



INTEGRATED IMPACT ASSESSMENT



Proposal to Reorganise the Catholic Education Provision in Flintshire

Spring 2025

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A. OUTLINE OF ASSESSMENT

A.1. Introduction

1. This Integrated Impact Assessment (IIA) aims to identify potential positive and negative impacts of the proposal and to outline actions that may be implemented to mitigate any identified effects.
2. The IIA will consider how the proposal contributes to the Council's goals under The Well-being of Future Generations (Wales) Act 2015 and how it meets the principle of sustainable development.
3. This document will also incorporate several individual assessments to provide a comprehensive evaluation of potential impacts.
4. This IIA has been produced as a supplementary document to the Statutory Consultation

B. The Proposal

5. The Catholic Diocese of Wrexham (“the Diocese”) and Flintshire County Council (“the Council”) propose to Reorganise the Catholic Education Provision in Flintshire.
6. The proposal will involve two distinct elements:
 - The closure of St Anthony's Catholic Primary School in Saltney, the closure of St David's Catholic Primary School in Mold, the closure of St Mary's, Catholic Primary School in Flint and the closure of St Richard Gwyn Catholic High School in Flint.
 - The opening of a new English medium 3-18 Catholic Voluntary Aided School in Flint.
7. Full details of the proposal can be found in the Statutory Consultation document.

C. WELL-BEING OF FUTURE GENERATIONS

C.1. The Goals

8. The Well-being of Future Generations (Wales) Act 2015 is about improving the social, economic, environmental, and cultural well-being of Wales.
9. The legislation outlines 7 well-being goals that provide a shared vision for public bodies in Wales to work toward, these being:



Figure 1: Goals of The Well-Being of Future Generations (Wales) Act 2015

C.2. Sustainable Development

10. Also contained within the Act is a sustainable development principle which means that the Council must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.
11. There are 5 Ways of Working that can demonstrate how the Council has applied the sustainable development principle:
 - Long Term
 - Prevention
 - Integration
 - Collaboration, and
 - Involvement
12. Further information about the Well-being of Future Generations (Wales) Act 2015 can be found via the link <https://futuregenerations.wales/about-us/future-generations-act/>

D. ASSESSMENT AREAS

13. There are several areas that potentially can be affected by any proposals and each one requires careful consideration.
14. The following impact assessments have been integrated into this document to provide a comprehensive evaluation of potential impacts:
 - Equality & Human Rights
 - Welsh Language
 - Environmental & Biodiversity
 - UN Conventions Rights of the Child
 - Health, and
 - Poverty.

E. POTENTIAL IMPACTS

E.1. Contribution to Well-being Goals

| Description | Contribution |
|--|---|
| A Prosperous Wales | |
| <p>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p> | <p>This will continue the Council’s investment under Welsh Government’s Sustainable Communities for Learning Programme. The Programme is a long-term investment for schools and colleges to develop them as hubs for learning and reduce buildings in poor condition.</p> <p>This proposal removes four schools with inefficient buildings and replaces them with one school that will be constructed to Net Zero Carbon standards, which requires the efficient use of resources in construction and energy in operation.</p> <p>It is recognised that high quality learning environments can positively impact the delivery of education, providing pupils with safe and inspiring spaces to learn, which will lead to enhanced employment opportunities.</p> <p>A constructor will be encouraged to use local supply chain trades where practicably possible</p> |
| A Resilient Wales | |
| <p>A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change.</p> | <p>New school buildings remove maintenance issues and costs. Through clever design, use of modern materials and the implementation of Net</p> |

| Description | Contribution |
|---|---|
| | Zero Carbon principles, structures will be built in a sustainable way and less impacted by issues linked use of fossil fuels and climate change. |
| A Healthier Wales | |
| A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood | A modern, fresh learning environment will nurture children and young people, providing a sanctuary that will help promote good-mental health. External areas will have spaces that will allow the school to develop and encourage participation in physical activities such as sports and walking. |
| A More Equal Wales | |
| A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic circumstances) | Providing a contemporary educational environment that will improve the opportunities for children and young people to fulfil their potential |
| A Wales of Cohesive Communities | |
| Attractive, safe, viable and well-connected. | <p>The proposal sees land located at the heart of a community redeveloped which will enhance the area. During design, consideration will be given to the inclusion of spaces for community use that will allow adult learning, meetings, and small event to be held. In addition, a dedicated childcare facility may also be included.</p> <p>All this encourages social interaction and promotes a togetherness amongst the community.</p> |

