

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.

Equity	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?
Priority	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?
Inclusion	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?
Communication	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	Education Information & Development Officer
Date of completion	6th June 2023
Head of Service who has approved this FEIA	Sarah Morgan

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 take forward a formal consultation concerning a statutory proposal to increase the capacity of Tredegar Park Primary School with effect from September 2024.

The proposal is to incrementally increase the capacity of Tredegar Park Primary School to 2.5 form entry with effect from September 2024.

Tredegar Park Primary School is currently a 2 form entry community maintained English-medium school providing education for pupils between 3 and 11 years of age. The school has a Published Admission Number (PAN) of 60 and a total capacity of 420. In addition the school features a 40 place Nursery which can accommodate 80 pupils over either a morning or afternoon session.

As of January 2023, the school is operating at 89% of its total available capacity. The demand for pupil places in the area is expected to increase following new housing developments which have been established including 2 large developments completed with over 750 dwellings; another is currently under construction that will include over 500 dwellings. It is anticipated that the scale of development in the area will result in a significant pressure on the availability of school places with only 43 (2.1%) school places available in The John Frost cluster, this is significantly lower than the Welsh Government recommendation of 10% surplus school places.

The number of surplus places available at the school doubled between 2022 and 2023 due to the low Reception class intake in September 2022. The low intake is due to an unusually low birth rate in the corresponding birth year. The average Reception uptake compared to in-catchment births at Tredegar Park Primary School is 51.7%. The birth rates for the catchment area suggest Reception class numbers will return to normal from September 2023, this is supported by school admissions data which shows all Reception places were allocated for September 2023 following the first late admissions round, with a small number of applications refused.

It is proposed to allow Tredegar Park Primary to increase its PAN from 60 to 75 per year group and increase its total capacity from 420 to 525. The Nursery capacity would not change under the proposal. There is sufficient space on the school site to accommodate the expansion and the proposal will have no detrimental impact on the rest of the school.

By bringing forward this consultation the Council intends to obtain views of the key stakeholders and wider public regarding the proposal.

If permission to take this proposal forward is granted, a full public consultation will be undertaken in accordance with the requirements of the statutory School Organisation Code.

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 Tredegar Park Primary School;
- Teachers and staff at Tredegar Park Primary School;
- Families with pre-school aged children in the Tredegar Park & Marshfield area.
- Families with children moving into the Tredegar Park & Marshfield 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 will be 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 Tredegar Park 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;

Consultation with stakeholder groups will also include pupils of affected and potentially affected schools, by arrangement with school leadership teams.

The key stakeholders most likely live or access services in the Tredegar Park & Marshfield area of Newport. The proposal is to increase the capacity at Tredegar Park Primary School. The school is listed as an affected school. Tredegar Park Primary School is located within the Tredegar Park & Marshfield ward.

The information provided below is based on information from the Newport community well-being profiles. There were six local community well-being profiles produced for 2021 which were published on 5th May 2022 prior to the ward changes implemented at local council elections in 2022.

The Tredegar Park ward represents approximately 3.16% of Newport's total population. The table below shows the makeup of the Tredegar Park 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 0 to 15 and 16 to 64 than the Newport-wide figure. The Tredegar Park ward has an area of 1.79 km², the population density within the ward is 2,763 people per km² which is ranked 10th most densely populated of the 20 Newport wards.

Population (Mid-year population estimates 2020)				
	Total	Aged 0 to 15	Aged 16 to 64	Aged 65+
Tredegar Park	4,945	1,208 (24%)	3,066 (62%)	671 (14%)
Newport	156,447	32,050 (21%)	58,433 (37%)	26,654 (17%)

The population in the Tredegar Park ward and surrounding wards in the South West of Newport (Marshfield and Gaer) has consistently grown over the past 20 years. The whole Newport population has also grown significantly in the past 20 years.

Population 2001 – 2020 (2001 – 2011 Census Figures) (Mid-year population estimates – 2020)			
	2001	2011	2020
Gaer	8,568	8,721	9,133
Marshfield	4,245	6,270	6,449
Tredegar Park	3,387	4,421	4,945
Newport	137,011	145,736	156,447

Approximately 5% 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 Tredegar Park and Marshfield 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 aims 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 a slight decrease of pupils eligible for Free School Meals (FSM) in Tredegar Park Primary School. The Tredegar Park Primary FSM figures are significantly higher than the Newport and Wales average.

