



<p><b>Name of the Officer</b> completing the evaluation Cath Saunders</p> <p><b>Phone no:</b> 07595647637 <b>E-mail:</b> cathsaunders@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal:</b> The proposal is to construct 3-19 school in Abergavenny on the existing King Henry VIII School site. The new school will be funded jointly between Welsh Government and the Council. The purpose of the report is to seek Council's approval to include the construction of a new 3-19 school on the King Henry VIII School site in the Council's Capital Funding Programme.</p>
<p><b>Name of Service area</b></p> <p>Children and Young People Directorate</p>	<p><b>Date</b></p> <p>June 2022</p>

1. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<p>The development of a new through school on the King Henry VIII site has the opportunity to develop significant advances for education across the town. These include: a common ethos and shared values across the school; joined up curriculum planning to increase coherence and continuity in pupils' learning; progressive skill development and focus on building pupils' competence; greater consistency in learning and teaching styles; opportunities for cross-age learning and shared enrichment and community based activities; extended care and support for pupils with additional learning needs and in provision for other vulnerable groups; increased access for pupils to a range of specialist accommodation, facilities and learning resources; developing relationships and shared expertise between primary and secondary phase staff; joint management and implementation of common systems for recording and tracking pupils' progress; unified governance and efficient use of financial and human resources; strengthened links with parents and involvement of the local community</p>	<p>The new school should offer both those children who attend from the start of their school careers (the children who transfer from Deri View) and those who attend from the start of their secondary age. There is a risk that for some children who may experience emotionally based responses to school attendance would be attending the same school for an extended period of time. Pupils who attend the feeder primary schools may feel as though they are at a disadvantage as they will be less familiar with the school when they transfer at the end of year 6 which could affect progress, they make</p>	<p>The enhanced provision and support afforded by community involvement in the new schools should allow for a positive experience for all learners. Alongside this and recognising the current levels of provision there will be extended change management to support the integration of the two schools. There is already a transition plan in place with all feeder primary schools. This will develop and strengthen going forward ensuring that the pupils from other cluster schools have access to the facilities that the pupils in the 3-19 school have and are therefore not disadvantaged. Staff from within the cluster will have more opportunity to share curriculum planning to enable continuity in pupil's learning.</p>

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Disability	A centre for Learners with Complex Neurodevelopmental needs would be established for pupils from the ages of 3-19. All school developments now ensure that the built estate is fully DDA compliant and allows any children with disabilities or / and additional learning needs to be effectively educated in the mainstream. This will enable children to be educated within their own community	No impact	We believe that this will be a significant enhancement on the current provision for children with complex neurodevelopmental needs.
Gender reassignment	No impact	No impact	
Marriage or civil partnership	No impact	No impact	
Pregnancy or maternity	No impact	No impact	
Race	No impact	No impact	
Religion or Belief	No impact	No impact	

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Sex	The facility will be co-educational including boys and girls.	No impact	
Sexual Orientation	No impact	No impact	

## 2. The Socio-economic Duty and Social Justice

The Socio-economic Duty requires public bodies to have due regard to the need to reduce inequalities of outcome which result from socio-economic disadvantage when taking key decisions. This duty aligns with our commitment as an authority to Social Justice.

	Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage	Describe any negative impacts your proposal has in respect of people suffering socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
<p><b>Socio-economic Duty and Social Justice</b></p>	<p>The two schools involved have the highest level of pupils eligible for free school meals in the county (for primary and secondary schools respectively). The area affected was identified as being an area with high levels of economic deprivation in the Wellbeing assessment. The investment in the 3-19 schooling model should allow greater impact on eFSM students through early identification, targeted intervention and ongoing monitoring and tracking. This was a key part of the determination of the original project in 2017.</p>	<p>Through the consultation the physical location of the new school provision was identified as a potential risk given a perception that members of the community would have to travel further to school.</p>	<p>The Council has considered the impact on travel arrangements for the children and young people on roll of Deri View Primary School, who would be required to attend a school on an alternative site because of these proposals. The assessment has determined that 71% of the children on roll at Deri View Primary School would have a reduction in travelling distances to the site of the new proposed school. The remaining 29% would have further to travel to the proposed new school, however, 40% of these would see and impact of less than 0.2 miles. The maximum additional travelling distance for any one child is 0.38 miles.</p>

