

# 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 and Development Officer</b>
Date of completion	<b>15/11/2023</b>
Head of Service who has approved this FEIA	<b>Sarah Morgan – Head of Education</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 modify implementation dates of a previously approved school reorganisation proposal to establish a new two-form entry Welsh-medium primary school in Newport and to relocate Pillgwenlly Primary School from its current site to a new school on the Whiteheads development. The proposal was determined for implementation on 26<sup>th</sup> June 2020 following a full public statutory consultation. The proposal was:

- To establish a Welsh-medium seedling primary school on the vacant site of the former Caerleon Lodge Hill Infant School from September 2021;
- To relocate Pillgwenlly Primary School from its existing site to the new build on the Whiteheads development, and in doing so to increase the capacity of the school for mainstream pupils from 546 to 630 and its Learning Resource Base (LRB) from 10 to 20 places from January 2023, and;
- To subsequently transfer the seedling school to a permanent location on the site of the current Pillgwenlly Primary school from September 2023.

Ysgol Gymraeg Nant Gwenlli opened in September 2021 at the temporary location of the former Caerleon Lodge Hill Infants site, as per the original proposal. However, due to delays in the transfer of the land at the Whiteheads site from Welsh Government to the nominated developer and then to the Council, the implementation of the determined proposal was modified in March 2022 as follows:

- To relocate Pillgwenlly Primary School from its existing site to the new build on the Whiteheads development, and in doing so to increase the capacity of the school for mainstream pupils from 546 to 630 and its Learning Resource Base (LRB) from 10 to 20 places from January 2024, and;
- To subsequently transfer the seedling Ysgol Gymraeg Nant Gwenlli school to a permanent location on the site of the current Pillgwenlly Primary school from September 2024.

The site was finally transferred to Newport City Council in December 2022, much later than anticipated. As a result, the building works in relation to the new school were only able to commence in the summer of 2023. Necessary remediation works on the site have seen additional delays to ensure that the ground is of a suitable safe standard for the proposed development. A revised schedule of works suggests a delay of a further calendar year in relation to the school build project. As a result, the new school will not be ready for occupation until January 2025 which also delays the relocation of Ysgol Gymraeg Nant Gwenlli to the Pillgwenlly Primary School site to April 2025.

The proposed outcome is therefore a delay of a further calendar year to phase two and of two school terms to phase three of the modified school reorganisation proposal, such that the revised proposal will be:

- To relocate Pillgwenlly Primary School from its existing site to the new build on the Whiteheads development from January 2025, and;
- To subsequently transfer the seedling Ysgol Gymraeg Nant Gwenlli school to a permanent location on the site of the current Pillgwenlly Primary school from April 2025.

**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 following stakeholders are amongst those who were engaged as part of the original consultation process:

- Parents, carers and guardians of Pillgwenlly Primary School, Ysgol Gymraeg Casnewydd, Ysgol Gymraeg Bro Teyrnnon and Ysgol Gymraeg Ifor Hael;
- Staff members at Pillgwenlly Primary School, Ysgol Gymraeg Casnewydd, Ysgol Gymraeg Bro Teyrnnon and Ysgol Gymraeg Ifor Hael;
- Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by the schools subject to the proposals;
- Estyn;
- Any independent or voluntary nursery providers who may be affected including Mudiad Meithrin;
- The Early Years Development and Childcare Partnership;
- Any relevant health or third sector bodies with an interest;
- The Welsh Language Commissioner.
- Local community groups
- Voluntary organisations and interest groups

The statutory Code outlined the key stakeholders who should have been consulted with as part of this process that includes schools, parents, elected members, community councils and trade unions. This list is not exclusive however, and the Council has identified and added to this because of feedback received in relation to previous proposals and consulted with the Serennu Centre; SNAP Cymru and Gwent Association of Voluntary Organisations. Consultations with stakeholder groups took place with pupils from the affected schools, via face-to-face meetings with the school council and through questionnaires. This gave pupils the opportunity to voice their opinion on the proposal. Since phase one of the proposal has been implemented, there are now a small number of pupils, parents / carers and staff at Ysgol Gymraeg Nant Gwenlli who will be affected by the proposal.

