

Please click on headings to find [general guidance](#) or section guidance with an example.

You will find supporting information in appendices at the end of the guidance.

When you start to assess your proposal, arrange to meet Tim Greaves, Equality Co-ordinator, for specific guidance. Send the completed form to him for a final check and so that he can publish it on our Vale of Glamorgan equality web pages.

Please also contact Tim Greaves if you need this equality impact assessment form in a different format.

## 1. [What are you assessing?](#)

A proposal to reconfigure primary provision in the Western Vale by:

1. Creating a new 210 place primary school building with a 48 part time place nursery class for Llancafán Primary School in Rhose.
2. Transferring staff and pupils from the existing Llancafán Primary School building into the new school building.
3. Changing the age range of Llancafán Primary School from 4 – 11 years to 3 – 11 years

## 2. [Who is responsible?](#)

<b>Name</b>	Lisa Lewis	<b>Job Title</b>	Operational Manager, Strategy & Resources
<b>Team</b>	Strategy, Community Learning & Resources	<b>Directorate</b>	Learning & Skills

## 3. [When is the assessment being carried out?](#)

<b>Date of start of assessment</b>	21 May 2018
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## 4. Describe the proposal?

### **What is the purpose of the proposal?**

The Vale of Glamorgan Council is committed to ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes. In order to achieve this ambition it is essential that we ensure schools remain sustainable, reflect the needs of the local community and are equipped with the best possible learning environments.

In March 2018, the Council launched a new consultation aimed at taking a holistic view of Primary school provision in the Western Vale. The aim of the consultation was inform the community about the school re-organisation proposal being put forward to build a new 210 place school building for Llanccarfan Primary School, with the addition of 48 part time nursery places which would be located in Rhose, and to seek feedback on this proposal.

In response to the consultation members of the community raised a number of concerns regarding the impact to their local areas, as well as raising additional questions about the proposal, while seeking to ensure their views were understood.

As a result of feedback the Council undertook a second consultation that commenced on 21 May 2018. The Council considered it important to include greater detail in the consultation document and to provide stakeholders with the opportunity to consider this within a new consultation timeline. The Council welcomed additional feedback from individuals or organisations on the information included in the second consultation before a decision is taken by the Council.

The feedback and views expressed in both consultations are being considered together in the publication of a consultation report on the proposal, a Community Impact Assessment and this Equality Impact Assessment.

The proposal being put forward is to build a new 210 place school building for Llanccarfan Primary School, with the addition of a 48 part time nursery which would be located in Rhose. It is proposed that all pupils, staff and governors from Llanccarfan Primary School would transfer into the new school building.

The Consultation outlines the Council's proposals to:

- Create a new 210 place primary school building with a 48 part time place nursery class for Llanccarfan Primary School in Rhose
- Transfer staff and pupils from the current Llanccarfan Primary School Building into the new school building.
- Change the age range of Llanccarfan Primary school from 4-11 years to 3-11 years.

All staff and pupils would move to the new school building and the governing body would remain unchanged. Careful planning and management of any transitional arrangements would be necessary to mitigate the challenges of pupils moving in to the area between 2018 and 2021, ensuring no disadvantage to pupils moving to the new school building or

negative impact on the current good performance of Llancafán Primary School.

## **Why do you need to put it in place?**

The current site of Llancafán Primary School is comprised of an original Victorian school building containing two classrooms. The building has solid stone walls and a pitch slate covered roof. There are two separate demountable classroom blocks, one single and one double classroom, which are in good condition. In addition, there is a block built in 2000 and extended in 2006 providing the hall, kitchens, a small classroom and staff accommodation.

The school is on a small site which is slightly offset by the use of the adjacent tennis club courts. The school does not meet current building standards and following consideration of the restricted size and location of the site, it is not possible to replace the school with a new build at its current location. An additional challenge relates to the difficult and congested access to the school through the village and the lanes leading to Llancafán. The four separate buildings and small sloping site do not meet 21st Century School design guidance standards for primary schools which have been used for all new builds completed through the Council's 21st Century Schools programme. These schools comprise a fully accessible one or two storey building providing all the required educational functions within a single building set in grounds meeting current outdoor curriculum needs.

As at May 2018, the school was operating with a surplus capacity of 25 places (19.8%) that is set to increase to 43 places (34%) over the next five year period. The Vale of Glamorgan is committed to reducing the number of surplus places in schools in order to meet an agreed target put in place as a requirement of Welsh Government in order to ensure education is provided efficiently. Within the primary sector, this equates to an agreed target of no more than 10%.

The Council's adopted Local Development Plan has allocated a total of 787 new dwellings in Rhose. The allocation comprises 87 dwellings at land south of the Railway Line, and 700 new dwellings at land north of the Railway Line. Based on current projections to include both housing developments, by 2023 there is an anticipated shortfall of 90 primary school places in the Rhose area. Around 35% of pupils attending Llancafán Primary School reside in the Rhose area.

In order to meet future demand, ensure best use of resources and reduce overall surplus capacity in line with Welsh Government targets, it is proposed to move Llancafán Primary School to a new, larger school building in the Rhose development. Catchment areas would be redefined to place Llancafán, Moulton, Llanbetherly and Llanfadly in the new catchment area for the school. It is proposed that we would also realign existing catchment areas in Rhose.

This proposal provides a unique opportunity to not only move Llancafán Primary School into a new 21st century school building but also accommodate children from the new housing development in Rhose. The existing Primary School in Rhose is nearing its maximum capacity and will be unable to accommodate these children. Rhws Primary School is approximately a mile away from the proposed location of the new school site.

## **Do we need to commit significant resources to it (such as money or staff time)?**

It is estimated that the total capital funding required to build a new school on a green field site, including the installation of utilities services and highways provision, will be £4.185 million. The Council is expected to receive £2.0925 million in Welsh Government Band B match funding through the 21st Century Schools Programme for this project. There will be a total of £1.639 million in Section 106 contributions for educational facilities in Rhoose from two developments. The balance will be met from the Council's capital funding.

