



# **INTEGRATED IMPACT ASSESSMENT – June 2026**

## **CATHOLIC EDUCATION PROPOSAL**

- Close St Anthony's Catholic VA Primary School in Saltney, which will cease to operate by 31 August 2027.
- Amalgamate St David's Catholic VA Primary School in Mold, St Mary's Catholic VA Primary School in Flint and St Richard Gwyn Catholic VA High School in Flint.
- Amalgamation would see:
  - the individual schools close by 31 August 2027;
  - a new amalgamated English medium 3-18 Catholic Voluntary Aided school, with a new name and school number, open 01 September 2027;
  - the new school operating over the three current sites until such time a new school building is constructed (anticipated 01 September 2030).

**Spring-Summer 2026**

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## PART A. INTRODUCTION

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Within Flintshire there are six schools that are categorised as English-medium Catholic faith voluntary aided schools:

- St Anthony's Catholic Voluntary Aided Primary School, Saltney.
- St David's Catholic Voluntary Aided Primary School, Mold.
- St Mary's Catholic Voluntary Aided Primary School, Flint.
- St Winefride's Catholic Voluntary Aided Primary School, Holywell.
- Venerable Edward Morgan Catholic Voluntary Aided Primary School, Shotton.
- St Richard Gwyn Catholic Voluntary Aided High School, Flint.

For the purposes of this document, the schools will be referred to by their shortened unique name. For example, St Anthony's Catholic Voluntary Aided Primary School, Saltney, will be referred to as St Anthony's.

The schools of St Anthony's, St David's, St Mary's and St Richard Gwyn are subjects of the proposal and would be directly affected should it be implemented.

This document supplements the Statutory Consultation document which consultees should consider to fully participate in the consultation process.

<https://flintshire.gov.uk/CatholicEducationConsultation>

The consultation period will open on **Tuesday 16 June 2026** and close at 11.59pm on **Wednesday 29 July 2026**.

Any figures, statistics and material referenced in this document are the most accurate available at the time of preparation and publication.

Impact Assessments are working documents which will be updated following information and feedback from the consultation process.

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## PART B. PURPOSE OF ASSESSMENT

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An Integrated Impact Assessment (IIA) aims to identify potential positive, neutral and negative impacts to schools that are subject to a school organisation change proposal.

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.

Where possible, actions have been outlined that may enhance or maintain a positive or neutral impact or that may reduce or remove a negative impact.

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## PART C. WELL-BEING OF FUTURE GENERATIONS

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### C.1. The Goals

The Well-being of Future Generations (Wales) Act 2015 is about improving the social, economic, environmental, and cultural well-being of Wales.

The legislation outlines 7 well-being goals that provide a shared vision for public bodies in Wales to work toward, these being:



### C.2. Sustainable Development

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.

There are 5 Ways of Working that can demonstrate how the Council has applied the sustainable development principle:

- Long Term.
- Prevention.
- Integration.
- Collaboration.
- Involvement.

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/>

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## PART D. ASSESSMENT AREAS

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There are several areas that potentially can be affected by any proposals and each one requires careful consideration.

The following impact assessments have been integrated into this document to provide a comprehensive evaluation of potential impacts:

- Equality & Human Rights
- Environmental & Biodiversity
- UN Conventions Rights of the Child
- Health & Wellbeing
- Poverty, and
- Education and Skills.

## PART E. POTENTIAL IMPACTS

### E.1. Contribution to Well-being Goals

| Description  | Contribution  |
|--|---|
| <b>A Prosperous Wales</b>  |   |
| <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> |
| <b>A Resilient Wales</b>   |   |
| <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 Zero Carbon principles, structures will be built in a sustainable way and less impacted by issues linked use of fossil fuels and climate change.</p> <p>Biodiversity is always a strong consideration in any new build, and we work with Constructors and our own Biodiversity team to enhance the natural environment in any new design.</p> <p>The Council has now built a range of new schools across the County, we have completed one Net Zero Carbon in operation campus school this year, and are in the final stages of the build for our Net Zero Carbon in operation Welsh Language</p>   |