The Pillgwenlly ward represents approximately 2.90% of the total area of Newport but is home to 5.52% of the total population of the city. Pillgwenlly has the second highest percentage of under 16 year olds of all the wards in Newport at 23.61%, it also has the third highest percentage of 16 to 64 year olds of all the wards in Newport at 66.92%, and Pillgwenlly has the lowest percentage of over 65 year olds at 9.47%. ONS population figures for the ward show population growth in the area of 12.5% between 2011 and 2017. The population growth has been primarily in those of working age (16-64) although the number of children aged 0-15 has also grown by 15.8% over the period.

The 2011 census shows an ethnic minority population of 44.8% in Pillgwenlly which is the highest of all wards in Newport and much higher than the Wales and Newport average. The community is very diverse, with 24 different home languages recorded for pupils at Pillgwenlly Primary School. Unemployment is also higher in Pillgwenlly, at 7.3% compared with the Newport average (5.3%) and Wales average (4.3%). The level of economic disadvantage in the area is reflected by the proportion of pupils at the school eligible for Free School Meals (FSM) which is 36.1% compared to the Newport and Wales averages of 21.5% and 21.3% respectively.

As of the 2011 census, there are 140,400 people living within Newport and 9,157 (6.5%) people can speak, read and write Welsh, with 4,975 being between the ages of 3-14. As of January 2021 there are 687 (4.9%) primary school aged pupils (Reception – Year 6) attending Welsh-medium primary schools within Newport. This has increased by almost 100 pupils in the last 5 years.

## 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)?

An extensive formal public consultation on the original proposal was carried out to engage with all stakeholders between 4th July 2019 and 13th September 2019. Following the consultation, a consultation report was put together to present the feedback that was received during the consultation period. Newport City Council's Cabinet Member for Education & Skills then considered the views expressed and decided to proceed with the proposal. A statutory notice was published and lasted for 28 days following the date of publication (2<sup>nd</sup> March 2020) and enabled people to express their views in the form of supporting or objecting to the proposals. As no objections were received, Newport City Council's Cabinet Member for Education & Skills made the final decision and approved the proposal with effect from 26<sup>th</sup> June 2020.

In March 2022, stakeholders were informed that the original decision on the implementation of two elements of the proposal were delayed by one year. Stakeholders were informed via a decision notification letter issued via email, an updated FEIA and the Newport City Council web pages were updated to reflect the delayed implementation. Parents and students at Ysgol Gymraeg Nant Gwenlli and Pillgwenlly Primary School were notified via their schools and invited to contact council officers to discuss any concerns they may have regarding the delay. However, there was no contact with Newport Council officers.

The Council is now seeking to further modify the revised decision so that implementation of two elements of the proposal are delayed by a further year for phase two and by two school terms for phase three. Consultation has taken place with the following stakeholders to inform them of the need to delay the implementation of phases two and three of the proposal:

- The Planning of School Places group;
- People Services Capital Programme Board;
- Headteachers and Governing Bodies of Ysgol Gymraeg Nant Gwenlli and Pillgwenlly Primary School;
- The Welsh Education Forum.

Stakeholders will be notified of the decision by way of a letter issued by e-mail. Parents / carers and students at Ysgol Gymraeg Nant Gwenlli and Pillgwenlly Primary School will be notified via their schools and will be invited to contact council officers to discuss any concerns they may have regarding the delay.

As of September 2023, there are currently 29 pupils attending statutory education in Ysgol Gymraeg Nant Gwenlli, of which 23 pupils are receiving home to school transport. 2 pupils attend the Ysgol Gymraeg Nant Gwenlli nursery. As such the impact of the delay on pupils attending this school will be limited.

This provision will remain for the additional years. Therefore the delay in the implementation will potentially represent an inconvenience and disappointment to stakeholders, but the impact on pupils and families will be limited.

