

CABINET: THURSDAY, 28 MAY 2015 at 3.30 PM

A Cabinet Meeting will be held in Function Room C at City Hall on Thursday 28 May at 3.30 pm

A G E N D A

- 1 Minutes of the Cabinet meeting held on 2 April 2015 *(Pages 1 - 6)*

Leader - Economic Development & Partnerships

- 2 Welsh Language Centre for Cardiff *(Pages 7 - 62)*

Community Development, Co-Operatives & Social Enterprise

- 3 St Mellons Community Hub – Phase 2 Extension *(Pages 63 - 80)*

Education

- 4 School Organisation Planning: The provision of additional primary school places in the Adamsdown and Splott Wards *(Pages 81 - 142)*
- 5 Schools Organisation Planning: The provision of additional English-medium primary school provision in Cyncoed, Penylan and parts of Plasnewydd. *(Pages 143 - 296)*
- 6 Schools Organisation Planning: Secondary school provision in the west of Cardiff. *(Pages 297 - 356)*

Safety, Engagement & Democracy

- 7 Llandaff Community Poll *(Pages 357 - 364)*

Transport, Planning & Sustainability

- 8 Carbon Reduction Strategy and Energy Policy *(Pages 365 - 406)*

PAUL ORDERS

Chief Executive
22 May 2015

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**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**



MINUTES

CABINET MEETING: 2 APRIL 2015

Cabinet Members Present: Councillor Phil Bale (Chair)
Councillor Sue Lent
Councillor Peter Bradbury
Councillor Dan De'Ath
Councillor Bob Derbyshire
Councillor Susan Elsmore
Councillor Graham Hinchey
Councillor Ramesh Patel

Observers: Councillor Jayne Cowan

Officers: Paul Orders, Chief Executive
Christine Salter, Section 151 Officer
Shaun Jamieson, County Solicitor
Marie Rosenthal, Monitoring Officer
Joanne Watkins, Cabinet Office

Apologies: Councillor Julia Magill
Councillor David Walker
Councillor Judith Woodman

145 RESOLVED: that the minutes of the Cabinet meeting held on 19 March be agreed

146 RESPONSE TO THE REPORT OF THE ECONOMY & CULTURE SCRUTINY COMMITTEE ENTITLED 'CARDIFF CENTRAL MARKET AND ARCADES'

The Cabinet considered the response to the Economy & Culture Scrutiny Committee's report on 'Cardiff Central Market and Arcades'. 16 of the 17 recommendations were either fully or partly accepted.

RESOLVED: that the response to the recommendations as set out in Appendix A to the report be agreed

147 CARDIFF TOURISM STRATEGY AND ACTION PLAN

The Tourism Strategy and Action Plan for Cardiff was considered by Cabinet. The strategy aimed to double of the value of overnight tourism in the city and the city region and the value of the day visitor economy by 2020. The strategy had been prepared in the context of a changing

environment of the organisation of tourism in Wales and in the Cardiff city region and it was noted that a partnership approach would be need to achieve the aims of the strategy.

RESOLVED: that the Cardiff Tourism Strategy and Action Plan (Appendix A to the report) be approved

148 POWER TO LOCAL PEOPLE WHITE PAPER

In considering this item, the Leader ruled that by reason of special circumstances, the item should be considered at the meeting as a matter of urgency. Whilst this item was published on the Agenda the Report was only finalised on 31 March and is urgent for decision at the meeting given the timescale for submission of responses.

The draft response to the Welsh Government White Paper 'Power to Local People' was received. The report had been considered by Democratic Services Committee, Constitution Committee, and Policy Review and Performance Scrutiny Committee and it was noted that these views would be taken account of within the final submission.

RESOLVED: that:

1. the submission (Appendix A to the report) to the Welsh Government in response to the 'Power to Local People' White Paper be approved; and
2. Authority be delegated to the Leader of the Council and Chief Executive to make any further amendments to the Council's response to the Welsh Government prior to submission by 28 April 2015.

149 CITY DEAL IMPLICATIONS AND NEXT STEPS

In considering this item, the Leader ruled that by reason of special circumstances, that the item should be considered at the meeting as a matter of urgency. Whilst the item was published on the Agenda the Report was only finalised on 30 March and is urgent for decision at this meeting. The reasons for urgency are as follows:

- *The reason for this report emanates from the budget announcement relating to the City Deal and the need to be in a position to engage with the Government as soon as the elections are over to ensure that we do not suffer delays in the substantial work required to develop a suitable proposal for a City Deal. Inaction during the pre-election period will materially prejudice progress of a City Deal*
- *The report from consultants has highlighted the need to engage with the private sector to make a successful City Deal bid and there is an urgent need to undertake a review of the structures in place (including the Cardiff Business Council) to identify any*

changes/additional work or structures required to be implemented to mobilise that private sector support.

- *The authority being required are not substantive authorisations in that much could be done without specific Cabinet approvals but it is appropriate having regard to the potential importance of such an arrangement (including the substantial rewards which may be achieved but also the risks associated) that the decision to proceed should be considered at Cabinet level.*

The Cabinet received an update on the recent work to attract a City Deal for Cardiff and it was reported that Cardiff had moved to the stage where it could begin the formal process of negotiation. It was noted that a City Deal for Cardiff could unlock significant new money to support capital investment in major infrastructure priorities for the city-region and there would be a significant role for the local business community and therefore authority to undertake a review of the Cardiff Business Council to ensure the approach is best aligned to deliver its city promotion remit in addition to supporting the delivery of a City Deal was sought

RESOLVED: that

- (1) officers proceed with the negotiation of a City Deal for Cardiff with UK Government, Welsh Government and surrounding authorities and return to Cabinet with a further report before submitting a final proposal.
- (2) engagement with surrounding authorities in SE Wales take place to develop an appropriate local governance structure to support delivery of a City Deal for Cardiff.
- (3) Authority be delegated to the Chief Executive to:
 - a. identify a budget and to appoint Specialist Advisors to support delivery of a detailed City Deal proposal for Cardiff
 - b. commission a review of the Cardiff Business Council model to put in place appropriate arrangements to support a successful City Deal proposal.

150 WORKFORCE STRATEGY

The Cabinet considered the Workforce Strategy which aimed to strengthen the links between business, financial and workforce planning during this period of financial challenge and rapid organisational change. The Employee Charter was also discussed as a response to a range of challenges the Council is facing and issues raised by the Wales Audit Office in September 2014 as part of the Corporate Assessment and WLGA Peer Review In October 2013.

RESOLVED: that Cabinet

1. the Workforce Strategy as attached as Appendix 1 to the report be agreed.

2. the Employee Charter, attached as Appendix 3 to the report be agreed.

151 RECYCLING AND WASTE RESTRICTION PROGRAMME

The Draft Recycling Waste Management Strategy 2015 was considered by Cabinet. The report set out the phases of implementation including the household recycling and waste collection changes for 2015 and the updated service provision for the household waste recycling centres and reuse of unwanted goods and further steps necessary to deliver longer term statutory targets such as amendments to kerbside recycling. It was reported that the immediate service changes in the Residual Waste Restriction Programme were required to support achievement of the statutory recycling target of 58% by the end of March 2016 and also to deliver the savings that were approved in the February Budget setting for 2015/16. Details of the governance arrangements proposed to ensure that Cardiff Council meets its obligations under the Waste (England and Wales) (Amendment) regulations 2012 and the subsequent statutory guidance on the separate collection of waste paper, metal, plastic and glass were also received. Authorisation for a partnership with Welsh Government and other local authorities to support the feasibility assessment and potential progression for regional recycling infrastructure was also sought.

RESOLVED: that

1. the Recycling Waste Management Strategy 2015 be approved in light of the consultation responses, detailed plans for the household waste collections and subsequent proposed implementation phases in order to increase recycling performance to the required targets and deliver the accepted savings required for 2015/16.
2. the separate recycling collections and infrastructure programmes and governance arrangements that are proposed be agreed to ensure Cardiff meets its obligations under the Waste (England and Wales) (Amendment) regulations 2012 and the subsequent statutory guidance on the separate collection of waste paper, metal, plastic and glass.
3. the partnership proposed with Welsh Government to explore appropriate regional recycling infrastructure and explore the appetite of other authorities to jointly invest in appropriate recycling infrastructure be agreed

152 CONTRACT AWARD IN RELATION TO THE SUPPORTED LIVING PROVISION FOR ADULTS WITH A LEARNING DISABILITY

Appendices 2a & 2b to this report are not for publication as they contain exempt information of the description in paragraph(s) 14 of Part 4 and paragraph 21 of Part 5 of Schedule 12A of the Local Government Act 1972

Cabinet was advised that the procurement process for the support model for supported living provision for adults with a learning disability had been concluded and authority to award the contracts was sought.

RESOLVED: that the award of the Supported Living Services contracts to the successful tenderers named in the table set out under paragraph 27 of the report in respect of the relevant localities be authorised, with such contracts to commence on 1 August 2015.

