

# Fairness and Equalities Impact Assessment (FEIA)

This is an integrated Impact Assessment which aims to ensure Newport City Council makes decisions which are fair, take account of relevant evidence, and seek to secure the best outcomes for our communities. **An FEIA should be used to inform the first steps of decision-making, at concept stage, not when a decision is already made, or at the point when it cannot be influenced.** This impact assessment considers our legislative responsibilities under:

- The Equality Act (2010), including the Socio-economic Duty
- The Wellbeing of Future Generations (Wales) Act (2015)
- The Welsh Language (Wales) Measure (2011)

The FEIA process is not intended to prevent decisions being made, but to ensure we have considered their potential impact. An FEIA also helps us to focus on how we can reduce any negative impacts, and provides us with evidence that we have met our legal duties.

*For support to complete your FEIA, please contact the [Connected Communities Team](#)*

## What do we mean by Fairness?

The Newport Fairness Commission is an independent body which advises the council on the best use of resources and powers to achieve the fairest outcomes for local people. The Fairness Commission has established four **Principles of Fairness** which should be considered as part of any decisions that the council make – the questions below are useful to reflect on before you start your FEIA.

<b>Equity</b>	Are people being treated in a consistent way, whilst acknowledging their differences (for example, need, barriers to accessing services)?
	Will the gap between those with more, and those with less be reduced?
	Have the interests of different groups affected (including minority or disadvantaged communities) been taken into account?
<b>Priority</b>	Have the needs of the most disadvantaged and vulnerable across the city been given priority?
	Have you considered possible indirect consequences for minority/disadvantaged communities when other priorities are directing decisions?
<b>Inclusion</b>	Will the voices of all those affected by your decision be heard?
	Are people able to participate in and shape a service, as well as receiving it?
	Have you considered the impact of your decision on the relationship between communities, and the spaces they share?
<b>Communication</b>	Are decisions being made transparently and consistently?
	How will decisions be communicated to people who are affected in a clear way, with the opportunity for feedback?

## Part 1: Identification

Name of person completing the FEIA	Robert Fisher
Role of person completing the FEIA	<b>Education Information &amp; Development Officer</b>
Date of completion	<b>1<sup>st</sup> September 2023</b>
Head of Service who has approved this FEIA	<b>Sarah Morgan</b>

### 1. What is being assessed? *(Please double click on the relevant box(es) (X) and select 'checked' as appropriate)*

- New or revised policies, practices or procedures (which modify service delivery or employment practices)
  - Service review or re-organisation proposals which affect the community and/or staff
  - Efficiency or saving proposals
  - Setting budget allocations for new financial year and strategic financial planning
  - Decisions affecting service users, employees or the wider community including (de)commissioning or revising services
  - New project proposals affecting staff, communities or access to the built environment
  - Public events
  - Local implementation of National Strategy/Plans/Legislation
  - Strategic directive and intent, including those developed at Regional Partnership Boards and Public Service Boards
  - Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
  - Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
  - Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other *please explain in the box below:*

## 2. Please describe the overall aims, objectives and intended outcomes of your decision

The intended outcome is to obtain permission to publish a statutory notice concerning a statutory proposal to reduce the Published Admission Number (PAN) and extend the age range at Malpas Church in Wales Primary School.

Over recent years the numbers of pupils attending Malpas Church in Wales Primary School has decreased. As of January 2023, there were 25% surplus places at the school. Pupil forecasts indicate that the number of surplus places will continue to increase at the school over the next 5 years.

Malpas Church in Wales Primary School is the only primary school in the local area without a nursery class attached. Pupils that previously attended Kimberley Nursery School (located off Malpas Road) would often progress to Malpas Church in Wales Primary School. In March 2021, the proposal to amalgamate Fair oak Nursery School and Kimberley Nursery School on the Fair oak Nursery School site from September 2021 was determined, reducing maintained nursery places in the Malpas area.

It is proposed that reducing the PAN from 54 to 45 will reduce the amount of surplus places in Malpas Church in Wales Primary School; in turn this will create space within the school to allow the establishment of a 16 place nursery class. This will provide equity of provision under a 3-11 model across the Malpas area and make good use of the available space and provide stability for planning and staffing the classes in the school.

The consultation period ran from 19<sup>th</sup> June 2023 to 30<sup>th</sup> July 2023, and enabled Newport City Council and Malpas Church in Wales Primary School to seek views on the proposal.

**3. Who are the main stakeholders who may be impacted by your decision and what data do you hold on them? Consider communities of place (people who live in the same geographic area) and communities of interest (people who share particular characteristics but may live in different geographic areas). Stakeholders may include residents, local businesses, community groups, staff or partners.**

The key stakeholders are:

- Parents and families of pupils currently attending Malpas Church in Wales Primary School.
- Teachers and staff at Malpas Church in Wales Primary School.
- Families with pre-school age children in the Malpas area.

