupils aged 4-11 to 131 pupils. The number of nursery places, indicated in brackets, suggests a reduction of places for 3-4 year olds from 39 to 23. The proposer does not confirm if this will be a permanent reduction in nursery places at the school. The proposer states that the standard admission number for reception pupils will increase from 15 to 18. However, it is also unclear, from the proposal's table of projected pupil numbers, if this increase will apply to nursery places (the table projects 18 nursery places for each year during 2017-2021). This is important to clarify because it is unclear if a change in the nursery admission number will benefit or disadvantage pupils in the school overall.

LA Clarification: 23 nursery places capacity is proposed

Educational aspects of the proposal

The proposal provides a brief summary of the positive impact of an increase in the school's pupil numbers to outcomes, provision and leadership.

The proposer argues that standards are good in the school and will continue to improve. The proposal cites that performance at the expected and higher than expected outcomes follows a trend of improvement. However, it does not make clear why or how an increase in pupil numbers will necessarily result in continued improvement. The proposal reasonably suggests that standards of teaching and leadership are good and this has enabled the school to accommodate successfully additional pupils in its existing space. The proposal states that the delivery of the full curriculum to Foundation Phase and key stage 2 pupils will improve but does not provide any further detail to support this claim. For example, it does not consider the implications for pupils with Special Educational Needs.

The council appropriately recognises that a full equality impact assessment will need to be undertaken alongside the consultation process.

The proposer has considered the outcomes of recent relevant Estyn inspection reports and provided the local authority and consortium view on the quality of leadership and management at the schools within the area. This includes Afon-y-Felin's current categorisation.

The proposer provides a broad summary of Afon-y-Felin's overall performance trends for pupils at the end of foundation phase and key stage 2. Overall, this is a fair summary though performance at the end of key stage 2 has varied when compared to similar schools.

7. Equality Impact Assessment

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Hard Copies of this report are available on request from:

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Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr Bridgend County Borough Council

Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont, CF31 4WB / Civic Offices, Angel Street, Bridgend, CF31 4WB



School Council Consultation Meeting Afon y Felin Primary School Monday 12th December 2016 at 10.00 am

Present: Project Manager
10 members of the School Council

Chris Lewis introduced the consultation session and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

Questions/Issues

Pupil 1 - How many classes will you be able to put in?

Pupil 1 - We do have spaces in the school, the family room, computer room, staff room and cupboard.

Pupils 2/3 - How many children would we get to put in?

Answer/Comments

The internal organisation of the school is up to headteacher. In terms of numbers capacity 131 pupils from 1st April, but how it is split up is up to the headteacher.

Headteacher - last year we only operated as 4 classes as we did not have the numbers. Depends on how many children and the finance will enable the school to employ another teacher. At the moment we can manage 5 classes successfully and it has not had a marked effect on the school.

Headteacher - We do have internal space available. Originally those spaces were classrooms and we could potentially move in another classroom in the future.

At the moment the published capacity is 117 pupils aged 4 – 11 year olds. The school would be going from 117 to 131, a difference of 14 pupils. As we progress in the future we will have to look at capacity every year and have to project what the situation will be in the future. If lots more houses are built in the catchment area, then we would have to repeat the

Pupil 4 - Do you think our population will be permanent at the number it currently is?

Pupil 5 Comment - Other schools which are much bigger schools, you don't get as much attention.

Pupil 6 - What do you think of Afon y Felin? Do you think we can improve at all?

Pupil 7 - We are a yellow school.

Pupil 5 - If our school was to grow all the pupils would not be all able to play in the yard as there would not be enough room for us.

Headteacher - The children's concern is we have a relatively small year. The majority of the area is grass and is limited during the winter months from October half term to March there is no access to the fields. The children feel the yard is getting congested at certain points in the day. Would the Council consider enlarging the yard area?

Pupil 8 - Most of the schools don't even have grass they just have concrete.

Pupil 9 - Do you want to expand our school?

exercise. Sometimes we extend schools, put mobile classrooms in and that all depends on the location.

We are making the increase in capacity permanent. It is what we call a permanent alteration based on projected future figure numbers of pupils coming into the area and the best guess we can project. As far as we can tell that is what it needs to be. If we get to a position whereby the numbers are vastly different we would have to go through the process again.