153 IMPLEMENTING PART 2 OF THE HOUSING WALES ACT 2014

Cabinet was advised that Part 2 of the Housing Wales Act 2014 would come into force on 27th April 2015 setting out the duties of local authorities to assist those facing homelessness. The new legislation would require local authorities to do more to help households to prevent homelessness and to find alternative accommodation and would allow local authorities to use the private rented sector to discharge its homeless duties. The report outlined the approach being taken to comply with the requirements of the Housing Wales Act 2014 with regard to homelessness and sought agreement for the way forward in relation to the use of private rented properties in meeting the Council's homelessness duty and the approach for households who have made themselves intentionally homeless.

RESOLVED: that the approach to implementing the homelessness legislation contained within the Housing Wales Act 2014 as outlined in the report be approved with effect from 27th April 2015.

154 RESTRICTING ACCESS TO WEBSITES OF PAY DAY LENDING COMPANIES ON COUNCIL WEBSITES

The Cabinet considered a report outlining proposals to undertake changes to Council policy to limit the visibility of websites identified as "pay day lenders", and signpost those seeking to access that facility to appropriate support. It was proposed that a 'coaching page' for those trying to access pay day lending websites on Council computers and servers be implemented, restricting access and highlighting the available support.

RESOLVED: that the changes to ICT policy to restrict access to "pay day lenders" by redirect those attempting to access those websites to a Coaching Page be approved

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**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**



CABINET MEETING: 28 MAY 2015

'YR HEN LYFRGELL' WELSH LANGUAGE AND CULTURAL CENTRE

REPORT OF THE COUNTY CLERK & MONITORING OFFICER

AGENDA ITEM: 2

PORTFOLIO: LEADER (ECONOMIC DEVELOPMENT & PARTNERSHIPS)

Reason for this Report

1. To seek final approval for the development of a Welsh Language and Cultural Centre (WLCC) in Cardiff city centre.

Background

2. At the full Council meeting in October 2013, a decision was made to establish a cross-party member group to focus exclusively on Welsh language matters, and a commitment made to engage more effectively with organisations working through the medium of Welsh in order to establish the most effective way to promote and protect the Welsh language in the city.
3. In March 2014, the Council held the Bilingual Cardiff Conference in City Hall which was attended by over 40 organisations from the public, private and voluntary sectors. The main purpose of the day was to gather their suggestions and ideas as to how we could better work together in order to promote, protect and nurture the Welsh language in Cardiff.
4. The Conference established the need and support for the development of a dedicated facility which would showcase the Welsh language and Welsh culture as well as creating new opportunities for people to socialise, participate and express themselves in a bilingual atmosphere.
5. In 2014, the Welsh Government announced a £1 million Capital Investment Fund for the purpose of developing innovative new Welsh language centres and learning spaces across Wales. At the Cabinet meeting of 9 October 2014 approval was given to:
 - a) Agree to support the Council's bid submitted to the Welsh Government for capital funding for the purpose of developing a Welsh Language Space in the city centre.

- b) Delegate authority to the Monitoring Officer, in consultation with the Leader to prepare a full business case for a Welsh Language Space.
6. In December 2014, the Council engaged external advisors to establish a vision and an outline operational plan for a new centre in Cardiff. A final draft report outlining a number of key findings and recommendations (see Appendix 1) was submitted to the Council in January 2015, presenting the following vision for the Centre:
- “Establishing a community of interests to create a unique destination attraction in the city centre offering all visitors a seamless, high quality, experience where the Welsh language is used as the vehicle to celebrate everything that is great about Wales and its capital city: its cultures, heritage, its people and their ambitions and achievements.”*
7. The report concluded that there is every potential for the initiative to succeed, utilising a partnership approach, and for the new centre to become a “highly respected, must visit, exceptional facility exhibiting international best practice and comparable to the best in Europe and beyond.” The development of such a centre would assist Cardiff in meeting a number of the aims and targets set out within the recently approved Tourism Strategy by providing opportunities to ‘discover the local’ and creating a distinctive and unique Cardiff experience based on a fusion of heritage, culture and language.
8. Following on from this report, an intensive program of research, meetings, negotiations and site visits has been undertaken to further develop the concept and to find committed partners.

Proposed Approach

9. To move from feasibility to detailed proposal a number of issues have needed to be resolved. Firstly, the Council has had to identify a consortium of partners that are strongly committed to taking forward the project. Secondly, the Council has needed to identify a suitable location capable of delivering the vision for the new centre. And finally, the Council has had to work with partners to develop a viable business plan to demonstrate that the project is capable of being delivered and sustained.
10. The ‘core’ partners committed to the project include Menter Caerdydd (as lead partner), Cardiff University, Clwb Ifor Bach, Mudiad Meithrin and Mela. A new charitable company has been created to provide a legal framework for managing the centre - known as ‘Yr Hen Lyfrgell Cyf’. The company is wholly owned by the partners, with each partner having a representative on the Board of Directors. The company has been set-up with no share capital and as such Menter Caerdydd has agreed to resource the start-up and implementation arrangements and then recharge its costs to the company over a deferred period.
11. Following an extensive trawl of potentially suitable locations across the city, it is proposed to establish the new centre alongside the Cardiff Story Museum at the Old Library in the Hayes. The Old Library offers an

accessible city centre location, in a landmark heritage building, and has space available that with some adjustments to its current configuration is able to accommodate the project. The proposal is that 'Yr Hen Lyfrgell Cyf' will lease the whole of the building, excluding the areas currently let to Marsdon's (the public house) and the areas occupied by the Cardiff Story Museum. 'Yr Hen Lyfrgell Cyf' will take a head lease for an initial period of 3 years and will take on responsibility for managing the day to day operation of the whole of the building (excluding the public house, but including the Cardiff Story Museum) and will sub-let the newly fitted out space to the core partners. It is intended that the lease and rent levels will be independently reviewed after 3 years to ensure the level of rent chargeable is commensurate to the business plan and the objectives for the WLCC project. The Council will continue to act as landlord and will retain an element of responsibility in respect of facilities management and building maintenance – particularly in regard to the outside fabric of the building. The head-lease and the sub-leases have been drafted and are ready to be circulated to partners.

12. Co-location alongside the Cardiff Story Museum is envisaged to provide mutual benefits to both facilities. It is intended that the museum will form an integral part of the WLCC offer, adding to the range of cultural facilities on offer, and thereby enhancing the appeal and attraction of the centre to visitors. Equally, the introduction of the WLCC into the Old Library building will provide demonstrable benefits to the Cardiff Story Museum. Firstly, improved branding and increased footfall will help to significantly raise the profile of the museum, attracting more visitors, and hopefully providing more potential fund raising opportunities. Also, and perhaps most importantly in regard to the short-term financial pressures, the rental income realised through the WLCC agreement will reduce the immediate financial burden of income targets on the Cardiff Story Museum. It is anticipated that the WLCC will generate circa £100,000 of rental income each year.
13. The 2015/16 base budget for the Cardiff Story Museum will need to be realigned by up to £150,000 to take account of both the reconfiguration of responsibilities in respect of FM costs, once finalised, and take into account the initial difficulty in generating previously set income targets due to the new configuration of the Old Library building. The building has an allocated FM budget of £197,000. The anticipated FM costs for the coming year based on the last few years of operation are expected to be around £140,000. It is proposed to utilise £50,000 of this FM surplus, together with the £100,000 of rental income generated by the partners to offset and realign the £150,000 shortfall in relation to the Cardiff Story Museum budgets as set out above. The adjustment to the WLCC rental income effectively eliminates the financial burden on the museum.
14. In terms of the proposed operational plan, it is intended that the centre will promote the use of the Welsh language and create new opportunities for people to socialise, participate and express themselves in a bi-lingual environment. The range of facilities that will be provided will include a café bar, book shop, teaching rooms, a flexible exhibition area, performance space and conference facilities. It is intended that the centre

will become the focus for Welsh culture in the city and provide an accessible centre for education where people can learn or practice their Welsh in a social and friendly atmosphere. It could also serve as a research lab on language and bilingualism in collaboration with other partners. A Mission Statement for the WLCC is attached as Appendix 2. The Council will also seek to establish an on-site presence for the Bilingual Cardiff service probably through a hot-desking arrangement to provide a platform for the service to generate income.

