



**CYNGOR BWRDEISTREF SIROL
RHONDDA CYNON TAF
COUNTY BOROUGH COUNCIL**

GWŶS I GYFARFOD O'R CYNGOR

C. Hanagan
Cyfarwyddwr Gwasanaeth y Gwasanaethau Democrataidd a Chyfathrebu
Cyngor Bwrdeistref Sirol Rhondda Cynon Taf
Y Pafiliynau
Parc Hen Lofa'r Cambrian
Cwm Clydach CF40 2XX

Dolen gyswllt: Ms J Nicholls - Gwasanaethau Democrataidd (01443 424098)

DYMA WŶS I CHI i gyfarfod rhithwir arbenning o **PWYLLGOR TROSOLWG A CHRAFFU** yn cael ei gynnal ar **DDYDD GWENER, 16EG GORFFENNAF, 2021** am **2.00 PM**.

Caiff Aelodau nad ydyn nhw'n aelodau o'r pwyllgor ac aelodau o'r cyhoedd gyfrannu yn y cyfarfod ar faterion y cyfarfod er bydd y cais yn ôl doethineb y Cadeirydd. Gofynnwn i chi roi gwybod i Wasanaethau Democrataidd erbyn Dydd Mercher, 14 Gorffennaf 2021 trwy ddefnyddio'r manylion cyswllt uchod, gan gynnwys rhoi gwybod a fyddwch chi'n siarad Cymraeg neu Saesneg.

AGENDA

Tudalennau

1. DATGANIADAU O FUDDIANT

Derbyn datganiadau o fuddiannau personol gan Aelodau, yn unol â gofynion y Cod Ymddygiad.

Nodwch:

1. Mae gofyn i Aelodau ddatgan rhif a phwnc yr agendwm mae eu buddiant yn ymwneud ag ef a mynegi natur y buddiant personol hwnnw; a
2. Lle bo Aelodau'n ymneilltuo o'r cyfarfod o ganlyniad i ddatgelu buddiant sy'n rhagfarnu, rhaid iddyn nhw roi gwybod i'r Cadeirydd pan fyddan nhw'n gadael.

2. RHAGLEN YSGOLION A CHOLEGAU'R 21AIN GANRIF - MODEL BUDDSODDI CYDFUDDIANNOL

Rhag-graffu ar Raglen Ysgolion a Cholegau'r 21ain Ganrif - Model

Buddsoddi Cydfuddiannol (MIM).

3 - 66

3. ADOLYGIAD Y CADEIRYDD A DOD Â'R CYFARFOD I BEN

Adlewyrchu ar y cyfarfod a'r camau gweithredu i'w dwyn ymlaen.

4. MATERION BRYS

Trafod unrhyw faterion sydd, yn ôl doethineb y Cadeirydd, yn faterion brys yng ngoleuni amgylchiadau arbennig.

Cyfarwyddwr Gwasanaeth y Gwasanaethau Democrataidd a Chyfathrebu

Cylchreliad:-

Cadeirydd ac is-gadeirydd y Pwyllgor Trosolwg a Chraffu
(Y Cynghorydd M Adams a Y Cynghorydd W Lewis)

Y Cynghorwyr Bwrdeistref Sirol:

Y Cynghorydd J Bonetto, Y Cynghorydd J Brencher, Y Cynghorydd G Caple,
Y Cynghorydd A Cox, Y Cynghorydd M Griffiths, Y Cynghorydd G Hughes,
Y Cynghorydd J James, Y Cynghorydd P Jarman, Y Cynghorydd Owen-Jones,
Y Cynghorydd W Jones, Y Cynghorydd S Rees and Y Cynghorydd E Stephens

Christian Hanagan, Cyfarwyddwr Gwasanaeth y Gwasanaethau Democrataidd a
Chyfathrebu

Aelodau Cyfetholedig Addysg er gwybodaeth-

Mr M Cleverley, Cynrychiolydd Cymdeithas Genedlaethol yr Ysgolfeistri ac Undeb yr
Athrawesau a'r Panel Athrawon
Ms A Jones, Cynrychiolydd UNITE
Mr C Jones, Cynrychiolydd GMB
Mrs C Jones, Cynrychiolydd Undeb Cenedlaethol yr Athrawon a'r Panel Athrawon
Mr D Price, Cynrychiolydd UNSAIN/UNISON
Mr J Fish, Cynrychiolydd Rhiant-Lywodraethwr wedi'i ethol
Mr A Ricketts, Cynrychiolydd Awdurdodau Esgobaethol â'r hawl i bleidlais
Mrs R Nicholls, Cynrychiolydd Rhiant-Lywodraethwr wedi'i ethol
Mr L Patterson, Cynrychiolydd Rhiant-Lywodraethwr wedi'i ethol

Y Cynghorydd M Webber

Mr G Davies – Cadeirydd y Pwyllgor Archwilio

</TRAILER_SECTION>



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2021-2022

**SPECIAL OVERVIEW & SCRUTINY COMMITTEE
16 JULY 2021**

**PRE-SCRUTINY OF THE 21ST CENTURY SCHOOLS AND COLLEGES
PROGRAMME – MUTUAL INVESTMENT MODEL (MIM)**

**REPORT OF THE SERVICE DIRECTOR DEMOCRATIC SERVICES &
COMMUNICATIONS**

1. PURPOSE OF THE REPORT

- 1.1 The purpose of the report is to provide the Overview & Scrutiny Committee with the opportunity to comment on the Mutual Investment Model (MIM) funding element of Welsh Government's 21st Century Schools and Colleges Programme in relation to the Council's MIM Pathfinder Project.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Consider the information in this report, its appendices and the information provided during the meeting; and
- 2.2 Determine whether they would like to make any comments, observations or recommendations for consideration to the Cabinet on the 20th July 2021.

3. REASONS FOR RECOMMENDATIONS

- 3.1 During the pre-scrutiny session Members will have the opportunity to consider and respond to the recommendations to Cabinet and explore the proposals to progress the MIM pathfinder projects to the next stage

in accordance with the Approval Process for New Projects as set out in Schedule 5 of the Strategic Partnering Agreement for the delivery.

- 3.2 To raise any issues as identified by the Overview & Scrutiny Committee.

4. BACKGROUND

- 4.1 The report attached at **Appendix 1** explains that following the Cabinet meeting in September 2020 approval was given to enter into the Strategic Partnering Agreement (SPA) with Welsh Education Partnership Co (WEPCo). WEPCo are Welsh Government's private sector partner which deliver the services to participant local authorities and further education institutions.
- 4.2 Members will note that details of the Mutual Investment Model MIM are set out at sections 4.2 to 4.4 of the report. The MIM Project Agreement (contractual) document uses a Welsh Government standard form template and *'any agreement to enter into this formal legally binding contract with the private sector will be brought back to Cabinet for approval at the relevant time'*.
- 4.3 Following Cabinet's agreement to begin the Approval Process for New Projects as set out in Schedule 5 of the Strategic Partnering Agreement for the delivery of new school buildings, a Strategic Outline Business Case (SOC) was submitted to Welsh Government on 30th October 2020 and approved on 18th December 2020.
- 4.4 The schools contained within the Council's MIM Pathfinder Project are listed at 4.6 of the attached report and meet the Welsh Government's criteria for pathfinder project status (paragraph 4.7). Details of the Council's New Project Request and related responses are set out in the subsequent paragraphs and conclude that the WEPCo's Stage 1 report is to be provided to the Council for review on the 2nd of July 2021.
- 4.5 Members are asked to note the progress to date and information on the next steps, should approval be granted to progress to Stage 2 of the MIM process for this Pathfinder Project (section 5) as indicated in the high-level summary, tabled at point 5.4.
- 4.6 The information is supplemented by the Financial Implications set out at section 9 and is subject to approval by Cabinet and by the Welsh Government following the submission of the relevant Business Cases and the receipt of finalised detailed costs.
- 4.7 The following are the proposed recommendations to Cabinet:
- Note the costs incurred to date and indicative costs going forward.

- Approve the submission of an Outline Business Case to Welsh Government for consideration in July / August 2021.
- Approve progression to Stage 2 of the MIM process with Welsh Government and the private sector partner.
- Note the costs incurred to date and indicative costs going forward.
- Note that formal approval to proceed to deliver the Pathfinder Project, and to enter into associated legal documentation to facilitate the same including a Project Agreement, would require further approval of the Cabinet.

5. ROLE OF OVERVIEW & SCRUTINY COMMITTEE

- 5.1 In line with its terms of reference and as the overarching Scrutiny Committee, Members of the Overview & Scrutiny Committee requested that the Mutual Investment Model (MIM) be included in its forward work programme for consideration by this Committee.
- 5.2 An invitation has been extended to all scrutiny members to attend and participate with the opportunity to undertake pre-scrutiny of the Mutual Investment Model (MIM).
- 5.3 The Overview & Scrutiny has the opportunity to contribute to this matter and where appropriate make comments, observations and/or recommendations to Cabinet in respect of these proposals for consideration at the Cabinet meeting on the 20th July 2021.

6. EQUALITY AND DIVERSITY IMPLICATIONS

- 6.1. An Equality Impact Assessment is not required with regard to this report.

7. CONSULTATION

- 7.1 There are no consultation requirements emanating from the recommendations set out in this report.

8. FINANCIAL IMPLICATION(S)

- 8.1 There are no financial implications directly aligned to this report

9. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

- 9.1 The report aims to ensure the Council complies with its legal duty under the Well-being of Future Generations Act 2015.

10. LINKS TO CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT.

- 10.1 The proposals will meet a number of the goals set out in the Well-being of Future Generations (Wales) Act 2015 and links to RCTCBC's Corporate Plan for the period between 2020 to 2024, specifically the priority:
- Prosperity – Creating the opportunity for people and businesses to be innovative, entrepreneurial and fulfil their potential and prosper
 - Ensuring we have good schools, so all children have access to a great education.

11. CONCLUSION

- 11.1 Following a request made by the Overview & Scrutiny Committee and in line with its terms of reference, the report has been brought before Members so that they have the opportunity to form a view on the proposals set out within the Mutual Investment Model (MIM) funding element of Welsh Government's 21st Century Schools and Colleges Programme in relation to the Council's MIM Pathfinder Project.
- 11.2 Any comments and feedback to the Cabinet will ensure that the Overview & Scrutiny Committee fully evaluates the effectiveness of its overview and scrutiny function.