The statutory code outlines key stakeholders, however, this list is not exclusive, and the Council has identified and added to this because of feedback received in relation to previous proposals. An invitation to engage with the consultation process was sent to the following stakeholder groups:

- Parents, carers and guardians of pupils attending all schools affected or potentially affected by this proposal.
- Pupils attending all schools affected or potentially affected by this proposal.
- Members of staff currently employed at all schools affected or potentially affected by this proposal.
- Neighbouring Local Authorities across the South East Wales Consortium area.
- The Headteacher and Governing Bodies of all Newport schools.
- All Newport City Council elected members.
- All Newport Community Councils.
- The Welsh Ministers.
- Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by the school subject to the proposal.
- Other Local Authorities across the South East Wales Consortium region, including relevant Transport departments.
- The South East Wales Education Achievement Service.
- The Church in Wales, Diocese of Monmouth.
- Roman Catholic Archdiocese.
- Estyn.
- Teaching and staff trade unions representing teachers and staff at Malpas Church in Wales Primary.
- The Early Years Development and Childcare Partnership.
- The Police and Crime Commissioner for Gwent.

- The Welsh Language Commissioner.
- Gwent Police.
- South Wales Fire and Rescue Service.
- Aneurin Bevan University Health Board.
- Public Health Wales.
- Newport Serennu Centre.
- SNAP Cymru.
- Gwent Association of Voluntary Organisations.
- Preventative Services.
- All non-maintained registered nursery education providers based in the local area.

Consultation with stakeholder groups also included pupils at Malpas Church in Wales Primary School, by arrangement with the school leadership team.

The key stakeholders most likely live or access services in the Malpas area of Newport. The proposal is to reduce the PAN and establish a nursery class at Malpas Church in Wales Primary School. The school is listed as an affected school. Malpas Park Primary School is also identified as a potentially affected school.

The Malpas ward represents approximately 4.95% of Newport's total population. The table below shows the makeup of the Malpas ward population against the all-Newport population using the mid-year population estimates 2020 data from the One Newport ward profiles. The data shows that the area has a higher proportion of residents aged over 65 than the Newport-wide figure. The Malpas ward has an area of 2.1 km<sup>2</sup>, the population density within the ward is 3,689 people per km<sup>2</sup> which is ranked 6<sup>th</sup> most densely populated of the Newport wards.

Population (Mid-year population estimates 2020)					
	Total	Aged 0 to 15	Aged 16 to 44	Aged 45 to 64	Aged 65+
<b>Malpas</b>	7,746	1,359 (17.5%)	2,441 (31.5%)	2,085 (26.9%)	1,861 (24%)
<b>Newport</b>	156,447	32,050 (20.5%)	58,433 (37.4%)	39,300 (25.1%)	26,654 (17%)

The Nursery classes in local schools of Malpas Court Primary School and Malpas Park Primary School have very limited space available as of the October 2022. The local non-maintained setting on Malpas Road called Tiny Tots Nursery also has very limited spaces available as of January 2023. Tiny Tots Nursery increased the number of registered places offered from 18 to 24 in early 2020 due to demand.

6% of the primary cohort within Newport currently attend Welsh-medium primary schools. 10.5% of the primary cohort within Newport attend Faith-based primary schools. We would expect to see similar percentages of families opting for these mediums of education from the Malpas

ward. Newport City Council's Welsh in Education Strategic Plan (WESP) has recently been approved by Welsh Government and proposes to establish more Welsh-medium provision in Newport between 2022-2032 and targets to increase the percentage of primary age pupils in Welsh-medium education to 12%.

The table below shows that over the last 5 years there has been an overall increase of pupils eligible for Free School Meals (FSM) in the Malpas area. Eligibility for FSM at Malpas Church in Wales Primary School has almost doubled over the 5 year period but is less than half the Newport average. Eligibility in the other local schools has also increased over the same period.

<b>Free School Meals (FSM)</b>					
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Malpas Church in Wales Primary School</b>	5.4%	5.6%	5.9%	7.3%	10.7%
<b>Malpas Court Primary School</b>	35.3%	34.6%	34.5%	38.9%	41.3%
<b>Malpas Park Primary School</b>	8.8%	10.4%	12.3%	12.9%	12.9%
<b>Newport</b>	19.2%	19.3%	19.6%	21.5%	22.4%
<b>Wales</b>	18.4%	18.5%	19.3%	21.3%	23.0%

Malpas Church in Wales Primary School, Malpas Court Primary School and Malpas Park Primary School are located within the Malpas ward. The FSM data aligns with the ward profile data, Malpas Church in Wales Primary School and Malpas Park Primary School are located within the four out of the five LSOAs in the Malpas ward recorded lower working age benefits claimants than the Newport average. Malpas Court Primary School is in LSOA Malpas 2 which has a working age benefits claimant rate of 36.6% which is over twice the Newport rate, Malpas 2 is within the top 10% most deprived areas in Wales. Every other LSOA in the Malpas ward is in the top 50% least deprived.