| Description  | Contribution   |
|--|--|
|  | <p>school. We have extensive experience in bringing new schools from conception to build ensuring they are environmentally sustainable and provide the best possible environments for our learners.</p>  |
| <b>A Healthier Wales</b>   |  |
| <p>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</p>   | <p>A modern, fresh learning environment will nurture children and young people, providing a sanctuary that will help promote good-mental health.</p> <p>External areas will have spaces that will allow the school to develop and encourage participation in physical activities such as sports and also areas to interact with the natural world.</p> <p>Whilst we understand the prospect of these changes can impact on the well-being of pupils, staff and parents/carers in the short term, we are committed to providing the best opportunities for pupils now and in the future. Supporting children’s mental health is a key priority, and if the proposal progresses, we will work closely with schools, families, and specialist services to ensure that any transition is managed with care, sensitivity, and appropriate support for all learners in-line with local policy.</p> |
| <b>A More Equal Wales</b>  |  |
| <p>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic circumstances)</p> | <p>Providing a contemporary educational environment that will improve the opportunities for children and young people to fulfil their potential.</p> <p>The new school will provide equality of access to a broad and balanced curriculum offer which is not always available in smaller schools, including requirements for the new Curriculum for Wales and an enhanced offer of sports and cultural activities.</p>   |

| Description   | Contribution  |
|---|---|
| <b>A Wales of Cohesive Communities</b>  |   |
| <p>Attractive, safe, viable and well-connected.</p>   | <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 events 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> <p>We understand the concern of communities, that will potentially face losing their local Catholic school, and any provisions associated with it. A separate community impact assessment has been carried out which includes input from the schools as part of the consultation.</p> |
| <b>A Wales of Vibrant Culture and Thriving Welsh Language</b>   |   |
| <p>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>  | <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. A separate Welsh Language Impact Assessment has been developed as part of the consultation.</p>  |
| <b>A Globally Responsible Wales</b>   |   |
| <p>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</p> | <p>Investing in 'green' technologies and construction methods to meet Net Zero Carbon targets, which will ultimately have a global impact.</p>  |

## PART F. Contribution to Sustainable Development

| Description  | Contribution   |
|--|--|
| <b>Long Term</b>   |  |
| <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 children and young 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> |
| <b>Integration</b>   |  |
| <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>Each Well-being Objective in Flintshire's Council Plan contributes to all, or a number of the Well-being Goals and are kept under review. Flintshire's well-being objective: Enabling and Supporting our Learning Communities aligns most closely with this proposal and is detailed in the next section.</p>   |
| <b>Involvement</b>   |  |
| <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   |
|---|--|
| <b>Collaboration</b>  |  |
| 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. | <p>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.</p> <p>We collaborate with many stakeholders internally and externally as we develop the design for our new schools.</p> |
| <b>Prevention</b>   |  |
| How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.   | Preventing a decline in surplus places by taking out undersubscribed schools with inefficient buildings from the Catholic network. We must plan for long-term sustainability. This includes adapting to demographic changes and ensuring that our school estate is fit for purpose in the years ahead.   |

## **PART G. Flintshire’s Well Being Objectives Assessment (Council Plan 2023-28)**

To meet the requirements of the Wellbeing of Future Generations (Wales) Act 2015 the Council has set its own Well-being objectives for 2023/2028. These Well-being Objectives have been chosen as the areas in which the Council believes it can make a positive difference and the greatest contribution towards the Well-being goals. This proposal relates most specifically to Wellbeing Objective: Enabling and Supporting our Learning Communities and the impact it will make.

| Description   | Potential Impact   |
|---|--|
| <ul style="list-style-type: none"> <li><b>Education and Skills</b></li> </ul> <p>Enabling and Supporting Learning Communities</p> | <p>This proposal contributes to the continued delivery of the long term strategy for capital investment in school buildings to improve</p> |