Next Steps

15. A bid was prepared by the Council in conjunction with the 'core' partners to the Welsh Government Capital Investment Fund, submitted by the deadline date of 6th February 2015.
16. A project team was then established to: identify a suitable and sustainable city centre location; identify and firm up arrangement with partners; and to develop a business plan.
17. On 8 May 2015 the Council received an offer of funding to cover the fit out cost for the purpose of establishing the WLCC at the Old Library, subject to final confirmation of Welsh Government. The Council would be the grant recipient and would be responsible for ensuring that the terms and conditions attached to the grant are fully met. The programme of works will be agreed as part of the head lease provided to 'Yr Hen Lyfrgell Cyf'. The indicative timetable below outlines the key milestones in delivering the project:

18st June	Vacation of fit-out spaces
29th June	Programme of fit-out works commences
1st Sept	WLCC transition commences
25th Sept	Programme of fit-out works is completed
1st Oct	WLCC fully operational
18. The necessary procurement exercises will need to be put in place to ensure that both sustainability and value for money requirements set-out in the terms & conditions are met and can be delivered within the timetable outlined above. Due to the in-year start position of 1st October, it is anticipated that in the current financial year the Cardiff Story Museum income targets will not be fully off-set by rental income from the WLCC, as rent will only be chargeable for 6 months of the year, equating to circa £50,000 of income. Any slippage to the above programme, and consequently the start date for receiving rent, will result in less than £50,000 of income in the current financial year being generated to off-set against the museum income target.

Issues

19. Whilst the WLCC is envisaged to provide benefits to the Cardiff Story Museum, and vice versa, their co-location in the Old Library will have an immediate impact on the Cardiff Story Museum. The museum will need to significantly reduce its footprint in the building to enable all of the WLCC

partners and associated facilities to be fully accommodated. Essentially, this means that the majority of non-public facing use of the building by the museum (i.e. their offices and storage areas) will need to be relocated out of the building. In addition, the museum's sole use of the recently refurbished First Floor Gallery will be lost. Initially the loss of the gallery space was a major concern to the Cardiff Story Museum trustees. It is fair to say this remains a concern, however, there is now a greater understanding of the potential benefits to the museum of co-location with the WLCC, and in particular the ability to significantly reduce the immediate financial pressures on the museum. The trustees also recognise that the WLCC could generate significant additional footfall into the building, which in itself should help with their fund raising effort. The Council has also sought to mitigate the loss of the dedicated gallery space by ensuring an element of access to the first floor gallery will be made available to the museum as part of the terms of the head lease provided to 'Yr Hen Lyfrgell Cyf'. The specific terms of this access are yet to be defined and agreed.

20. Further to the above, the recent fit-out of the first floor gallery space was funded through a number of capital grants and contributions from various sources totalling £113,150. Given that the WLCC is now proposing to occupy the whole of this space there is some risk of potential claw-back which is yet to be fully resolved. The Council has discussed its plans to accommodate the WLCC in the Old Library with a number of the grant sponsoring bodies with a view to ensuring that the agreed outcomes linked to the grant approvals can still be delivered alongside the WLCC proposal. Discussions are still ongoing around the level of grant claw-back risk should mitigation measures put forward by the Council not be acceptable to funders. The current assessment of the risk of claw-back in respect of this capital grant suggests a medium to high risk in respect of grants amounting to £74,700, with the remaining grant funding of £38,450 being assessed as low risk. Appendix 3 provides a detailed breakdown of the grants and their associated terms and conditions and anticipated outcomes.
21. A 3 year business plan has been produced by the 'Yr Hen Lyfrgell' partners attached as Appendix 4. The business plan is based largely on generating rental income from letting out areas of the building to individual partners as tenants. The plan predicts that the company will be able to meet the terms of the head lease over the 3 year period of the initial lease. However, given that the company is essentially a new start business there is an inherent level of risk with the plan, i.e. a lack of income/expenditure certainty. In considering these risks it is important to take account of the fact that the business plan is based on simply raising income through rent from a number of committed partners that have a vested interest in the company. Furthermore, the partners are all long established businesses in their own right. The alternative is to require the Cardiff Story Museum to generate £150,000 of income per annum, which in itself has significant associated risk.
22. In addition to the above, it should be noted that given the proposed start date of 1st October 2015 for the WLCC, there will be a shortfall of £50,000

in the anticipated rental income in 2015/16. The impact of this and other first year adjustments to the cost base means that the Cardiff Story Museum budget shortfall for 2015/16 of £150,000 will not be fully off-set by the FM reductions and WLCC rental income in this first year. The financial implications to this report therefore note the potential that additional funding of circa £41,000 may be required in 2015/16 from within the Council's overall budget.

23. The level of rental income has been calculated at a level that will assist a charitable/social enterprise to start-up and develop and thereby help to achieve the social and economic objectives of the project. In terms of city centre office accommodation, the rent chargeable is below market value as outlined in Appendix 5, discounted by around 28%. The Council has the power to charge rent below market value where it can demonstrate an economic, social or environmental benefit to the community.
24. The Council has begun the process of considering the creation of a Heritage Trust to manage its portfolio of heritage buildings. Whilst no decision has yet been made on this approach, the Old Library building is one of the buildings under consideration for inclusion. The proposal to lease space to the WLCC should have no adverse effect on the creation of a Trust compared to the current arrangements. In terms of the WLCC, it is proposed that the Council will remain as landlord and will offer a lease to the WLCC that will sit alongside other existing occupiers including a significant long-term commercial lease on the ground floor.

Member Consultation

25. The Bilingual Cardiff Member Working Group agreed to support the bid in principle in their meeting held on 17th September 2014 and received a briefing on the project at their last meeting held on 11th February 2015.

Reasons for Recommendation

26. The Old Library in the city centre has been identified as the ideal location to develop a facility that will provide a showcase of 'the best of Wales and Cardiff' increasing awareness of the heritage and contemporary vibrancy of the Welsh language within the capital city by creating a centre characterised by verve, dynamism and innovation that will excite and engage residents and visitors alike. It will complement the work of the Cardiff Story and establish a new high quality visitor attraction in the city centre.

Legal Implications

27. The recommendation seeks approval for the development of a Welsh Language and Cultural Centre in the Old Library ('the WLCC'), to include the Cardiff Story. In considering this matter regard should be had to the following factors:-
28. Grants - Legal Services are instructed that the Council has received a number of grants from different bodies to facilitate the provision of the

Cardiff Story Museum at the Old Library. Put simply ,when applying for such grant funding the Council would have set out how the grant monies would be used and terms and conditions would have attached to such grants, which if breached could result in grant monies (or part thereof) being reclaimed by the funding bodies . Legal Services have previously advised that the Council should endeavour to obtain from the bodies that have provided the grant funding their written confirmation that they would not seek to reclaim any such grant funding should the Council proceed with its proposal for the WLCC at the Old Library and any implications or modifications this may entail for the Cardiff Story. At time of writing it is understood that such written consents have not been received and the risk (grant monies being reclaimed) remains. The body of the report sets out how The Cardiff Story will continue to be provided and the benefits the WLCC is perceived to bring, which in turn will help facilitate the on-going provision of the Cardiff Story. Legal services are instructed that it hoped these positive factors will reduce the risk of any of the funding bodies seeking to reclaim any grant monies paid in respect of the Cardiff Story.

29. Legal Services are instructed that the Council has made an application to the Welsh Government Capital Grant 2015/16 Capital Investment Fund. The decision maker will need to be satisfied that the Council can comply with all the terms and conditions that attach to the grant. In particular, if there are any restrictions that limit any end use of any works funded out of such grant monies or who may enjoy the benefit of the same. This point is made because it is understood that the grant monies would be use to carry out works at the Old library, which in turn would be leased (in part) to third parties, with provision to grant sub leases and for potential commercial uses.
30. The report refers to works that may be required to be carried out at the Old Library. The works will need to be procured in accordance with procurement law requirements.
31. Consultation - It is understood that a number of stakeholders have an interest in the WLC proposal and Cardiff Story and it is important that appropriate consultation is carried out and due regard had to the outcome of the consultation in determining the way forward. The Council also has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. An Equality Impact Assessment has been undertaken (and attached to this report) to assist the decision maker in ensuring that he/she is making proportionate and rational decisions having due regard to the public sector equality duty. The decision maker must consider and have due regard to the Equality Impact Assessment prior to making the decisions recommended in the report.
32. Property issues - The Council's Procedure Rules for the Acquisition and Disposal of Land provide that the advice of a professional valuer shall be

obtained in regard to disposals of land. The Council is required to secure the best consideration reasonably obtainable from a disposal pursuant to section 123 of the Local Government Act 1972. However a discounted value of £2m or less may be accepted pursuant to the General Consent (Wales) 2003 without Welsh Government consent. The discounted value must be in the interests of the economic, social or environmental wellbeing of the Council's area as referred to in its Community Strategy.