The table below shows the percentage of children learning English as an additional language in the Malpas area.

<b>English as an additional language (EAL)</b>					
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Malpas Church in Wales Primary School</b>	3.5%	5.6%	6.0%	6.1%	6.8%
<b>Malpas Court Primary School</b>	14.1%	13.3%	13.5%	13.0%	14.1%
<b>Malpas Park Primary School</b>	2.9%	3.4%	4.0%	4.1%	5.3%
<b>Newport</b>	18.1%	17.8%	18.0%	17.4%	16.9%
<b>Wales</b>	6.2%	6.0%	6.1%	6.0%	6.1%

The proportion of pupils for whom English is an additional language has almost doubled in 5 years in Malpas Church in Wales Primary School and Malpas Park Primary School, this shows that the school communities are more diverse than 5 years ago, although the proportion of EAL pupils remains significantly below the Newport average.

<b>Black, Asian and Minority Ethnic Pupils</b>					
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Malpas Church in Wales Primary School</b>	11.3%	13.2%	13.5%	13.9%	15.6%
<b>Malpas Court Primary School</b>	19.0%	19.4%	18.8%	18.6%	19.6%
<b>Malpas Park Primary School</b>	6.5%	9.7%	13.9%	11.8%	13.6%
<b>Newport</b>	26.7%	27.5%	28.1%	28.3%	29.2%
<b>Wales</b>	12.2%	12.5%	12.7%	12.9%	13.3%

The proportion of Black, Asian and Minority Ethnic Pupils has grown in the Malpas area and doubled at Malpas Park Primary School over 5 years, but the schools remain significantly under the Newport average.

Following formal consultation, a Consultation Report was prepared and published on the Council website and will be considered when deciding whether to move to publication of a statutory notice. The publication of a statutory notice enables stakeholders to lodge legal objections against a proposal.

## Part 2: Engagement

When completing this section, you need to consider whether you have sufficient information about the views and experiences of people who your decision will impact upon. If you don't, you may need to undertake a period of engagement/consultation before continuing. An FEIA is a live document, so can be updated with consultation findings, and amended as needed during the decision-making process.

The council has a duty to consult and engage with people who may experience inequalities as a result of your decision. This includes people **who share Protected Characteristics** (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who **have lived experience of socio-economic disadvantage**. The council's Youth Promise also requires us to ensure **all young people in Newport are listened to and included in decisions affecting them**.

The council also has a duty to ensure that any consultation is available bilingually (in Welsh as well as English), and you may like to consider any other community languages that are spoken by people who may be impacted by your decision. Below are some questions that should be included in any public consultation relating to a decision which may impact on the use of Welsh language in Newport:

1. Do you believe that the proposed decision/policy will have a positive or negative effect on opportunities to use the Welsh language?
2. If you think it will have a negative effect, what steps could we take to lessen or remove this and improve positive effects?
3. Do you believe that the proposed decision/policy will treat the Welsh language less favourably than the English language?

### 1. How have you engaged with people who may be affected by your decision (the stakeholders you have identified)?

The consultation was undertaken in accordance with the requirements of the statutory School Organisation Code.

The consultation period ran from 19<sup>th</sup> June 2023 to 30<sup>th</sup> July 2023 and represented an opportunity for people to learn about the proposal, ask questions and make comments that have been recorded and summarised in a consultation report.

#### **Distribution of Information**

In addition to the formal (main) consultation document, a Children & Young People's Everyday Summary version was also produced, to help ensure that the consultation process was inclusive and accessible to all concerned. All documents were available bilingually in Welsh and English and questions and concerns were welcomed in both Welsh and English. Any questions or concerns submitted in Welsh would have received an answer in the same language.



Digital copies of the 2 documents were/are available online on the Newport City Council website at [www.newport.gov.uk/schoolreorganisation](http://www.newport.gov.uk/schoolreorganisation). Hard copies could have been requested by emailing [school.reorg@newport.gov.uk](mailto:school.reorg@newport.gov.uk) or by telephoning 01633 656656, although no such requests were received.

Hard copies of the full consultation document and the Children and Young People's Everyday Summary version were provided to Malpas Church in Wales Primary School to be available for staff, pupils and parents.