Officer time has been addressed via the creation of a 21<sup>st</sup> Century Schools Team.

## **What are the intended outcomes of the proposal?**

Moving the school to larger accommodation with a new catchment with sustainable numbers would;

- Enable the school to further improve while catering for a greater pupil population.
- Provide innovative and creative learning environments which are adaptable to change and will challenge and support children to reach their full potential.
- Increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.
- Establish a nursery unit which offers a more efficient and sustainable model of delivery of education for the 21st Century that meets national building standards and reduces the recurrent costs and carbon footprint of education buildings. The new building will meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standards and be built to an EPC (Energy Performance Certificate) A rating.
- Develop the ethos and culture of the school in children from an earlier age, leading to effective interpersonal relationships and higher self-esteem.
- Provide a consistent approach from 3-11 years to promote and underpin continuity and progression for pupils, ensuring breadth and balance across the curriculum.
- All curriculum planning and resourcing would build successfully on previous pupil knowledge and experience and engage interest.
- Support pupils to develop their ability to learn new skills and apply their subject knowledge more positively and creatively across a continuum of learning.
- Improve the already good arrangements for the care, support and guidance of pupils from an earlier age.
- Extend and develop partnerships with families from the earliest opportunity to strengthen home / school transition.
- Promote equality of opportunity and foster good relations between those with different protected characteristics.

## **Who does the proposal affect?**

All staff, pupils, parents of pupils, and governors at Llancarfan Primary School on the date of the move to a new improved school building in Rhoose. The date of the move is

anticipated to be September 2021.

In addition this proposal if implemented would provide a local school for the growing Rhoose community and surrounding areas, ensuring that the majority of pupils can be educated at a school within their community.

## **Will the proposal affect how other organisations work?**

The proposal is unlikely to have a significant impact on any other schools in the local area. Whilst the Council is increasing the number of places, the current primary school in the Rhoose area will not be able to meet the future demand for school places from the new housing development.

The existing Primary School in Rhoose is nearing its maximum capacity. This proposal has been presented in order to meet future demand, ensure best use of resources and reduce overall surplus capacity in line with Welsh Government targets. Catchment areas would be redefined to distribute the current catchment area of Llancarfan Primary School amongst the school at its new site in Rhoose, Llanfair and St Nicholas Primary schools. The school at its new site would retain the Llancarfan, Moulton, Llanbethery and Llancadle area within its catchment area and would also include part of the current Rhws catchment area. The remaining parts of Llancarfan's catchment area, namely Tre Aubrey and Whitton, would be redistributed among Llanfair and St Nicholas Primary Schools. A revision to school catchment areas is expected to also increase pupil numbers at other schools improving future sustainability of those schools and contributing to the Councils commitment to reduce surplus capacity in its schools. Currently 10% of pupils attending St Nicholas Primary School live in its catchment area and 16% of pupils attending Llanfair Primary School live in its catchment area.

There is currently no nursery provision at Llancarfan Primary School or in the immediate area. The overall number of nursery places required will increase in the area by approximately 70 places to take account of the new housing developments planned. The Council expect the additional demand to be accommodated at both Rhws Primary School and Llancarfan Primary School.

## **Will the proposal affect how you deliver services?**

The Council must ensure that schools serve their local communities and are reflective of demand. There is a need to meet future demand from the new housing developments in Rhoose. A new 210 place school, which is the minimum size for a school to be efficient and also the minimum size school the Council would build from a sustainability perspective, would accommodate the projected increase in pupils numbers from both new developments in Rhoose, in addition to the projected pupil numbers that would move from the existing site of Llancarfan Primary School. Reviewing the wider needs of the Western Vale offers an opportunity to establish a new 21st century school building while addressing community need and surplus capacity challenges.

All staff and pupils would move to the new school building and the governing body would remain unchanged. Careful planning and management of any transitional arrangements

would be necessary to mitigate the challenges of pupils moving in to the area between 2018 and 2021, ensuring no disadvantage to pupils moving to the new school or negative impact on the current performance of Llancafarn Primary School.

The needs of the new school community that will attend this school in future cannot be known, however a great deal of information is available with relation to the population within the Vale of Glamorgan. This can be accessed from the following sources.

Household projections by local authority <https://gov.wales/docs/statistics/2017/170323-household-projections-local-authorities-2014-based-en.pdf>

Future population trends <https://www.slideshare.net/StatisticsWales/welsh-government-future-trends-report-2017-population>

ONS 2016 population estimates (row 392 code W06000014)  
<https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland/mid2017/ukmidyearestimates2017finalversion.xls>

Protected characteristic data from 2011 Census  
<https://gov.wales/statistics-and-research/census-population/?lang=en>

**Will the proposal impact on other policies or practices?**

The proposal is part of the councils overall [strategic outline programme](#) for Band B of the 21<sup>st</sup> Century Schools Programme. The operation of the school will continue to be supported by many policies and procedures. The governing body will be required to continue to comply with all policies, including the Council and schools Equality Policies. All schools will have their part to play in meeting the equality objectives that the Learning and Skills Directorate is responsible for delivering and support the performance reported on in the annual equality monitoring report where appropriate.

**Can you change the proposal so that it further promotes equality of opportunity and fosters good relations?**

The proposal being put forward is to build a new 210 place school building for Llancafarn Primary School, with the addition of a 48 part time nursery which would be located in Rhoose. It is proposed that all pupils, staff and governors from Llancafarn Primary School would be provided with a new school building. The building will be designed to improve accessibility and promote equality of opportunity for education for more pupils over an increased age range. It would provide the school with improved facilities which would enable them to promote equality of opportunity and foster good relations between those with different protected characteristics. Specific consideration to feedback in relation to pupils with disabilities has been fed into the consultation document and in turn would be reflected in the design for the new building.