| Description   | Potential Impact  |
|---|---|
| <ul style="list-style-type: none"> <li>• <b>Educational Engagement and Achievement</b></li> </ul> <p>Providing diverse learning opportunities to support educational achievement in schools and communities</p> <ul style="list-style-type: none"> <li>• <b>Digital Learning Opportunities</b></li> </ul> <p>Supporting education engagement and achievement through proactive use of accessible digital media</p> <ul style="list-style-type: none"> <li>• <b>Learning Environments</b></li> </ul> <p>Creating aspirational and flexible learning environments</p> <ul style="list-style-type: none"> <li>• <b>Learning Community Networks</b></li> </ul> <p>Supporting our learning communities to engage and achieve through extensive partnership working unpinned by common safeguarding practices</p> <ul style="list-style-type: none"> <li>• <b>Welsh Education Strategic Plan (WESP)</b></li> </ul> <p>Working with schools and partners to support the Welsh Government's strategy to enable one million Welsh speakers by 2050</p> <ul style="list-style-type: none"> <li>• <b>Well-being</b></li> </ul> <p>Working with schools and partners to provide opportunities for children, young people, and the education workforce to engage in activities which support their emotional health and well-being</p> | <p>the quality of school buildings, whilst promoting sustainability and reducing the identified backlog maintenance.</p> <p>This proactive proposal reduces surplus places which can lead to better funded schools and release resources for investment in other areas. This ultimately will benefit many children and make the overall provision more sustainable.</p> <p>A separate Welsh Language Impact Assessment is provided with the Consultation documents. Results from the consultation will be shared with the WESP Forum.</p> <p>Better learning environments can improve the well-being of both pupils and staff, latest technologies can be incorporated into the design and new equipment can be provided, all of which can enhance the learning experience.</p> |

## PART H. Equality & Human Rights Impact Assessment

| Protected Characteristic | Potential Impact                              | Explanation & Mitigating Actions   |
|--------------------------|---|--|
| Age                      | No negative discriminatory impact anticipated | The proposal will not discriminate against any person on grounds of age. The proposal aims to provide improved educational opportunities for all.  |
| Gender reassignment      | Positive impact anticipated                   | Schools in Wales schools must provide sex-separated toilets for pupils over the age of 8, but have the flexibility to offer gender-neutral toilet and changing options to enhance safety, comfort, and inclusivity for all learners, staff and visitors. This proposal provides the opportunity to incorporate suitable facilities for those of any gender, into the design process.   |
| Disability               | Positive impact anticipated                   | <p>The proposed new school will fully comply with and equality and disability discrimination legislation. Existing schools may not have up to date standard environments for pupils.</p> <p>We recognise, many children or young people with ALN have a disability. For the purposes of the Equality Act 2010 – having a disability is one part of the definition of ALN and the other part (significantly greater difficulty in learning than the majority of others of the same age) may in some cases amount to a disability.</p> <p>The nature of any significant school reorganisation proposal is that every child will experience change. The Council will endeavour to prepare the child and the adults working with the child in the best possible way to minimise impact of the change. Needs will be reviewed in line with the Council’s statutory responsibilities and tailored towards individual learners.</p> <p>The Council has a strong track record of supporting learners through relocations to new sites, including successful transitions into new accommodation. This has involved enhanced support for schools and all learners, with specific measures such as quiet-time visits to help learners with ALN adjust smoothly.</p> |

| Protected Characteristic       | Potential Impact                              | Explanation & Mitigating Actions   |
|--------------------------------|---|--|
|                                |   | <p>With a new school build there is opportunity to enhance facilities for pupils with ALN to include</p> <ul style="list-style-type: none"> <li>• Small-group teaching and intervention rooms</li> <li>• Calm rooms designed for emotional regulation</li> <li>• Sensory regulation and low-stimulation spaces</li> <li>• Specialist hygiene and accessibility facilities</li> <li>• Wider corridors, improved acoustics and thoughtfully designed layouts</li> <li>• Outdoor sensory and wellbeing spaces</li> <li>• Breakout zones that support de-escalation and inclusion</li> </ul> <p>These will all be considered as part of the design process.</p> <p>The Council's view is that pupils with additional learning needs would be fully supported at any alternative schools. The establishment of a modern school building will have a positive impact on children with ALN and disabilities in the long term.</p> <p>A separate Impact Assessment on pupils with ALN has been prepared for these proposals.</p> |
| Marriage and civil partnership | No negative discriminatory impact anticipated | Staff will be supported by appropriate policies that are in place to ensure they are treated fairly throughout the process.  |
| Pregnancy and maternity        | No negative discriminatory impact anticipated | Staff will be supported by appropriate policies that are in place to ensure they are treated fairly throughout the process.  |
| Race                           | No negative discriminatory impact anticipated | The proposal will not discriminate against any person on grounds of race. The proposal aims to provide improved educational opportunities for all.   |
| Religion and Belief            | Positive and Negative Impact anticipated      | Following the first Consultation and Objection period, comments were received on the impact on the Catholic religion. Respondents were concerned that the closures would significantly reduce educational  |