The consultation documents contained a consultation response pro-forma that could have been submitted to the address provided, via post or email. The responses could have also been submitted online from the link provided on the council's school reorganisation web pages. Questions and concerns could have also been submitted in writing via post or email. The response pro-forma asked respondents whether they support the proposal; partly support the proposal; or do not support the proposal; and provided a free-text box to give reasons or comments. The response pro-forma also asked whether the proposal would have a positive, negative or neutral effect on opportunities to use the Welsh language, and whether the proposal would treat the Welsh language less favourably than the English language.

An invitation to engage in the consultation process was emailed to the stakeholder list above, including parents/carers, pupils, and staff of Malpas Church in Wales Primary School. Stakeholder emails were also sent to Newport City Council education partners. The proposal was published on the Newport City Council website and Malpas Church in Wales Primary School's website. The consultation information has been shared on the Newport City Council's Facebook and Twitter pages.

### **Drop-in Sessions**

The consultation involved 2 drop-in sessions at Malpas Church in Wales Primary School with those affected by the proposal. Council officers and a representative from each the Malpas Church in Wales Primary School Leadership team and Governing Body were on hand to explain the proposal in more detail and answer any questions or concerns raised by the public. Drop-in Session 1 was held on Tuesday 27<sup>th</sup> June 2023 and no stakeholders attended.

Drop-in Session 2 was held on Tuesday 4<sup>th</sup> July 2023 and was attended by 1 stakeholder, who was a parent of a child at Malpas Church in Wales Primary School.

Hard copies of all versions of the consultation document were available at both sessions. The consultation response pro-forma was offered to all attendees to complete at both sessions, the stakeholder who attended drop-in session 2 completed the consultation pro-forma.

### **Pupil Voice Session**

The Council was keen to gain the views of learners, and this was facilitated with pupils from various year groups at Malpas Church in Wales Primary School on Tuesday 4<sup>th</sup> July 2023. 10 pupils attended the session, and they were given the opportunity to ask questions and complete surveys.

Following consultation, the Governing Body of Malpas Church in Wales Primary School and Newport City Council's Cabinet Member for Education and Early Years will consider the views expressed and then decide whether to proceed with the proposal. If the decision is taken to proceed, a statutory notice will be published on the Malpas Church in Wales Primary School and Newport City Council websites and notices posted on the school gates at all affected schools. The statutory notice period will last for 28 days following the date of publication and enables people to express their views in the form of supporting or objecting to the proposals. If no objections are received following the publication of the statutory notice, the Governing Body of Malpas Church in Wales Primary School and Newport City Council's Cabinet Member for Education and Early Years will make the final decision as to whether to proceed. If any objections are received and not subsequently withdrawn during this notice period, the Council's Cabinet will determine the final decision.

## **2. What do you know about the views or experiences of people who may be affected by your decision?**

The people affected by the decision are the parents/carers, pupils and staff of Malpas Church in Wales Primary School and young families within the Malpas ward. Teachers and staff at Malpas Park Primary School could be affected if the proposal has an impact on pupil numbers at that school.

The FSM and EAL figures for the school indicate the school community is not economically disadvantaged and the vast majority speak English as a first language. The Black, Asian and Minority Ethnic figures for the school community have increased over the past 5 years but the figures indicate the school communities are predominantly of White-British ethnicity.

Pupils attending Malpas Church in Wales Primary School and school staff are key stakeholders in this proposal as they may see changes to their class structures. There are currently 281 pupils on roll at Malpas Church in Wales Primary School in Reception – Year 6 classes. The table below shows the total pupil numbers at the school broken down by year group.

Malpas Church in Wales Primary School (Whole School)								
Pupil Numbers – January 2023 PLASC								
Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Malpas Church in Wales Primary School	22	36	37	45	48	52	41	281

Consultation took place with the stakeholders listed above and feedback/views were gained from:

- Response pro forma (digitally and via hard copies)
- Drop-in sessions
- A pupil voice session

### **Response Pro Forma Results**

33 responses were received via the response pro-forma, with 58% supporting the proposal. Many of these responses supporting the supporting noted that the proposed establishment of a nursery would be crucial to the school and should've been considered in previous years.

30% of respondents supported the proposal 'In-part' and most commented that they support the need for an establishment of a nursery class, but some did not agree in the reduction in class sizes. There were concerns raised about mixed-age classes, the impact this could have on current children attending the school and the school funding. These concerns have been noted and addressed in the Consultation Report published on Newport City Council and Malpas Church in Wales Primary School web pages.

12% of respondents did not support the proposal and concerns were raised about the number of places in the area and the establishment of a nursery could negatively impact private providers, the staffing implications for Malpas Church in Wales Primary School, funding to adapt the necessary areas in Malpas Church in Wales Primary School and the reduction in pupil places. These concerns have been noted and addressed in the Consultation Report published on the Newport City Council and Malpas Church in Wales Primary School web pages.