| Description | Contribution |
|--|--|
| | Schools of the right type will be provided in the right places |
| A Wales of Vibrant Culture and Thriving Welsh Language | |
| A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. | <p>The culture and heritage of Catholic education in Flintshire will be safeguarded for many years to come. Modern facilities will encourage participation in a wide range of activities that may not be available at current locations.</p> <p>It is acknowledged that the proposal will not directly promote the Welsh language. However, the proposal will not negatively impact the Welsh language either.</p> |
| A Globally Responsible Wales | |
| A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being | Investing in 'green' technologies and meeting Net Zero Carbon targets. |

F. Contribution to Sustainable Development

| Description | Contribution |
|--|---|
| Long Term | |
| <p>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</p> | <p>The proposal aims to provide opportunities for people to study through the Catholic faith. The 3-18 school arrangement will create a site dedicated to promoting Catholic values from young children, right through to adults who can access learning via any community spaces.</p> <p>By locating these facilities in an established and vibrant town the proposal is viewed as a key component towards achieving many organisational and national strategies, such as establishing a more resilient and sustainable school network and Welsh Government's ambition to become a net zero carbon nation by 2050.</p> |
| Integration | |
| <p>Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</p> | <p>Ensuring the appropriate education provision integrates children and young people from varying backgrounds.</p> |
| Involvement | |
| <p>The importance of involving people with an interest in achieving the well-being goals and ensuring that those people reflect the diversity of the area which the body serves.</p> | <p>Key stakeholders will be invited help shape the end product of the proposal.</p> |

| Description | Contribution |
|---|--|
| Collaboration | |
| Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives. | The Flintshire and Wrexham’s Public Services Board (PSB) consists of key agencies representing local government, health, police, fire rescue, education, the environment and third sector. This collaborative approach has resulted in the publication of the PSB’s ‘A Well-Being Plan 2023-2028’, which outlines key objectives based on the Well-Being of Future Generations (Wales) Act 2015. |
| Prevention | |
| How acting to prevent problems occurring or getting worse may help public bodies meet their objectives. | Preventing inappropriate placements for our learners. |

G. Equality & Human Rights Impact Assessment

| Protected Characteristic | Potential Impact | Explanation & Mitigating Actions |
|--------------------------------|---|--|
| Age | No negative discriminatory impact anticipated | |
| Gender reassignment | No negative discriminatory impact anticipated | |
| Disability | Positive impact | The proposed new school will fully comply with and equality and disability discrimination legislation. |
| Marriage and civil partnership | No negative discriminatory impact anticipated | |

| Protected Characteristic | Potential Impact | Explanation & Mitigating Actions |
|--------------------------|---|----------------------------------|
| Pregnancy and maternity | No negative discriminatory impact anticipated | |
| Race | No negative discriminatory impact anticipated | |
| Religion and Belief | No negative discriminatory impact anticipated | |
| Sex | No negative discriminatory impact anticipated | |
| Sexual Orientation | No negative discriminatory impact anticipated | |

H. Welsh Language Impact Assessment

| Criteria | Potential Impact | Explanation & Mitigating Actions |
|--|---|---|
| Treating the Welsh Language no less favourably than the English language | No negative discriminatory impact anticipated | People will have access to Welsh versions of all documents and are invited to correspond in Welsh if desired. |
| Opportunities for people to use the Welsh language | No negative discriminatory impact anticipated | People will have access to Welsh versions of all documents and are invited to correspond in Welsh if desired. |
| Meeting the Welsh Language Standards | No negative discriminatory impact anticipated | The proposal will comply with the Welsh Language Standards. |