Free School Meals (FSM)					
	2018	2019	2020	2021	2022
Tredegar Park Primary	31.0%	30.4%	29.4%	29.3%	30.6%
Newport	19.2%	19.3%	19.6%	21.5%	22.4%
Wales	18.4%	18.5%	19.3%	21.3%	23.0%

Tredegar Park Primary School is located within the Tredegar Park & Marshfield ward. The FSM data aligns with the ward profile data, Tredegar Park Primary School is located within the Tredegar Park 2 LSOA which is one of the most deprived wards in Newport and is ranked within the top 10% of most deprived wards in Wales. Tredegar Park 1 is within the top 40% of most deprived wards in Wales making Tredegar Park one of the most deprived wards in Newport.

The table below shows the percentage of children learning English as an additional language in Tredegar Park Primary School.

English as an additional language (EAL)					
	2018	2019	2020	2021	2022
Tredegar Park Primary	6.8%	2.9%	5.5%	7.5%	7.4%
Newport	18.1%	17.8%	18.0%	17.4%	16.9%
Wales	6.2%	6.0%	6.1%	6.0%	6.1%

The proportion of pupils for whom English is an additional language has grown slightly in 5 years in Tredegar Park Primary School, although the proportion of EAL pupils remains significantly below the Newport average.

Black, Asian and Minority Ethnic Pupils					
	2018	2019	2020	2021	2022
Tredegar Park Primary	16.6%	17.3%	17.8%	17.7%	18%
Newport	26.7%	27.5%	28.1%	28.3%	29.2%
Wales	12.2%	12.5%	12.7%	12.9%	13.3%

The proportion of Black, Asian and Minority Ethnic Pupils has grown in Tredegar Park Primary School over 5 years, but as a percentage, the school population remains significantly under the Newport average.

Following this period of formal consultation, a Consultation Report will be prepared and published on the Newport City Council website, and will be used to determine whether or not to move to publication of a statutory notice. The FEIA will also be updated at this stage. 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)?

This proposal has been discussed with the Headteacher and Governing Body of Tredegar Park Primary School and is supported. The proposal is therefore now being put forward for public consultation to obtain the views of the wider stakeholder groups.

If permission to take this proposal forward is granted, the consultation will be undertaken in accordance with the requirements of the statutory School Organisation Code.

The consultation period is an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report.

An invitation to engage in the consultation process will be emailed to the stakeholder list outlined previously, including parents/carers, pupils and staff of the identified affected school(s). Stakeholder emails will also be sent to Newport City Council education partners. The proposal will be published on the Newport City Council website.

Social media platforms such as Twitter and Facebook will also share information on the proposal.

The consultation documents will contain a consultation response pro-forma that can be submitted to the address provided, via post or email. The responses can also be submitted online from the link provided on the council's school reorganisation web pages. Questions and concerns can also be submitted in writing via post or email to Newport City Council.

All consultation documents will be available bilingually in Welsh and English and questions and concerns can be submitted bilingually. Any questions or concerns submitted in Welsh will receive an answer in the same language.

A link to the following documents will be distributed to stakeholders and schools:

- Main consultation document
- A Children and Young People's Everyday Summary version of the consultation document

Digital copies of the 2 documents will be available online on the Newport City Council website at www.newport.gov.uk/schoolreorganisation. Hard copies can also be requested by emailing school.reorg@newport.gov.uk or by telephoning 01633 656656.

It is proposed that the consultation will involve 2 drop-in sessions with those affected by the proposal. Council officers will be on hand to explain the proposals in more detail and answer any questions or concerns raised by the public. These drop-in sessions will be held at Tredegar Park Primary School. Pupil Voice sessions will be arranged at Tredegar Park Primary School.

Following consultation, 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 Newport City Council website and notices posted on the school gates at Tredegar Park Primary School. 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, 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 Tredegar Park Primary School and young families within the Tredegar Park & Marshfield ward.