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

After the discussions with all parties, the stakeholders are supportive of the delay in implementation of phases 2 and 3. The delay in implementation is unfortunate but unavoidable as it is beyond Newport City Council's control and accommodating the pupils at the seedling school will be manageable.

## 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The establishment of Ysgol Gymraeg Nant Gwenlli supports the increasing demand for Welsh-medium education across the city of Newport, which has been growing significantly over recent years. The establishment of Ysgol Gymraeg Nant Gwenlli has had a positive impact and has increased choice and the opportunities for parents and children in Newport to attend Welsh-medium education.</p> <p>The proposal to delay implementation of phases two and three of the original school reorganisation proposal will not significantly affect the Council’s ability to provide Welsh or English-medium school places. There is sufficient space at the temporary seedling location for Ysgol Gymraeg Nant Gwenlli to continue to grow for another year at that location. It is also forecast that there will be sufficient places in English-medium primary schools around the Pillgwenlly area in September 2024, including at Maesglas Primary School and Gaer</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>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	
				Primary School, and this is supported by a proposal to increase the capacity of Tredegar Park Primary School from September 2024.
<b>Disability</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Newport City Council recognises that although there is some intersectionality between disability and Additional Learning Needs, the two are not interdependent and can be mutually exclusive. However, for ease of reference, the potential impact on children with Additional Learning Needs has been included in this section.</p> <p>Both the current Pillgwenlly Primary school building and Ysgol Gymraeg Nant Gwenlli building at Caerleon are considered accessible. The latter has recently been refurbished for the purpose.</p> <p>The Council is committed to providing Learning Resource Base (LRB) facilities in all new school builds as this supports a more inclusive approach for pupils with additional learning needs. A 10-place LRB facility will be established within Ysgol Gymraeg Nant Gwenlli once the school moves to the permanent location. There is currently no such provision within the other Welsh-medium Primary schools across Newport. Due to the delay in moving to the permanent location, the implementation of the Welsh-medium LRB will be delayed and this may have a negative impact if pupils are identified as needing a Welsh-language LRB placement in September 2024.</p> <p>The delayed construction of the new building for Pillgwenlly Primary school delays the provision of the proposed additional 10 place LRB for the school by a further year, thereby affecting the availability of local places for pupils with additional learning needs.</p> <p>The new school building on the Whiteheads site will be fully accessible for pupils with mobility and sensory impairments, having a positive impact for pupils. During refurbishment of the existing Pillgwenlly Primary building, consideration will be made to ways in which the accessibility of the building can be improved.</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>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>Gender Reassignment/ Transgender</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the delay in the proposal's implementation date will have a disproportionate impact on people that share this Protected Characteristic. Toilet facilities which are provided as part of both schools' development will not be assigned gender specific signage, and may be allocated dependent on a range of factors (e.g. by class), however, it lies with the individual school to decide how these facilities are used.
<b>Marriage or civil partnership</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the delay in the proposal's implementation date 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"/>	For expectant parents, it is anticipated that an additional Welsh language medium school will have a positive impact on the education choices available locally. There is no evidence that suggests the delay in the proposal's implementation date will have a disproportionate impact on people that share this Protected Characteristic.