Financial Implications

33. The report outlines the establishment of a Welsh Language and Cultural Centre (WLCC) based within the Old Library building, operating as Yr Hen Lyfrgell. It is proposed that the council will enter into a head lease with Yr Hen Lyfrgell who in turn will sub-let parts of the building to a number of welsh language partners as part of the initiative. Yr Hen Lyfrgell will assume responsibility for the operation of the building, including aspects of facilities management. It is understood that Yr Hen Lyfrgell is a newly formed charitable company limited by guarantee not having any share capital.
34. The Council's checks in respect of the ability of the new company to meet its lease payments are, due its proposed legal structure wholly reliant on its assessment of any Business Plan submitted in respect of Yr Hen Lyfrgell. This increases the risk to the council of the head lease conditions not being fully discharged and its ability to recover any losses that may arise as a consequence.
35. In order to move forward the development of the WLCC, Menter Caerdydd as lead partner has agreed to take responsibility for the 'Start-up and Implementation' arrangements. This is a key role ensuring that all the necessary legal, financial and commercial due diligence checks are undertaken and completed in-line with the agreed timescales. It also requires that the all decisions including governance arrangements as set-out in Yr Hen Lyfrgell's Articles of Association are observed and discharged.
36. The Council has reviewed a draft of the indicative business plan prepared by Menter Caerdydd on behalf of the WLC partners. Whilst the business plan for Yr Hen Lyfrgell is predicated on delivering a small surplus (£1,885) in the first year of trading, there is a risk that Yr Hen Lyfrgell may not achieve its projections in the earlier years.
37. The indicative business plan includes forecasts for the first three years of trading projections and WLC partners need to take ownership for the business plan over the medium term. In addition, further information has been sought on certain areas of details in respect of the operating base identified, treatment of VAT implications and that the business plan assumptions generally reflect the proposed head lease conditions.
38. The business plan currently assumes an annual rental sum payable to the Council of £100,000 for the next 3 years. Based on the location and condition of the building, coupled with the floor area to be occupied, it is

estimated that this sum could be below market value as outlined in Appendix 5.

39. If the Council is agreeable to this level of rent, it will need to clearly set-out its justification for doing so, as part of its duty to secure best consideration for its assets. Furthermore, the Business Plan assumes a 2 month rent free period during 2015/16 and again, the rationale for accepting such terms will need to be clearly set-out. Discussions are also required to ensure any TUPE implications are fully understood and where appropriate factored into the projections accordingly.
40. The overall reduced floor space that Cardiff Story will occupy under the new proposal will result in Cardiff Story being unable to deliver existing savings targets to generate additional income streams. In summary, a full year budget shortfall of up to £150,000 (excluding FM costs see below) has been identified to meet new costs resulting from the revised accommodation arrangements and to cover revenue savings which may no longer be deliverable. This shortfall can be addressed if the rental income due from the WLCC of £100,000 is allocated to support the Cardiff Story along with a further £50,000 from the re-alignment of the Facilities Management budget.
41. Cardiff Story will need to put in place the necessary arrangements to ensure all existing contractual obligations are met, including the need to comply with extant grant funding terms & conditions. In particular the Council is currently seeking to mitigate any potential grant claw-back in respect of capital expenditure on the second floor gallery area totalling £113,150. Separately, the Council has received around £690,000 grant funding directly linked to provision of Cardiff Story Museum from the Old Library building. If the sustainability of the museum is compromised through future council funding decisions, then there remains a residual though low risk that claw-back in relation to these grants may arise. Finally, the Council will need to consider the impact this proposal may have on its wider plans to place this building in a heritage trust, a business plan for which is currently being progressed by officers.
42. The Council will remain the landlord of the building and retain responsibility for the maintenance and upkeep of the fabric of the building. Facilities Management (FM) has a budget of £197,000 in respect of this building based on the current responsibilities and configuration. Under the proposal, the projected cost of performing the revised FM responsibilities amounts to £137,000 per annum.
43. Therefore, after allowing for a budget re-alignment of £50,000 to the Cardiff Story budget, as outlined above, a potential surplus budget of £10,000 could be released for other purposes in a full year. However, based on the timetable, the potential two month rent free fit-out period and as the rents from the WLCC in 2015/16 will not commence until at least October 2015 there is a projected shortfall of £41,000 in 2015/16 that will need to be met from within existing Council resources. It should therefore be noted that additional funding of circa £41,000 may be required in 2015/16 from within the Council's overall budget.

44. The Council has received an offer of capital funding grant from the Welsh Government's 2015/16 Capital Investment Fund. Therefore, as part of its decision to accept the offer of grant and to minimise the risk of potential recoupment, the Council must satisfy itself that the proposed head lease in respect of WLCC is deliverable and that the proposed WLC operations are sustainable over the long term, without recourse to Council support. In utilising the grant the Council must be content that State Aid rules are observed and all expenditure is incurred no later than 31st March 2016.
45. As the Council will be commissioning the works, the working assumption is that VAT will be fully recoverable by the Council. However, the capital expenditure will count towards the Council's partial exemption threshold.

RECOMMENDATIONS

The Cabinet is recommended to:

- (1) Authorise the development of the Welsh Language and Cultural Centre (WLCC) in the Old Library, alongside the Cardiff Story.
- (2) If recommendation (1) is approved, delegate authority to the Director of Economic Development to progress with the proposed development and capital works programme.

MARIE ROSENTHAL

County Clerk and Monitoring Officer
22 May 2015

The following Appendices are attached:

- Appendix 1 – Yr Hen Lyfrgell – The Old Library: Creating A Unique Cultural and Heritage Centre for the Capital City of Wales (Stevens & Associates)
- Appendix 2 - Mission Statement for the proposed Welsh Language and Cultural Centre
- Appendix 3 – Grant schedule for Gallery Fit-out
- Appendix 4 – Yr Hen Lyfrgell – 3 year Business Plan
- Appendix 5 – Rationale for proposed Rent Level
- Appendix 6 – Statutory Screening Tool

YR HEN LYFRGELL – THE OLD LIBRARY: CREATING A UNIQUE CULTURAL AND HERITAGE CENTRE FOR THE CAPITAL CITY OF WALES

FINAL REPORT
STEVENS & ASSOCIATES
17th January, 2015.

VISION

ESTABLISHING A COMMUNITY OF INTERESTS TO CREATE A UNIQUE DESTINATION ATTRACTION IN THE CITY CENTRE OFFERING ALL VISITORS A SEAMLESS, HIGH QUALITY, EXPERIENCE WHERE THE WELSH LANGUAGE IS USED AS THE VEHICLE TO CELEBRATE EVERYTHING THAT IS GREAT ABOUT WALES AND ITS CAPITAL CITY: ITS CULTURES, HERITAGE, ITS PEOPLE AND THEIR AMBITIONS AND ACHEIVEMENTS.

CONTENTS

- Structure of the Report
- Conclusions
- Vision
- Allocation of Space
- Economic Development and Community Benefits
- Targets
- The Critical Success Factors
- The Visitor Experience
- Branding and Positioning
- The Proposed Organisational and Operational Structure
- An Indicative, Sustainable, Business Plan for Menter Caerdydd
- Risk and Mitigation for the Council and Menter Caerdydd
- Next Steps and the Future of the Pub

STRUCTURE OF THE REPORT

This report sets out the background and context of this project, it suggests a **VISION** for the initiative and then assesses the opportunities to deliver a wide range **economic and other community benefits**. Proposals for future **targets** to measure this success are included.

The report sets out the **key factors necessary for it to succeed** including a recommended and appropriate **organisational and operational structure**.

It ends with an assessment of the possible **risks and their mitigation** and, sets out a schedule of the **'next steps'**.

BACKGROUND AND CONTEXT

In December 2014, Stevens & Associates was given the Brief to work with Menter Caerdydd and its partners, together with staff of the Cardiff Story, to identify an operational plan that would realise the Council's ambition to create a unique cultural and heritage centre in Yr Hen Lyfrgell / The Old Library (YHL) in the capital city.

The **main goal** is to establish a 'Welsh Language Centre' (WLC) and to identify the future role and potential for The Cardiff Story (CS) in this situation.

This has to be delivered with the building as a whole being **'cost-neutral'** on an annual basis to the Council.

Over the past three weeks, an intensive program of meetings, negotiations, site visits and research has taken place. These have involved:

- Staff and the Chair of Menter Caerdydd;
- The potential partners of Menter Caerdydd to deliver the project;
- Senior staff of CCC involved in the Cardiff Story;
- Trustees Development Trust of the CS.

In addition, a 'Learning Journey' to Belfast to see An Culturlann Gaelic Language Centre and other relevant facilities has been organised for 27/28 January to which all key stakeholders are invited to attend.