| Protected Characteristic | Potential Impact                              | Explanation & Mitigating Actions   |
|--------------------------|---|--|
|                          |   | <p>choice for families seeking a faith-based education, forcing families to choose secular schools and diminishing Catholic identity in their area.</p> <p>It is acknowledged there will be a loss of faith based schools in the network in certain areas of the County, where demand is low. The Catholic Church can still be an important presence in areas where Catholic schools are absent. The Church can engage with other venues, including non-faith schools, in order to offer faith-based care and activities.</p> <p>It is recognised that some families may need to travel further to access Catholic education. However, denominational education has always involved a wider catchment area, and transport eligibility will continue to be assessed in line with Council policy.</p> <p>The Council believes by rationalising and improving the educational offer this will safeguard the future of Catholic based education. This proposal has the full support of the Catholic Diocese.</p> |
| Sex                      | No negative discriminatory impact anticipated | The proposal will not discriminate against any person on grounds of sex. The proposal aims to provide improved educational opportunities for all.  |
| Sexual Orientation       | No negative discriminatory impact anticipated | The proposal will not discriminate against any person on grounds of sexual orientation. The proposal aims to provide improved educational opportunities for all.   |

## PART I. Environmental & Biodiversity Impact Assessment

| Description   | Potential Impact                              | Explanation & Mitigating Actions  |
|---|---|---|
| Reducing greenhouse gas emissions                     | Positive and Negative Impacts                 | <p>Inefficient buildings replaced with Net Zero Carbon facilities will reduce greenhouse gas emissions.</p> <p>However it is acknowledged, children from communities where the proposal will remove a school will have to travel further to attend an alternative catholic school. This could result in increased traffic and therefore more greenhouse gas emissions from petrol and diesel vehicles.</p>  |
| Plan for future climate change                        | Positive & Negative Impact                    | <p>Positive - Inefficient buildings replaced with Net Zero Carbon facilities. The Council has a strong track record of delivering on new energy efficient schools and with WG Net Zero targets implemented on 2 new schools that experiential learning has increased, so we can plan effectively for future climate change.</p> <p>Negative – it is acknowledged the proposal will result in the removal of two schools from the Catholic education network and Children and young people currently attending St Anthony’s and St Davids may have an increased distance to travel to the new school potentially increasing traffic.</p> |
| 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 | This could be positive as land where school buildings are proposed to close could be used for enhancing biodiversity in the area. However, no decision on what would happen to any land has been made.  |
| Encouraging resource efficiency                       | Positive Impact anticipated                   | Removing energy inefficient buildings from the school network reduces the impact of further climate change.   |

| Description  | Potential Impact               | Explanation & Mitigating Actions   |
|--|--------------------------------|--|
| (energy/water/materials & minerals)  |                                | <p>New net zero carbon buildings will include green energy measures, that may include solar power and air source heat pumps, that make them more efficient.</p> <p>With three new Net Zero Carbon schools builds having opened this year in Flintshire, we have worked with Contractors who use innovative design and construction techniques to ensure we make the best possible use of resources.</p>  |
| Reducing waste production and increase recycling, recovery and re-use                            | Positive Impact anticipated    | Inefficient buildings replaced with Net Zero Carbon facilities. During the construction phase and beyond contractors have targets to reduce waste and increase recycling, recovery and re-use.   |
| Reducing the need to travel and promote sustainable forms of transport                           | Positive and negative impacts. | <p>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.</p> <p>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.</p>   |
| Improve the physical environment: housing, public services, access to and quality of green space | Positive Impact                | <p>The proposed new school will be a modern design that, where possible, will be sympathetic to its surroundings.</p> <p>The importance of maintaining schools within their local communities has come out strongly in the consultation with claims they are community hubs. It is recognised that schools have an important role to play in their communities, potentially opening up their green space and facilities. With any new school build there is an opportunity to enhance Community access in specially designed spaces for multi-agency working and access to sports fields</p> <p>As stated above, land where school buildings are proposed to close could be used for enhancing biodiversity in the area and possibly create more green space. However, no decision on what would happen to any land has been made.</p> |

| Description   | Potential Impact | Explanation & Mitigating Actions  |
|---|------------------|---|
| Protecting and enhancing the historic environment and architectural, archaeological and cultural heritage | Negative Impact  | <p>The proposal would result in the removal of two school buildings which may hold historic, architectural and cultural significance.</p> <p>Although the Catholic Schools hold emotional and historical value, the case for their retention must be critically assessed against educational standards, financial sustainability, and strategic priorities also. The Council and the Diocese believes this proposal will be future proof and modernise Catholic education for a sustainable future.</p> |