I. Environmental & Biodiversity Impact Assessment

| Criteria | Potential Impact | Explanation & Mitigating Actions |
|--|---|---|
| Reducing greenhouse gas emissions | Positive Impact | Inefficient buildings replaced with Net Zero Carbon facilities |
| Plan for future climate change | Positive Impact | Inefficient buildings replaced with Net Zero Carbon facilities |
| Protect coastal and inland water | No negative discriminatory impact anticipated | |
| Pollution: air/water/soil/noise & vibration/emissions | No negative discriminatory impact anticipated | |
| Enhancing biodiversity | No negative discriminatory impact anticipated | |
| Encouraging resource efficiency (energy/water/materials & minerals) | No negative discriminatory impact anticipated | Inefficient buildings replaced with Net Zero Carbon facilities |
| Reducing waste production and increase recycling, recovery and re-use | Positive Impact | Inefficient buildings replaced with Net Zero Carbon facilities |
| Reducing the need to travel and promote sustainable forms of transport | Positive and negative impacts. | Positive – The proposed new school will examine safe walking routes to school and promote walking, cycling and the use of alternative transport methods to individual cars. |

| Criteria | Potential Impact | Explanation & Mitigating Actions |
|---|---|--|
| | | Negative – the proposal will result in the removal of two schools from the network. Children and young people attending these schools will have to travel to alternative sites. If pupils remain in Catholic education it is likely they would have an increased distance to travel. |
| Improve the physical environment: housing, public services, access to and quality of green space | No negative discriminatory impact anticipated | |
| Protecting and enhancing the historic environment and architectural, archaeological and cultural heritage | No negative discriminatory impact anticipated | |

J. UN Conventions Rights of the Child Impact Assessment

| Criteria | Potential Impact | Explanation & Mitigating Actions |
|--------------------|---|----------------------------------|
| Non discrimination | No negative discriminatory impact anticipated | |

| Criteria | Potential Impact | Explanation & Mitigating Actions |
|-----------------------------------|--|---|
| Best interest of the child | Positive Impact | <p>Provides modern and inspiring (through Net Zero Carbon) learning environment that will enhance the education experience of pupils and the work setting of staff.</p> <p>In addition, the proposal is likely to provide green spaces such as playing fields and a forest school that will promote physical and mental well-being.</p> |
| Right to survival and development | No negative discriminatory impact anticipated | |
| Right to be heard | <p>Article 12: The United Nations Convention on the Rights of the Child (UNCRC)</p> <p>‘Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account’.</p> | <p>Children and young people at all directly affected schools will be consulted using information suitable to their age group.</p> <p>Should the proposal be implemented, events will be held throughout the construction process to educate children on what is happening, the Net Zero Carbon implications of the build and what it means for their education. Children and young people will be encouraged to interact where possible and input into potential outcomes.</p> |

K. Health Impact Assessment

| Criteria | Potential Impact | Mitigating Actions |
|--|---|--|
| Lifestyles | Positive Impact | The proposal will promote Active Travel Measures to encourage children and young people, as well as parents/carers to use more environmentally friendly ways of getting to/from school (for example walking and cycling as opposed to one pupil in a car). |
| Social and Community influence on Health | No negative discriminatory impact anticipated | Increased community provision will increase local interactions and could reduce people feeling isolated, which in turn would boost mental well-being. |
| Mental Wellbeing | No negative discriminatory impact anticipated | The new modern and inspirational learning environment will improve the mental well-being of both pupils and staff. The same can also be said for the access to playing fields, and nature areas that will be developed. |
| Living / Environmental conditions affecting Health | No negative discriminatory impact anticipated | |
| Economic conditions affecting Health | No negative discriminatory impact anticipated | |
| Access and quality of Services | No negative discriminatory impact anticipated | |

| Criteria | Potential Impact | Mitigating Actions |
|---|---|---|
| Ensuring adults and children are safeguarded | Positive Impact | Should the proposal be implemented, any design will include a secure fencing line that will ensure only people allowed to by the school can access the areas where children and young people will learn and play. Also, any buildings will have access-controlled doors which can only be operated by those people who have been assigned the appropriate security pass. |
| Enabling more people to live well and independently at home | No negative discriminatory impact anticipated | |
| Macro-economic, environmental & sustainability factors | No negative discriminatory impact anticipated | |