THE CONCLUSIONS

- 1. There is every potential for the initiative to be succeed with this partnership approach and for the new centre to become a highly respected, must visit, exceptional facility exhibiting international best practice and comparable to the best in Europe and beyond;**
- 2. The success of this initiative will require: (a) appropriate lease conditions; (b) robust business plans; (c) a single management**

- approach with a clear organisational and operational framework;
(d) high quality service standards; (g) a market focused approach with a clear marketing plan with branding the building as a single destination and (e) regular monitoring by CCC;
3. It has the potential to make a significant contribution to the economic development, to tourism and the overall profiling of the City;
 4. It will deliver a wide range of additional cultural, heritage and wider community benefits – including the further development of the ‘bilingual Cardiff’ program;
 5. The initiative can work without the presence of the Cardiff Story HOWEVER THE Cardiff Story (its exhibitions, learning / educational programs and other activities) can make a very positive contribution to the success of the ‘new’ centre as a visitor attraction; this report sets out how this can be achieved;
 6. A separate report will be prepared on how the Cardiff Story can develop as a sustainable project whether or not it is co-located within this project;
 7. At this stage the existing pub / restaurant / café area (leased by the Council to Eldridge/Marstons until 2034) is not included in the current plans for the Centre – however a section is included referencing issues and opportunities for this part of the property;

VISION

ESTABLISHING A COMMUNITY OF INTERESTS TO CREATE A UNIQUE DESTINATION ATTRACTION IN THE CITY CENTRE OFFERING ALL VISITORS A SEAMLESS, HIGH QUALITY, EXPERIENCE WHERE THE WELSH LANGUAGE IS USED AS THE VEHICLE TO CELEBRATE EVERYTHING THAT IS GREAT ABOUT WALES AND ITS CAPITAL CITY: ITS CULTURES, HERITAGE, ITS PEOPLE AND THEIR AMBITIONS AND ACHEIVEMENTS.

THE ALLOCATION OF SPACE

Discussions have taken place with MC and its partners as well as with Staff of the Council involved in the Cardiff Story.

At this stage, and for the purposes of this report, the future of the adjacent pub area has been excluded from these discussions. Its future is a material consideration and is dealt with later.

These discussions have, as their starting point, assumed the following:

1. The initial continuation of the presence of the Cardiff Story in the Basement area with The City Lab, The Learning Centre and some storage space together with the main Ground Floor Gallery; other functions of the work of the Cardiff Story will be located in another location(s)
2. There will be a need for shared circulation spaces and access to toilets and other utilities;
3. The WLC partners will have control over all other parts of the building including the main first floor gallery.

This is based on the availability of a total of 2,300 sq. mtrs of floor space available in the building available for the creation of the new centre.

The total floor space in the whole building is 2,614 sq. mtrs with Eldridge/Marstons having the lease of 316 sq. mtrs until 2034 for use as a pub / restaurant / café.

This will result in the CS operating within a total of 764 sq mtrs on the Ground Floor and in the Basement.

MC and its partners will operate within 1,316sq mtrs on the ground, first and second floors.

The mix of activities in this area will be determined by MC with its partners in accordance with its business plan and the vision for the centre.

There will be shared circulation and service / toilet areas totalling some 220 sq mtrs.

ECONOMIC DEVELOPMENT AND COMMUNITY BENEFITS

At the heart of this initiative is a desire to increase awareness of the heritage and contemporary vibrancy of the Welsh language within the capital city by creating a centre characterised by verve, dynamism and innovation that will excite and engage residents and visitors alike.

The support for this project is predicated on a range of community-wide benefits that have tangible impact beyond the centre. These must be clearly identified and carefully monitored by the Council on regular basis.

This project **MUST** also make a positive contribution to the economic development and overall tourism appeal of the city.

The range of benefits for the city include:

ECONOMIC

- Creating a facility that will provide a showcase of 'the best of Wales and Cardiff'
- Providing additional meetings and conference facilities in the city centre
- Generating new audiences and footfall to the city centre
- Enhancing the city's reputation as a place to work, study, visit and invest
- Providing a gateway and signposting people to other Welsh experiences and activities
- Providing skill training and development

TOURISM

- Establishing a new visitor attraction in the city centre
- Creating a fresh set of reasons to visit and stay in the city
- Creating new events and activities in the city centre and across the city
- Adding new life and vibrancy to the city centre throughout the day
- Contributing fully to the delivery of the new tourism action plan and the Welsh Government's tourism strategy and branding

COMMUNITY – HERITAGE, CULTURE, LINGUISTIC

- Supporting the development of the Welsh language across the city
- Raising awareness of the language in all its dimensions in Cardiff and in Wales
- Providing transferable skill training and development
- Creating expertise that will assist other communities in the city
- Creating a new model for community collaboration
- Providing the Cardiff Story with fresh opportunities to flourish

TARGETS

Future targets must relate to the benefits identified above.

At present the footfall to the Old Library with the Cardiff Story and the TIC and Shop is estimated at c 220,000 people per annum.

The vast majority of these walk-ups are casual users taking advantage of the shop and the TIC. According to the Council's figures, it is estimated that the TIC records approximately 150,000 active users per annum and about with the shop handing about 60,000 transactions.

There are no accurate figures maintained for the use of the Cardiff Story's exhibitions and learning centre but it seems likely that, at present, they number less than 75,000 per annum – including organised school groups and pre-booked groups.

The key targets for year two of its operation to be set for the new initiative should include agreed metrics relating to:

(a) A SUSTAINABLE BUSINESS MODEL:

- Total footfall
- Number of events and activities
- Number of school and educational groups and activities
- Overall levels of visitor satisfaction
- Spend per head by different areas of activity
- Revenue generation

(b) ECONOMIC DEVELOPMENT:

- Number of jobs created
- Number of businesses supported with training etc
- Number of business related events
- Number of businesses using the centre to showcase their products and activities

(c) TOURISM

- Number of bed nights booked
- Number of tourist enquiries
- Contribution to city promotions

(d) CULTURAL, HERITAGE AND LINGUISTIC

- Number of Welsh language courses / students
- Number of events and activities
- Number of those attending educational and training activities
- Support for other community activities

THE CRITICAL SUCCESS FACTORS

1. Everyone involved in this project must work in a collaborative way characterised by a collegiate approach – we are all in this together; transparency and openness **MUST** prevail - this has to be a win-win outcome for all involved;
2. All involved must be encouraged to experience best practice and regularly benchmark their activities;
3. Standards of service, design and maintenance must be of the highest quality;
4. This is a new venture with organisations working together who have not worked in this way before which means there needs to be **TIME** allowed to get this right;
5. This type of project needs to be assessed after a reasonable period of time and therefore stability is needed to allow it to bed-in and become established;
6. Reasonable, achievable targets must be agreed and monitored;
7. Each organisation involved **MUST** produce a robust business plan and there must be an overall, sustainable and robust business plan produced by MC for the overall project;
8. The centre must be managed, branded and marketed as a single destination with a common agreed approach;
9. **The initiative MUST be fully integrated with other city and Wales activities, such as tourism and economic development, cultural and arts projects (such as Cardiff Contemporary) and act as a gateway to other relevant experiences across the city.**

THE VISITOR EXPERIENCE

THE KEY ASPECT OF THE PERCEIVED SUCCESS OF THIS INITIATIVE WILL BE THE QUALITY OF THE VISITOR EXPERIENCE..... the experience and welcome received by anyone and everyone that enters the building to use the publicly available spaces for whatever purpose.

This means that it is ESSENTIAL that the visitor experience is COHERENT, SEAMLESS.

It has to be marketed, branded and MANAGED AS ONE DESTINATION TO A COMMON, HIGH STANDARD OF QUALITY.