Our formal consultation process follows Welsh Government guidelines outlined in the School Organisation Code 2013. A range of individuals and groups will be asked for their views about these proposals during the period 21 May to 9 July 2018. All responses received as part of the previous consultation in March/April 2018 are reflected in the Consultation Report and analysis of the protected characteristics of respondents to both consultations are included in this assessment. Before any decisions are made, the Council needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposals known.

The Council consulted with the following groups:

Staff (teaching and non-teaching) at Llancarfan Primary school	Governing Body of Llancarfan Primary School
Parents/Carers and Guardians of children attending Llancarfan Primary school	Llancarfan Community Council
Vale of Glamorgan Children and Young People's Partnership	Vale of Glamorgan Early Years Development Partnership (EYDCP)
Communities First Partnership	Local Councillors
Assembly Members (AM's) / Members of Parliament (MP's) / Regional Assembly Members	Welsh Language Commissioner
Care and Social Services Inspectorate Wales (CSSIW)	Neighbouring Primary and Secondary schools in the Vale of Glamorgan
Rhieni dros Addysg Gymraeg (RHAG)	Central South Consortium Joint Education Service
Estyn	Trade Unions
Welsh Government Ministers	Directors of Education – All neighbouring Authorities
Local Police and Crime Commissioner	Diocesan Directors of Education
Council's Transportation Department	

## How will you achieve the proposed changes?

The second consultation period for the proposal started on 21 May 2018 and ended on 9 July 2018.

Within 13 weeks of 9 July 2018 a consultation report will be published on the Council's and school's websites. Hard copies of the report will also be available from the school office on request. The report will summarise the issues raised by consultees during the consultation period and responses to these issues. The report will also contain Estyn's view of the proposals. In September 2018 Cabinet will consider the consultation report and decide

whether or not to proceed with the proposals.

If the Council decides to continue with the proposals it must publish a statutory notice.

The Council's proposals mean that all pupils, staff and governors would move to the new school site with the addition of a nursery unit in September 2021. It is proposed that transitional admission arrangements would apply to existing Llancarfan Primary School pupils after their move to the new building. The Council's intention is to honour the feeder arrangements and catchment area links to Cowbridge for Llancarfan Primary School pupils who are on roll at the school on migration up until they leave. Any pupils joining Llancarfan Primary School after the move would be subject to the agreed admission arrangements in place at that time.

Transportation is currently provided for pupils travelling to Llancarfan from the Rhoose and Cowbridge area. This would continue for those children subject to the two mile limit eligibility criterion for free school transport for primary age children.

### **Who will deliver the proposal?**

Subject to the approval of this proposal, a significant capital investment will be made to establish a new school building for Llancarfan Primary School. The Council will manage the process and the governing body, staff, parents and pupils of Llancarfan Primary School will be fully engaged in the development of the plans, including where appropriate adaptations to the building design to ensure equality of opportunity for teaching and learning experiences. The Council will also be responsible for managing the construction.

This building would be delivered with external partners by the 21<sup>st</sup> Century Schools team within the Directorate of Learning & Skills as part of the Councils School Investment Programme following its successful bid for funding as part of the 21<sup>st</sup> Century Schools Programme. Projects are subject to statutory consultation and rigorous business case as required by the School Organisation Code and Welsh Government. The 21st Century Schools Programme is a long-term strategic investment in educational estate throughout Wales. It is a unique collaboration between Welsh Government, the Welsh Local Government Association (WLGA), local authorities, colleges and dioceses. All of the Vale of Glamorgan Council projects that were undertaken as part of Band A of the 21st Century Schools Programme were completed on time and on budget.

### **How will you know whether you have achieved the proposal's purpose?**

The Council would have determined the proposal and:

- Create a new 210 place primary school building with a 48 part time place nursery class for Llancarfan Primary School in Rhoose
- Transfer staff and pupils from the current Llancarfan Primary School Building into the new school building.



- Change the age range of Llancafán Primary school from 4-11 years to 3-11 years.

Cabinet may decide to approve, reject or approve the proposals with modifications. In doing so, the Council will take into account any statutory objections that it has received.

## 5. What evidence are you using?

### **Engagement (with internal and external stakeholders)**

The consultation processes followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and School Organisation Code 2013. The Council consulted with a range of statutory consultees outlined in and required by the Code.

The authority received 1136 individual responses by the consultation closing date of the 20 April and 9 July 2019 for the second. Of the total 1136 individual responses received 82 were in favour of the proposal, 1046 were opposed, and 8 provided no opinion either way. The governing body of Llancafán Primary School and Estyn also formally responded.

It has been noted that not all consultees provided a response to each of the questions and that some forms were not fully completed. In these cases we have accepted the responses to the questions that they have chosen to answer. Where recorded the protected characteristics of the respondents are provided in this report.

Feedback from consultation meetings and drop in sessions are not included in this report as it was stated clearly in the consultation document that the Council would only accept responses using the official consultation response form. Consultees were advised of this at the drop in sessions. The consultation and engagement processes followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and School Organisation Code 2013. The Council consulted with a range of statutory consultees outlined and required by the Code.

Consultation was undertaken at a formative stage and allowed for intelligent consideration and response. The timescales for consultation comply with the School Organisation Code and allowed 7 weeks for consultees to consider and prepare a response.

The Council is using the feedback and responses received to the engagement and consultation exercises carried out in relation to the proposal, this also included engagement with pupils of Llancafán Primary School. The Council held drop in sessions and invited stakeholders to attend as part of the process.

Respondents were asked to complete an Equalities Monitoring form included in the consultation document. The Council received 1136 responses to both consultations either by post or on line. The closing dates for the return of forms were the 20 April and 9 July 2018 respectively.

A number of themes received in as part of the process will be addressed and contained within a consultation report to be reported to Cabinet on the proposal. The Council has a statutory duty to publish a consultation report on the proposal.

A parent attending one of the consultation events was concerned that some children with additional learning needs can benefit from a small school. They felt that their child, who is autistic, requires small and quiet learning environment in which to thrive.