LOCAL GOVERNMENT ACT, 1972
as amended by
THE ACCESS TO INFORMATION ACT, 1985
RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL
LIST OF BACKGROUND PAPERS
SPECIAL OVERVIEW AND SCRUTINY COMMITTEE
16th July 2021

APPENDIX 1– CABINET REPORT, 20th JULY 2021

**21ST CENTURY SCHOOLS AND COLLEGES PROGRAMME – MUTUAL
INVESTMENT MODEL (MIM) - UPDATE**

Tudalen wag



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20th JULY 2021

21ST CENTURY SCHOOLS AND COLLEGES PROGRAMME – MUTUAL INVESTMENT MODEL (MIM) - UPDATE

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES (COUNCILLOR MRS J ROSSER)

Author(s): Andrea Richards, Temporary Service Director of 21st Century Schools and Transformation; Nicola Goodman, Senior 21st Century Schools Officer

1. PURPOSE OF THE REPORT

- 1.1 To provide Members with an update on the Mutual Investment Model (MIM) funding element of Welsh Government's 21st Century Schools and Colleges Programme in relation to the Council's MIM Pathfinder Project.
- 1.2 To approve the submission of the Outline Business Case for the Council's MIM Pathfinder Project to the Welsh Government.
- 1.3 To request approval to progress to Stage 2 of the MIM process with Welsh Government and the private sector partner.
- 1.4 To note that submitting the Outline Business Case and progressing to Stage 2 of the MIM process does not commit the Council to enter into contractual arrangements in relation to any projects.
- 1.5 To inform members of the provisional programme leading to delivery of the MIM pathfinder schemes (subject to the requisite approvals being sought and provided at key milestones).

2. RECOMMENDATIONS

It is recommended that the Cabinet:

- 2.1 Note the information contained within the report.

- 2.2 Note the costs incurred to date and indicative costs going forward.
- 2.3 Approve the submission of an Outline Business Case to Welsh Government for consideration in July / August 2021.
- 2.4 Approve progression to Stage 2 of the MIM process with Welsh Government and the private sector partner.
- 2.5 Note that formal approval to proceed to deliver the Pathfinder Project, and to enter into associated legal documentation to facilitate the same including a Project Agreement, would require further approval of the Cabinet.

3. REASONS FOR RECOMMENDATIONS

- 3.1 To progress the MIM pathfinder projects to the next stage in accordance with the Approval Process for New Projects as set out in Schedule 5 of the Strategic Partnering Agreement for the delivery of new school buildings and to keep on track with the timescales outlined in the indicative programme.

4. BACKGROUND

- 4.1 Members will recall that, at the meeting of the Cabinet held on 24th September 2020, approval was given to enter into the Strategic Partnering Agreement (SPA) with Welsh Education Partnership Co (WEPCo). WEPCo are Welsh Government's private sector partner and have been appointed to assist with the delivery of education and community facilities in Wales, under the MIM 21st Century Schools and Colleges Programme.
- 4.2 The Mutual Investment Model (MIM) is the revenue funding route which enables investment up to a capital value of £500 million across the whole of Wales.
- 4.3 MIM is a design, build, fund and operate (DBFO) contract where the Public Sector transfers risk to the Special Purpose Vehicle (MIM SPV). Under the MIM, the private sector partners will build and maintain public assets, and in return the Council supported by funding from the Welsh Government will pay a fee to the private partner, which will cover the cost of construction, maintenance and financing the project. At the end of the 25-year period of the contract, the asset reverts to the Council.
- 4.4 The MIM Project Agreement (contractual) document uses a Welsh Government standard form template and as mentioned earlier, any agreement to enter into this formal legally binding contract with the private sector will be brought back to Cabinet for approval at the relevant time.

- 4.5 Following Cabinet's agreement to begin the Approval Process for New Projects as set out in Schedule 5 of the Strategic Partnering Agreement for the delivery of new school buildings and for a Strategic Outline Business Case (SOC) for the initial Pathfinder Project to be submitted to the Welsh Government, a SOC was duly submitted on 30th October 2020 and approved on 18th December 2020.
- 4.6 The schools contained within the Council's MIM Pathfinder Project are Llanilltud Faerdref Primary School, Pontyclun Primary School and Penygawsi Primary School. They are all in areas of rapid housing development and are all in need of investment in order to become fully accessible and brought up to a 21st Century Schools' standard. All three have CLASP buildings on site, have issues with access and have come to the end of their useful life.
- 4.7 Rhondda Cynon Taf Council has experience of DBFO contracts and are one of two Local Authorities selected by Welsh Government to progress with a MIM Schools Pathfinder Project. Welsh Government's MIM funding criteria requires a minimum capital value of £15million per project and hence the three abovementioned primary schools were selected as a bundle to form the pathfinder project. These schools all meet Welsh Government's criteria for pathfinder project status, namely:
- they are being constructed on existing sites already in Council ownership (therefore no land purchase / land title issues are involved);
 - no School Organisation Code proposals are required as there are no school closures or relocations involved (the schools are all being rebuilt on their current sites);
 - the three schools are all in relatively close proximity to each other and this drives further economies of scale;
 - as a result of the above, the project was able to progress quickly.
- 4.8 In compliance with the abovementioned approval process set out in the Strategic Partnering Agreement and following Welsh Government's approval of the SOC, a New Project Request was duly issued by the Council to WEPCo on 1st February 2021.
- 4.9 In response to the Council's New Project Request, WEPCo confirmed on 3rd March 2021 that they would make a Stage 1 submission and Council technical and education officers have been working with WEPCo to progress the initial design stages of the schools.
- 4.10 WEPCo's Stage 1 report is to be provided to the Council for review on the 2nd of July 2021.

5. PROGRESS TO DATE AND NEXT STEPS

- 5.1 As part of the initial feasibility works, surveys have been undertaken at Llanilltud Faerdref Primary School, Penygawsi Primary School and Pontyclun Primary School, comprising – ground investigation surveys; ecology surveys; and arboricultural surveys.
- 5.2 This Pathfinder Project is being progressed with WEPCo as a Net Zero Carbon pilot (subject to value for money assessments), to future proof the schools in terms of net zero carbon requirements going forward. As the Project is both a Pathfinder Project and a Net Zero Carbon pilot project, Welsh Government are funding 100% of the additional survey costs and the Net Zero Carbon technical work.
- 5.3 Should approval be given to progress to Stage 2 of the MIM process for this Pathfinder Project, during Stage 2 WEPCo will carry out a tender process to establish a supply chain for the Project. WEPCo is obliged to develop the tender and evaluation award criteria on a project specific basis and obtain the approval of the Council to such criteria prior to commencing the tender process. Council officers will be involved in the tender process. WEPCo is also obliged at each stage of the New Project Approval Process to produce a pricing report with robust, transparent, auditable information as to the costs, fees and prices included within WEPCo's proposals to enable the Council to be assured that WEPCo is providing the best value for money solution for this specific project.
- 5.4 An indicative very high-level summary programme is tabulated below. These dates are estimates at present and a more detailed programme will be developed and agreed during the Stage 2 process with associated Cabinet approvals sought throughout the process.

<u>Activity</u>	<u>Date (indicative)</u>
Stage 1 of the MIM process	March 2021 to July 2021
OBC submitted to and approved by Welsh Government	July-August 2021
Stage 2 of the MIM process	July 2021 to March 2022
Planning approval period	October to December 2021

FBC submitted to and approved by Welsh Government	March to May 2022
Financial Close (Project Agreement / contract signed)	June 2022
Construction period	July 2022 – February 2024
Completion/Opening	Autumn 2023 (new building complete) (demolition works and externals to continue to February 2024)

6. EQUALITY AND DIVERSITY IMPLICATIONS / SOCIO-ECONOMIC DUTY

- 6.1 An Equality Impact Assessment has been prepared and is included at Appendix 1.
- 6.2 In summary, the Equality Impact Assessment screening test identifies only positive and neutral impacts upon the protected characteristics. There are no negative impacts in relation to the protected characteristics and so it was deemed that approval would be sought to continue to implement the proposal. The new buildings and the way they are used will also bring positive socio-economic impacts across all of the vulnerable groups identified under the socio-economic disadvantage headings.
- 6.3 The Equality Impact Assessment will continue to be reviewed throughout the duration of the project.

7. WELSH LANGUAGE IMPLICATIONS

- 7.1 A Welsh Language Impact Assessment has been prepared and is included at Appendix 2.
- 7.2 In summary, the outcome of the Welsh Language Impact Assessment is that the proposal will assist with delivering the targets outlined in the Welsh in Education Strategic Plan (WESP), support the aim of Welsh Government's Cymraeg 2050, and positively promote Welsh medium education and endeavour to provide additional opportunities to learn Welsh and/or develop skills and learning through the medium of Welsh.

8. CONSULTATION / INVOLVEMENT

- 8.1 Headteachers of the three schools have been involved in the initial design phases and local elected members and chairs of governing bodies have been informed of surveys being undertaken on the school sites. As the project progresses into Stage 2 and the design develops, there will be full engagement with the schools, governing bodies and local elected members and relevant consultations with the wider community will be undertaken as part of the planning application process.

9. FINANCIAL IMPLICATIONS

- 9.1 If the proposals proceed they will be funded by the 21st Century Schools and Colleges Programme, through its MIM model of funding. This is a revenue model of investment which includes a contribution of up to 81% from Welsh Government. The remaining 19% will be funded by the Council.

- 9.2 This funding is subject to approval by Cabinet and by the Welsh Government following the submission of the relevant Business Cases and the receipt of finalised detailed costs.

- 9.3 Indicative costs for the MIM Pathfinder Project are currently advised to be:

- Annual Service Charge (base costs if Net Zero Carbon approach not included) = £2.402m, based on a capex figure of £21.901m
- Annual Service Charge (if Net Zero Carbon approach included) = £2.512m, based on a capex figure of £23.001m

This element will be funded by an 81% contribution from Welsh Government, with the Council funding 19%.