The FSM and EAL figures for the school indicate the school community has a relatively high proportion of low-income households and the vast majority speak English as a first language. The Black, Asian and Minority Ethnic figures for the school community have slightly increased over the past 5 years but the figures indicate the school community is predominantly of White-British ethnicity.

Pupils attending Tredegar Park Primary School and school staff are key stakeholders in this proposal as they may see changes to their class structures. There are currently 372 pupils on roll at Tredegar Park Primary School in Reception – Year 6 classes. The table below shows the total pupil numbers at the school broken down by year group.

Tredegar Park Primary School (Reception – Year 6)								
Pupil Numbers – PLASC								
Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
2022/23	31	58	59	50	56	59	59	372
2021/22	59	57	50	54	59	59	60	398
2020/21	60	53	54	58	60	59	49	393
2019/20	52	53	57	57	59	48	51	377
2018/19	53	57	60	59	55	51	59	394

The number of surplus places has more than doubled between 2022 and 2023 from 22 to 48 due to the low Reception class intake in September 2022, recorded in the PLASC pupil census of 2023. The low intake is due to an unusually low birth rate in the corresponding birth year (2018). Birth rates for the catchment area are shown below, and suggest Reception class numbers will return to normal from September 2023.



The uptake rate of Reception places compared to in-catchment births at Tredegar Park Primary School is 51.7%. The table below shows the individual year uptake rate for Reception pupils.

Table 5: Tredegar Park Primary School Reception Uptake Rates						
2017	2018	2019	2020	2021	2022	2023
47.20%	51.75%	52.48%	46.02%	56.07%	56.73%	51.67%

The consultation period is yet to start, and this is the opportunity for the council to gain the views of the people the proposal may affect.

This section will be updated once the consultation period has concluded and the views of the affected stakeholders have been obtained.

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>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> Promote equal opportunity across different groups Promote community cohesion Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The proposal will increase the capacity of Tredegar Park Primary School by 105 places from 420 to 525 with effect from September 2024. The school is currently operating at 89% of its total available capacity due to the low Reception intake in September 2022 as a result of an unusually low birth rate for the corresponding year. Demand for pupil places in the school is expected to increase as the birth rates have since risen and suggest Reception class numbers will return to normal from September 2023. This is supported by school admissions data which shows all 60 Reception places were allocated for September 2023 following the first late admissions round, with a small number of applications refused.</p> <p>Increasing the school capacity increases the likelihood of local children securing places in Tredegar Park primary school, the increase in places available will be open to everyone in Newport and outside of Newport to apply for, with the places allocated via the Council's oversubscription criteria if more applications are received than places available. The oversubscription criteria is outlined in the School Admissions Policy.</p>
Disability	<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. The school is inclusive and is accessible to pupils with visibility and mobility needs.
Gender Reassignment	<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.
Marriage or civil partnership	<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.
Pregnancy or maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The proposal seeks to establish more school places in the local area. This could therefore have a positive impact on families with and/or planning to have children in the area.

Protected characteristic	Impact:			<p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> Promote equal opportunity across different groups Promote community cohesion Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
Race	<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.
Religion or Belief or non-belief	<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.
Sex	<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.
Sexual Orientation	<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.

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	
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Newport City Council's 4th 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 13 pupils on roll as January 2023 PLASC leaving a 78.3% surplus. The school is due to relocate to its permanent base once the Pillgwenlly Primary School building on Capel Crescent is vacated in the 2024-25 academic year.</p> <p>The Tredegar Park Primary School catchment area is within the Ysgol Gymraeg Nant Gwenlli catchment area which covers The John Frost School cluster.</p> <p>The proposal affects an English-medium school. The proposal is to increase the capacity and therefore space in the English-medium sector. The increase in English-medium places would not directly affect the Welsh-medium sector as there is a sufficiency of places in the Welsh-medium sector within the area and this is expected to continue when Ysgol Gymraeg Nant Gwenlli is relocated to its permanent base as a growing school.</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 therefore 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 will run 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.

The consultation documents will be shared with Newport's Welsh Education Forum (WEF) members via bilingual email.