<b>Race</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Pillgwenlly is a diverse community, with a high proportion of Black Asian and minority ethnic residents. Within the current Primary School, 23% students list their first language as English, with 23 other languages spoken by pupils. 84% of pupils are identified as having English as an additional language, compared to an 18% average across all schools in Newport. Other languages most frequently spoken are Bengali (18%), and Punjabi (17%). 88% of pupils in Pillgwenlly Primary School are from a minority ethnic background, compared to an average of 26% in Newport.</p> <p>It can therefore be concluded that the relocation of the Primary School and the provision of a Welsh-medium school in the area will have a positive impact on pupils and parents from a Black Asian and minority ethnic background who have English as a second language, or no English language skills. However it is not anticipated that the delayed relocation of the school will negatively affect the pupils or the community. The provision of a new school is expected to have a positive impact on this community.</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>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	
				The delayed relocation of Ysgol Gymraeg Nant Gwenlli could be perceived to make the Welsh-medium offer less attractive to residents in the Pill community while the school is located in Caerleon, thereby restricting choice. However the Council provides free home to school transport to qualifying pupils of statutory school age wanting to attend the school.
<b>Religion or Belief or non-belief</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Ysgol Gymraeg Nant Gwenlli is a Welsh-medium community primary school. The proposal does not provide the option of Welsh-medium faith based education. However, the school will follow all aspects of the new teaching curriculum including religious education, diversity and wellbeing. There is no evidence to suggest that the delay in the proposal's implementation date will have a disproportionate impact on people that share this Protected Characteristic.
<b>Sex</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the delay in the proposal's implementation date 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 delay in the proposal's implementation date will have a disproportionate impact on people that share this Protected Characteristic.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Ysgol Gymraeg Nant Gwenlli is a Welsh-medium school, meaning it will provide a large number of additional Welsh-medium school spaces in the Newport area, having a positive impact on pupils wishing to attend a Welsh-medium school. The proposal provides a strong contribution to the Welsh Government charter to reach 1 million Welsh speakers in Wales by 2050.</p> <p>Although there will be a delay of the relocation of Ysgol Gymraeg Nant Gwenlli, there is sufficient space at the temporary location to accommodate pupils for an additional academic year. The Reception intake size was due to increase from 30 to 60 pupils once Ysgol Gymraeg Nant Gwenlli relocates to the existing Pillgwenlly Primary site. Due to the delay in relocation, the admission number would remain at 30 for an additional year. The reduced availability of places in September 2024 is unlikely to affect pupils applying for a reception place at Ysgol Gymraeg Nant Gwenlli, as pupil forecasts indicate that 30 places will be more than sufficient. It is acknowledged however, that the impact of the delay will have a small effect on the share of Welsh-medium places in the YG Nant Gwenlli cluster in the 24/25 academic year as shown in Table 1 below due to a small increase of English-medium places in the area.</p> <table border="1"> <caption>Table 1: Share of places available by academic year per school category type in the Ysgol Gymraeg Nant Gwenlli catchment area</caption> <thead> <tr> <th>Academic Year</th> <th colspan="2">21/22</th> <th colspan="2">22/23</th> <th colspan="2">23/24</th> <th colspan="2">24/25</th> <th colspan="2">25/26</th> </tr> <tr> <th>School Type</th> <th>PAN</th> <th>% Share</th> <th>PAN</th> <th>% Share</th> <th>PAN</th> <th>% Share</th> <th>PAN</th> <th>% Share</th> <th>PAN</th> <th>% Share</th> </tr> </thead> <tbody> <tr> <td><b>EM</b></td> <td>461</td> <td>75.45%</td> <td>461</td> <td>75.45%</td> <td>461</td> <td>75.45%</td> <td>488</td> <td>76.49%</td> <td>488</td> <td>73.05%</td> </tr> <tr> <td><b>Faith</b></td> <td>120</td> <td>19.64%</td> <td>120</td> <td>19.64%</td> <td>120</td> <td>19.64%</td> <td>120</td> <td>18.81%</td> <td>120</td> <td>17.96%</td> </tr> </tbody> </table>	Academic Year	21/22		22/23		23/24		24/25		25/26		School Type	PAN	% Share	PAN	% Share	PAN	% Share	PAN	% Share	PAN	% Share	<b>EM</b>	461	75.45%	461	75.45%	461	75.45%	488	76.49%	488	73.05%	<b>Faith</b>	120	19.64%	120	19.64%	120	19.64%	120	18.81%	120	17.96%
Academic Year	21/22		22/23		23/24		24/25		25/26																																							
School Type	PAN	% Share	PAN	% Share	PAN	% Share	PAN	% Share	PAN	% Share																																						
<b>EM</b>	461	75.45%	461	75.45%	461	75.45%	488	76.49%	488	73.05%																																						
<b>Faith</b>	120	19.64%	120	19.64%	120	19.64%	120	18.81%	120	17.96%																																						