### **Drop-in Sessions**

The consultation involved 2 drop-in sessions at Malpas Church in Wales Primary School with those affected by the proposal.

**Drop-in Session 1**

No stakeholders attended drop-in session 1.

**Drop-in Session 2**

One Stakeholder attended the second drop-in event who was a parent of a pupil attending the school. The stakeholder supported the proposal and was positive about the extension of the age range to 3-11.

Hard copies of all versions of the consultation document were available for attendees at both drop-in sessions. The Consultation response pro-forma was offered to all attendees to complete so their comments and views on the proposal could be recorded in this consultation report. The one attendee took up the offer of completing a hard copy pro-forma at the drop-in session.

**Pupil Voice Session**

During the session, the pupils had the opportunity to ask questions/raise comments. The pupils raised the following:

- Where the nursery class will be set up within the school?
- How the nursery and reception classes will be separated?
- Will the nursery class have access to their own outside play area?

The pupils were offered the opportunity to complete hard copies of the Response Pro-forma during the session, but none were completed.

## Part 3: Assessment

This section requires you to assess the potential impact of your decision on a range of groups who may experience specific disadvantages. Your assessment should be supported by evidence – either from your own engagement/consultation, similar or previous engagement, what you already know about the people who access your service, or from local and national sources of information.

Useful documents which set out information about how communities are impacted by inequalities include [EHRC – Is Wales Fairer?](#) and the council’s [COVID-19 Community Impact Assessment](#). Your decision may have both positive and negative impacts – if this is the case, please place a cross in both boxes.

### 1. Impact on people that share Protected Characteristics

[Protected Characteristics](#) are defined under the Equality Act 2010, and describe groups of people who are protected from discrimination, either in the workplace, or through the provision of goods and services. The council must consider how decisions may impact on people differently because of a protected characteristic, and how any negative impact could be reduced. National guidance on assessing equality impacts and the Public Sector Equality Duty can be found [here](#). You can also access further advice and examples of positive and negative impacts [here](#).

Protected characteristic	Impact:			<p><b>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</b></p> <ol style="list-style-type: none"> <li>Promote equal opportunity across different groups</li> <li>Promote community cohesion</li> <li>Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol>
	Positive	Negative	Neither	
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The proposal will include establishing a 16- full time place nursery class in Malpas Church in Wales Primary School. Malpas Church in Wales Primary school is the only primary school in the cluster that does not provide a nursery class. Previously pupils attending Kimberley Nursery School would often progress to Malpas Church in Wales Primary School. A proposal to amalgamate Kimberley Nursery School and Fairoak Nursery into a single nursery school on the Fairoak Nursery site from September 2021 was approved and this reduced places in the Bettws/Malpas area by 80 places.</p> <p>The proposal will extend the age range of the school from 4-11 to 3-11, and as a result create 16 full time equivalent Nursery places in Malpas Church in Wales Primary School. This will enable children within the</p>

Protected characteristic	Impact:			<p><b>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</b></p> <ol style="list-style-type: none"> <li>Promote equal opportunity across different groups</li> <li>Promote community cohesion</li> <li>Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol>
	Positive	Negative	Neither	
				<p>Malpas Church in Wales Primary catchment area to apply for nursery places at their local school. This will enable them to build friendships which will grow throughout their school life.</p> <p>Chuckles Nursery (Bettws) and Tiny Tots Nursery (Malpas) are both non-maintained settings. Due to demand in recent years an extension has been built at Chuckles Nursery in 2021/22 which increased the number of registered places from 24 to 32. Tiny Tots has also increased their number of registered places from 18 to 24 following demand in early 2020. This shows that there is demand for nursery places within the Malpas and Bettws area and the introduction of a 16-place nursery in Malpas Church in Wales Primary would have minimal impact on the non-maintained settings which are either full or have limited space.</p> <p>The proposal will reduce the school PAN by 9 places to 45 from 54, the school forecasts show this will be suitable for demand in the future.</p>
<b>Disability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
<b>Gender Reassignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
<b>Marriage or civil partnership</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
<b>Pregnancy or maternity</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The proposal seeks to establish more school-based nursery places in the local area. This could therefore have a positive impact on families with and/or planning to have children in the area.
<b>Race</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.