I am not familiar with the areas in Bridgend therefore it is difficult for me to comment. It seems very nice and you are all good as a School Council.

In the ratings.

We would have to take a look at the numbers and see how many classrooms that would require and I would have to repeat this consultation process. If it is something you can accommodate in your internal space, we would look at the figure and then come up with a way of dealing with the extra numbers. Sometimes we will buy other areas of land to accommodate extra.

All the internal spaces are per pupil basis. If the numbers did go beyond a level discussed at this meeting potentially the fields would need changing in the future.

Yes, you are very fortunate.

We don't want to make the building bigger, you have internal spaces that used to be used as classrooms which will be used again. There are no physical changes to the buildings. The

best way to deal with this is by looking at the internal spaces.

Pupil 10 - If we have extra classrooms and pupils we would need extra concrete for playing on the yard.

If the increase goes up long term then yes we would have to do that.

The meeting closed at 10.30 am.

Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr Bridgend County Borough Council

Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont, CF31 4WB / Civic Offices, Angel Street, Bridgend, CF31 4WB



Consultation Meeting with Staff and Governors at Afon y Felin Primary School Monday 5th December 2016 at 4.00 pm

Present: School Programme Manager
Project Manager
Headteacher and Chair of Governors
11 governors and members of staff

The School Programme Manager introduced the consultation session and set out the purpose of the meeting, nature and process of the consultation and outlined the proposal.

Questions/Issues

When will the builders be coming in to do the actual work? During the summer holidays?

The school has struggled for some time in terms of numbers.

We know the proposal is completely sensible.

I am sure everybody will support the proposal outside and inside the school.

Answer/Comments

There is no building work required as part of this proposal. The school in previous years was used differently, so the capacity has been reduced down. We are proposing to create more teaching spaces and the capacity increased, therefore as a result the published admission numbers in respect of pupils admitted into reception will increase to 18 instead of 15. This will mean more money per pupil head coming into the school.

Yes, it is great for the school.

If the school increases the capacity, the local authority has to follow the statutory procedure.

As part of this process there is a Community Impact Assessment and Welsh Impact Assessment carried out. If staff can think of anything that supports these proposals, please let us know.

Page 10 shows the 5 year pupil population for 2017 to 2021. I notice Afon y Felin admissions for nursery 1 are all zeros whereas Pil Primary on page 11 have been able to project the numbers. Why has Afon y Felin come out as zeros? I know that I have 10 guaranteed children for 2017 already. I understand why Corneli Primary has projected numbers as they draw pupils from the Integrated Children's Centre.

In the consultation report it says the school exhibiting minor deterioration with an estimated £357,000 backlog of repairs and maintenance.

The meeting closed at 4.20 pm.

We will clarify the data with our Knowledge Management team and get back to you. They would have based the information on historical data for the school.

Completed following a building condition survey. A surveyor would have visited the school, looked at the buildings and provided the local authority with a list of jobs. If you want to know what it is made up of we can give you a copy of the list or you can access it on the Corporate Property Database.

Equality Impact Assessment

Equality impact assessment (EIA) screening form

Please refer to the [guidance notes](#) when completing this form.

This form has been developed to help you to identify the need for EIA when developing a new policy, strategy, programme, activity, project, procedure, function or decision (hereafter all understood by the term policy). You must also complete this form when reviewing or revising existing policies. It will also help to prioritise existing policies that may need to undergo a full EIA.

Unless they are 'screened out' following this initial prioritisation process, policies **will** be required to undergo full EIA in priority order. Refer to the above guidance notes on when an equality screening should happen, and some initial principles to bear in mind when getting started.

No new or revised policy should be approved unless an equality screening and – if required – a full EIA has taken place.

The following sections must be completed for all new policies:

Name of policy being screened Proposal to make a regulated alteration to Afon Y Felin Primary School.

Brief description of the Policy. This report is to inform Cabinet of the outcome of the consultation on the proposal to make a regulated alteration to Afon y Felin Primary School, by enlarging the school.

Does this policy relate to any other policies? School Modernisation Programme

What is the aim or purpose of the policy? To make a regulated alteration to the school by enlarging the school.