	Impact:																																																					
	Positive	Negative	Neither																																																			
				<b>WM</b>	30	4.91%	30	4.91%	30	4.91%	30	4.70%	60	8.98%																																								
				<b>Total</b>	611	100.00%	611	100.00%	611	100.00%	638	100.00%	668	100.00%																																								
				<p>The proposal supports the Council’s target to increase the number of Primary aged children being educated through the medium of Welsh as set out in its 10 Year Welsh in Education Strategic Plan (WESP), as well as the Wellbeing Goal of creating a Wales of vibrant culture and thriving Welsh language.</p>																																																		
				<p>Table 2: 10 Year WESP Target for Reception cohort Welsh-medium % uptake</p> <table border="1"> <thead> <tr> <th colspan="2">2022 - 2023</th> <th colspan="2">2023 - 2024</th> <th colspan="2">2024 - 2025</th> <th colspan="2">2025 - 2026</th> <th colspan="2">2026 - 2027</th> </tr> </thead> <tbody> <tr> <td>116*</td> <td>6.10%</td> <td>129**</td> <td>6.60%</td> <td>150</td> <td>7.60%</td> <td>160</td> <td>8.10%</td> <td>171</td> <td>8.60%</td> </tr> <tr> <th colspan="2">2027 – 2028</th> <th colspan="2">2028 - 2029</th> <th colspan="2">2029 - 2030</th> <th colspan="2">2030 - 2031</th> <th colspan="2">2031 - 2032</th> </tr> <tr> <td>180</td> <td>9.20%</td> <td>193</td> <td>9.80%</td> <td>193</td> <td>10.40%</td> <td>N/K</td> <td>11.10%</td> <td>N/K</td> <td>11.10%</td> </tr> </tbody> </table> <p>From 2024-25 onwards, numbers have been calculated by applying the target % to NCC pupil projections.  *% applied to PLASC 2023 Reception number.  **% applied to ,cohort estimate based on September 2023 Reception places allocated</p>											2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027		116*	6.10%	129**	6.60%	150	7.60%	160	8.10%	171	8.60%	2027 – 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032		180	9.20%	193	9.80%	193	10.40%	N/K	11.10%	N/K	11.10%
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027																																														
116*	6.10%	129**	6.60%	150	7.60%	160	8.10%	171	8.60%																																													
2027 – 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032																																														
180	9.20%	193	9.80%	193	10.40%	N/K	11.10%	N/K	11.10%																																													
				<p>The data in table 2, above, indicates the minimum desired growth rate to achieve Newport’s 10 Year WESP Target for the Reception cohort. Target population is measured as a percentage of the cohort, and the numbers in the table are indications based on projections. Therefore, although English-medium provision may increase we are still committed to the same incremental increase in the % of uptake across the Welsh-medium sector as per our WESP, and the actual number will be proportionate to the cohort size year on year. The WESP target is a percentage of the relevant year’s cohort and not percentage of places available.</p>																																																		
				<p>It is noted that due to the delay in relocating Ysgol Gymraeg Nant Gwenlli, the Welsh-medium PAN for September 2024 will be 142 which is below the anticipated WESP target of 150 pupils. If the Council receives applications for more than 142 Welsh-medium Reception places for this year, officers will work with the Headteacher and Governing Body of YG Nant Gwenlli to consider how additional places can be provided in advance of the move to a permanent site. The temporary location of Ysgol Nant Gwenlli at Caerleon is</p>																																																		