- 9.4 There are also some capital elements payable in relation to the MIM schemes and these will be funded 65% by Welsh Government and 35% by the Council, including:-

- loose furniture (FF&E) and ICT:
Welsh Government's FF&E and ICT rates are currently £1221 per pupil and £555 per pupil respectively, which, based on 1165 pupils, totals £2,069,040, of which Welsh Government will fund 65% (£1,344,876) and the Council will fund 35% (£724,164).
- WEPCo's Stage 1 development fee:
Costs accrued to date are WEPCo's Stage 1 development fee costs for developing a concept design to RIBA Stage 2. These costs are within the Stage 1 fee cap detailed within the Strategic Partnering Agreement and are estimated at £464,726. These fees are funded 65% (£302,072) by Welsh Government and 35% (£162,654) by the Council. The element of Stage 1 costs

payable by the Council are being met from within the existing Education Capital Programme.

9.5 WEPCo's Stage 2 development fee costs are capped at 7.84% of the capital value and are payable as part of the Annual Service Charge and are therefore funded 81% by Welsh Government and 19% by the Council.

9.6 A report detailing the financial implications and the payment schedule will be presented to Cabinet for approval once final project costs become available.

10. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

10.1 Part 1 of the Education Act 1996 ("the 1996 Act") imposes a number of general duties on all local authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (so far as the Council's powers enable them to do so) towards the spiritual, moral, mental and physical development of the community by ensuring that efficient primary education and secondary education is available to meet the needs of the population of their area.

10.2 Section 13A(3) of the 1996 Act states that a local authority in Wales must ensure that their relevant education and training functions are exercised by the authority with a view to promoting high standards, and promoting the fulfilment of learning potential by every person to whom the subsection applies, including those who are of compulsory school age or are below school age and are registered as pupils at schools maintained by the authority.

10.3 Section 14 of the 1996 Act requires the Council to secure sufficient schools for providing primary and secondary education in the Council's area. Schools available for an area shall not be regarded as sufficient unless they are sufficient in number, character and equipment to provide all pupils with an appropriate education.

10.4 Appropriate education means education which offers such variety of instruction and training as may be desirable in view of (a) the pupils' different ages, abilities and aptitudes; and (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.

11. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT

11.1 There are links to RCTCBC's Corporate Plan for the period between 2020 to 2024, specifically the priority:

- Prosperity – Creating the opportunity for people and businesses to be innovative, entrepreneurial and fulfil their potential and prosper
- Ensuring we have good schools, so all children have access to a great education.

11.2 Due regard has been made to all seven well-being goals and the Five Ways of Working, as contained within the Wellbeing of Future Generations (Wales) Act 2015, which requires the Council to think about the long-term impact of decisions, on communities to prevent consistent issues such as poverty, health inequalities and climate change.

This proposal would contribute to achieving the wellbeing goals by:

- Improving sustainability of school buildings in the Council portfolio through a commitment to achieving zero-carbon buildings and constructing to BREEAM excellent.
- Providing additional school places
- Opening new community facilities that would create opportunities for local people to utilise.

This proposal would achieve the five ways of working by:

- Creating a new school environment that can deliver the new Curriculum for Wales.
- Providing first class learning facilities for pupils and the wider community and contributing towards a healthier Wales by providing additional outdoor sport facilities for pupils.
- Contributing towards a prosperous Wales by committing to opportunities for local tradespeople and to use local resources, wherever possible to build the new schools.
- Engaging with the community on a thorough consultation with opportunities for all stakeholders in the communities to engage throughout the process.

11.3 The Equality Impact Assessment includes further detail on the contribution of the proposal to the Wellbeing of Future Generations (Wales) Act

12. CONCLUSION

12.1 The Council is responsible for delivering high educational standards and efficient education provision that serves our local communities. This is achieved by ensuring that the right schools, are the right size, are in the right location and are fit for the 21st Century learner.

12.2 To continue to build upon the success of the significant improvements delivered to the Council's education assets through the Band A 21st Century Schools investment, Members are asked to:

- Approve the submission of an Outline Business Case to Welsh Government for consideration in July / August 2021.
- Approve progression to Stage 2 of the MIM process with Welsh Government and the private sector partner.
- Note the costs incurred to date and indicative costs going forward.
- Note that formal approval to proceed to deliver the Pathfinder Project, and to enter into associated legal documentation to facilitate the same including a Project Agreement, would require further approval of the Cabinet.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20th JULY 2021

21ST CENTURY SCHOOLS AND COLLEGES PROGRAMME – MUTUAL INVESTMENT MODEL (MIM) - UPDATE

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES (COUNCILLOR MRS J ROSSER)

Author(s): Andrea Richards, Temporary Service Director of 21st Century Schools and Transformation; Nicola Goodman, Senior 21st Century Schools Officer

Other Information / Background Papers

The background papers included as appendices to the report are:

- **Equality Impact Assessment**
- **Welsh Language Impact Assessment**

Contact Officer

**Nicola Goodman, Senior 21st Century Schools Officer
01443 744252**

EQUALITY IMPACT ASSESSMENT FORM INCLUDING SOCIO-ECONOMIC DUTY

(Revised March 2021)

Please refer to the current Equality Impact Assessment guidance when completing this document. If you would like further guidance please contact the Diversity and Inclusion Team on 01443 444529.

An equality impact assessment **must** be undertaken at the outset of any proposal to ensure robust evidence is considered in decision making. This documentation will support the Council in making informed, effective and fair decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010.

This document will also contribute towards our duties to create a More Equal Wales within the

- Well-being of Future Generation (Wales) Act 2015.

The [‘A More Equal Wales – Mapping Duties’](#) guide highlights the alignment of our duties in respect of the above-mentioned legislation.

SECTION 1 – PROPOSAL DETAILS

Lead Officer: Nicola Goodman

Service Director: Andrea Richards

Service Area: Education and Inclusion Services, 21st Century Schools

Date: 24/06/21

1.a) What are you assessing for impact?

Strategy/Plan	Service Re-Model/Discontinuation of Service	Policy/Procedure	Practice	Information/Position Statement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.b) What is the name of the proposal?

MIM pathfinder schools

1.c) Please provide an overview of the proposal providing any supporting links to reports or documents.

The Project is to create brand new learning environments at Llanilltud Faerdref Primary School (LFPS), Penygawsi Primary School (PePS) and Pontyclun Primary School (PPS). To facilitate this, Rhondda Cynon Taf County Borough Council (RCTCBC) proposes to replace existing buildings of poor condition with brand new school accommodation fit for the 21st Century. The standardised design will include bright, open, flexible learning spaces to maximise the potential for learning. The Council, in partnership with Welsh Government (WG), will invest (using the Mutual Investment Model (MIM) revenue funding) in constructing the new schools in the southern Taf area of Rhondda Cynon Taf.

Previous report to Cabinet dated 24th September 2020 regarding the signing of a Strategic Partnering Agreement associated with the MIM process.

1.d) Please outline where delivery of this proposal is affected by legislation or other drivers such as code of practice.

Must comply with Building Bulletin 99.

Must comply with planning legislation.

Must successfully progress through Welsh Government's 21st Century Schools and business case approvals process to secure Welsh Government funding.

1.e) Please outline who this proposal affects:

- Service users
- Employees
- Wider community

SECTION 2 – SCREENING TEST – IS A FULL EQUALITY IMPACT ASSESSMENT REQUIRED?

Screening is used to determine whether the initiative has positive, negative or neutral impacts upon protected groups. Where negative impacts are identified for protected groups then a full Equality Impact Assessment is required.

Please provide as much detail as possible of how the proposal will impact on the following groups, this may not necessarily be negative, but may impact on a group with a particular characteristic in a specific way.

Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups. Please take an intersectional approach in recognising an individual may have more than one protected characteristic.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Age (<i>Specific age groups i.e. young people or older people</i>)	Positive	<p>The replacement of old, dilapidated school accommodation will offer state of the art facilities fit for 21st century learning and teaching in schools in Llantwit Fardre, Llantrisant and Pontyclun.</p> <p>The construction of three new schools, with modern classrooms and the removal of mobile accommodation will:</p> <ul style="list-style-type: none"> • Deliver comfortable and attractive learning environments for children previously taught in poor condition accommodation. • Provide 21st century facilities to enable all pupils in the local communities to access learning and activities which can help develop relationships within communities. • Allow easy access to services to improve the lives of children and their families. <p>The potential disruptions to learning and teaching caused by on-site building works will be minimised by the new schools (construction areas) being segregated from the existing</p>	Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>school buildings. The contractors that will be undertaking the works will be experienced in working on live school sites.</p> <p>There will also be opportunity for community use of the schools from which all members of the wider community (young and old) will have the opportunity to benefit.</p> <p>Community engagement and consultation will also be undertaken with all ages.</p>	
<p>Disability (<i>people with visible and non-visible disabilities or long-term health conditions</i>)</p>	Positive	<p>As the schools will be new, they will comply with the current requirements of planning and building control legislation and will also fully comply with the Equality Act 2010 and be accessible to all.</p> <p>Flexible learning spaces and heartspaces at each of the schools will provide quieter spaces which will benefit all learners, particularly those with ALN.</p>	<p>Delivery of new school buildings previously throughout the county borough and their accessibility to all building users.</p> <p>Design development to date already incorporates total accessibility at the heart of the design.</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Gender Reassignment <i>(anybody who's gender identity or gender expression is different to the sex they were assigned at birth including non-binary identities)</i>	Positive	Toilet facilities will be shared / available to all - not designated male/female.	Delivery of new school buildings and the inclusion of toilets which are non-designated with full height cubicles for privacy and shared hand wash facilities have been welcomed for the numerous advantages they bring
Marriage or Civil Partnership <i>(people who are married or in a civil partnership)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic
Pregnancy and Maternity <i>(women who are pregnant/on maternity leave)</i>	Positive	As the schools will be new, they will comply with the current requirements of planning and building control legislation and will also fully comply with the Equality Act 2010 and be accessible to all. They will have level access and will have lifts installed as required. They will also be more thermally comfortable with ease of internal temperature regulation. There will also be more comfortable staffing arrangements/facilities for PPA and rest facilities if required.	Delivery of new school buildings previously throughout the county borough and their positive impact on the staff, parents and the wider communities

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Race <i>(ethnic and racial groups i.e. minority ethnic groups, Gypsy, Roma and Travellers)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic
Religion or Belief <i>(people with different religions and philosophical beliefs including people with no beliefs)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic
Sex <i>(women and men, girls and boys)</i>	Positive	As the schools will be new, they will be more thermally comfortable with ease of internal temperature regulation which will be of benefit to staff with menopausal symptoms by providing a more comfortable environment to work in.	Delivery of new school buildings previously throughout the county borough and their positive impact on the staff, parents and the wider communities
Sexual Orientation <i>(bisexual, gay, lesbian, straight)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic

In addition, due to Council commitments made to the following groups of people we would like you to consider impacts upon them:

	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Armed Forces Community <i>(anyone who is serving, has served, family members and the bereaved)</i>	Positive	The increase in capacity at two of the schools will give parents and carers who may move into an area mid-academic year (due to a change in circumstances) greater choice of education provision.	Increased numbers of school places will result in the ability to accommodate more children.
Carers <i>(anyone of any age who provides unpaid care)</i>	Positive	The provision of the new schools will give parents and carers greater choice of education and may encourage more parents / carers to choose their catchment school as opposed to schools outside of their catchment area.	Increased numbers of school places will result in the ability to accommodate more children.