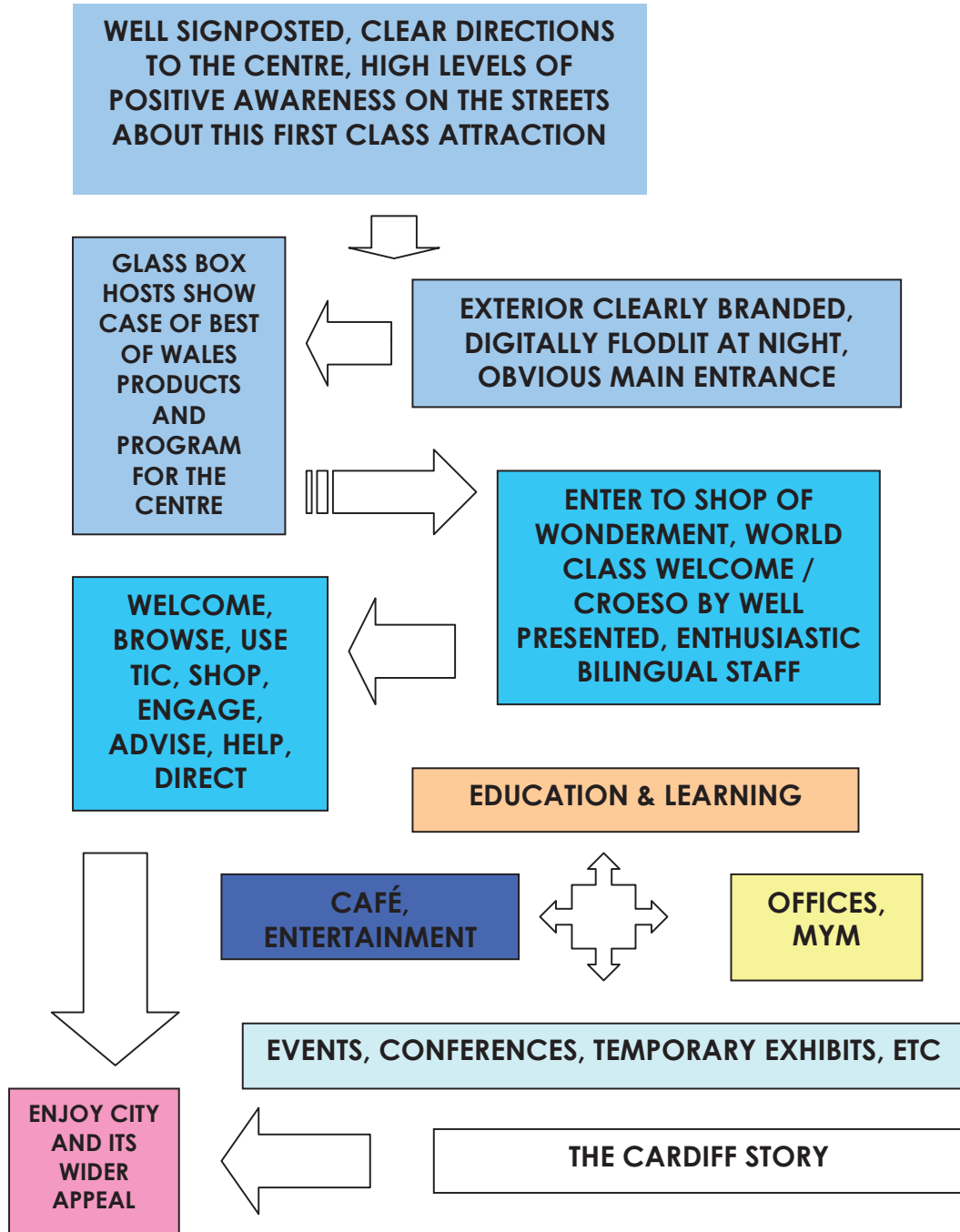
The visitor is not interested in the 'bits' that will make up the experience, they will only judge the 'whole'.

This means that the Visitor Experience (in all its guises) must be managed, marketed and operated as one entity.

All partners must accept, agree and sign up to this mission.

The organisational structure and operational structure set out below embraces this approach. The Visitor Experience is defined in Figure 1.

FIG.1: THE VISITOR EXPERIENCE: A WALK THROUGH



BRANDING AND POSITIONING

This has to be marketed and positioned as a single branded destination within the city that develops a fine reputation as a place where people want to be and a 'must visit' attraction for all visitors to Cardiff.

The centre must be branded in a manner that complements and supports the branding of Wales, the city region and of the city.

It must rapidly become known in a simple way that is self-defining. It has to become a place where word-of-mouth reputation and recommendations delivers the bulk of the footfall.

In this context, **'Yr Hen Lyfrgell / The Old Library'** has every appropriate characteristic and potential to be the overarching brand.

Its name and location are already firmly embedded in the minds of the residents of the city. It is a building with deep civic heritage and a fine architectural feature in the city centre.

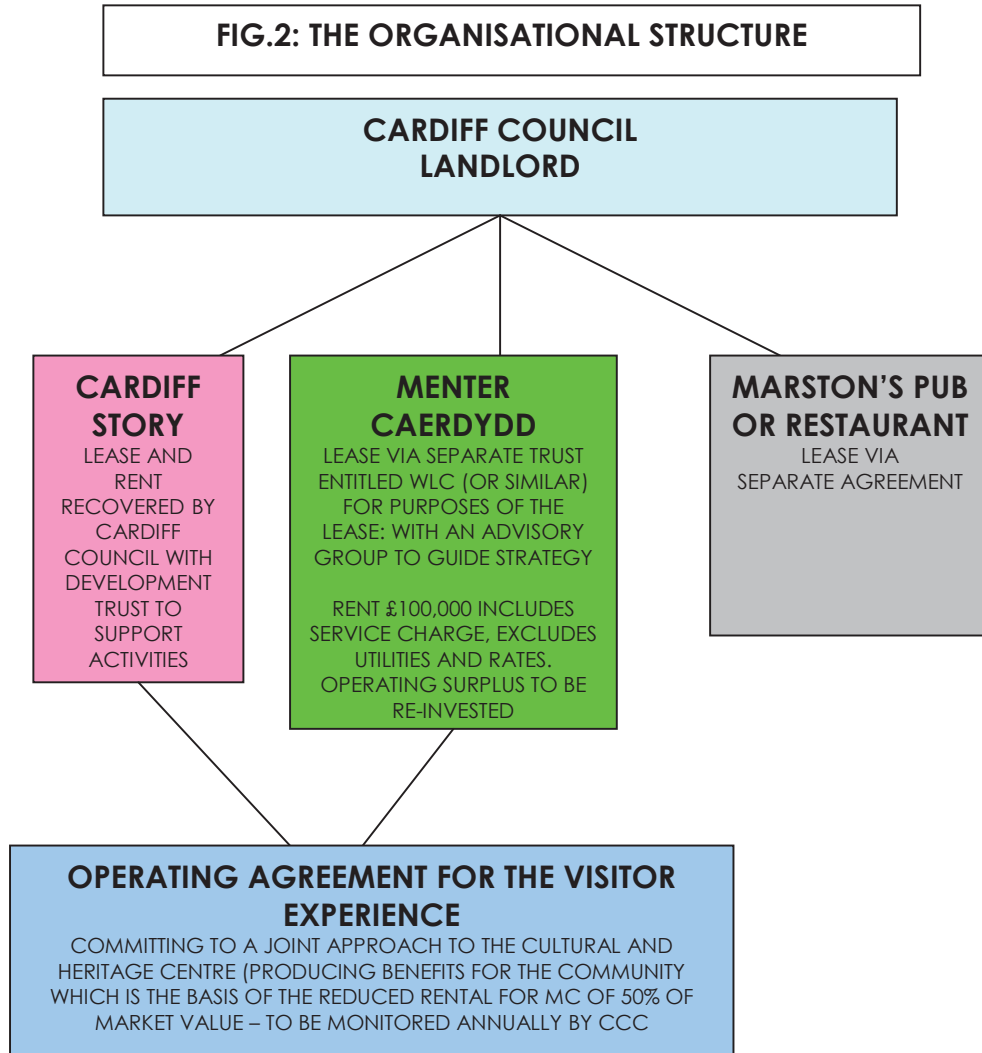
The various activities within the building can then be effectively and efficiently positioned and marketed, as for example:

- ***Mudiad Ysgolion Meithrin @ Yr Hen Lyfrgell'***
- ***Yr Stafell Goffi@ Yr Hen Lyfrgell***
- ***Yr Oriel @ Yr Hen Lyfrgell***
- ***'Stori Caerdydd @ Yr Hen Lyfrgell / The Cardiff Story @ The Old Library'***

Clearly, the brand identity and brand architecture for this (look and feel) must be developed at an early stage and agreed by all parties.

PROPOSED ORGANISATIONAL AND OPERATIONAL STRUCTURES

Figures 2 and 3 illustrate the recommended organisational and operational structures.