	Impact:		
	Positive	Negative	Neither
			<p>outside of the school's own catchment area and the delayed relocation to the permanent site in Pill, although free transport is provided, it is acknowledged that this arrangement has likely affected the uptake of places at the school.</p> <p>There are four sub-groups that monitor the implementation of the WESP and the 'Grow' group covering Outcomes 1 and 2 has a strong focus on promotion of Welsh-medium education. Promotion includes:</p> <ul style="list-style-type: none"> <li>• Updates to Newport's 'Becoming Bilingual' campaign;</li> <li>• Promotion at Flying Start run baby showers for expectant parent in the city;</li> <li>• Collaboration with the Regional Welsh-medium Education Promotion Champion;</li> <li>• Sharing of promotion information with colleagues in Aneurin Bevan University Health Board;</li> <li>• Promotion work was undertaken in the Pillgwenlly area to promote the new school to local residents, coordinated and planned by Menter Iaith Casnewydd and key partners at the Pill Millenium Centre in 2023;</li> <li>• Promotional video projects;</li> <li>• Communication with Early Years groups.</li> </ul> <p>The "Grow" sub-group which meets on a termly basis is chaired by a representative of Cymraeg I Blant.</p> <p>Parents who currently send their children to Ysgol Gymraeg Nant Gwenlli may potentially be impacted positively or negatively, depending on if the seedling location or permanent location is more convenient for the parent to send their child/children.</p> <p>Newport City Council recognise the ongoing challenge of recruiting Welsh speaking staff into critical posts, including roles providing Welsh medium education. It is anticipated that the plans for a staggered start at Ysgol Gymraeg Nant Gwenlli enabling gradual growth, will assist in ensuring recruitment is successful and minimises any potential impact on other Welsh language medium schools.</p> <p>The Council recognises its responsibility to enable participation in any consultation through the medium of Welsh. The Council ensured that all processes reflected this, allowing for equitable contribution through the medium of both Welsh and English.</p>

	Impact:		
	Positive	Negative	Neither

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



Whilst ensuring all documentation and publicity was issued bilingually, steps were also taken to ensure that Welsh speakers in Newport could contribute and take part in the consultation process and engage; Welsh speaking stakeholders, Newport's Welsh in Education Forum and other interest groups, as well as parents and children were contacted directly to notify them of the proposal and consultation. The views and opinions of Welsh speakers from across Newport were actively sought as part of the consultation process which was promoted through channels and networks that would ensure awareness was raised amongst Welsh speakers in Newport.

In order 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.
- Provided translation services at drop-in sessions where appropriate.
- 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.
- Newport's Welsh Education Forum members were part of the key stakeholders list.
- All Welsh-medium schools within Newport took part in pupil voice sessions.


### 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 would delay the implementation of the second and third sections of the school reorganisation proposal which will deliver long term benefits by a year and by two school terms respectively. The delay is necessary as the land required for the new building has only recently been transferred to the council much later than the expected timeframe. Following the transfer of the land, remediation works were then required to ensure there was no contaminated land present for construction work to begin.</p> <p>There is sufficient space at the temporary seedling location to accommodate Ysgol Gymraeg Nant Gwenlli for the additional time until the school can move to the permanent location and continue to grow over the long term.</p> <p>Once at the permanent location, it will take 7 years for the school to offer maximum capacity. In line with the WESP, plans for a potential 5<sup>th</sup> Welsh-medium primary school will be considered to provide further Welsh-medium pupil places over the long term.</p>
<p>Prevention</p> 	<p><i>Putting resources into preventing problems occurring or getting worse</i></p>	<p>The need for Welsh-medium education has grown significantly in recent years and there was previously no Welsh-medium education within the Caerleon or Pillgwenlly areas. The proposal will therefore benefit pupils and be available to be accessed by pupils living in both of these areas. This will allow children to attend a Welsh-medium school more local to their home address.</p> <p>The proposal will deliver 430 additional pupil places that will provide capacity for accelerated and long-term growth in Welsh-medium</p>



		<p>education over future years and potentially relieve pressure on other schools.</p> <p>The delay in Ysgol Gymraeg Nant Gwenlli moving to the permanent location will not create an issue of lack of Welsh-medium places, as an additional year group can be accommodated at the temporary location in September 2024. It is acknowledged, however, that the delay on relocation may have an impact on the rate of growth in pupil numbers, as the temporary location is understood to be a barrier for some potential families, due to its distance from the permanent location.</p> <p>The Council is mitigating the impact of the delayed implementation through an accelerated build programme for the new school on the Whiteheads site and by supporting the early implementation of the new Published Admissions Number for Pillgwenlly Primary School to support the September 2024 Reception cohort.</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 was 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 Newport City Council Well-being Objective "To improve skills, educational outcomes and employment opportunities", and the Wellbeing of Future Generations Act's Wellbeing Goal to create a Wales of vibrant culture and thriving Welsh Language.</p>
<p>Collaboration</p> 	<p><i>Working together to deliver objectives.</i></p>	<p>A formal statutory consultation was carried out with the opportunity to engage with all stakeholders and was supported by a FEIA at each stage to consider impact. The proposal has been developed in response to representations from a range of stakeholders including the Newport Welsh Education Forum.</p> <p>A Cylch Meithrin (Welsh-medium playgroup) opened in the Caerleon area in September 2021 to help promote and encourage uptake at Ysgol Gymraeg Nant Gwenlli. The Council is working with partners to</p>