If the initial screening test has identified negative impacts then a full equality impact assessment (section 4) **must** be undertaken. However, if after undertaking the above screening test you determine a full equality impact assessment is not relevant please provide an adequate explanation below:

No negative impacts have been identified for protected groups. All impacts on protected groups will be either neutral or positive.

Are you happy you have sufficient evidence to justify your decision? Yes No

Name: Nicola Goodman

Position: Senior 21st Century Schools Officer

Date: 24/06/21

Please forward a copy of this completed screening form to the Diversity and Inclusion Team.

PLEASE NOTE – there is a separate impact assessment for Welsh Language. This must also be completed for proposals.

Section 3 Socio-economic Duty needs only to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. Definition of a ‘strategic nature’ is available on page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

SECTION 3 – SOCIO-ECONOMIC DUTY (STRATEGIC DECISIONS ONLY)

The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- Pensioners
- Looked after children
- Homeless people
- Students
- Single adult households

- People living in the most deprived areas in Wales
- People with low literacy and numeracy
- People who have experienced the asylum system
- People misusing substances
- People of all ages leaving a care setting
- People involved in the criminal justice system

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<p>Low Income/Income Poverty <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i></p>	<p>Positive</p>	<p>The areas that the new schools are being built are in differing areas of deprivation, as can be evidenced by the Free School Meals entitlement (eFSM) which is 35.9% at Llanilltud Faerdref Primary School; 10.2% at Penygawsi Primary School and 9.3% at Pontyclun Primary School (compared to the RCT average of 25.5% as at May 2021).</p> <p>The new buildings will have modern, flexible spaces offering opportunities for additional after-school provision, including homework clubs to offer further support in reducing the attainment gap evidenced with eFSM learners.</p> <p>The new buildings will be accessible to the whole of the local community (regardless of income level) which could involve groups using the 21st Century facilities for meetings / classes etc. The three schools are at the heart of their communities and therefore there would be no travel costs incurred getting to the facilities, thus making accessing the facilities</p>	<p>Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities.</p>

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		available to all at no additional cost and bridging the gap between more and less affluent individuals / families. Each of the new schools will have a dedicated community facility and the design of the schools will be such that access to the community facility and the school hall and toilet provision is safely available without the need to access the rest of the school building. Subject to the local requirements / needs, the school could be made available for adult education classes; community groups; community meetings etc.	
<p>Low and / or No Wealth <i>(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)</i></p>	Positive	<p>The larger school buildings at Llanilltud Faerdref and Penygawsi will have larger main halls which will create additional capacity for breakfast clubs which are utilised by many families on low income / families just above the poverty threshold.</p> <p>The new school buildings will also have additional storage facilities which will assist with storage of</p>	<p>Delivery of new school buildings previously throughout the county borough and their positive impact on availability of breakfast club places.</p> <p>Successful implementation in many schools throughout the county borough.</p>

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		school uniforms for uniform recycling schemes whereby parents / carers on lower incomes will be able to benefit from good quality uniforms.	
<u>Material Deprivation</u> <i>(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i>	Positive	The new buildings will offer improved facilities for all users. The FSM uptake is currently 78.7% for Llanilltud Faerdref Primary; 85.1% for Penygawsi Primary; and 60.17% for Pontyclun Primary. New dining facilities may have a positive impact upon FSM uptake as more modern dining environments will be provided. Marketing and working with the school councils can also be undertaken to further increase FSM uptake.	Delivery of new school buildings previously throughout the county borough and their positive impact on FSM uptake.

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<p><u>Area Deprivation</u> <i>(where you live (rural areas), where you work (accessibility of public transport))</i></p>	Positive	<p>The three schools are being rebuilt on their existing sites in the hearts of their communities therefore are accessible to their local communities on foot for most who need to visit the sites. Accessible parking will also be provided on each site. The new schools will mean that the opportunities to access 21st Century facilities for educational and wider purposes will be at the heart of the community and the increase in size at two of the schools will enable more learners to benefit from these brand new facilities.</p> <p>The private sector involved in the creation of the new school buildings will be delivering community benefits by means of apprenticeships, training and job opportunities, bringing local jobs for local people and opportunities for the long-term unemployed. They will also engage in community volunteering and in-kind donations to the benefit of the local community. They will also be</p>	<p>Delivery of new school buildings previously throughout the county borough and the increase in pupil numbers.</p> <p>Community benefits realised by previous 21st Century Schools projects.</p>

		engaging with the school community giving learners the opportunity to engage with the contractor in STEM activities.	
Socio-economic background <i>(social class i.e. parents education, employment and income)</i>	Positive	<p>The new schools will all have additional facilities (e.g. multi-use games areas) which can be used by the schools and the wider communities thereby offering many more opportunities for after school clubs / community group use etc. improving the health and wellbeing of individuals.</p> <p>The new schools will also have state of the art ICT facilities which will benefit the learners and the wider community in terms of opportunities to enhance computer literacy.</p>	Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities.
Socio-economic disadvantage <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i>	Positive	The new schools will positively impact upon individuals of any age and all staff, pupils, parents/carers with any access requirements. Being at the heart of the communities that they serve, the schools will bring advantages overall to any individual who may be financially or materially disadvantaged, as the new schools will afford more opportunities for more children and older learners /	Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities.

		community members to access fantasic new facilities 'on their doorstep'.	
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SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT

You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impacts and clearly identify which groups are affected.

- 4.a) In terms of disproportionate/negative/adverse impacts that the proposal may have on a protected group, outline the steps that will be taken to reduce or mitigate the impact for each group identified. **Attach a separate action plan where impacts are substantial.**

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

- 4.b) If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group

- 4.c) Give sufficient detail of data or research that has led to your reasoning, in particular, the sources used for establishing the demographics of service users/staff.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group

- 4.d) Give details of how you engaged with service users/staff on the proposals and the steps taken to avoid any disproportionate impact on a protected group. Explain how you have used feedback to influence your decision.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group

- 4.e) Are you satisfied that the engagement process complies with the requirements of the Statutory Equality and Socio-economic Duties?

Yes

No

SECTION 5 – MONITORING AND REVIEW

5a) Please outline below how the implementation of the proposal will be monitored:

As these proposals are for new schools on existing sites with a total increase in capacities of less than 20%, no formal consultation is required.

However, headteachers have already been involved in initial design discussions and scoping requirements and the governors, pupils, staff, and parents/carers of LPFS, PePS and PPS will be afforded the opportunity for their input on the projects in order to ensure they have a voice in how their schools will look following completion.

Interested parties are also welcomed to put their views in writing to:

Director of Education and Inclusion Services
Rhondda Cynon Taf County Borough Council
Ty Trevithick
Abercynon
CF45 4UQ
or e-mail schoolplanning@rctcbc.gov.uk

Officers from the Council's 21st Century Schools Team within Education and Inclusion Services and the Council's Corporate Estates Team will monitor the proposal throughout the design development period, construction period and operational period by engaging in meetings with the private sector, Welsh Government and key stakeholders.

5b) When is the evaluation of the proposal due to be reviewed?

Reports will be presented to Cabinet at regular intervals as the project develops and the Welsh Government's business case approvals process and associated timescales will be adhered to. Business cases will review and evaluate the proposal at each step to secure funding and Cabinet approval will be sought prior to any construction works starting.

5c) Who is responsible for the monitoring and review of the proposal?

Officers from the Council's 21st Century Schools Team within Education and Inclusion Services and the Council's Corporate Estates Team will monitor the proposal throughout the design development period, construction period and operational period.

5d) How will the results of the monitoring be used to develop future proposals?

Each 21st Century Schools project undergoes a 'Lessons Learnt' review at the end of the construction phase and this feeds into future projects so that each project improves and benefits from lessons learnt (positive and negative) during previous projects.

SECTION 6 – REVIEW

As part of the Impact Assessment process all proposals that fall within the definition of ‘Key Decisions’ must be submitted to the Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your proposal is finalised and published for SLT/Cabinet approval.

If this proposal is a Key Decision please forward your impact assessment to Councilbusiness@rctcbc.gov.uk for a Review Panel to be organised to discuss your proposal. The EqIA guidance document provides more information on what a Key Decision is.

It is important to keep a record of this process so that you can demonstrate how you have considered equality and socio-economic outcomes. Please ensure you update the relevant sections below

Officer Review Panel Comments	Date Considered	Brief description of any amendments made following Officer Review Panel considerations
<p>Additional elements for inclusion / consideration:-</p> <ul style="list-style-type: none"> - Learners with ALN - strengthened support due to opportunities provided by new facilities. - Impact on staff with menopausal symptoms. - Increasing the uptake of FSM. - After-school/homework clubs to assist with closing the attainment gap. - Community engagement. 	<p>24th June 2021</p>	<p>Document updated to include:-</p> <ul style="list-style-type: none"> - Benefit of flexible learning spaces in new buildings to learners with ALN. - Thermal comfort aspect of new buildings. - Benefits of a new school building on FSM uptake and opportunities to further increase uptake. - Opportunities offered by the new buildings for additional after school provision/extra curricular support. - Opportunities for community use emphasised and community consultation.

Consultation Comments	Date Considered	Brief description of any amendments made following consultation

SECTION 6 – SUMMARY OF IMPACTS FOR THE PROPOSAL

Provide below a summary of the impact assessment. This summary should be included in the equality and socio-economic impact section of the Cabinet report template. The impact assessment should be published alongside the report.