Who is affected by this policy (e.g. staff, residents, disabled people, women only?)
Staff, parents, pupils, governors and the community

Who is responsible for delivery of the policy?
Corporate Director – Education and Family Support

The following sections must be completed for all policies being reviewed or revised:

Is this a review of an existing policy? No

If this is a review or amendment of an existing policy, has anything changed since it was last reviewed? N/A

Has an EIA previously been carried out on this policy? No

If an EIA exists, what new data has been collected on equality groups since its completion? N/A

Screening questions

1. Is this policy an important or 'large scale' function, and/or is it likely the policy will impact upon a large number of staff, residents and/or contractors?

Yes

[\(Guidance\)](#)

2. Is it possible that any aspect of the policy will impact on people from different groups in different ways? (See guidance for list of 'protected characteristics' to consider)

| Characteristic | Yes | No | Unknown | Explanation of impact |
|--|------------|-----------|----------------|--|
| Age | X | | | Given the proposal relates to a primary school this will impact predominantly on pupils of ages 3-11 . |
| Disability | | X | | The proposed options will not present a different or increased impact on people from this group. |
| Gender reassignment | | X | | The proposed options will not present a different or increased impact on people from this group. |
| Pregnancy and maternity | | X | | The proposed options will not present a different or increased impact on people from this group. |
| Race | | X | | The proposed options will not present a different or increased impact on people from this group. |
| Religion/belief | | X | | The proposed options will not present a different or increased impact on people from this group. |
| Sex | | X | | The proposed options will not present a different or increased impact on people from this group. |
| Sexual orientation | | X | | The proposed options will not present a different or increased impact on people from this group. |
| Civil Partnerships and Marriage | | X | | The proposed options will not present a different or increased impact on people from this group. |

Yes [\(Guidance\)](#)

Please expand on your answer:

The proposal is to enlarge Afon Y Felin Primary School to accommodate 131 (previously 117) pupils aged 4-11 and a 23 (previously 39) place nursery.

3. What is the risk that any aspect of the policy could in fact lead to discrimination or adverse affects against any group of people? (See guidance for list of protected characteristics?)

What action has been taken to mitigate this risk? [Guidance](#)

Please expand:

There is unlikely to be any direct impact on any protected group as his proposal concerns an enlargement of the school to increase capacity.

4. Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers 9 [protected characteristics](#). [Guidance](#)

| Duty | YES | NO | Unknown |
|---|-----|----|---------|
| Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act | | X | |
| Advance equality of opportunity between persons who a relevant protected characteristic and persons who do not share it | | X | |
| Foster good relations between persons who share a relevant protected characteristic and persons who do not share it | | X | |

Please set out fully your reasoning for the answers given to question 4 including an awareness of how your decisions are justified.

5. Could any aspect of the policy help BCBC to further its commitments set out in the council's Welsh Language Scheme?

As the proposal is to enlarge the school only, it is considered that there would be no impact on the Welsh language provision currently experienced by pupils. Welsh would continue to be taught through the curriculum.

6. Are you aware of any evidence that different groups have different needs, experiences, issues and/or priorities in relation to this policy?

No [\(Guidance\)](#)

If 'yes', please expand:

7. Is this policy likely to impact on Community Cohesion?

It is unlikely that there would be some impact on families as there is no proposal to change anything other than the capacity of the school.

The LA would seek to support the school in building positive relationships to mitigate any anxiety if forthcoming.

Conclusions

8. What level of EIA priority would you give to this policy? [\(Guidance\)](#)

Low - full EIA within three years of screening

Please explain fully the reasons for this judgement including an awareness of how your decisions are justified.

There is unlikely to be any negative feelings towards this proposal as the capacity increase at the school will ensure that local children are able to be educated in their local (catchment) school.

9. Will the timescale for EIA be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?

[\(Guidance\)](#)

No

10. Who will carry out the full EIA?

Group Manager, Business Strategy and Performance

EIA screening completed by: Group Manager, Business Strategy and Performance

Date: 09/01/2017

When complete, this initial screening form and, if appropriate, the full EIA form must be sent to [Paul Williams](#)

Welsh Language Impact Assessment

Updated Following Consultation

It is proposed to make a regulated alteration to Afon y Felin Primary in the form of a permanent enlargement - from the existing school capacity of 117 pupils aged 4-11 (plus a 39 place nursery) to a school capacity of 131 pupils (plus a 23 place nursery), effective from 1st April 2017. As the proposed English medium school would continue 'as is' but slightly enlarged - it is considered that there would be no significant impact on the Welsh language provision currently experienced by pupils at the school. Welsh would continue to be taught through the curriculum.