		<p>find ways that this provision can remain in Caerleon to boost Welsh-medium uptake in the area in the long term.</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>A formal statutory consultation was carried out to support the original proposal with the opportunity to engage with all stakeholders and was supported by a FEIA at each stage to consider impact. The following stakeholders are amongst those who were engaged as part of the consultation process:</p> <ul style="list-style-type: none"> <li>• Parents, carers and guardians of Pillgwenlly Primary School, Ysgol Gymraeg Casnewydd, Ysgol Gymraeg Bro Teyrnnon and Ysgol Gymraeg Ifor Hael;</li> <li>• Staff members at Pillgwenlly Primary School, Ysgol Gymraeg Casnewydd, Ysgol Gymraeg Bro Teyrnnon and Ysgol Gymraeg Ifor Hael;</li> <li>• Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by the schools subject to the proposals;</li> <li>• Estyn;</li> <li>• Any independent or voluntary nursery providers who may be affected including Mudiad Meithrin;</li> <li>• The Early Years Development and Childcare Partnership;</li> <li>• Any relevant health or third sector bodies with an interest;</li> <li>• The Welsh Language Commissioner.</li> <li>• Local community groups</li> <li>• Voluntary organisations and interest groups</li> </ul> <p>The stakeholders have been involved throughout the entire consultation process and provided feedback, which has been taken into consideration when making decisions.</p> <p>Stakeholders were informed that the original decision on the implementation of two elements of the proposal were delayed by one year in March 2022. Parents and students at Ysgol Gymraeg Nant Gwenlli and Pillgwenlly Primary School were notified via their schools</p>

		<p>and invited to contact council officers to discuss any concerns they may have regarding the delay. However, there was no contact with Newport Council officers.</p> <p>The Council is now seeking to modify the original decision so that implementation of two elements of the proposal is delayed by a further year and by two school terms respectively. This has been discussed with the Headteachers and Governing Bodies of both schools and the Welsh Education Forum, and all parties are supportive of this as the preferred way forward.</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.

As this is a Cabinet Member for Education and Early Years operational decision rather than a Council strategic decision, there is no requirement to evaluate the proposal in terms of the Council's Socio-economic Duties.

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							
Low income households without dependent children							
Unemployed young people							
Long term unemployed							
Homeless households							
Refugees, migrants and asylum seekers							
Deprived neighbourhoods - WIMD rank in 10% most deprived LSOA							
People on Universal Credit / income related benefits							
Adults with no qualifications or low qualifications							
People living in low quality housing or in Houses of Multiple Occupation							

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

*Please expand on the information provided in the matrix, giving reasons for your assessment of both positive and negative impacts. You may like to consider your experience of current service delivery, recent engagement or consultation or any national/local research relevant to your policy decision.*

*For any positive impacts, please indicate the [Wellbeing Goal](#) and/or [Wellbeing Objective](#) that this contributes to as set out in the previous section.*

**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.**

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

- A. Consider your decision in the wider context of your service area and the organisation. Is this part of, or does it contribute to, a series of decisions that have negative impacts for the same groups of people, or the same area of Newport (e.g. withdrawal of multiple services).
- B. Consider whether your decision has a cumulative impact because of intersectionality – i.e. have you identified impacts on people that share Protected Characteristics who will be further disadvantaged by socio-economic impacts.