L. Poverty Impact Assessment

| Criteria | Potential Impact | Mitigating Actions |
|-----------------------|------------------|---|
| Reducing fuel poverty | Positive Impact | Promotion of Active Travel Measures could result in more children and young people walking or cycling to/from school reducing the number of polluting cars on the road. |

| | | |
|--|---|---|
| Improving local employment opportunities | Positive and negative Impact | <p>Positive – Construction partners are encouraged to engage local suppliers and sub-contractors to complete any works.</p> <p>Negative – removing two schools from the network will reduce employment opportunities in those areas</p> |
| Maximising traineeships and apprenticeship opportunities | Positive Impact | Part of the community benefits agreed with the constructor include the providing opportunities for traineeships and apprenticeships. |
| Protecting people from poverty | No negative discriminatory impact anticipated | |
| Improving qualification and skills | Positive Impact | People used throughout the construction process will have opportunities to use their skills and, where possible, obtain further qualifications whilst completing their work. |

M. PROMOTION OF POSITIVE IMPACT

Although there are no negative discriminatory impacts anticipated in some areas there are several support mechanisms in place to help those people who may be affected by any potential changes, these include (non-exhaustive list):

- Any pupil, parent/carer, staff member or governor with a protected characteristic will be provided with the appropriate support should the proposal be implemented.
- All pupils, regardless of their age, gender, disability, race, religious belief and first language will be offered transition and pastoral support if they are affected by the proposal.
- The Council will take all practicable steps to minimise disruption to all pupils with specific consideration given to pupils with additional learning needs (ALN).
- Gender performance is monitored at school level and gaps are progressed through the School Action Plan.
- With a number of specialist interrelated services, the Council's Inclusion Service ensures its duty under the SEN Code of Practice for Wales 2002 is delivered. Services include:
 - Education Psychology Service.
 - Young Persons, Counselling Service.
 - Sensory Service.
 - English as an Additional Language / Gypsy Traveller Service.
 - Additional Learning Needs Service.
 - Speech, Language & Communication Service.
 - Education Welfare Service.
 - Behaviour Support Service.
 - Education Otherwise Than At School; and
 - Autistic Spectrum Condition Service.
- The Council works within the Equality Act 2010 to secure accessible school buildings for its pupils, parents and carers, staff, and governors. A pupil with a disability is assessed on an individual basis and a budget is available to adapt schools for pupils to access the curriculum. However, adaptations to buildings needs to meet the needs of pupils with disabilities and must be proportionate and reasonable within the available budget.
- The Council will fulfil its statutory duty to monitor the provision and achievement of pupils and schools relating to the agreed Religious Education syllabus.
- Parents/carers may express a preference to seek alternative education provision for their child. There are denominational and non-denominational primary schools available within

Flintshire area should pupils who are dispersed wish to access alternative education provision.

- Flintshire County Council is currently developing a Trans Policy for schools. Training will be made available to schools.
- The schools have its own equality and diversity statements, Strategic Equality plan as well as employment policies to support staff through change programme. Each school should have their own ethos around promoting equality, eliminating discrimination, and promoting good relations.
- Pupils and staff with disabilities will have improved access to school facilities.
- Trans-pupils and staff will have access to gender neutral toilets.
- All schools receive inspections via Estyn.

N. CONCLUSION

The positive impacts of the proposal on pupils, staff and the local community are a compelling endorsement of why the Council view the proposal as a viable project. Replacing existing school stock with modern, net zero carbon buildings will reduce reliance on fossil fuels and increase the Council's resilience to an ever-changing climate.

The proposal continues the investment through the Sustainable Communities for Learning Programme to improve the condition of school buildings and learning environments for children and young people.

Not all impacts are positive, and it is recognised that there are negative impacts to the proposal too, most notably the removal of two schools within two communities. However, should negative impacts the Council will endeavour to mitigate, reduce, or remove their affects through implementation of robust policies, procedures, and systems that are in place.

Where the implementation of the proposal results in negative impacts that have not been previously identified, the Council will make all practicable steps to provide the appropriate support to affected individuals and/or groups.