In summary, the Equality Impact Assessment identifies positive and neutral impacts, and no negative impacts upon the protected characteristics.

- The impact on age (particularly the younger generation) is extremely positive as they will have the full benefit of being educated in fantastic facilities fit for the 21st Century and the new Curriculum for Wales.
- The buildings will be fully compliant with the Equality Act 2010 thereby ensuring that no pupil, staff member, parent/carer or member of the wider community is prevented from fully accessing the whole extent of the new facilities.
- There will be positive impacts on the Welsh language as, despite the new schools being English medium schools, they will provide improved facilities to assist with the delivery of Welsh as a key element of the curriculum and in line with Cymraeg 2050 and RCTCBC's WESP, as we aim for the teaching of Welsh as a second language in English medium schools, to be of the highest quality.
- The increase in capacity at two of the schools and the provision of brand new buildings will give parents and carers a greater choice of education provision and may encourage more parents/ carers to choose their catchment school. It also affords greater educational choice which may assist armed forces personnel who may move to an area mid-academic year.
- The new buildings and the way they are used will bring positive socio-economic impacts across all of the vulnerable groups identified under the socio-economic disadvantage headings.

SECTION 7 – AUTHORISATIONS

Lead Officer:

Name: Nicola Goodman

Position: Senior 21st Century Schools Officer

Date: 30/06/21

I recommend that the proposal:

- Is implemented with no amendments
- Is implemented taking into account the mitigating actions outlined
- Is rejected due to disproportionate negative impacts on protected groups or socio-economic disadvantage

Head of Service/Director Approval:

Name: Gaynor Davies

Position: Director of Education and Inclusion Services

Date: 30/06/21

Please submit this impact assessment with any SLT/Cabinet Reports.

Tudalen way

**Proposal to Construct Three New Primary Schools in the Southern Taf Area of Rhondda
Cynon Taf**

Welsh Language Impact Assessment

This Welsh Language Impact Assessment (WLIA) tool enables the Council to consider the principles and requirements of the Welsh Language Standards (No.1) Regulations 2015 to ensure compliance with the Welsh Language Measure 2011.

It is to be read alongside the Equality Impact Assessment, as the information in both documents is related and the themes within them are cross-cutting.

<u>STAGE 1 – Information Gathering</u>	
NOTE: As you complete this tool you will be asked for evidence to support your views . Please see guidance document for more information on data sources.	
Proposal Name	MIM Schools Pathfinder Project
Directorate/ Department	Education and Inclusion Services – 21 st Century Schools Team
Service Director	Andrea Richards
Officer Completing the WLIA	Nicola Goodman
Email	nicola.goodman@rctcbc.gov.uk
Brief Description	<p>In summary, the proposal is to construct three new English medium primary schools on the sites of the existing schools, namely Llanilltud Faerdref, Penygawsi and Pontyclun primary schools in the southern Taf area of Rhondda Cynon Taf (RCT), which will provide schools with 21st Century facilities and improve and enhance learning environments. It is important to note, these proposals will not involve any significant change to the provision being made to the communities the schools currently serve and the catchment areas of the schools are not proposed to be altered.</p> <p>The new facilities will include:</p> <ul style="list-style-type: none"> • Modern, flexible learning environments for all learners, a large hall/dining area, a multi-purpose learning resource area and fully accessible facilities. • Internal and external areas for use by the local community. • Enhanced outdoor spaces to support the full range of curriculum activities, including an outdoor classroom and a ‘forest schools’ area. • Improved on site staff and visitor car parking. <p>The proposal will also include a review of safe routes to school, and if required an investment in improvements to walkways, road crossings and traffic calming measures, to ensure the required safety standards are met. This is the approach we have implemented within other communities through the delivery of the 21st Century Schools Programme, which has seen significant improvements being made.</p>

	The new schools will be built in accordance with Building Bulletin 99 and will be fully accessible and compliant with the Equality Act 2010.
Date	24 th June 2021
Outline who this proposal affects	<ul style="list-style-type: none"> • Pupils and staff of Llanilltud Faerdref, Penygawsi and Pontyclun primary schools. • Parents / carers of pupils attending Llanilltud Faerdref, Penygawsi and Pontyclun primary schools. • Residents and communities in the vicinity of Llanilltud Faerdref, Penygawsi and Pontyclun primary schools.
What are the aims of the policy/ project, and how do these relate to the Welsh language?	<p>The aim of proposed project is to relocate Llanilltud Faerdref, Penygawsi and Pontyclun primary schools to brand new buildings on their current sites in order to replace their current buildings that are in very poor condition overall. Although these are English medium primary schools, Welsh is taught as part of the curriculum and all pupils will benefit from having the opportunity to be taught in brand new facilities fit for the 21st Century.</p> <p>The aim has been to embed positive habits and attitudes towards the Welsh language through purposeful planning within schools and to promote the informal use of the Welsh language amongst learners inside and outside school. Facilitating the use of the Welsh language across the curriculum and in wider contexts in schools, to ensure a continuum of linguistic progression to support learners in the transition between key stages, offers all learners the opportunity to become fully bilingual and aligns with the Curriculum for Wales – 2022.</p> <p>If implemented, the proposal will also allow for the expansion of community and third-party use of the schools' facilities which can be used to hold classes through the medium of Welsh. The schools will be designed to be fully accessible and fully integrated community schools. A dedicated area is being designed within each school so that the local community will be allowed to safely utilise the facilities at the school, which could involve Welsh language groups using the 21st Century facilities for meetings / classes etc.</p>
Who will benefit? Could the policy/ project affect Welsh language groups?	<ul style="list-style-type: none"> • Pupils of Llanilltud Faerdref, Penygawsi and Pontyclun primary schools. • Parents/carers of pupils attending Llanilltud Faerdref, Penygawsi and Pontyclun primary schools. • Academic and support staff at Llanilltud Faerdref, Penygawsi and Pontyclun primary schools. • The local community in the southern Taf area of the County Borough. <p>Any impact on Welsh language groups should only be positive as the new buildings will be accessible to the local community which could involve Welsh language groups using the 21st Century facilities for meetings / classes etc.</p>
Current linguist profile of the geographical area(s) concerned	<p>Every ten years the nation sets aside one day for the Census – a count of all people and households. The Census is a key source of information about the number of people who can speak Welsh.</p> <p>The 2011 Census¹ indicated that of the 225,555 residents living in the County Borough of Rhondda Cynon Taf, 12.3% (27,779) were able to speak Welsh, whilst the remaining 87.6% (197,776) were not able to speak Welsh. This can be compared to the all Wales figures that showed of the 2,955,841 residents living Wales, 19.0% (562,016) were able to speak Welsh, whilst the remaining 81.0% (2,393,825) were not able to speak Welsh.</p>

¹ [2011 Census](#)

The table that follows illustrates the Welsh language skills of residents living in the County Borough of Rhondda Cynon Taf alongside the main electoral divisions that comprise the catchment areas of Llanilltud Faerdref, Penygawsi and Pontyclun primary schools and is obtained from the 2011 Census.

Welsh Language Skills of Residents – (%)					
	Church Village	Llantrisant	Pontyclun	Rhondda Cynon Taf	All Wales
Can Speak, Read and Write Welsh	15.6%	13.4%	12.4%	9.7%	14.6%
Can Speak and Read but Cannot Write Welsh	1.5%	1.3%	1.3%	0.9%	1.5%
Can Speak but Cannot Read or Write Welsh	2.2%	1.9%	2.1%	1.6%	2.7%
Can Understand Spoken Welsh Only	4.4%	4.9%	5.2%	4.2%	5.3%
Other Combination of Skills	3.2%	3.5%	3.3%	3.3%	2.5%
No Skills	73.2%	75.1%	75.7%	80.4%	73.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The data demonstrates that in each electoral division that comprise the catchment areas of Llanilltud Faerdref, Penygawsi and Pontyclun primary schools, the Welsh language skills of residents are mostly above the total County Borough level, but mostly below the All Wales Welsh language skills level.

The Annual Population Survey² collects information about respondents' Welsh speaking ability and includes a question on how often people speak Welsh. It is updated quarterly, so is a more up-to-date source than the Census. The most recent Annual Population Survey, for the quarter ending September 2020, reported that 19.3% of respondents living in the County Borough of Rhondda Cynon Taf said they could speak Welsh, this is compared to the all Wales percentage of 28.8% of respondents. This can be further broken down to the data contained in the table that follows.

² [Annual Population Survey](#)

Welsh Language Skills of Residents – (%)		
	County Borough of Rhondda Cynon Taf	Wales
Can Read Welsh	18.2%	25.8%
Can Write Welsh	16.7%	23.5%
Can Understand Spoken Welsh	23.5%	33.0%

The data demonstrates that in each Welsh language skill area, the ‘all Wales’ percentages are notably higher than the County Borough percentages. However, the current data shows a significant increase in the number of residents that can read, write, and understand spoken Welsh since the last census in 2011.

When asked about their frequency of speaking Welsh, the table that follows shows a breakdown of responses of respondents living in the County Borough of Rhondda Cynon Taf compared to the all Wales responses.

Welsh Language Skills of Residents – (%)		
	County Borough of Rhondda Cynon Taf	Wales
Speak Welsh Daily	6.9%	16.2%
Speak Welsh Weekly	5.0%	4.8%
Use it Less Often	5.7%	6.2%

The data demonstrates that the percentage of respondents that speak Welsh daily is far lower for the County Borough than the all Wales percentage.

The Welsh Language Use Survey³ for the years 2013 to 2015, contains detailed information about Welsh speaker’s fluency and their use of the Welsh language in a range of settings. When looking where respondents living in Wales learned to speak Welsh, the majority, 45.0%, learned to speak Welsh at home, followed by 26.0% who learned to speak Welsh at nursery school and primary school between the ages of 2 to 10 and 14.0% who learned to speak Welsh at secondary school at the age of 11 plus. The remaining 2.0% learned to speak Welsh in other settings, including at ‘Welsh for Adults’ courses.

The proposed new school buildings for Llanilltud Faerdref, Penygawsi and Pontyclun primary schools will allow for the expansion of community and third-party use of the school’s facilities. The schools are being designed to be fully accessible and fully integrated community schools. A dedicated area will be designed within the school itself so that the local community will be allowed to safely utilise the facilities at the schools.