Other comments received highlighted a view that pupils would be better supported in a smaller school environment.

## **Consultation (with internal and external stakeholders)**

The consultation processes followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and School Organisation Code 2013. The Council consulted with a range of statutory consultees outlined in and required by the Code.

Formal consultations were conducted through a consultation document and response form distributed electronically to prescribed consultees and published on the Vale of Glamorgan website the on the 5 March for the first consultation and 21 May 2018 for the second.

The bilingual consultation documents were published on 5 March 2018 for the first consultation and 21 May 2018 for the second and distributed online, through social media, and on the Vale of Glamorgan Council's website. Consultees were provided with an electronic copy of the documents and a link to the Vale of Glamorgan website. Hard copies were available at the school and also at all of the consultation events.

Consultees for both consultations were asked for their opinion on a key question:

- Do you support the proposal to provide a new school building with a new nursery unit for Llancarfan Primary School from September 2021?

Consultees were also offered the opportunity to comment further:

- If you would like to suggest any changes or alternatives to the proposals, please detail these below.
- Any other comments?

Meetings for both consultations were held with the staff and governors at Llancarfan Primary School which were attended by Council officers. Two drop in sessions, for both consultations, were held for all stakeholders in Llancarfan and Rhoose.

Consultation sessions for both consultations were undertaken with the School Council of Llancarfan Primary School to engage the pupils in the consultation process.

The consultation processes gave a range of consultees and local people the opportunity to

learn about the proposal and for the Council to hear the views of all those with an interest so that they can be taken into account before any decisions are made. The number of respondents and characteristics thereof are detailed under the Engagement heading above.

## National data and research

A great deal of information is available with relation to the population within the Vale of Glamorgan. This can be accessed from the following sources.

Household projections by local authority <https://gov.wales/docs/statistics/2017/170323-household-projections-local-authorities-2014-based-en.pdf>

Future population trends <https://www.slideshare.net/StatisticsWales/welsh-government-future-trends-report-2017-population>

ONS 2016 population estimates (row 392 code W06000014)  
<https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland/mid2017/ukmidyearestimates2017finalversion.xls>

Protected characteristic data from 2011 Census  
<https://gov.wales/statistics-and-research/census-population/?lang=en>

The Councils proposal will be delivered through the Welsh Government 21<sup>st</sup> Century Schools Programme. The 21st Century Schools Programme is a long-term strategic investment in educational estate throughout Wales. It is a unique collaboration between Welsh Government, the Welsh Local Government Association (WLGA), local authorities, colleges and dioceses. All of the Vale of Glamorgan Council projects that were undertaken as part of Band A of the 21<sup>st</sup> Century Schools Programme were completed on time and within budget. The Council is expected to receive Welsh Government Band B match funding through the 21st Century School Programme for the proposal.

Changes to school provision, in the form of statutory school organisation proposals, are often necessary as part of local authority plans within the 21st Century Schools and Education Capital Programme.

The School Standards and Organisation (Wales) Act 2013 requires that the Welsh Ministers issue a School Organisation Code. The School Organisation Code 2013 sets out requirements for consultation upon and publication of, statutory proposals for change and local authorities are required to follow the Code. The Code sets out requirements and provides guidance in respect of school reorganisation proposals brought forward to reconfigure school provision and for those responsible for determining proposals. The consultation process follows Welsh Government guidelines outlined in the School Organisation Code.

## Local data and research

The Council is using current demographic, school and pupil data to inform the proposal. A strategic review of data was used to inform the process.

The Councils adopted Local Development Plan has allocated a total of 787 new dwellings in Rhoose. The allocation comprises 87 dwellings at land south of the Railway Line and 700 new dwellings at land north of the Railway Line. The allocation to the south of the Railway Line has been completed and occupied with children in the school system. The allocation to the land north of the railway line is in two parts:

- Land to the north-west of the Railway line (350 units); and
- Land to the north-east of the Railway line (350 units)

It is anticipated that the additional housing from the developments will increase demand in the area by an estimated 70 places for nursery age children, 194 places for primary age children, of which 162 are likely to require English medium provision, and 174 places for secondary age children. Based on current projections to include both housing developments, by 2023 there is an anticipated shortfall of 90 primary school places in the Rhoose area.

Llancarfan Primary school has a catchment area population of 55 primary age children set against a capacity of 126 places. Only 29 of the 55 primary aged children living in the catchment area attend the school. The majority of pupils attending the school reside outside the catchment area. There were 101 children on roll as at May 2018, of which 29 (29%) live in the school catchment area. The remaining 72 children (71%) live outside the school catchment area. 35 (49%) out of the 72 pupils residing out of catchment live in the Rhws Primary School catchment area.

Over the last three years, an average of 4 children have been born in the Llancarfan Primary School catchment area each year compared to 18 places available at the reception intake.

The Council's proposal is to transfer Llancarfan Primary School into a new school building which would be located in Rhoose and is 4.7 miles away from the existing Llancarfan Primary School site.

## 6. [How robust is the evidence?](#)

### Does it show what the impact will be (positive and negative)?

This proposal pays due regard to the need to eliminate discrimination, advance equality, and foster good relations as an integral part of the decision making process. The impact of the proposal will be positive in terms of managing the demand for school places in the Vale of Glamorgan and in the Rhoose area and ensuring that pupils within an extended age range can receive education. The proposal will also be positive for those children attending Llancarfan school who live in the Rhoose area as they will have less distance to travel to school. The majority of pupils attending Llancarfan Primary School do not live in the local community. There are currently 69 pupils attending the school who live more

than 2 miles away from the school and are not entitled to free transport. This would reduce to 42 pupils following the move of the school to the proposed site.

There is a negative impact in terms of travel for those living in the current Llancafán school catchment area and moving to the school site in Rhose. Free school transport would be provided to those children living two or more miles to the school.