### 3. Policy making and the Welsh language.

<p><b>How does your proposal impact on the following aspects of the Council's Welsh Language Standards:</b></p>	<p><b>Describe the positive impacts of this proposal</b></p>	<p><b>Describe the negative impacts of this proposal</b></p>	<p><b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts</b></p>
<p><b>Policy Making</b></p> <p>Effects on the use of the Welsh language,</p> <p>Promoting Welsh language</p> <p>Treating the Welsh language no less favorably</p>	<p>Should the proposal be agreed Deri View Primary School will vacate their existing building. This building will then be refurbished and repurposed to enable Ysgol Gymraeg Y Fenni to relocate to it and provide additional accommodation to address the increased number of pupils wishing to opt for Welsh Medium education in the North of the county. The Council has recently provided additional accommodation at Ysgol Y Fenni which increased the school capacity from 257 to 317 places at a cost of approx. £123k. This proposed move to the Deri View site will result in an additional £1m investment and will enable the school to increase to 420 places and also provide greater community activity supporting and promoting the Welsh language. We believe that the investment in the new site will significantly promote the Welsh medium offer in Abergavenny and the environs. This links directly with the Council's ambitions to support Gymraeg 2050 and the target of a million Welsh speakers and also the targets set in the council's current 5 Year Welsh Language Strategy 2017 2021 and</p>	<p>There is a risk that the development of a new English Medium secondary school so close to the existing and proposed new site for Ysgol Gymraeg Y Fenni will encourage parents to consider alternative English medium secondary provision to Ysgol Gyfun Gwynllyw in Pontypool either at the new King Henry School or Crickhowell Comprehensive in Powys.</p>	<p>We will work with the Headteacher and Board of Governors at Ysgol Gymraeg Y Fenni to explore the potential delivery of a Key Stage 3 curriculum at the new site. MCC proposed to include a Welsh Medium stream at KS3 in the proposed Abergavenny 3-19 School however this option did not proceed following discussions with the Welsh Education Forum as pupils require a completely immersive Welsh Medium secondary education after receiving an immersive primary WM education. MCC will continue to develop its discussions and engagement with Powys County Council and Blaenau Gwent County Borough Council to secure new Welsh medium secondary provision in the north of Gwent / south Powys area to mitigate the potential negative impact of this proposal. The council's Welsh Medium Education Forum (WEF) will be kept closely informed and involved in discussions on this.</p>

	will form part of the ambitions that will be set out in the new WESP and the new 5 Year Strategy which is scheduled for the early part of next year		The Council will continue its on-going dialogue with Torfaen County Borough Council regarding the provision at Ysgol Gyfun Gwynllyw so that Welsh medium secondary education at the School remains an attractive option for pupils who wish to receive a wholly immersive Welsh education experience.
<b>Operational</b> Recruitment & Training of workforce	The expansion of Ysgol Gymraeg Y Fenni will generate the need for a greater number of Welsh Medium teachers and support staff in the Abergavenny area. This will create opportunities for Welsh speakers in Monmouthshire and outside of the area to be able to utilize their Welsh language skills in the work environment	There is a risk that we may not be able to secure sufficient Welsh speaking teachers / staff to fulfil the requirements of the expanded school and its additional facilities around additional learning needs	In order to mitigate this risk we will actively engage closely with our colleagues in the Welsh Government, the Education Achievement Service (EAS) and the local higher education institutes to help facilitate greater numbers of Welsh Medium teachers. We will also use all available recruitment tools at our disposal to aid the recruitment process – social media (Twitter, Facebook, YouTube), council website, bespoke Welsh Medium recruitment sites, LinkedIn etc. We will engage with our partners in the Welsh Medium Education Forum (WEF) to assist us in this process utilizing their expertise and range of contacts.
<b>Service delivery</b> Use of Welsh language in service delivery	All correspondence and communications including on social media in relation to this proposal will be bilingual as required by the Welsh Language (Wales) Measure 2011.		

Promoting use of the language			
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**4. Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. There's no need to put something in every box if it is not relevant!