All responses are welcomed to be submitted in Welsh and if requested, a response will be provided in Welsh.





In order to ensure that an equitable consultation is achieved in both Welsh and English, Newport City Council:

- Will ensure all publicly available documentation will be available bilingually
- Will ensure all stakeholder emails are bilingual
- Will ensure there will be a Welsh language version of the consultation web page on the NCC website
- Will provide translation services at drop in session where appropriate
- Will encourage stakeholders to respond to the consultation in Welsh
- Will ensure 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

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 increase the capacity of Tredegar Park Primary School.</p> <p>This will result in the school capacity increasing incrementally from 420 to 525 with effect from September 2024. Over the past 5 years the number of pupils attending Tredegar Park Primary School has fluctuated with a high of 398 in 2021/22.</p> <p>The Reception allocations for September 2023 were released on 17th April 2023 and Tredegar Park Primary School had an allocation 58 pupils, 53 of which were an in-catchment or high priority admission. Following the first late admissions round, all 60 places were allocated with a small number of applications refused. The year group is therefore full; possibly for the full length of the cohort's primary education.</p> <p>With the school currently operating at 89% capacity in 2022/23 due to the low Reception intake in September 2022, most year groups are near capacity with many operating with single digit places remaining and most of the other six English-medium schools in the John Frost school cluster are also almost at capacity. There is a need to increase capacity within the area and all schools within the cluster have been considered for expansion, with Tredegar Park Primary School identified as being the most suitable.</p>
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Prevention	 <p><i>Putting resources into preventing problems occurring or getting worse</i></p>	<p>The proposal seeks to increase the capacity of Tredegar Park Primary School from 420 to 525 places. 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 Tredegar Park Primary School had 372 pupils on roll, leaving 11% surplus places. This is currently above the Welsh Government recommendation but with the increase in housing developments in the surrounding area, many of the cluster schools are full. The Newport One ward profiles show that the Tredegar Park ward population has constantly grown over the past 10 years in all age groups. At the time of writing, all 60 Reception places for September 2023 at the school have been allocated. Tredegar Park Primary School has been identified as the most suitable school that has the ability to accommodate a small scale expansion to 2.5 form entry with remodelling/extension.</p>
Integration	 <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 will be carried out and supported at each stage by a FEIA to consider the impact of the proposal. 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.</p>
Collaboration	 <p><i>Working together to deliver objectives.</i></p>	<p>A formal consultation will be carried out with the opportunity for engagement with all stakeholders and supported at each stage by a FEIA to consider impact.</p> <p>Members of the education department and Tredegar Park Primary School will work together to deliver the expansion.</p>
Involvement	 <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 will engage with stakeholders (listed in Section 3) and the schools affected by the proposal. This will be via providing physical consultation documents on request and several copies will be delivered to affected schools, the consultation documents will be made available online at www.newport.gov.uk/schoolreorganisation, public drop in sessions will held where council officers will be on hand to explain the proposal and answer questions.</p>

		<p>Pupil Voice sessions will be held at the affected schools to gain the pupils' thoughts on the proposals. A Children and Young Person's consultation document will be made available and distributed to the affected schools. These will also be provided prior to and at all pupil voice sessions.</p>
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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							
Education :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							
Work : 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							
Living Standards : 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.							
Justice, Personal Security and Community Safety : The capability to avoid premature mortality, live in security, and knowing you will be protected and treated fairly by the law							
Health : 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							
Participation : 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			P2	P1		P4	P2
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			P2	P4		P2	P2
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 school places in Newport as a whole, and in the John Frost School cluster specifically. The local community is characterised by relatively high levels of socioeconomic disadvantage and the school has been praised for the way in which it provides an environment in which children can thrive and make real progress in both academic and personal development. Many of the primary schools within the John Frost School cluster are almost at capacity and adding more school places in the local area will enable children to remain and learn within their local communities. 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.

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 will be made available for and shared with all group across Newport. Versions of the documents available in the form of the full version and a shortened easy read version aimed at children and young people will be available. These documents will be 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 is provided that the document can be translated into on request. This will enable people from all groups to access the consultation.

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 nccequality@newport.gov.uk