## **What are the gaps?**

The protected characteristics of future new residents emanating from the proposed new development are unknown at this stage. There is limited information held within the Directorate of the protected characteristics of the staff and governing body however the proposal is designed to have a positive or neutral impact on those with protected characteristics accessing the new building. As the staff and governing body are small in number, this data may also serve to identify individuals and personal information held about them. However as part of the consultation several opportunities via a variety of confidential methods were given to staff and governors to express concerns with relation to their personal circumstances as well as any wider concerns. No issues were raised during the consultation or subsequently that were considered to have an adverse impact on the protected characteristics of staff or governors. As a result this is not included in this assessment. The council would ensure that the Governing Body were supported to ensure that all staff and governors would not be adversely impacted as a result of their protected characteristic as a result of this proposal.

## **What will you do about this?**

Consideration of the protected characteristics of the pupils, staff and governing body would be reflected in the development of the new building for example via the provision of a fully accessible building and gender neutral toilets.

The protected characteristics of future occupiers of the school cannot be known however the new building would ensure equality of opportunity for all those accessing the new building.

Information is provided to the school by the parents and professionals on the child's enrolment at the school. This allows the school to ensure that the school can meet their needs.

## **What monitoring data will you collect?**

The Pupil Level Annual School Census (PLASC) data is collected on an annual basis, protected characteristics are captured through this process.

## How often will you analyse and report on this?

The pupils Level Annual School Census (PLASC) is completed annually. The Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored via the school's Governing body, the Council, the Central South Consortium and Estyn.

## Where will you publish monitoring data and reports?

School Census School is published by Welsh Government on the STATS Wales website for each local authority area.

There would be continued monitoring of school standards across all year groups by the Governing Body, the Local Authority and the Central South Consortium and via Estyn.

Standards in schools are monitored on an annual basis by the Consortium and reported back to the Local Authority. Standards for children who have been identified with additional learning needs, along with those children identified as school action and school action plus will also be part of the Annual National Categorisation School Report carried out by the Central South Consortium in partnership with the school.

## 7. [Impact](#)

### Is there an impact?

There would be a positive impact on persons with the protected characteristics of age, disability and gender reassignment/ identity. The proposal would support the school to ensure that it has the improved facilities to promote equality of opportunity and foster good relations between those with different protected characteristics. There has been no perceived negative impact on the protected characteristics identified. Although it is acknowledged that some people will have longer to travel to school, there are currently no children with physical disabilities attending the school that impact on mobility. The existing site is not fully compliant with the requirements of the Equality Act 2010 due to site constraints. Successful implementation of the proposal would enable compliance by providing a fully accessible building with gender neutral facilities.

The positive impacts are outlined below in the relevant section.

### If there is no impact, what is the justification for thinking this? Provide evidence.

Evidence is assessed through the consultation process and through school and pupil data.

## If there is likely to be an impact, what is it?

### Age

According to the Pupil Level Annual School Census (PLASC) carried out in January 2018 there were 106 children on roll of which 90 were of compulsory school age. 38 children were aged between 4 – 7 and 68 children aged 8 – 11.

1136 people responded to both consultations, 1049 were completed on line and 87 were received as written correspondence. Age related data is only available for submissions received on line of which 65 were under 18, 689 were aged between 18 – 54 and 227 were aged 55 and over. Of those that responded on line, 158 chose not to state their age.

The proposal would provide a 210 place primary school building with a 48 part time place nursery class changing the age range of the school from a 4-11 year old school to a school educating 3-11 year olds providing a positive impact for children aged 3 – 4 to be educated locally. This proposal would develop continuity and progression in children's learning from the age of three. A consistent approach to the planning and delivery of the foundation phase (nursery to year two) would be enhanced through the establishment of a nursery unit. The already well-developed holistic approach could be embedded from an early age.

As the school will provide additional places for children of nursery school age then the proposal would provide a positive impact for children of that age bracket. There would also be a positive impact for all other primary age groups. The school would be able to provide sufficient places for Primary School age children that would not be available without the new school building.

As the school on a new site would be of sufficient size to provide the required places for children of primary school age who will be residing in the area and will be extended to nursery age children, the proposal would provide a **positive** impact for children of these age brackets. However, it is noted that section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to pupils in schools (see paragraph 1 of Schedule 18 to the 2010 Act).

### Disability

The data held on pupils is characterised by Special Educational Needs (SEN) not disability. 11% of children attending Llancarfan Primary School have SEN which is lower than the average (14%) for the Vale of Glamorgan Primary School population. This will include pupils with a disability however it will also include pupils without a disability. There are no pupils with a disability which impacts on their mobility currently on roll at the school. The degree of need varies across a range of additional learning needs types including:

Additional Learning Needs (ALN) Groups
ASD (Autistic Spectrum Disorder)
BESD (Behavioural, emotional and social difficulties)
DYSL (Dyslexia)
GLD (General Learning Difficulties)
MLD (Moderate Learning Difficulties)
SLCD (Speech, Language and Communication Difficulties)

62 (5.9%) of respondents to the consultation said their day to day activities were limited because of a physical or mental condition. None of the 62 respondents indicated that this proposal would have an adverse impact on their disability.

The proposed new school building would be designed in such a way as to equip staff to meet the needs of learners with additional learning needs.

The school would provide a targeted and bespoke curriculum which is responsive to the individual child's abilities and ensures that all children who require additional support are integrated across all areas of the curriculum. It has been recognised that some parents may have selected Llancarfan Primary School due to a preference for a smaller school to support their child's individual needs. As the Council is not proposing to close the school, the staff would remain unchanged and would be very aware of the individual needs of pupils. All staff, governors and pupils would be in a position to liaise with the Council at the design stage in order to ensure that the learning environment is supportive of all pupils, including those who benefit from a quieter learning environment.