Protected characteristic	Impact:			<p><b>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</b></p> <ol style="list-style-type: none"> <li>1. Promote equal opportunity across different groups</li> <li>2. Promote community cohesion</li> <li>3. Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol>
	Positive	Negative	Neither	
<b>Religion or Belief or non-belief</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic. Malpas Church Primary School is a Christian faith school that respects the rights of children to follow their own religion as protected under the United Nations Convention on The Rights of the Child.
<b>Sex</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
<b>Sexual Orientation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic. Malpas Church Primary School is a Christian faith school that respects the rights of children and is committed to fostering positive attitudes towards gender diversity, equality, and respectful relationships.

## 2. Impact on Welsh Language

The Welsh Language (Wales) Measure specifies that for all policy decisions, the council must consider the effects (both positive and negative) on the Welsh language. For further guidance on Welsh language considerations see [here](#).

	Impact:			
	Positive	Negative	Neither	
<b>Welsh Language</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>As of Autumn 2021, there were 174 pupils from the Newport High cluster attending Welsh-medium school places within Newport's four Welsh-medium primary schools. The Welsh-medium catchment school, Ysgol Gymraeg Ifor Hael (Established 2008) which is located within the Bettws ward, has a PAN of 30 and a capacity of 210 with 30 part time nursery places.</p> <p>The 4<sup>th</sup> Welsh-medium primary school, Ysgol Gymraeg Nant Gwenlli opened in September 2021 as a seedling school in its temporary base in Caerleon. There are currently 60 statutory age primary places available for 2022/23 across Reception and Year 1 classes. The school currently has 14 pupils on roll as of the October pupil census 2022 leaving a 76.7% surplus.</p> <p>The proposal affects an English-medium school. The proposal is to reduce the PAN and therefore space in the English-medium sector. The reduction of places would not directly affect the Welsh-medium sector.</p> <p>The proposal has no impact on the Council's plans for growing Welsh-medium education provision across Newport as outlined in our 10-year Welsh in Education Strategic Plan. It is acknowledged that this proposal will not contribute to the Council's targets in relation to Cymraeg 2050.</p>



**1. Please describe how you have ensured your engagement has considered the view of Welsh speakers in Newport and the impact of your decision on the Welsh language.**

The consultation ran bilingually and is shared with schools including Newport's Welsh-medium schools. The views of Welsh speakers can be captured as all consultation documentation will be translated and distributed and shared with any affected schools.

All responses were welcomed to be submitted in Welsh and if required a response would have been provided in Welsh.

To ensure that an equitable consultation was achieved in both Welsh and English, Newport City Council:

- Ensured all publicly available documentation was available bilingually
- Ensured all stakeholder emails were bilingual
- Ensured there was a Welsh language version of the consultation web page on the NCC website
- Offered translation services at drop-in sessions if required
- Encouraged stakeholders to respond to the consultation in Welsh
- Ensured the consultation questionnaire asked specific questions in relation to the project's potential positive or negative impact on opportunity to promote and use the Welsh language



33 out of 33 respondents answered the question: '*Do you believe that the proposal will have a positive or negative effect on opportunities to use the Welsh language?*' 10 respondents (30%) answered 'Positive', 21 respondents (64%) answered 'No effect', and 2 respondents (6%) answered 'Negative', although no further comments were received.



In response to the question '*Do you believe that the proposal will treat the Welsh language less favourably than the English language?*' 1 respondent answered 'Yes'. However, no further comments were received.


Following consultation, Newport City Council's Cabinet Member for Education and Early Years will now consider the views expressed and then decide whether to proceed with the proposal. If the decision is taken to proceed, a statutory notice will be published, and the list above will apply at the Statutory Notice stage.

### 3. The Sustainable Development Principle

The Well-being of Future Generations Act puts in place a sustainable development principle which helps organisations consider the impact they could have on people living in Wales in the future, and ensure they are focused on tackling long-term challenges. Below, consider how your decision promotes, advances, or contradicts the [5 ways of working](#) which underpin the sustainable development principle. You can access further guidance on considering the sustainable development principle [here](#).

<p>Long term</p> 	<p><i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</i></p>	<p>The proposal seeks to reduce the PAN from 54 to 45 and extend the age range from 4-11 to 3-11 at Malpas Church in Wales Primary School.</p> <p>This will result in the school capacity reducing from 378 to 315 with effect from September 2024. Over the past 5 years the number of pupils attending Malpas Church Primary School has been decreasing. Pupil forecasts indicate that numbers at the school will continue to decline over coming years. The proposed PAN of 45 is greater than the in-catchment average annual birth rate of 35, and it is anticipated that there will still be a sufficiency of places in the local area and the Newport High School cluster.</p> <p>The reduction in capacity will enable the Governing Body of Malpas Church in Wales Primary School to extend the age range of the school to support establishment of a nursery class. This will ensure that all primary schools within the Newport High cluster have nursery classes and deliver long-term benefits in education and development.</p>
<p>Prevention</p> 	<p><i>Putting resources into preventing problems occurring or getting worse</i></p>	<p>The proposal seeks to reduce the PAN from 54 to 45 reducing the school capacity from 378 to 315. Within the 'Current practice on the use of surplus school accommodation' document, Welsh Government recommends a 10% surplus of school places. As of January 2023, Malpas Church in Wales Primary School had 281 pupils on roll, leaving 25% surplus places. Pupil forecasts indicate that the number of surplus places will continue to increase at the school over the next</p>