## Part 3: Actions and Outcomes

Considering any negative impacts that you have identified, indicate below how you will reduce these, and how you will monitor potential impact. 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	How this impact will be monitored	Owner
<b>Disability</b> - Due to the delay in moving to the permanent location, the implementation of the Welsh-medium LRB will be delayed and this may have a negative impact on pupils that need a Welsh-language LRB placement in September 2024.	Due to low pupil numbers in the 2021 and 2022 intake years, there will be a vacant classroom available for the September 2024/25 academic year which, should there be sufficient need, could accommodate a Welsh-medium LRB class.	Assistant Head of Education for Inclusion together with the Assistant Head of Education for Resources will monitor the demand for Welsh-medium LRB provision.	Education - NCC
<b>Disability</b> - The delayed construction of the new building for Pillgwenlly Primary school delays the provision of the proposed additional 10 place LRB for the school by a further year, thereby reducing the availability of local places for pupils with additional learning needs.	Demand against availability of places will be closely monitored and where necessary consideration will be given to increasing provision at other LRBs. Alternatively pupils will be accommodated within mainstream classes with appropriate support.	Assistant Head of Education for Inclusion together with the Assistant Head of Education for Resources will monitor the demand for LRB places in the John Frost cluster.	Education - NCC
<b>Race</b> - The delayed relocation of Ysgol Gymraeg Nant Gwenni could	There is sufficient capacity at the temporary location to accommodate	The Council will monitor admission applications to both schools.	Education - NCC

<p>be perceived to make the Welsh-medium offer less attractive to residents in the Pill community while the school is located in Caerleon, thereby restricting choice. However the Council provides free home to school transport to qualifying pupils wanting to attend the school.</p>	<p>Ysgol Gymraeg Nant Gwenlli for a further year until the school can move to the permanent location. The Council is working with the school to ensure the relocation can take place as soon as reasonably possible, by expediting refurbishment works at the Capel Crescent site. Pupils from the Pillgwenlly area would be offered transport to the seedling location for the additional period.</p>		
IMPACT ON WELSH LANGUAGE			
Summary of impact	Action to reduce negative impact	How this impact will be monitored	Owner
<p>The Reception intake size was due to increase from 30 to 60 pupils once Ysgol Gymraeg Nant Gwenlli relocates to the existing Pillgwenlly Primary site. Due to the delay in relocation, the year group would remain at 30 for an additional year.</p>	<p>Pupil forecasts indicate that 30 places will be sufficient to meet demand for Reception places at Ysgol Gymraeg Nant Gwenlli in September 2024. If the number of pupil applications for the school exceed 30 places in September 2024, alternative arrangements for the pupils will be considered.</p>	<p>Monitoring of the pupil forecasts will be carried out, to ensure there are enough Welsh-medium primary places available. Additionally, once Reception admission applications have been received, the number of pupils applying for Ysgol Gymraeg Nant Gwenlli will be assessed.</p>	<p>Education - NCC</p>
<p>The seedling location or permanent location may be less convenient for the parent to send their child/children.</p> <p>The delayed relocation to the permanent site in Pill may have a negative effect on the uptake of places at Ysgol Gymraeg Nant Gwenlli while it remains at the temporary location.</p>	<p>The catchment areas of the Welsh-medium primary schools have been suitably aligned; therefore this may reduce travel time for pupils and parents. School transport is currently being offered to pupils within the Pillgwenlly area to travel to the seedling site and will also be offered to pupils within the Caerleon area once the pupil requires to travel to Pillgwenlly.</p>	<p>Monitoring of the pupil forecasts will be carried out, to ensure there are enough Welsh-medium primary places available. Additionally, once Reception admission applications have been received, the number of pupils applying for Ysgol Gymraeg Nant Gwenlli will be assessed.</p>	<p>Education - NCC</p>

SOCIO-ECONOMIC IMPACTS			
Summary of impact	Action to reduce negative impact	How this impact will be monitored	Owner
SUSTAINABLE DEVELOPMENT PRINCIPLE			
Summary of impact	Action to reduce negative impact	How this impact will be monitored	Owner

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