There are many design elements that could be incorporated to support pupils. These could include, for example a small room between a pair of classrooms which could be used for individual / small group learning or could be used as a breakout space should a pupil need to retreat from the classroom. Creative use of acoustic materials and bespoke calming colour schemes etc. would also be considered by part of the design team in full consultation with staff pupils and governors. The school will be designed to have flexible spaces which could be adapted by the use of furniture for specific activities, which would include quiet areas for individual learning. The building will be designed to current acoustic standards (BB93). This will define the acoustic performance standard that the school will be designed to. The whole building will be designed to comply with current building regulations for disabled access, with parking and access into the school building as well as assess throughout the school. Natural daylighting and ventilation will be a key feature of the new learning environment.

The protected characteristics of children who will emanate from the new development in Rhoose are unknown at this stage. This data is collected where appropriate on admission and the Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored via the school's Governing Body, the Council, the Central South Consortium and Estyn.

Based on the policies in place that would not change as a result of the move to a new school building, staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school and all people accessing the building will benefit from its accessible



nature.

The proposal will therefore provide a **positive** impact for pupils, staff, governors and the wider community visiting the school who have been identified within this protected group as they will have access to a fully accessible school building which has been designed to consider individual needs and will be managed by existing senior leaders at the school.

## **Gender reassignment, including gender identity**

Gender reassignment is not recorded for Primary age pupils however individual pupils choosing to live other than at their birth gender are supported within Primary Schools. All children would continue to receive a high quality education at the new school site. The new building would have suitable facilities in place to accommodate pupils of any gender; no pupil would need to consider changing schools due to gender reassignment. Pupils and staff have the right to access the toilet that corresponds to their gender identity. Any pupil or staff member who has a need or desire for increased privacy, regardless of the underlying reason, would be provided access to a single stall toilet, but no pupil or staff member shall be required to use such a toilet. The new building would provide single stall toilets that can be used by all, albeit separate facilities would be available for adults and children.

The use of changing rooms by Trans pupils and staff would be assessed on a case by-case basis in discussion with the individual concerned. The school would maximise social integration and promote an equal opportunity to participate in physical education classes and sports, ensuring the safety and comfort, and removing adverse impact for the individual. In most cases, Trans pupils or staff would have access to a changing space that corresponds to their gender identity.

The transfer of Llancarfan Primary School to a new school site would therefore have a **positive** impact on individuals protected under the duty of gender reassignment. All children would continue to receive a high quality education as part of an 'all through' 3 to 11 year school.

Staff would continue to receive protection under the Equalities Act 2010.

Staff would also have access to improved, gender neutral facilities and would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school. Non-binary people, including staff, governors and members of the community accessing the facilities would benefit from the gender neutral adaptations to the school that have been identified above.

None of the respondents indicated that this proposal would have an adverse impact on their gender identity. Based on current evidence this proposal would have a **positive** impact on this protected group.

## Marriage and civil partnership (discrimination only)

The Equality monitoring form indicates the following breakdown.

What is your marital status?	
Married	582 (55.5%)
Civil Partnership	2 (0.2%)

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. This information is not held at a directorate level for staff and governors however the proposal is designed to have a positive or neutral impact on those with protected characteristics accessing the new building. Pupils at the School are below the legal marriage age. Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

Based on the policies in place that would not change as a result of the transfer to a new school building, this proposal would have a **neutral** impact on this protected group.

## Pregnancy and Maternity

It is considered that there will not be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age range of the school. The provision of education for any pupil identified as being within this protected group would remain unaltered by the proposal.

Staff who are on maternity leave or are pregnant at the point of the proposed move would be protected under the Equalities Act 2010.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard however reference to the impact, both positive and negative, on future children was made in a small number of responses. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

## Race

The predominant ethnicity at Llancarfan Primary School is currently White – Welsh/English/Scottish/Northern Irish British with 97% of children falling within this category. This is significantly higher than the average (90% White British) across the wider Vale Primary School population.

As the children will be moving to a new school building, it is unlikely that the proposal will significantly change the ethnic profile of the school although the characteristic of children emanating from the new development in Rhoose being built at this time is unknown at this stage.

All staff, pupils and governors would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal and the very small number of pupils in this category, this proposal would have a **neutral** impact on people in this protected group.

## **Religion and belief**

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

Respect for all religious and non-religious beliefs would not change due to this proposal. This school is a community school and the aspect of the curriculum relating to religion and belief would not change as a result of this proposal.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard although reference was made to the wider issue of the number of faith schools in the Western Vale. This proposal does not reduce the number of faith school places and increases the number of community (non-faith based) school places. Based on the policies in place that would not change as a result of the proposal this proposal would have a **neutral** impact on people in this protected group.

## **Sex**

The school currently has 49% female pupils on roll and 51% male. This is the same percentage as the Vale wide primary pupil population therefore there would be no perceived negative impact. The staff population is 62% female and 38% male, compared with a Vale wide profile of 89.7% female, 10.3% male staff in Primary Schools. The staff at the school is however small in number and therefore this figure is disproportionate.

Children of both sexes would be treated and taught equally in the school at its new site. There would be no different methods of teaching or curricula for either sex. The school would aim to reduce - as far as possible - segregating pupils and students by Gender. Pupils would continue to be supported to enable equal access to PE and where lessons are segregated by sex/gender they would be enabled to participate in the activity which corresponds to their gender identity if this is what they request. The aspect of the curriculum management relating to any identified gender based attainment gap would not change as a result of this proposal.

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

From those respondents who fully or partially completed the Equal Opportunities Monitoring form

31% (325) were completed by men

62.5% (656) were completed by women

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

## Sexual orientation

Inclusivity and respect of others is an intrinsic element of the national curriculum. The principles of school inspection as described in the 'Framework for School Inspection', September 2015 states that the inspection will focus on the needs of pupils and parents by evaluating the extent to which schools provide an inclusive environment which meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. The Estyn School Inspection Handbook also details how inspection will evaluate how well individual pupils benefit from the school and states it may be relevant to pay particular attention to those with protected characteristics, therefore including transgender pupils. Under spiritual, moral, social and cultural development Estyn will look for evidence where pupils develop awareness and respect for diversity in relation to, for example gender, race, religion and belief, sexual orientation and disability.