		<p>5 years. Pupil forecasts suggest that by 2026/27 there will only be 243 pupils at Malpas Church in Wales Primary school, resulting in 35.71% surplus places. The reduction in PAN will make planning and managing the school easier and more cost effective and enable the establishment of a nursery class.</p> <p>Malpas Church in Wales Primary School is the only primary school in the Newport High School cluster that does not provide a nursery class. Establishing a nursery class will increase the number of funded nursery places available across the city and enable positive transition into statutory mainstream education. The nursery class will utilise a classroom which can be made available due to the low pupil numbers currently attending. The proposal intends to provide equity of provision under a 3-11 model across the primary schools of the Newport High School cluster. The establishment of a nursery class will contribute towards Newport City Council's Well-being Goals of improving skills, educational outcomes, and employment opportunities, and to build cohesive and sustainable communities.</p>
<p>Integration</p> 	<p><i>Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</i></p>	<p>A formal statutory consultation was carried out and the proposal is supported at each stage by a FEIA to consider impact. This proposal supports the "A prosperous Wales", "A more equal Wales" and "A Wales of cohesive communities" Well-being Goals and has no adverse effect on any of the other Well-being Goals. In addition, this proposal supports the One Newport PSB well-being plan for 2018-2023, and the Wellbeing of Future Generations Act's Wellbeing Goal to create a Wales of vibrant culture and thriving Welsh Language.</p> <p>Newport City Council is the admissions authority for Malpas Church in Wales Primary School, and applications for admission will continue to be assessed in accordance with the Council's School Admissions Policy.</p>
<p>Collaboration</p> 	<p><i>Working together to deliver objectives.</i></p>	<p>This is a formal consultation on a joint proposal put forward by the Governing Body of Malpas Church in Wales Primary School together with Newport City Council.</p>

		<p>A formal consultation has been carried out with the opportunity for engagement with all stakeholders and supported at each stage by a FEIA to consider impact.</p>
<p>Involvement</p> 	<p><i>Involving those with an interest and seeking their view - ensuring that those people reflect the diversity of the area.</i></p>	<p>Newport City Council engaged with stakeholders (listed in Section 3) and the schools affected by the proposal. Public drop-in sessions were held, where council officers and members of the Malpas Church in Wales Primary School Leadership team and Governing Body were on hand to explain the proposal and answer questions.</p> <p>The consultation documents were/are available online at <a href="http://www.newport.gov.uk/schoolreorganisation">www.newport.gov.uk/schoolreorganisation</a> and physical consultation documents were available on request. Several copies of the documents were delivered to Malpas Church in Wales Primary School.</p> <p>A Children and Young Person's consultation document was made available and distributed to the Malpas Church in Wales Primary School. These were also provided at the pupil voice session which was held at Malpas Church in Wales Primary School to gain the pupils thoughts on the proposal.</p>

## 4. Socio-economic Duty

The [Socio-economic Duty](#) is set out in the Equality Act 2010, and requires the council, when making strategic decisions, to pay due regard to the need to reduce the inequalities of outcome that result from socio-economic disadvantage. Inequalities of outcome are felt most acutely in areas such as health, education, work, living standards, justice and personal security, and participation.

A 'strategic decision' is defined by Welsh Government as a decision **which affects how the council fulfils its statutory purpose over a significant period of time and does not include routine 'day to day' decisions**. Strategic decisions include:

- Corporate plans
- Setting wellbeing, equality and other strategic objectives
- Changes to, or development of public services
- Strategic financial planning
- Strategic policy development

If you do not think your decision meets this definition, and you do not plan on carrying out a Socio-economic Duty Assessment in this section, please provide your rationale below. Any decision which is presented to a Cabinet Member, at Cabinet or Council will be viewed as a strategic decision.