The data above clearly shows that there is a gap in the Welsh language skills of residents of RCT when compared to the whole of Wales. Proposals such as this significantly improve the learning environment and the opportunities available for our learners. The headteachers of Llanilltud Faerdref, Penygawsi and Pontyclun primary schools will be encouraged and supported to consider using these facilities to increase participation in the Welsh language by offering the opportunity to parents/carers and other members of the community to attend Welsh classes and/or other opportunities

³ [Welsh Language Use Survey 2013 to 2015](#)

	<p>for community engagement through the medium of Welsh. This will support the Welsh Government's target of one million Welsh speakers in Wales by 2050 and the targets set out in the Council's current (2017 to 2022) and new (2022 to 2032) WESP.</p> <p>The Council recognises the importance of immersion in the Welsh language for learners who wish to transition from English to Welsh medium education, so as to further encourage the uptake of Welsh medium education. Although the Council has no Welsh language immersion classes for late comers in any of our schools at present, schools requiring Welsh language immersion support for learners who are late comers are funded to support the accelerated acquisition of Welsh language skills for learners as and when the need arises. As such, Welsh medium schools are provided with funding directly to ensure that any late comers to Welsh medium education are provided with the necessary support and skills to enable them to thrive within their school.</p> <p>This is considered to be working effectively, however, given that many LAs are implementing varying models of Welsh language immersion classes to support learners who are late comers to Welsh medium education, work with the WG, CSC JES and other regional education consortia could be beneficial in understanding what opportunities for joint working could be had to ensure children and young people who are late comers to Welsh medium education are sufficiently supported. Where there is demand, the Council will consider creating a Welsh language immersion class for late comers alongside the development of its Band B 21st Century Schools and Colleges Programme.</p>
<p>Other relevant data or research</p>	<p>The language category and standards of alternative / neighbouring schools</p> <p>RCTCBC has seventeen Welsh medium primary school provisions located throughout the County Borough to ease access. There are two all-through schools for 3 to 19 year olds, namely Ysgol Garth Olwg and Ysgol Llanhari, three dual language primary schools for 3 to 11 year olds, namely Dolau Primary, Heol y Celyn Primary and Perthcelyn Primary schools and 12 Welsh medium primary schools for 3 to 11 year olds. All learners who attend these schools' study through the medium of Welsh. In the Taf area of Rhondda Cynon Taf there are nine schools offering Welsh medium education for pupils aged 3 to 11 years of age, comprising of: all-through schools from the ages of 3 to 19 years old, dual language primary schools and primary schools catering for 3 to 11 year olds.</p> <p>In very close proximity to Llanilltud Faerdref Primary School, there is a well-established Welsh medium all-through school, namely Ysgol Garth Olwg (formerly a primary and secondary school). Ysgol Garth Olwg is 15 years old and was built as part of a Private Finance Initiative (PFI) contract. It is in very good condition with excellent facilities on site, internally and externally, for the school and the wider community. It has 25.9% surplus capacity in the primary stream and 25.0% surplus capacity in the secondary stream (PLASC April 2021). When Ysgol Garth Olwg was a separate primary and secondary school, the primary school was at 5.5% surplus capacity (PLASC January 2018). As it was nearing capacity, the Local Authority created additional capacity by utilising rooms within the secondary school and subsequently created the all-through school on the site. A recent investment in the school in the sum of £350,000 has created fully refurbished accommodation for years 5 and 6, which will ensure sufficient Welsh medium spaces at primary and secondary levels in this part of the County Borough, allowing for opportunities for further growth of the Welsh language. There is also a Meithrin and a Lifelong Learning Centre on</p>

the current Ysgol Garth Olwg site thereby offering a continuum of Welsh medium provision for learners from the birth to eighteen years and beyond within one school site.

In line with the County Borough's current WESP and in order to achieve the targets of the new WESP, the County Borough will continue to ensure the benefits of Welsh medium and Welsh language education are promoted to parents / carers from the initial early years, through to primary and secondary education, then progressing through to higher and further education for all learners, whatever their learning need is fundamental to increasing the percentage of year one learners in Welsh medium education. In addition, the headteachers of the three schools will promote and signpost Welsh medium provision available at the Garth Olwg Lifelong Learning Centre.

Penygawsi Primary is approximately two miles from Ysgol Gynradd Gymraeg Gymunedol Llantrisant, which is a Welsh medium primary school at 21.9% surplus capacity (PLASC April 2021). YGGG Llantrisant is also a relatively new build school having been built in 2005.

Pontyclun Primary is approximately 3 miles from Ysgol Gynradd Gymraeg Gymunedol Llantrisant. The school currently offers wraparound care for nursery aged children and are looking to provide meithrin facilities for 2 to 3 year olds in the mornings from September. This provision will maximise opportunities for educating through the medium of Welsh in this area for early years children.

As part of a wider development to build approximately 1,850 new houses near the current Dolau Primary school, a new building will be constructed with 480 places plus 60 nursery places. Dolau Primary is currently a dual language school, with 441 places plus nursery. The construction of the new building will increase the total available capacity to 921 places plus 124 part-time nursery places, thus considerably increasing opportunities for Welsh medium education in a brand new 21st Century building. Although initial proposals are for this new building to be part of the dual language Dolau Primary School, subject to further statutory consultation, the new building is likely to become a Welsh medium primary school and will offer Welsh medium education in a brand new, state of the art, 21st Century standard school building. Dolau Primary is 4 miles from Pontyclun Primary school.

As can be seen from the data above, there are plentiful opportunities for full Welsh medium education in very good facilities in close proximity to each of the schools forming part of this proposal.

The Council recognises the importance of immersion in the Welsh language for learners who wish to transition from English medium education into Welsh medium education, so as to further encourage the uptake of Welsh medium education. Although the Council has no Welsh language immersion classes in any of our schools at present, schools requiring Welsh language immersion support for their learners are funded to support the accelerated acquisition of Welsh language skills for learners as and when the need arises.

Pupil Numbers in neighbouring Welsh medium schools

The majority of neighbouring Welsh medium schools have surplus capacity to facilitate growth of Welsh medium education provision going forward. As referred to above,

Dolau Primary is scheduled to be greatly expanded in the very near future which will provide even more opportunities for Welsh medium education.

School	Capacity	Number on Roll	Surplus Capacity
YGGG Llantrisant	338	264	21.89%
Ysgol Garth Olwg	409 (primary stream)	303	25.91%
Dolau Primary (dual language)	441 (whole school English & Welsh streams)	438	0.68%
Ysgol Llanhari	194 (primary stream)	171	11.86%

These surplus places are evident at Nursery and Reception level also in several of the schools (see table below), therefore enabling early years provision through the medium of Welsh.

Ysgol Llanhari, being an all through school has the flexibility of use of space throughout the site to create further early years accommodation, therefore exceeding the admission number is not an issue as the school has sufficient capacity and accommodation overall.

Demand and projections are regularly monitored across all schools as part of continual school organisation planning, to ensure that all schools have sufficient accommodation to meet in catchment demand and enable growth of the Welsh language.

School	Admission Number	Nursery P/T*	Nursery*	Reception*
YGGG Llantrisant	48	19	12	41
Ysgol Garth Olwg (all-through school)	58 (primary stream)	0	44	51
Dolau Primary (Dual language)	63 (whole school English & Welsh streams)	18	6 (Welsh stream only)	26 (Welsh stream only)
Ysgol Llanhari (all-through school)	27 (primary stream)	13	6	31

* PLASC April 2021 figures

Transition rates from Mudiad Meithrin to Welsh medium primary schools

The position at 2019/2020 in terms of progression from Cylch Meithrin into Welsh medium primary schools is shown in the table that follows:

The Position (2019/2020) in Terms of Progression from Cylch Meithrin into Welsh Medium Primary Schools										
Cylch Meithrin	Cylch Meithrin Capacity	Assoc. Primary School	No. of 2-Year Olds (Age At 31.0 8.19)	No. of 3-Year Olds (Age At 31.08 .19)	No. who attend Cylch Ti a Fi	No. who attend Flying Start	Total Transferring to School			
							Welsh Medium		English Medium	
							No.	%	No.	%
Beddau	18	Ysgol Gynradd Gymraeg Castellau	14	24	20	28	26	92.8	2	7.1
Evan James	52	Ysgol Gynradd Gymraeg Evan James	12	43	10	56	56	100	0	0
Llanilltud Faerdref	24	Ysgol Garth Olwg	6	0	9	6	6	100.	0	0
Pentre'r Egwlys	30	Ysgol Gynradd Gymraeg Garth Olwg	38	1	12	36	22	61.1	14	38.8
Rhydyfelin	40	Ysgol Heol Y Celyn	18	2	11	17	5	29.4	12	70.6
Cwm Elai	15	Ysgol Gynradd Gymraeg Tonyrefai	37	1	21	31	26	83.8	5	16.1
Pontyclun	48	Llanhari	16	0	17	14	13	92.9	1	7.1

(Note: Updated data is awaited from Welsh Government)

Cymraeg 2050 outlines that Welsh medium immersion education is the principal method for ensuring that children can develop their Welsh language skills and for creating new Welsh speakers. Cymraeg 2050 highlights the importance of the early year's sector as a point of early entry into Welsh medium education and as a way to increase demand for Welsh medium education and the Council regularly invests in Welsh-medium pre-school facilities on existing Welsh medium primary school sites.

Funding to promote the creation of immersion classes will aid the continuum of the Welsh language.

What facilities are there for members of the community to learn Welsh or undertake activities through the medium of Welsh

The new school buildings will have capacity that can be utilised by community groups and organisations. Each building is being designed to facilitate safe use of areas by the community whilst maintaining segregation from the rest of the school. The headteachers will be encouraged and fully supported to use these facilities to increase participation in the Welsh language by offering the opportunity to parents/carers and other members of the community to attend Welsh classes and/or other opportunities

for community engagement through the medium of Welsh. This will support the Welsh Government's target of one million Welsh speakers in Wales by 2050 and the targets set out in Rhondda Cynon Taf County Borough Council's (RCTCBCs) current (2017 to 2022) and new (2022 to 2032) Welsh in Education Strategic Plan (WESP).

Is it appropriate to provide additional after school facilities at any alternative school to further secure standards in the Welsh language?