Inspectors will also consider types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment – this includes cyber bullying and prejudice-based bullying related to special education need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

The Equality monitoring form for respondents indicates the following breakdown.

Which of the following options best describes how you think of yourself?	
756 (72%) Heterosexual/Straight	14 (1.3%) Gay or Lesbian
1 (0.09%) Bisexual	5 (0.5%) Other
182 (17.3%) Prefer not to say	

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

**Welsh language** - Parental demand for Welsh medium primary education will continue to be provided through the catchment area school Ysgol Dewi Sant.

Llancarfan Primary School is an English medium school and this proposal does not seek to change this. The Council was very successful in increasing Welsh medium primary sector capacity within the Vale of Glamorgan under Band A of the 21st Century Schools

Programme. In order to build on this success, a key priority for Band B is to increase capacity in the Welsh medium secondary sector as well as consideration of further developments at primary level. In order to ensure that the Council actively addresses the Welsh Government target of one million Welsh speakers by 2050, the Council will be undertaking an active programme of addressing need with regard to Welsh and English medium education.

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a **neutral** impact on people in this protected group.

## Human rights

Consideration of the UNICEF document, A Human Rights-Based Approach to Education For All was given as part of the development of this consultation. This document advises that Chapter 2 introduces a conceptual framework for the rights-based approach to education that embodies three interlinked and interdependent dimensions. It contends that human rights related to education cannot be realized unless and until all three are addressed:

- The right of access to education – the right of every child to education on the basis of equality of opportunity and without discrimination on any grounds. To achieve this goal, education must be available for, accessible to and inclusive of all children.
- The right to quality education – the right of every child to a quality education that enables him or her to fulfil his or her potential, realize opportunities for employment and develop life skills. To achieve this goal, education needs to be child-centred, relevant and embrace a broad curriculum, and be appropriately resourced and monitored.
- The right to respect within the learning environment – the right of every child to respect for her or his inherent dignity and to have her or his universal human rights respected within the education system. To achieve this goal, education must be provided in a way that is consistent with human rights, including equal respect for every child, opportunities for meaningful participation, freedom from all forms of violence, and respect for language, culture and religion.

This proposal has been presented in order to address the right of access to education, the right to quality education and the right to respect within the learning environment for all pupils within the Vale of Glamorgan.

Moving the school to larger accommodation with a new catchment with sustainable numbers would:

- Enable the school to further improve while catering for a greater pupil population.

- Ensure that the environment was accessible for all
- Provide innovative and creative learning environments which are adaptable to change and will challenge and support children to reach their full potential.
- Increase the level of community access and interaction through the use of the school's educational facilities whilst meeting the needs of the school.
- Establish a nursery unit which offers a more efficient and sustainable model of delivery of education for the 21st Century that meets national building standards and reduces the recurrent costs and carbon footprint of education buildings. The new building will meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standards and be built to an EPC (Energy Performance Certificate) A rating.
- Develop the ethos and culture of the school in children from an earlier age, leading to effective interpersonal relationships and higher self-esteem.
- Provide a consistent approach from 3-11 years to promote and underpin continuity and progression for pupils, ensuring breadth and balance across the curriculum.
- All curriculum planning and resourcing would build successfully on previous pupil knowledge and experience and engage interest.
- Support pupils to develop their ability to learn new skills and apply their subject knowledge more positively and creatively across a continuum of learning.
- Improve the already good arrangements for the care, support and guidance of pupils from an earlier age.
- Extend and develop partnerships with families from the earliest opportunity to strengthen home / school transition.

## How do you know?

**Explain this for each of the relevant protected characteristics as identified above.**

Data is provided and analysed through the Pupil Level Annual School Census data collected in the January of each year. The Council also uses current demographic, school and pupil data to inform the proposal. The staff would also continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

## What can be done to promote a positive impact?

**Explain this for each of the relevant protected characteristics as identified above.**

The availability of the school, its benefits and the facilities available will be published on the Council's website and through the Council's Parental Guide to School Admissions for parents to consider when making a decision on where to express a preference for a pupil place. Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimize disadvantages suffered by them. Due regard would therefore be paid to the need to take steps to meet the needs of such persons where those needs are different from persons who do not have that characteristic, and to encourage those who have a protected characteristic to participate

in public life. The steps involved in meeting the needs of disabled persons include steps to take account of the persons' disabilities would be key to the design of the new building. Having due regard to 'fostering good relations' involves having due regard to the need to tackle prejudice and promote understanding. This is an important aspect to curriculum delivery and would not change as a result of this proposal

It is acknowledged that complying with the duty may involve treating some people better than others, as far as that is allowed by the discrimination law.

## **Age**

As the school would continue to provide sufficient places for children of primary school age and would be extended to nursery age children, the proposal would provide a positive impact for children. Inclusivity and respect of others is an intrinsic element of the national curriculum.

## **Disability**

Llancarfan school site is currently constrained and too small to expand to meet Building Bulletin requirements as adopted by the Welsh Government for the 21<sup>st</sup> Century Schools Programme. The site is not fully accessible due to a confined site and the buildings do not meet 21<sup>st</sup> Century School design guidance. This new building would be designed to ensure it was fully accessible to all, regardless of the nature of their disability.

As stated previously design elements would be incorporated to support pupils such as a small room between a pair of classrooms which could be used for individual / small group learning or could be used as a breakout space should a pupil need to retreat from the classroom. The school would be designed to have flexible spaces which could be adapted by the use of furniture for specific activities, which would include quiet areas for individual learning. The school would be designed to current acoustic standards (BB93); this will define the acoustic performance standard that the school will be designed to. The whole building will be designed to comply with current building regulations for disabled access, with parking and access into the school building as well as access throughout the school. Natural daylighting and ventilation will be a key feature of the new learning environment.