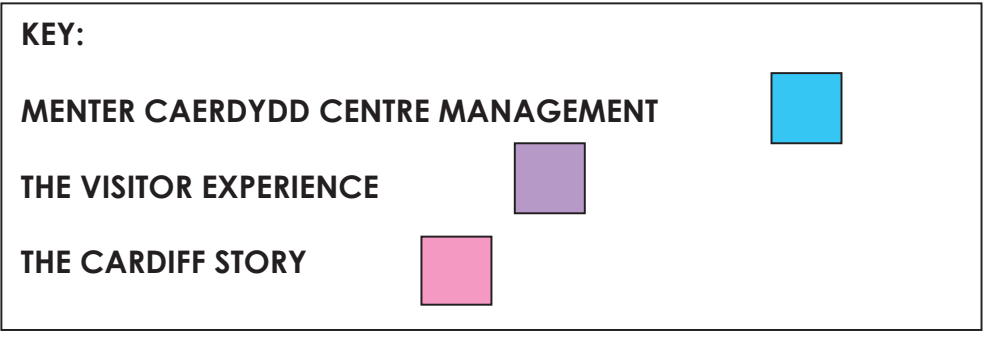
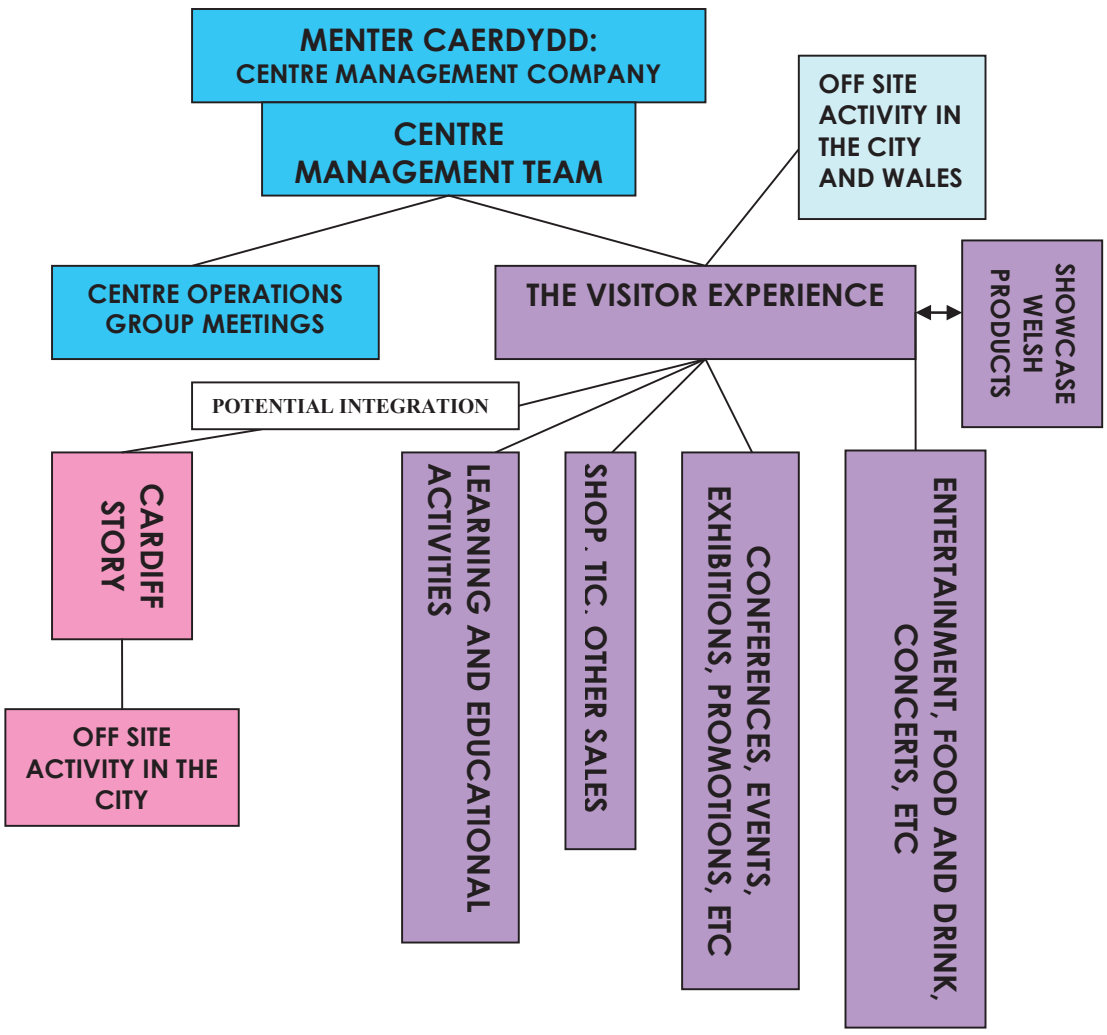


NOTE:

(1) Cardiff Council as Landlord to be responsible for the externals of the building and normal landlord costs. Menter Caerdydd to be responsible for the management of the building and Cardiff Story / Menter Caerdydd to be responsible for all their own internal normal tenants costs including rates.

(2) Operating Costs for both Cardiff Story and Menter Caerdydd to be separately covered in their separate business plans feeding into the operational plan for the Culture Centre.

FIG.3: THE OPERATIONAL STRUCTURE



YR HEN LYFRGELL

OUR MISSION

To create a welcoming Open Space in the heart of our capital city that celebrates, promotes and facilitates Welsh as a living language for all citizens of Cardiff and its visitors.

OUR VISION

To offer people of all ages and background every opportunity to engage with the Welsh language and its vibrant culture through a wide range of activities in a contemporary and exciting public environment.

To become a high profile, inspirational platform for Cardiff's Welsh culture.

To demonstrate our bilingual capital at work and play and highlight the importance of the Welsh language to its future.

OUR STORY

“Yr Hen Lyfrgell” brings together a group of partner organisations committed to seeing the Welsh language thrive in our capital city. Representing a wide range of sectors including private, public, not for profit, education, media, museum and community, the partners have worked in close collaboration on a shared vision.

All want to see a high quality, modern centre in a historic setting which seeks to attract as many members of the public as possible through its doors to engage with the Welsh language at every level. It will offer a range of opportunities where people can use, learn, practice and hear Welsh in a social and inclusive setting.

It will house an open space café bar, Welsh shop, learning rooms, The Cardiff Story, interactive spaces for children and young people, exhibition & performance area, business hub, a Welsh medium nursery and spaces for community groups to use.



APPENDIX 3

In October 2013, the Cardiff Story Museum secured a series of external grants for their *Cardiff's Communities* project. This project was designed to meet the Museum's visitor, partner and stakeholder needs and expectations, following the decision to postpone the Museum's phase 2 development.

The project aimed to:

- Create a suitable temporary exhibition gallery for Museum and partner created exhibitions, fixing problems that impacted on visitor comfort and on environmental conditions in which collection items are displayed, etc
- Create a structured, high quality temporary exhibition programme, satisfying visitors' wishes to explore themes of Cardiff's culture, leisure, sport and communities and provide greater capacity for the Museum to satisfy the growing demand by community groups to host their exhibitions. This temporary exhibition programme will aid the Museum by enabling it to display a changing offer and therefore encourage repeat visitors.
- Continue to work proactively with the Cardiff community, and young people in particular, to record, collect and preserve the heritage (both tangible and intangible, object and memory) of themes currently not represented in the phase 1 galleries of the Museum – those of communities (including all seven strands of diversity, suburbs and the 'county of' Cardiff), culture, leisure and sport - the identity and 'soul' of the city. Sustaining and furthering the partnerships and relationships the Museum has built up over time.
- Work with community partners – both existing and new – to co-create content for the Museum and temporary exhibitions, increasing volunteer opportunities. Emphasis will be placed on engaging young people who are socially excluded, at risk of offending, NEETS, etc., those from a BME background and those with disabilities, thereby diversifying the Museum's volunteer profile.

The total project budget was £138,200 with £113,150 being secured from external funding bodies as follows:

- Heritage Lottery Fund = **£53,700**
- Cardiff Museum Development Trust = **£21,000**
- Landfill Communities Fund = **£13,450**
- Waterloo Foundation = **£25,000**

(remainder funded from Cardiff Story Museum revenue budget)

While all funding secured was on the basis of the grants funding the full project, two of the grants specifically funded discreet projects within it:

- Landfill Communities Fund grant funded specifically work to upgrade the gallery to one suitable to host exhibitions (upgrades to CCTV and door hold systems, security and safety work on windows, general decoration)
- Waterloo Foundation grant funded work with young people at risk of exclusion to create a film exploring their lives and views on Cardiff and their identities within it. This grant was to be displayed within the temporary exhibition gallery as an interim, and then displayed as part of the phase2 development permanent galleries when progressed.

Anticipated outcomes/risk of clawback:

From discussions with the funders in question, it is anticipated that the risk for clawback of the grants received is as follows:

- Heritage Lottery Fund = £53,700 = Medium
- Cardiff Museum Development Trust = £21,000 = High
- Landfill Communities Fund = £13,450 = Low
- Waterloo Foundation = £25,000 = Low

Grant conditions:

Potential relevant extracts from the funding conditions and contracts for the grants received follow:

Heritage Lottery Fund

1. You must only use the Grant and the Property (if any) for the Project. Changes to the Project may be agreed in further correspondence with us. You cannot transfer the Grant.
11. You must continue to own the Property and keep exclusive control over what happens to it. [...] you must not sell, let or otherwise part with it, or any interest in it, or give any rights over it to anyone else (or take any steps to do so) without our approval beforehand. If we give you our approval, it may depend on any of the following requirements.
 - a. that you pay us a share of the net proceeds of selling or letting the Property within one month of parting with the assets or other goods;
 - b. that you sell or let the Property at its full market value;
 - c. any other conditions we think fit.
19. [...] You must repay to us immediately any Grant that we have paid you (and we will stop any future instalments of the Grant) if:
 - [...] e. there is a significant change in your status
 - [...] g. you fail to keep to any of these terms of grant

- 20 If you sell or otherwise part with all or part of the Property without our permission under paragraph 11, or you receive money in some other way as a result of you not following these terms of grant, you may have to pay us immediately a share of the net proceeds if that share is more than the amount we would otherwise be entitled to under paragraph 19.