The authority will comply with its Welsh language policy by making sure that all signage used within the school sites are bilingual.

School Programme Manager, School Modernisation

6th January 2017

**Community Impact Assessment
Updated following consultation**

Name of proposal:

Proposal to make a regulated alteration to Afon y Felin Primary in the form of a permanent enlargement - from the existing school capacity of 117 pupils aged 4-11 (plus a 39 place nursery) to a school capacity of 131 pupils (plus a 23 place nursery), effective from 1st April 2017.

Who will make the decision? :

Cabinet

Who has been involved in developing the proposal? :

Corporate Director – Education and Family Support
Head of Education and Early Help
Project Manager - Education and Family Support
Programme Manager - Education and Family Support

Aims and objectives:

Proposal to make a regulated alteration to Afon y Felin Primary in the form of a permanent enlargement

Key actions:

- Statutory procedure to make a regulated alteration to the School.

Expected outcomes: Afon y Felin Primary permanently enlarged - from the existing school capacity of 117 pupils aged 4-11 (plus a 39 place nursery) to a school capacity of 131 pupils (plus a 23 place nursery), effective from 1st April 2017.

Who will be affected: Staff, governors, pupils, parents and the community.

Approximately how many people will be affected: potentially in excess of 154 people

Expected date of decision: 1 April 2017

Scope/focus of the assessment: Consideration given to

- the existing use of the school by the community;
- accessibility to pupils, staff, parents and the community;
- impact on the school building
- impact on the extended community

Relevant data and/or research:

- Out of hours use of school buildings
- 2006 BCBC report entitled 'Strategy, Principles, Policy and Planning Framework' which informs the approach for addressing strategic priorities within the County Borough and the subsequent 2015 'Principles Document'
- pupil projections, capacity, building conditions

Findings:**Community Use:**

The school would continue to at its present location as an enlarged school under the proposal. No negative impact on the community is anticipated as a result of the proposal. The consultation allowed interested parties to state what they see as the likely effects on the respective communities. No negative community related impacts were articulated.

Primary Policy:

- This proposal aligns with the Council's 2006 education principles and policy regarding provision – 'Learning Communities – Schools of the Future' and the March 2015 'Principles Document'

Pupil projections, capacity, building condition:

- The pupil projections affecting primary schools in the cluster show that the pupil population is increasing for areas within the cluster.
- Building conditions in respect of the existing buildings are outlined below:

| | |
|----------------------|--|
| Afon y Felin Primary | Grade B (Satisfactory - performing as intended but exhibiting minor deterioration) |
| Corneli Primary | Grade C (Poor – exhibiting major defects and/or not operating as intended) |
| Pil Primary | Grade B (Satisfactory - performing as intended but exhibiting minor deterioration) |

Impact on extended community

No negative impact on the community is anticipated

Impact on other schools

It is considered that enlarging the primary school will not have a significant impact on other schools within the area.

How will the decision affect people with different protected characteristics? :

The proposal is to enlarge Afon Y Felin Primary School by utilising *existing* teaching accommodation. There will be no change to the catchment boundary for the school. No additional building work will be required. There is unlikely to be any direct impact on any protected group. The school access arrangements remain unchanged (non-compliant with DDA requirements but could be made subject to extensive works).

Consultation

Has there been specific consultation on this decision (if not, state why not and/or when this may happen):

Yes.

What were the results of the consultation? :

The impact of this proposal has been considered and further responses were requested as part of the consultation, the outcome of which is recorded and reported to Cabinet in the Consultation Report. No negative community related issues were raised.

Across the protected characteristics, what difference in views did analysis of the consultation reveal?

No evidence of differential impact.

What conclusions have been drawn from the analysis on how the decision will affect people with different protected characteristics?

No differential impact anticipated.