Inclusivity and respect of others is an intrinsic element of the national curriculum. The proposal would provide a positive impact.

## **Gender reassignment, including gender identity**

All children would be supported to receive a high quality education if the proposal were to be successfully implemented regardless of gender identity. The school will have suitable facilities in place to accommodate pupils of any gender; no pupil or staff member would need to consider changing schools due to gender reassignment.

Inclusivity and respect of others is an intrinsic element of the national curriculum. The proposal would provide a positive impact.

## **Marriage and civil partnership**

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Pregnancy and Maternity**

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Race**

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Religion and belief**

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Sex**

Children of both sexes would continue to be treated and taught equally in the new school building. There would be no different methods of teaching or curricula for either sex. Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.

## **Sexual orientation**

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources.



## **What can be done to lessen the risk of a negative impact?**

**Explain this for each of the relevant protected characteristics as identified above.**

Those children that will have further to travel from the Llancarfan area following the move to the new school site will be provided with free school transport to the school. Following the move to a new site, of those pupils with known protected characteristics placing them in a minority group who currently attend the school, 66% will no longer be on roll and 33% will live closer to the new school site. The protected characteristics of any future pupils are not currently known. School transport would be provided in line with the Councils transport policy which provides free home to school transport for children who live more than 2 miles from their nearest suitable school. At present there is no evidence to suggest reasonable adjustment would be required for any pupil, however parents will be encouraged to discuss any needs with both the school and the Council, should the proposal be implemented, during the transition phase.

Any pupil attending Llancarfan Primary School on the date of the move to the new school site who lives more than 2 miles from the new school site would therefore be entitled to free school transport. Any pupils who no longer live 2 miles from the new Llancarfan Primary School site as a result of the relocation would no longer be entitled to free school transport.

It is likely that two mini buses would serve the school, one from the Llancarfan area and another serving Llancadle and Llanbethery although the exact arrangements would be determined by the school transport department. Escort provision is generally provided on 16 seat minibuses and above in order to supervise children on their journey to and from school. The Council currently operates a number of buses to primary schools across the Vale of Glamorgan travelling in excess of 5 miles to a school. It is not unusual for young children to be travelling on school transport. Risk assessments, safeguarding training and processes and health and safety procedures are firmly embedded in the delivery of the service.

Whilst some parents will no longer be able to walk their children to school, the availability of a school bus would enable parents to utilise school transport and for children to travel together.

## **Is there a need for more favourable treatment to achieve equal outcomes? (Disability only)**

The current facilities are not fully accessible and this would be addressed positively as part of this proposal. The building will be designed to be fully accessible. In addition, small classrooms and quiet break out areas will be considered as part of the design plan in order to ensure that children requiring a quieter and less busy learning environment can be accommodated.

## Will the impact be positive, negative or neutral?

Explain this for each of the relevant protected characteristics as identified above.

Age - Positive

Disability - Positive

Gender reassignment, including gender identity – Positive

Marriage and civil partnership – neutral

Pregnancy and Maternity – neutral

Race – neutral

Religion and belief – neutral

Sex – neutral

Sexual orientation – neutral

In conclusion, there is no real risk of direct or indirect discrimination as the Council is pursuing a legitimate aim (namely, improving the capacity and efficiency of education) and the decision to publish the proposals to make regulated alterations is a proportionate means of achieving that aim.

## 8. Monitoring on-going impact

### Date you will monitor progress

PLASC data is annual and if approved by cabinet a project plan for this proposal will be initiated. This will include reference to this document. Any changes in outcomes resulting from this ongoing analysis will be used to update this Equality Impact Assessment, including any mitigating actions which may be required.

### Measures that you will monitor

PLASC data for all pupils will be broken down and monitored by Age, Disability, Race, Religion and belief and Welsh language. The Equalities Team monitors service data and provides information in the annual equality monitoring report. The measures identified for the education of pupils are a matter for the governing body in their School Improvement Plan.

### Date you will review implemented proposal and its impact

Subject to cabinet approval, the school will receive enhanced support and challenge in the year following its move as is the practice following all school re-organisations. This will be provided by the Central South Consortium and the Council. Thereafter, the school will be subject to routine monitoring and challenge from the Central South Consortium, Estyn, and the Council.

The Vale of Glamorgan Council works closely with the governing bodies of schools to ensure that standards are robust, that teaching and learning is of a high quality and that leadership and governance is strong. The Council works with two organisations in order to monitor the performance of schools and to support school improvement.

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under section 104 of the Government Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority works with the Consortium to support and challenge all schools in the Vale of Glamorgan.

Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils (Estyn).

In September 2017 a new Estyn School Common Inspection Framework was introduced for all schools across Wales. Llancarfan Primary School was last inspected in March 2014 under Estyn's previous School Inspection Framework which awarded grades for 10 quality indicators.

Under this framework, inspectors also provided an overall judgement on the school's current performance and on its prospects for improvement.

## 9. Further action as a result of this equality impact assessment

Possible Outcomes	Say which applies
No major change	yes
Adjust the policy	
Continue the policy	
Stop and remove the policy	

## 10. Outcomes and Actions

Recommend actions to senior management team
Outcome following formal consideration of proposal by senior management team

## 11. Important Note

Where you have identified impacts, you must detail this in your Cabinet report when seeking approval for your proposal.

## 12. Publication

<p>Where will you publish your approved proposal and equality impact assessment?</p> <p>Vale of Glamorgan Website</p> <p>In addition to anywhere you intend to publish your approved proposal and equality impact assessment, you must send a copy to Tim Greaves, Equality Co-ordinator, to publish on the equality pages of the Vale of Glamorgan website.</p>
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## 13. Authorisation

<b>Approved by (name)</b>	Lisa Lewis
<b>Job Title (senior manager)</b>	Operational Manager, Strategy & Resources
<b>Date of approval</b>	31/08/2018
<b>Date of review</b>	To be reviewed following the statutory objection period, should the proposal progress