<b>Well Being Goal</b>	<b>Does the proposal contribute to this goal? Describe the positive and negative impacts.</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>Increased employment opportunities within the proposed new school. Any enhanced built environment will allow students to develop skills that will allow them to be work ready.</p> <p>Many of our schools are currently delivering elements of the new curriculum in anticipation of the full rollout in 2022. However, given the need for greater flexibility and capacity; changes to what and how pupils learn will be easier to manage in an all-through environment than in a single-phase school or group of schools.</p> <p>The redeveloped school will provide an opportunity for the school to be more cost effective in its operational costs. Such a significant investment in the town of Abergavenny would seek to maximise the benefits of any procurement through social clauses and ensure that the workforce recruited for construction is as local as possible.</p> <p>Should the proposal be agreed the new building will be constructed in-line with the Councils net zero carbon policy. The building will be operational net zero carbon and the amount of carbon during</p>	<p>The Contractor will hold a series of job fairs in Abergavenny to recruit the workforce. Graduate opportunities will also be available through the Contractor</p>

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	<p>construction will be minimised as far as possible as well as recycled materials being used where possible The building will be constructed using fabric first principles, will have low energy systems, photovoltaic panels, air source heat pumps and natural ventilation with heat recycling, meaning the building will be cool in summer and warm in winter. The school will be designed to be BREEAM Excellent.</p> <p>Electric car charging points will be provided along with facilities for cycle storage for those pupils and staff wising to cycle to school</p> <p>The establishment of the SNRB Key stage 3, 4 &amp; 5 provision will reduce the requirement to transport children to put of county / local area placements.</p>	
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>The proposal includes measures to maintain and enhance habitats including trees, woodland, hedgerows, shrubs, and grassland</p> <p>The proposal includes schedules to maintain and enhance habitats for species to include removal of invasive species, monitoring of enhancement features and ecological surveys.</p> <p>There is a veteran oak tree on site which to date has not been protected and looked after however as part</p>	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	<p>of this proposal the tree will be afforded 15m root protection</p> <p>There will be 2 areas of Forest Schools developed as part of the proposal and the school will devised a school grounds management plan</p>	
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>The new school could result in more learners being able to attend a school in their community and be able to walk to school rather than being transported. Any new building will incorporate Active Travel. A new cycling and walking route is included in the development and further cycling and walking routes to school will be developed.</p> <p>The School Travel Plan Officer will continue to work with pupils to encourage them to walk and cycle to school during construction and on completion</p> <p>The new school will provide enhanced sporting facilities for the pupils attending the school and community in general.</p>	
<p><b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected</p>	<p>Learners will remain in their communities. A new hub in Abergavenny we will seek to maximise the impact on the local community ensuring that the new school promotes community cohesion through access and shared usage.</p> <p>The new building will be used for concerts, provide adult education classes and community events.</p>	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	The building will be used by flying start to provide parenting classes, baby massage etc	
<p><b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>	<p>The proposal will provide excellent education in a sustainable and cohesive setting, the school will prepare students to recognise their full part in the world.</p> <p>Both schools currently have active eco councils and this will continue into the new school</p>	
<p><b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	<p>Should the proposal to construct the new school be approved The Welsh Language and the Government's policy aim of One Million Speakers will be supported by the potential for an expansion of the primary cohort educated through the medium of Welsh in the north of the County.</p> <p>Welsh Language will be delivered as part of the Curriculum</p>	
<p><b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances</p>	<p>The two schools directly involved in this proposal has the highest level of pupils eligible for free school meals in the county. In the Wellbeing assessment was identified as being an area with high levels of economic deprivation. The investment in the 3-19 schooling model should allow greater impact on</p>	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	eFSM students through early identification, targeted intervention and ongoing monitoring and tracking.	