Assessment of impact on staff

Please give details of impact on staff, including staffing profile if/as appropriate:

The proposal may have an impact on teaching and non-teaching staff. Determination of this is a matter for the governing body once they understand the needs of the school and the budget available to them in order to determine the staffing structures required.

Assessment of impact on wider community

Please give details of any impacts to the community as a whole:

As mentioned above, No negative impact on the community is anticipated as a result of the proposal.

Analysis of impact by protected characteristics

Please summarise the results of the analysis:

It is considered that the characteristics affected could be that of age and disability

Assess the relevance and impact of the decision to people with different characteristics Relevance = High/Low/None Impact = High/Low/Neutral

| Characteristic | Relevance | Impact |
|--------------------------------|-----------|---------|
| Age | None | Neutral |
| Disability | None | Neutral |
| Gender reassignment | None | Neutral |
| Marriage and civil partnership | None | Neutral |
| Pregnancy and maternity | None | Neutral |
| Race | None | Neutral |
| Religion or belief | None | Neutral |
| Sex | None | Neutral |

| | | |
|--|------|---------|
| Sexual orientation | None | Neutral |
| Other socially excluded groups (include health inequalities) | None | Neutral |

Where any negative impact has been identified, please outline the measures taken to mitigate against it:

n/a – none identified.

Please advise on the overall equality implications that should be taken into account in the final decision, considering relevance and impact:

There is unlikely to be any direct negative differential impact on any protected group.

Signed:

Schools Programme Manager Education and Family Support

Date:

6th January 2017

Estyn response to the proposal to make a regulated alteration to Afon-y-Felin Primary in the form of an enlargement to a 131 pupil capacity school.

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

Introduction

The proposal is by Bridgend County Council.

The proposal is to make a regulated alteration to Afon-y-Felin Primary in the form of an enlargement to a 131 pupil capacity school, effective from 1st April 2017

Summary/ Conclusion

The proposal is likely to maintain the standard of education in the area.

Description and benefits

The proposer has clearly explained that pupil numbers have significantly increased for the 2016-2017 academic year. As a result, the school has made use of an existing space within its accommodation for teaching purposes. This is a temporary arrangement that the proposer reasonably wants to formalise in order to meet future demand for school places in the area. However, the proposal does not provide sufficient information to evaluate the implications of use of this space to the school's pre-existing resources and learning experiences of pupils overall.

The council proposes to make a permanent enlargement of the school's capacity from its current number of 117 pupils aged 4-11 to 131 pupils. The number of nursery places, indicated in brackets, suggests a reduction of places for 3-4 year olds from 39 to 23. The proposer does not confirm if this will be a permanent reduction in nursery places at the school. The proposer states that the standard admission number for reception pupils will increase from 15 to 18. However, it is also unclear, from the proposal's table of projected pupil numbers, if this increase will apply to nursery places (the table projects 18 nursery places for each year during

2017-2021). This is important to clarify because it is unclear if a change in the nursery admission number will benefit or disadvantage pupils in the school overall.

Educational aspects of the proposal

The proposal provides a brief summary of the positive impact of an increase in the school's pupil numbers to outcomes, provision and leadership.

The proposer argues that standards are good in the school and will continue to improve. The proposal cites that performance at the expected and higher than expected outcomes follows a trend of improvement. However, it does not make clear why or how an increase in pupil numbers will necessarily result in continued improvement. The proposal reasonably suggests that standards of teaching and leadership are good and this has enabled the school to accommodate successfully additional pupils in its existing space. The proposal states that the delivery of the full curriculum to Foundation Phase and key stage 2 pupils will improve but does not provide any further detail to support this claim. For example, it does not consider the implications for pupils with Special Educational Needs.

The council appropriately recognises that a full equality impact assessment will need to be undertaken alongside the consultation process.

The proposer has considered the outcomes of recent relevant Estyn inspection reports and provided the local authority and consortium view on the quality of leadership and management at the schools within the area. This includes Afon-y-Felin's current categorisation.

The proposer provides a broad summary of Afon-y-Felin's overall performance trends for pupils at the end of foundation phase and key stage 2. Overall, this is a fair summary though performance at the end of key stage 2 has varied when compared to similar schools.