In very close proximity to Llanilltud Faerdref Primary School is the Garth Olwg Lifelong Learning Centre which is heavily used and offers a variety of courses through the medium of Welsh to children, young people and adult learners.

Also, although the current Covid-19 pandemic has meant that restrictions have limited the number of face-to-face courses available for the community to progress their Welsh language skills, a range of online courses can also be accessed.

How parents/carers and learners' engagement with any alternative schools and any specific language enhancement it offers could be supported

The Council, has developed and updated a Being Bilingual booklet, funded by Cronfa Glyndwr which was first published in March 2016 and is currently being updated. The booklet is designed to give information on the benefits of being bilingual, outline the path to Welsh medium education and answer frequently asked questions on choosing Welsh medium education. The booklet is distributed via Health Visitors, Flying Start provision, nursery nurses and through the community in GP surgeries, libraries, dental surgeries and hospitals.

The Council's 'Starting School' booklet also provides parents/carers with a range of information including advice on choosing a school, provision of home to school transport and a directory of schools.

In addition, the local Cymraeg i Blant Officer runs weekly bilingual baby massage, baby yoga and Welsh rhyme time sessions for parents/carers and young children across the County Borough working alongside the local Midwifery and Health Visiting Teams. This ensures that parents/carers receive key early messages during the ante-natal and post-natal period and are made aware of the bilingual pathway available for their child.

The Council's Youth Engagement and Participation Service work with Menter Iaith and the Urdd to deliver bespoke language awareness sessions for young people highlighting the value of having Welsh language as a skill. The Youth Engagement and Participation Service also deliver social events and activities for young people through the medium of Welsh which include residential opportunities, eisteddfodau, sport and accreditation.

Information on how the proposal fits with the Council's Welsh in Education Strategic Plan (WESP) and any future actions that will be needed in consequence of the change to continue to comply with the scheme or meet targets in the scheme

The Council believes that all learners should have the appropriate opportunities for learning in both the mediums of Welsh and English to enable them to develop the confidence to use both languages in everyday life in order to meet the demands of the 21st Century.

The Council recognises the importance of the Welsh Government's Cymraeg 2050 target and how central the education system in Wales is to achieving its vision. The Council's new WESP (2022 to 2032) sets out a ten year vision for increasing and improving the planning of the provision of Welsh medium education within the County Borough, in order to maximise its contribution of achieving the target of one million Welsh speakers in Wales by 2050. It builds on the work of the previous WESP (2017 to 2022) and sets out an action plan which demonstrates how we intend to achieve our ten year vision.

The majority of the Welsh medium primary schools in the County Borough have sufficient surplus places to meet demand. However, there are a number of schools where demand is close to outstripping supply. As such, the Council has or is currently taking action to address these issues through a number of projects and proposals. Furthermore, the Council has also committed to increasing the quality and availability of early years Welsh medium provision by investing significantly in a number of provisions through various funding schemes. This will assist in ensuring a language continuum of Welsh medium provision and ensure that increased demand for Welsh medium education is met.

Also, as mentioned earlier, the Council recognises the importance of immersion in the Welsh language for learners who wish to transition from English medium education into Welsh medium education, so as to further encourage the uptake of Welsh medium education. Although the Council has no Welsh language immersion classes in any of our schools at present, schools requiring Welsh language immersion support for their learners are funded to support the accelerated acquisition of Welsh language skills for learners as and when the need arises.

No changes to these proposals are required in order to comply with the WESP.

Stage 2 – Impact Assessment

In this section you need to consider the impact, the evidence and any action you are taking for improvement. This is to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language Measure 2011.

Will the proposed action affect any or all of the following?

	Yes	No	No impact / Negligible	Describe why it will have a positive/negative or negligible impact on the Welsh language.	What evidence do you have to support this view?	What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?
Numbers and/or percentages of Welsh speakers	X			<p>The headteachers of all three schools will be encouraged and supported to consider using these facilities to increase participation in the Welsh language by offering the opportunity to parents/carers and other members of the community to attend Welsh classes and/or other opportunities for community engagement through the medium of Welsh. This will support the Welsh Government's target of one million Welsh speakers in Wales by 2050 and the targets set out in the Council's current (2017 to 2022) and new (2022 to 2032) WESP.</p> <p>The Council recognises the importance of immersion in the Welsh language for learners who wish to transition from English into</p>	<p>- Number of parents/carers and other members of the community attending Welsh medium classes offered at Garth Olwg Lifelong Learning Centre. (During the period October 2019 to March 2020, 120 learners attended various courses through the medium of Welsh at Garth Olwg Lifelong Learning Centre. A further 152 learners attended 16 Welsh for Adults courses at the centre during the same period. Since September 2021 and as</p>	<ul style="list-style-type: none"> - Promotion of and signposting to Welsh medium classes by the headteachers all three schools. - Promotion of the options available to learners who wish to transition from English medium education into Welsh medium education. - Ensure that schools are supported local and regionally, including by the CSC JES Welsh in Education Officer

			<p>Welsh medium education, so as to further encourage the uptake of Welsh medium education. Although the Council has no Welsh language immersion classes in any of our schools at present, schools requiring Welsh language immersion support for their learners are funded to support the accelerated acquisition of Welsh language skills for learners as and when the need arises.</p> <p>Demand for immersion classes is something that the Council will monitor and will consider moving forward alongside the development of its Band B 21st Century Schools and Colleges Programme and is included in the WESP.</p> <p>In contributing towards the vision of one million people in Wales being Welsh speakers by 2050 and in line with the County Borough's current WESP and in order to achieve the targets of the new WESP, it is vital to ensure a school based workforce of sufficient size and capability. In order to create more Welsh speakers, our education system is dependent on its school based workforce and we must work</p>	<p>a result of the pandemic, the provision has adapted to Welsh language talks on a variety of subjects and these have attracted 580 participants).</p> <ul style="list-style-type: none"> - Take up of Welsh language immersion support. Where there is demand, the Council will consider creating a Welsh language immersion class for late comers alongside the development of its Band B 21st Century Schools and Colleges Programme. - The school-based workforce will be supported with continued professional learning, networking and opportunities to share best practice. - To promote and increase learner's use of the Welsh language in primary and secondary schools with all English medium primary and secondary schools being supported to achieve the 	<p>to share best practice.</p>
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			<p>locally, regionally and nationally to ensure we create a school based workforce with robust linguistic skills, able to inspire and motivate learners in Welsh medium and Welsh language education.</p> <p>In recent years, support has been given to promote and increase learner's use of the Welsh language in primary and secondary schools and in social contexts. This has been done through the Welsh Language Charter (Siarter Iaith), developed by Gwynedd Council, and various other projects, in partnership with the CSC JES and the Urdd. These include but are not limited to:</p> <ul style="list-style-type: none"> • Implementing the Welsh Language Charter in all Welsh medium primary and secondary schools in order to develop learners' use of the Welsh language. • Implementing Cymraeg Campus in a number of English medium primary schools and piloting it in two English medium secondary schools. • Supporting English medium secondary schools to provide informal 	<p>Cymraeg Bronze Award.</p> <p>Campus</p>	
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				<p>opportunities to use the Welsh language and intensive Welsh language learning opportunities through the Urdd's Cymraeg Bob Dydd project.</p> <p>The aim has been to embed positive habits and attitudes towards the Welsh language through purposeful planning within primary and secondary schools and to promote the informal use of the Welsh language amongst learners inside and outside primary and secondary schools. Facilitating the use of the Welsh language, across the curriculum and in wider contexts in primary and secondary schools, to ensure a continuum of linguistic progression to support learner's in the transition between key stages offers all learners the opportunity to become fully bilingual and aligns with the Curriculum for Wales – 2022.</p> <p>The current position (2019/2020) in terms of progression from Cylch Meithrin into Welsh medium primary schools is fairly high. In the Cylch Meithrin where progression in to Welsh Medium primary education is lower (Rhydyfelin) the</p>	
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			<p>main reason is due to its location. However, it is worth noting that there are proposals (under a separate funding bid) to deliver a new Welsh medium primary school on the current Heol y Celyn Primary School site, to accommodate pupils currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium pupils attending the dual language Heol y Celyn Primary School. This proposal could also include an on-site Cylch Meithrin which would assist in the continuum of Welsh medium education.</p> <p>It is important to note, these proposals will not involve any significant change to the provision being made to the communities the schools currently serve as such, the schools will continue with their current wrap around arrangements.</p>		
Opportunities to promote the Welsh language	X		If implemented, the proposal will allow for the expansion of community and third-party use of the schools' facilities which can be used to hold classes through the medium of Welsh. The schools will be designed to be fully accessible and fully integrated community schools. A dedicated area will be	<ul style="list-style-type: none"> - The demand for classes through the medium of Welsh could be evidenced by the popularity of the Garth Olwg Lifelong Learning Centre. Additional opportunities to attend community classes / 	<ul style="list-style-type: none"> - Encouragement and support to headteachers to promote community use of their facilities for the purpose of Welsh medium education / use by

			<p>designed within each school so that the local community will be allowed to safely utilise the facilities at the school.</p> <p>Each of the three schools is located within a residential area hence they are very accessible to the communities that they serve.</p> <p>All signage produced will be bilingual and in adherence to the most recent guidelines available.</p> <p>Whilst no negative feedback has been received from the wider community on these proposals regarding the Welsh language, the Council will continue to adhere to The Welsh Language (Wales) Measure 2011⁴ (the 2011 Measure), which requires the Council to produce a five year strategy to facilitate and promote Welsh language. The first five year strategy, RCT – Welsh Language Promotion Strategy⁵, was approved in 2016 and outlined a number of key policy areas to maintain and increase the number of Welsh speakers during its lifecycle. In developing this proposal, the RCT – Welsh</p>	<p>groups in these new school buildings should further improve accessibility as the buildings will have community rooms and be fully compliant with the Equality Act 2010 and such opportunities will be within the heart of additional communities thereby facilitating access.</p>	<p>Welsh medium groups and promotion of opportunities via marketing tools currently being developed by the Council's WESP Marketing Group.</p> <ul style="list-style-type: none"> - The Council will make efforts to establish Welsh for Adults sessions in the new schools as well as look to establish links with the Urdd and Menter Iaith to assist in the promotion of the Welsh language. - In addition, the schools will work with the Councils Sports Development Team and the Urdd to establish links with local Welsh medium sporting groups and associations who may wish to
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⁴ [Welsh Language \(Wales\) Measure 2011 \(the 2011 Measure\)](#)