If your decision does meet the definition, please consider the impact of your decision on the socio-economically disadvantaged groups, and areas of inequality that may arise from socio-economic disadvantage contained in the matrix below. The groups listed are not exhaustive and you should consider any additional groups relevant to your decision who may experience socio-economic disadvantage in the following ways:

- **Low Income/Income Poverty** - cannot afford to maintain regular payments such as bills, food, clothing, transport etc.
- **Low and/or no Wealth** - enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future
- **Material Deprivation** - unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)
- **Area Deprivation** - where you live (rural areas), where you work (accessibility of public transport)
- Socio-economic Background – for example, parents' education, employment and income

Indicate a positive or negative impact, or both where they apply, and the severity of this impact by coding the sections of the grid based on the below. *If there is no/neutral impact, please leave blank.*

Negative Impact		Positive Impact	
N1	Negative impact – mild	P1	Positive impact – mild
N2	Negative impact – moderate	P2	Positive impact – moderate
N3	Negative impact – significant	P3	Positive impact – significant
N4	Potential for negative impact (but unsure)	P4	Potential for positive impact (but unsure)

Areas of inequality that may arise from socio-economic disadvantage – definitions							
<b>Education</b> :The capability to be knowledgeable, to understand and reason, and to have the skills and opportunity to participate in the labour market and in society							
<b>Work</b> : The capability to work in just and favourable conditions, to have the value of your work recognised, even if unpaid, to not be prevented from working and to be free from slavery, forced labour and other forms of exploitation							
<b>Living Standards</b> : The capability to enjoy a comfortable standard of living, in appropriate housing, with independence and security, and to be cared for and supported when necessary.							
<b>Justice, Personal Security and Community Safety</b> : The capability to avoid premature mortality, live in security, and knowing you will be protected and treated fairly by the law							
<b>Health</b> : The capability to be healthy, physically and mentally, being free in matters of sexual relationships and reproduction, and having autonomy over care and treatment and being cared for in the final stages of your life							
<b>Participation</b> : The capability to participate in decision making and in communities, access services, know your privacy will be respected, and express yourself							
Groups							
	Areas of inequality						
	Living Standards	Work	Health	Education	Justice and community safety	Participation	Physical Environment
Children living in poverty				P1		P4	
Low income households without dependent children							
Unemployed young people		P4					
Long term unemployed		P4					
Homeless households							
Refugees, migrants and asylum seekers		P4					
Deprived neighbourhoods - WIMD rank in 10% most deprived LSOA							

People on Universal Credit / income related benefits				P4			
Adults with no qualifications or low qualifications							
People living in low quality housing or in Houses of Multiple Occupation				P4			

**1. What evidence do you have about socioeconomic disadvantage and inequalities of outcome in relation to this decision?**

As an 'Education' plan, it will reduce potential inequalities of opportunity and outcome in education by increasing the number of nursery places in Newport and the Malpas/Bettws area. It will also mean that all primary schools in the Newport High cluster will be 3-11 primary schools. This would enable positive transition into statutory mainstream education. This will positively impact on wellbeing goals a prosperous Wales and a more equal Wales and the wellbeing objective to improve skills, educational outcomes, and employment opportunities.

The reduction in the PAN will reduce the amount of primary school places in the Newport cluster, as of January 2022 Malpas Church in Wales Primary School had 21% surplus places. The pupil forecasts suggest that by 2026/27 there will only be 243 pupils at Malpas Church in Wales Primary School, resulting in 35.71% surplus places. The decreasing number of pupils will make it difficult to plan and manage the school. This would present challenges managing the pupil to staff ratios and the costs of employing teachers and teaching assistants with low pupil numbers in some classes.

Newport City Council is the admissions authority for Malpas Church in Wales Primary School, and applications for admission will continue to be assessed in accordance with the Council's School Admissions Policy.

**2. Please describe how you have ensured your engagement has considered the views of people living in Newport who are affected by socio-economic disadvantage.**

The consultation information was made available and shared with all groups across Newport. Versions of the documents were available in the form of the full version and a shortened easy read version aimed at children and young people. These documents were available digitally and in hard format on a variety of digital platforms online and at various locations across the city. On the inside cover of the consultation documents, a list of languages was provided that the document could have been translated into on request. This enabled people from all groups to access the consultation. The published consultation report provides a summary of the responses received regarding the proposal, and this will be considered by the School Governing Body and Cabinet Member when deciding how to proceed.

**3. Does this decision contribute to a cumulative impact?**

No

## Part 3: Actions and Outcomes

Considering any negative impacts that you have identified, indicate below how you will reduce these, increase the potential for positive impacts, and how you will monitor those impacts. Further guidance on how to complete your action plan can be found [here](#).

IMPACT ON PEOPLE THAT SHARE PROTECTED CHARACTERISTICS			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner
IMPACT ON WELSH LANGUAGE			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner
SOCIO-ECONOMIC IMPACTS			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner
SUSTAINABLE DEVELOPMENT PRINCIPLE			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner

Once your FEIA is complete, please forward to [ncequality@newport.gov.uk](mailto:ncequality@newport.gov.uk)