## PART J. UN Conventions Rights of the Child Impact Assessment

| Description                | Potential Impact                              | Explanation & Mitigating Actions   |
|----------------------------|---|--|
| Non discrimination         | No negative discriminatory impact anticipated |  |
| Best interest of the child | Positive and Negative Impact anticipated      | <p>Positive – The proposal provides modern and inspiring (through Net Zero Carbon) learning environments 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> <p>Also, reducing surplus places will reduce inefficient revenue spending that will be for effectively deployed in teaching and learning.</p> <p>Negative – it is recognised that by removing two schools from their local area, some children will need to travel further to continue Catholic education. During the first Consultation and Objection period there was concern that,</p> |

| Description                       | Potential Impact  | Explanation & Mitigating Actions  |
|-----------------------------------|---|---|
|                                   |   | <p>particularly for younger pupils, this would be an increase to their school day with longer journey times. A separate Transport Impact Assessment has been developed for these proposals.</p>   |
| Right to survival and development | No negative discriminatory impact anticipated   | <p>The proposal aims to deliver high quality Catholic education in a modern learning environment where children and young people can thrive and develop to meet the challenges of the world.</p> <p>The proposal does not remove the right of parents/carers from selecting a Catholic education for their child.</p>   |
| Right to be heard                 | <p>No negative discriminatory impact anticipated</p> <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, and those on the Young Flintshire Forum were 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> |

## PART K. Health Impact Assessment

| Description                              | Potential Impact                                   | Explanation & Mitigating Actions  |
|--|--|---|
| Lifestyles                               | Positive and Negative Impacts                      | <p>Positive - 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). We recognise that this will not be possible for those who live further afield.</p> <p>In addition, the modern facilities that would be built would aid school activities, such as sports and drama, to encourage participation with others. They would also provide opportunities for non-school activities to take place such as adult learning and community events.</p> <p>Negative – By removing two schools from their respective communities it is recognised that children and parents/carers may find it more difficult to continue a Catholic education. Faith schools are spread over the County and therefore travelling to the next nearest school may result in less pupils walking and cycling to school and more travelling by car or by bus.</p> <p>Mitigation - In addition to its statutory obligations, the Council also provides free transport for eligible pupils of statutory age to the nearest voluntary aided school where the admission to the school is on denominational grounds, subject to the distance criteria. Families facing hardship or barriers will be identified early and support will be offered within policy frameworks.</p> <p>Negative – Children attending a school that is not in their immediate community may find it more difficult to engage with school activities outside of the school day.</p> |
| Social and Community influence on Health | Positive, Neutral and Negative Impacts anticipated | Positive - The new school build could include a dedicated community space with independent access. This will enable a   |

| Description      | Potential Impact                          | Explanation & Mitigating Actions   |
|------------------|---|--|
|                  |   | <p>broader and more sustainable range of community activities which could be health driven.</p> <p>Neutral – In Saltney the school is not regularly used by the community and therefore no groups would have to find alternative premises should the school close.</p> <p>Negative – Community groups do use facilities at St David’s in Mold and these would need to be relocated elsewhere within the community.</p>   |
| Mental Wellbeing | Positive and Negative Impacts anticipated | <p>Positive - 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.</p> <p>Negative – For those pupils that will have to transfer to alternative school it may be challenging and create short term concerns of moving.</p> <p>Mitigation – All pupils will be offered transition and pastoral support in order to minimise any concerns of transferring to a new school.</p> <p>The Council has extensive experience supporting ALN pupils through school reorganisations. In previous projects, personalised transition planning has enabled vulnerable learners to adjust safely and confidently. Should this proposal proceed, pupils with ALN would receive:</p> <ul style="list-style-type: none"> <li>• Personalised transition plans based on individual needs</li> <li>• Enhanced familiarisation visits during transition</li> <li>• Visual supports, social stories and pupil-friendly explanations</li> <li>• Opportunities for pupils to meet new staff in advance</li> </ul> |