⁵ [Rhondda Cynon Taf – Welsh Language Promotion Strategy – 2016](#)

				Language Promotion Strategy has been taken into consideration in order to encourage and facilitate long term growth in Welsh medium and Welsh language education and the Council has and will continue to ensure there is a clear alignment with it.		utilise the sports facilities available.
Compliance with the Council's Welsh Language Standards	X			<p>All processes associated with the new building will be in accordance with the Council's Welsh Language Standards.</p> <p>Where possible, the schools, the Council and the CSC will support school support staff, school learning support workers and teaching staff to participate in Welsh language skills courses at different levels in order to meet identified needs.</p>	<ul style="list-style-type: none"> - All contractual arrangements will ensure that all consultations are undertaken bilingually; the construction of the new school will incorporate bilingual signage etc. - Number of support school support staff, school learning support workers and teaching staff participating in Welsh language skills courses at different levels. 	<ul style="list-style-type: none"> - Instil contractor awareness of the Welsh Language Standards and ensure compliance. - Encouragement of participation in Welsh language skills courses at different levels.
Treating the Welsh language, no less favourably than the English language	X			Although these schools are English medium primary schools, they are part of the Council's 21 st Century Schools and Colleges Band B programme which the Council and Welsh Government jointly fund to ensure that the	<ul style="list-style-type: none"> - 21st Century Schools and Colleges - Band B Schools - Strategic Outline Programme contains a wide range of schools (Welsh and English medium) in 	<ul style="list-style-type: none"> - Promotion of Welsh medium classes for community groups etc. in the fully accessible facilities.

				Council's vision that there are good schools, so all children and young people, whatever their learning need is, have equitable access to good English and Welsh medium education is fulfilled.	various parts of the county borough.	- Promotion of the options available to learners who wish to transition from English medium education into Welsh medium education.
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Stage 3 - Strengthening the proposal/project

Having listed actions in section 2 which may mitigate any negative impacts or better contribute to positive impacts – please record below which ones you will imbed into the policy proposal and who will be responsible for them.

Also consider is the proposal necessary? Would it be possible to meet demand without any new developments? Could other existing provision be used? Where should the development be?

Tudalen 60

What are you going to do?	When are you going to do it?	Who is responsible?
Ensure that all prospective parents are given the 'Starting Schools' and the 'Being Bilingual' booklets to promote the positive experiences that can be achieved through seeking an education through the medium of Welsh.	Ongoing. This will be a continued collaborative effort between all stakeholders.	RCT / Schools / Partners
Monitor demand to assess the need for an immersion class in southern Taf area of the county borough.	This will form an action of the WESP 2022-32 and will be an ongoing action for officers.	RCT

Link with headteachers to promote the availability of Welsh language classes to their parents/carers/wider community	Ongoing. This will be a continued collaborative effort between the Council and the schools.	RCT / Schools
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Stage 4 – Review

As part of the Welsh Language, Equalities and Socio Economic Duty Impact Assessment Process all proposals that fall within the definition of Significant Key Decision should present at the Officer Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your report is finalised and published for SLT/Cabinet approval.

If this proposal is a Key Strategic Decision please forward your impact assessment to CouncilBusiness@rctcbc.gov.uk for an Officer Review Panel to be organised to discuss your proposal. [See our guidance document](#) for more information on what a Significant Key Decision is.

For all policy proposals, whether it is a Significant Key Decision or not you are required to forward this assessment to Welsh Language services in the first instance for some initial guidance and feedback.

It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable Welsh language considerations wherever possible. Please ensure you update the relevant sections below

Fudalen 64

Welsh Language Services Comments	Date Considered	Brief description of any amendments made following Welsh Language Services feedback
<p>Welsh Language Services encourage you to consider the possible negative impacts new English medium schools may have on the uptake of Welsh medium education and what ways the Council will mitigate this possible impact. It will likely be through promotion of the benefits of WM education and continued investment.</p> <p>Additional consideration should also be given to the effects on the whole community and not just the educational community. For example - Will the proposal effect community attitudes towards the Welsh language? Will groups other than Welsh learners be encouraged to use the site and its facilities?</p>	24 th June 2021	<p>Document updated to include:-</p> <ul style="list-style-type: none"> - Promotion of the Welsh language via headteachers. - Opportunities for headteachers to provided with information regarding Welsh language courses available in the community to raise awareness with parents/carers/wider community and signpost them accordingly. - The Council making efforts via the headteachers to encourage after school use of the facilities for all community needs, including Welsh for Adults sessions in the new schools and encouraging links with the Urdd and Menter Iaith to assist in the promotion of the Welsh language. - Encouraging the schools to work with the Council's Sports Development Team and the Urdd to establish links with local

<p>Consideration such as these should help inform these proposals.</p>		<p>Welsh medium sporting groups and associations who may wish to utilise the MUGAs.</p> <ul style="list-style-type: none"> - Opportunities for staff to learn Welsh - school based workforce supported with continued professional learning, networking and opportunities to share best practice. - Promoting and increasing learners use of the Welsh language in primary and secondary schools with all English medium primary and secondary schools being supported to achieve the Cymraeg Campus Bronze Award. - Signage being bilingual.
Officer Review Panel Comments	Date Considered	Brief description of any amendments made following Officer Review Panel considerations
<p>The Review Panel recommended additional consideration be given to parents' accessibility to Welsh Medium classes in order to promote their learning. Also, increased focus on what will be done to mitigate any negative impact on the Welsh language (in the community and in the context of the Council's 10 Year WESP targets) especially in light of the Meithrin transition rates currently quoted, to ensure Welsh Medium Schools investment is promoted and discussed alongside English Medium schools investment - wherever possible - to ensure parents are aware that both sectors are being funded. Further, whether additional training of school staff could benefit English Medium schools - ensuring teachers have the best skills to equip our next generation as they learn through the new curriculum framework.</p> <p>Additional areas for inclusion / consideration:-</p> <ul style="list-style-type: none"> - Quality and availability of Welsh medium educational facilities in the areas of the new build English medium schools. - Consideration to be given to the impact of new build English medium primary schools on Welsh language 	<p>24th June 2021</p>	<p>Document updated to reflect:-</p> <ul style="list-style-type: none"> - New buildings at Dolau Primary School will provide brand new facilities and increased capacity for educational opportunities through the medium of Welsh; recent further investment in Ysgol Garth Olwg to create a 3-19 Welsh medium all-through

Tudalen 62

<p>uptake in the particular areas. Making parents aware of investment across the Welsh medium sector also.</p> <ul style="list-style-type: none"> - Pre-school Welsh medium availability to encourage Welsh language immersion from the very early years. - Engagement with headteachers to promote to parents / carers the availability of Welsh language courses in the community. - Data regarding transition from meirthrin to Welsh Medium Primary School – add a note that updated data is awaited from Welsh Government - 2019/20 is the most current data available to the Council at present. - Data regarding uptake of Welsh language opportunities at Garth Olwg Lifelong Learning Centre. 		<p>school; future 21st Century Schools Band B proposals include brand new Welsh medium schools.</p> <ul style="list-style-type: none"> - Many of the Welsh medium schools in the area are relatively new / in good condition or have plans in place for investment /replacement. - The Council regularly invests in Welsh-medium pre-school facilities with more being located on Welsh-medium primary school sites, to ensure continuity of provision from non-statutory to statutory education through the medium of Welsh in one location. - Opportunities for headteachers to provided with information regarding Welsh language courses available in the community to raise awareness with parents/carers/wider community and signpost them accordingly. - Note added to meithrin data. - Data regarding Garth Olwg course participants added.
Consultation Comments	Date Considered	Brief description of any amendments made following consultation
<u>Stage 5 – Monitoring, Evaluating and Reviewing</u>		
<p>The project will be monitored, evaluated and reviewed by officers within the Education and Inclusion Services Directorate and the Corporate Estates Department on a regular basis throughout the design, build and operational period.</p>		

Stage 6 – Summary of Impacts for the Proposal

A Welsh Language Impact Assessment has been completed and the main findings are as follows -

The aim of proposed project is to relocate Llanilltud Faerdref, Penygawsi and Pontyclun primary schools to brand new buildings on their current sites in order to replace their current buildings are in very poor condition overall. Although these are English medium primary schools, Welsh is taught as part of the curriculum and all pupils will benefit from having the opportunity to be taught in brand new facilities fit for the 21st Century.

The aim of the Council is to embed positive habits and attitudes towards the Welsh language through purposeful planning within schools and to promote the informal use of the Welsh language amongst learners inside and outside school. Facilitating the use of the Welsh language across the curriculum and in wider contexts in schools to ensure a continuum of linguistic progression to support learners in the transition between key stages offers all learners the opportunity to become fully bilingual and aligns with the Curriculum for Wales – 2022.

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If implemented, the proposal will also allow for the expansion of community and third-party use of the schools' facilities which can be used to hold classes through the medium of Welsh. The schools will be designed to be fully accessible and fully integrated community schools. A dedicated area is being designed within each school so that the local community will be allowed to safely utilise the facilities at the school, which could involve Welsh language groups using the 21st Century facilities for meetings / classes etc. The headteachers will be encouraged and fully supported to use these facilities to increase participation in the Welsh language by offering the opportunity to parents/carers and other members of the community to attend Welsh classes and/or other opportunities for community engagement through the medium of Welsh.

In summary, the proposal will therefore assist with delivering the targets outlined in Rhondda Cynon Taf County Borough Council's (RCTCBCs) current (2017 to 2022) and new (2022 to 2032) Welsh in Education Strategic Plan (WESP) and will support the aim of Welsh Government's Cymraeg 2050 target of one million Welsh speakers in Wales by 2050.

Stage 7 – Sign Off

Name of Officer completing the WLIA	Nicola Goodman	Service Director Name:	Andrea Richards, Service Director for 21 st Century Schools and Transformation
Position	Senior 21 st Century Schools Officer	I recommend that the proposal: (Highlight decision)	Is implemented with no amendments
			Is implemented taking into account the mitigating actions outlined
			Is rejected due to disproportionate negative impacts on the Welsh language
Signature		Service Director Signature	
Date	30/06/21	Date	30/06/21

Tudalen way