**5. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Long Term</b> Balancing short term need with long term and planning for the future</p>	<p>Children who are able to attend a school within the community are more likely to continue their education within the county.</p> <p>The building will be resilient, designed for the future, energy efficient, and will have lower running costs. The building is designed to have capacity for future pupil numbers</p>	
 <p><b>Collaboration</b> Working together with other partners to deliver objectives</p>	<p>This proposal will allow for partners to work more closely together to affect change in socio economic deprivation, such as health, primary and secondary schools to work together to deliver seamless progression between key stages. The project will provide an environment which also encourages closer working within the schools' cluster, a sharing of resources, staff teaching and learning opportunities, an environment where primary and secondary teachers can work together in ensuring the pupils learning pathway is seamlessly planned</p> <p>The project will enable ongoing collaboration with health, this will enable pupils to be tracked from birth until they leave school</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Involving those with an interest and seeking their views</p>	<p>Over 60 hours of consultation have been undertaken with pupils and staff of the two schools affected by the proposal. In addition to this consultation has been undertaken with key stakeholders and interested parties within the community. 3 drop-in sessions, communication via social media, newspaper and letters to over 600 properties in the vicinity of the development ensured interested parties were aware of the proposal. In addition to this a number of face to face and on line consultations were held between May and June 2021 as part of the consultation to establish the new school Pupil engagement will continue throughout the project</p>	
 <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The new school will provide accommodation for existing pupils and for pupils within known housing developments in the area.</p> <p>The proposal will provide for those pupils who currently travel to Hereford Vlth Form College.</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p><b>Integration</b></p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>An all-through school brings a number of potential benefits where transition between primary and secondary schools remain a key challenge. It is widely accepted that schools are able to raise attainment by establishing continuum of education from 3-19</p> <p>All through schools are known</p> <ul style="list-style-type: none"> <li>• To improve educational outcomes</li> <li>• To improve educational provision</li> <li>• To improve leadership and management</li> <li>• To improve efficiency in the delivery of education</li> <li>• To minimise the impact of transition between key stages</li> </ul>	

**6. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Corporate Parenting and Safeguarding. Are your proposals going to affect any of these responsibilities?**

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?

Safeguarding	<p>The proposal will enhance safeguarding on the King Henry School site. The site is currently very open and has a through route from east to west of the town. There will be no through route through the site of the new development. There is one controlled entry and exit point into the secure pupil area also monitored by CCTV. Flying Start and Wraparound childcare have a separate and secure entrances.</p> <p>The school is designed for primary and secondary pupils to remain separate and any sharing of facilities will be under supervision of school staff.</p> <p>The upper school building also has the capability to be zoned for community use</p> <p>The new school governing body must adopt a safeguarding policy and current arrangements will remain in place or be enhanced</p>	None	
Corporate Parenting	Current arrangements for Looked after children will remain in place or be enhanced	N/A	N/A

**7. What evidence and data has informed the development of your proposal?**

- Faithful and Gould condition and suitability survey including identified backlog maintenance requirements
- Free School Meal Data
- Surplus places data
- Cohort retention figures
- Planning places data
- Information from the survey of parents regarding Welsh language education
- Information from consultation events and written submissions
- Information from LDP for known housing developments

**8. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

The proposal has positive impacts for protected characteristics, social economic impacts, the Welsh language and all 7 of the wellbeing goals and has been developed using the five ways of working under the Wellbeing of Future Generations Act. There are no significant negative impacts.

The main benefits of the proposal are the redevelopment of a school that is no longer fit for purpose and will allow children to access the curriculum in suitable accommodation. The inclusion of a 3-19 offer has the potential to benefit those pupils and students who are in receipt of free school meals and other vulnerable groups. The proposal will benefit the pupils in the County with complex neuro developmental needs enabling them to remain within their local community for their education. This also applies to those pupils who currently leave the County for Post 16 education at Hereford College.

The proposal will facilitate the growth of Welsh medium education in the north of the County and will provide opportunity to develop Key stage 3 Welsh medium provision in the area.

The proposal will deliver the first 3-19 operation net zero carbon school in the Wales and demonstrates the Councils commitment to reducing carbon emissions by 2030.

**9. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

What are you going to do	When are you going to do it?	Who is responsible
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**10. VERSION CONTROL: The Equality and Future Generations Evaluation should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision making process. It is important to keep a record of this process to demonstrate how you have considered and built in equality and future generations considerations wherever possible.**

<b>Version No.</b>	<b>Decision making stage</b>	<b>Date considered</b>	<b>Brief description of any amendments made following consideration</b>
1	Cabinet decision	14/04/2021	
2	Cabinet decision	6/10/2021	Proposal changed to establish 3-19 school not 4-19
3	Cabinet decision	19/01/2022	