| Description  | Potential Impact                              | Explanation & Mitigating Actions   |
|--|---|--|
|  |   | <ul style="list-style-type: none"> <li>• Phased transitions, gradually increasing time on site where required</li> <li>• Close liaison between ALNCo, class teachers, families and external agencies</li> </ul>  |
| Living / Environmental conditions affecting Health | No negative discriminatory impact anticipated |  |
| Economic conditions affecting Health               | No negative discriminatory impact anticipated |  |
| Access and quality of Services                     | Positive and negative impact anticipated      | <p>The Council has a responsibility to ensure that children and young people in Flintshire have access to quality education and that our school estate is fit for purpose, providing the best opportunities for pupils.</p> <p>The priority in education is often the quality of teaching, resources, and student outcomes—factors that can be strong in secular schools.</p> <p>There was strong opposition in the first Consultation and Objection period, that parents should have the right to access Catholic education locally. The proposal does not remove the choice for parents/carers from selecting to access Catholic education. Whilst it is recognised that access may not be as ‘local’ for some if their school closes, Catholic education places are being made available to those learners who need to move and is still accessible in nearby areas. Transportation support or partnerships with other Catholic schools will help maintain this access.</p> <p>It is also acknowledged that implementation of the proposal would result in additional travel to school for pupils for whom the schools that may close is currently their closest school. Whilst free home to school transport would be provided to eligible</p> |

| Description   | Potential Impact                   | Explanation & Mitigating Actions   |
|---|------------------------------------|--|
|   |                                    | <p>pupils in accordance with the home to school transport policy for faith based education, it is recognised that there could be an impact on some pupils' ability to access after school activities, and the ability of parents to take part in school events, meetings etc.</p>  |
| <p>Ensuring adults and children are safeguarded</p> | <p>Positive Impact anticipated</p> | <p>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.</p> <p>Modern safeguarding requirements ensure any new buildings will have access-controlled doors which can only be operated by those people who have been assigned the appropriate security pass.</p> <p>Concern was raised in the first consultation about co-locating Primary and Secondary aged children. The Council already has successful examples of collocated campus arrangements where 3-16 learners access their learning safely.</p> <p>There were also many safeguarding concerns raised about transporting young children on buses. These concerns are valid and we are committed to ensuring that any changes are supported by appropriate safety measures and practical solutions. Our goal is to balance individual needs with broader educational and community benefits, ensuring that all children can access school safely and confidently.</p> <p>The Consultation report includes a Transport Impact Assessment which assesses potential journey times and transport eligibility in accordance with the Council's School Transport Policy. This assessment demonstrates that while some pupils may experience increased journey times, these remain within distances and durations currently managed</p> |

| Description   | Potential Impact                              | Explanation & Mitigating Actions  |
|---|---|---|
|   |   | <p>elsewhere in Flintshire for denominational and rural education provision.</p> <p>The Council recognises concerns regarding the absence of detailed operational transport arrangements at this stage. Under the School Organisation Code, detailed transport planning is appropriately developed following a decision to proceed, when pupil numbers, routes and eligibility are confirmed. This approach ensures that transport arrangements are proportionate, compliant and based on accurate data.</p> <p>Should the proposal proceed, the Council will undertake:</p> <ul style="list-style-type: none"> <li>• a full safe walking routes assessment;</li> <li>• a detailed transport risk assessment for younger pupils;</li> <li>• contractual safeguarding requirements for transport providers, including supervision standards, DBS-checked escorts and emergency procedures.</li> </ul> <p>Transport provision will be implemented only where it meets safeguarding standards and statutory requirements. No transport arrangements will be introduced without appropriate risk assessment and monitoring.</p> |
| 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 |   |

## PART L. Poverty Impact Assessment

| Description                              | Potential Impact                          | Explanation & Mitigating Actions   |
|--|---|--|
| Reducing fuel poverty                    | Positive and Negative Impacts anticipated | <p>Promotion of Active Travel Measures could result in more children and young people in the local area walking or cycling to/from school reducing the need to use cars.</p> <p>Negative - It is recognised, that some families and staff may need to travel further to access Catholic education and their place of work, which could have a financial impact on them.</p> <p>Families facing hardship or barriers will be identified early and support will be offered within policy frameworks.</p> <p>The Council provides free transport for eligible pupils of statutory age to the nearest voluntary aided school where the admission to the school is on denominational grounds, subject to the distance criteria. Families facing hardship or barriers will be identified early and support will be offered within policy frameworks.</p> |
| Improving local employment opportunities | Positive and Negative Impacts anticipated | <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 may reduce future employment opportunities in those areas, but there is opportunity to retain skilled and experienced staff who have been displaced, and new opportunities could be provided in the Flint and Saltney areas with new schools.</p>  |

| Description  | Potential Impact                              | Explanation & Mitigating Actions   |
|--|---|--|
|  |   | Mitigation – Should implementation be agreed, staff will be substantially supported through the process.   |
| Maximising traineeships and apprenticeship opportunities | Positive Impact anticipated                   | <p>Part of the community benefits agreed with the constructor include providing opportunities for traineeships and apprenticeships.</p> <p>A new school may also attract opportunity in this area, for Teacher training and the Council's Moderns Apprenticeship scheme.</p>   |
| Protecting people from poverty                           | No negative discriminatory impact anticipated | <p>All schools provide free school meals for every learner in the Primary sector, and can connect families to support services and provide opportunities for more affordable childcare.</p> <p>Please see above in respect of Fuel Poverty.</p>  |
| Improving qualification and skills                       | Positive Impact anticipated                   | <p>The proposal aims to provide high quality education giving pupils a broad and balanced contemporary curriculum to ultimately improve their educational outcomes.</p> <p>In a larger school environment staff may have improved access and funding for their own professional development.</p> <p>People used throughout the construction process will have opportunities to use their skills and, where possible, obtain further qualifications whilst completing their work.</p> |

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## PART M. CONCLUSION

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School organisation change proposals will have positive, neutral and negative impacts on the communities they involve.

In terms of the overall effect implementation may have, this differs significantly depending on which local community is being considered. It is accepted that most positive impacts relate to Flint and that the majority of negative impacts relate to Saltney and Mold respectively.

For Flint, the local community will benefit from modern, net zero carbon facilities that could potentially be used for community events, activities and initiatives.

However, the communities of Saltney and Mold would lose schools, and this may reduce local access to community-linked services, affect informal social networks and weaken neighbourhood identity. Where possible, mitigation has been provided to reduce or remove negative impacts but some effects cannot be addressed.

With specific regards to transport, as expected, the TIA showed that for pupils currently attending St Mary's and St Richard Gwyn, the proposal would have no significant impact in terms of walking distances or journey times. The transportation costs associated with facilitating attendance for pupils at either of these schools would also remain unchanged.

However, pupils at St Anthony's and St David's would be impacted from a transport perspective by implementation of the proposal.

For St Anthony's pupils, the average walking distance to their nearest Catholic primary school would increase from 0.61 miles to 5.95 miles, which would result in potential increased average journey times from 15 minutes to a maximum of 45 minutes. The ramifications of this would be a potential increase of approximately £60,000 per annum to the Council's Home to School Transport costs.

For St David's pupils, the comparison is more complicated. The current average walking distance to the school for those attending their nearest Catholic primary school is 2.06 miles, with average journey times estimated at 27 minutes.

Once the school is amalgamated with St Mary's and St Richard Gwyn, it is assumed that all pupils from the St David's site would transfer to the new school in Flint once it is ready. This means, however, that significantly fewer pupils would then be attending their nearest Catholic primary school.

As average walking distances and journey times are calculated on pupils attending their nearest school (of same category, type etc), most pupils are excluded from the new calculation. For those pupils where the new school site in Flint would be their nearest Catholic primary school, average walking distances increase to 4.08 miles and average journey times estimated to be 30 minutes.

The impact on transportations costs would be a saving of approximately £44,000, down to an estimated £30,000.

Although there is a potential saving, the Council recognises that removal of free home to school transport will make transition to the new site difficult for St David's pupils. As a result, the Council would work with impacted families to establish suitable arrangements to help facilitate attending the new school site.

Whilst increased distances and journey times cannot be fully mitigated, support measures such as free transport (where eligible) and transitional arrangements may reduce the impact on affected families.