Landfill Communities Fund

8. Project income: Any profits, operating surplus or income generated/derived by the project must be reinvested in the project or returned to CFR as a qualifying contribution to the LCF scheme.
9. Site compliance: It is your responsibility to ensure that the project site remains in compliant use (as defined by Entrust and in accordance with the project registration) after completion of the works. If the project site should fall into non-compliant use then the project would be deemed to be non-compliant and the EB (CFR) would be able to reclaim the monies expended.
11. If the Project Sponsor sells, disposes of or transfers an asset acquired with LCF monies then the EB (CFR) is entitled to some of the proceeds, in proportion to the LCF contribution, unless otherwise agreed. Any equipment purchased using LCF monies is to be used for the purposes of the project only.
12. Revocation of Agreement: CFR will be entitled to revoke this offer and withhold, or request repayment of this grant if:
- (a) The Project Sponsor fails to comply with Entrust guidelines or instructions. Cardiff Story Museum must ensure that any items purchased with LCF monies are fully insured and remain compliant during the asset write-off period[...]
- (b) The Project Sponsor fails to comply with the terms and conditions set out in points 1 to 11 of this offer and fails to remedy such breach within 21 days of written notice from CFR.
- [...]

Waterloo Foundation

1. The grant the Foundation makes to you[...] will be used solely for the purpose(s) in the manner specified in your offer letter.
2. Any part of the grant that is not required or used by you for the purpose(s) will be returned to the Foundation unless agreed in writing.
3. If the Foundation concludes that (in its sole opinion) any part of your grant application is misleading or false or you are in breach of any of these terms and conditions the Foundation has the right to require the immediate repayment of the grant by you in full.

6. The purpose(s) may not be altered or amended in any way without the prior written approval of the Foundation and you must notify the Foundation in writing of any proposed change to the purpose(s) or the manner in which the grant is to be applied for the purpose(s) as soon as such proposal is made.

YR HEN LYFRGELL

Welsh Language and
Cultural Centre, Cardiff

BUSINESS PLAN
SUMMARY 2015







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OUR MISSION

To create a welcoming public space in the heart of our capital city that celebrates, promotes and facilitates Welsh as a living language for all citizens of Cardiff and its visitors.



OUR VISION

To offer people of all ages and background every opportunity to engage with the Welsh language and its vibrant culture through a wide range of activities in a contemporary and exciting public environment.

To become a high profile, inspirational platform for Cardiff's Welsh culture.

To use the Welsh language as a vehicle to celebrate everything that is great about Wales and its capital. To demonstrate our bilingual capital at work and play and highlight the importance of the Welsh language to its future.

OUR STORY

“Yr Hen Lyfrgell” brings together a group of partner organisations committed to seeing the Welsh language thrive in our capital city.

Representing a wide range of sectors including private, public, not for profit, education, media, museum and community, the partners have worked in close collaboration on a shared vision.

All want to see a high quality, modern centre in a historic setting which seeks to attract as many members of the public as possible through its doors to engage with the Welsh language at every level.

It will offer a range of opportunities where people can use, learn, practice and hear Welsh in a social and inclusive setting.

It will house an open space café bar, shop, learning rooms, the bilingual Cardiff Story Museum / Amgueddfa Stori Caerdydd, interactive spaces for children and young people, exhibition and performance area, business hub, a nursery and spaces for community groups to use.

INTRODUCTION

This business plan and its associated forecasts present information and recommendations with a view to enable Yr Hen Lyfrgell in partnership with Cardiff Council, the Welsh Government and other relevant funders, to provide a major new cultural facility in Cardiff. The Yr Hen Lyfrgell development will house the new Welsh-language cultural, learning and social space as well as the award winning bilingual Cardiff Story Museum / Amgueddfa Stori Caerdydd.



PROJECT BACKGROUND

In March 2014, Cardiff Council held the 'Bilingual Cardiff' conference in City Hall which was attended by over forty organisations from the public, private and voluntary sectors. The main purpose of the day was to gather suggestions and ideas as to how organisations could better work together in order to promote, protect and nurture the Welsh language in Cardiff. A key aim was the development of an action plan for a variety of organisations to implement under the 'Bilingual Cardiff' banner with the council acting as co-ordinator.

The 'Bilingual Cardiff Action Plan' has been prepared based on information collated during the conference. The ambition shared by the vast majority, if not all, attendees and partners, was the need for the development of a Welsh Language Centre which would showcase the language and culture in the city, as well as creating new opportunities for people to socialise, participate and express themselves.

Following the conference, Menter Caerdydd conducted a survey which demonstrated that 94% of all respondents were in favour of establishing a 'Welsh language centre in Cardiff for the community and tourists alike'. These findings were subsequently published in Cardiff Council's Services Survey Results Report in July 2014.

The 2011 Census showed that through migration trends and education Cardiff has seen an increase in Welsh speakers over the past 10 years, 11.1% of the city's population are now fluent Welsh speakers (approx 37,500). Cardiff has seen a dramatic rise in Welsh speakers during the past 30 years, especially among children and young people, with over 24.5% fluent speakers within this category. The city has also seen a slight increase of Welsh speakers within the 20 – 44 adult age group.

Yr Hen Llyfrgell will ensure that Welsh speakers, learners and anyone interested in Cardiff life have improved access to Welsh language services, promoting a sense of identity and bringing people together to promote a comfortably bilingual city. We want to ensure that the Welsh language continues to thrive in Cardiff as the population grows at an unprecedented rate

For tourists, the centre would act as a 'gateway to Wales' signposting visitors to attractions and other parts of the country as well as raising awareness and promoting the fact that Wales is a bilingual country. It would also help differentiate the city in a European context, whilst emphasising to businesses that there are no transactional costs associated with operating in Welsh.



SUMMARY OF PROPOSALS

Yr Hen Lyfrgell will become a centre point for engaging people with a wide variety of activities and experiences involving the Welsh language. The centre will be open and inclusive, providing opportunities to experience the language, as well as delivering a package of activities that significantly add to the Cardiff offer.

Yr Hen Lyfrgell will offer a range of opportunities, including café bar, gift/book shop, teaching rooms as well as a flexible exhibition area, performance space and conference facilities. It will be a focus of Welsh culture in the city as well as an accessible centre for education where people can learn or practice their Welsh in a social and friendly atmosphere. There is every potential that it could also serve as a research laboratory on language and bilingualism in collaboration with other partners.

The centre will promote the use of the Welsh language in Cardiff and create new opportunities for people to socialise, participate and express themselves. It will be home to a number of Welsh language organisations, adding value and increasing our visibility, and would host a variety of events and opportunities for visitors, young people and Welsh learners in particular throughout the year.

However the unique selling point is the availability of high quality open space at the heart of the city that can be used by people and communities in any way that promotes the language, culture and heritage of the city.

Yr Hen Lyfrgell development will be a prominent new facility bringing together a variety of services which should prove attractive to both Welsh and non-Welsh speaking patrons, whilst retaining some key activities currently showcased at the Old Library.

Yr Hen Lyfrgell will offer people of all ages and background every opportunity to engage with the Welsh language and its vibrant culture through a wide range of activities in a contemporary and exciting public environment.

The proposals include the following main elements and partners:

- Cafe/bar – Clwb Ifor Bach
- Shop – Selling the best of Welsh produce made in Wales
- Adult Learning Centre – Lead by Cardiff University
- Office Space – Mela Media Company
- Crèche – Mudiad Meithrin (National Welsh Language Nursery organisation)
- Conference & Exhibition Centre / Meeting Rooms
- Cardiff Story Museum – Cardiff Council

STRATEGIC CONTEXT

At the heart of this initiative is a desire to increase awareness of the heritage and contemporary vibrancy of the Welsh language within the capital city by creating a centre characterised by verve, dynamism and innovation that will excite and engage residents and visitors alike.

The support for this project is predicated on a range of community-wide benefits that have tangible impact beyond the centre. These must be clearly identified and carefully monitored by the Council on regular basis.

Yr Hen Lyfrgell will make a positive contribution to the economic development and overall tourism appeal of the city. We will create a facility that will provide a showcase of the best in Wales and Cardiff, as well as signposting people to other Welsh language experiences and activities within the city organised by the 100+ voluntary organisations that deliver services on a community level within the city. We will act as a catalyst in generating new audiences and footfall to the city centre. *Yr Hen Lyfrgell* will be a hub of new events and activities that will add new life and vibrancy to the city which in turn will lead to new people visiting the city centre throughout the day and night. On a community level, *Yr Hen Lyfrgell* will raise awareness of the language in all its dimensions in Cardiff and beyond, creating a new model of community collaboration as well as providing the bilingual Cardiff Story Museum / Amgueddfa Stori Caerdydd with a fresh opportunity to flourish.

Yr Hen Lyfrgell will be 'Cardiff's Welsh Language Experience'.

LINKS TO STRATEGY

Relevant Policies

The key national strategies relevant to this project proposal include:

- Partnership for Growth – The Welsh Government Strategy for Tourism
- Cultural Tourism Action Plan 2012-15
- Welsh Government Welsh Language Strategy 2012 - 2017
- Tourism Strategy and Action Plan 2015-2020
- Sustainable Tourism for Wales
- Spatial Plan for South East Wales
- Wales: A Vibrant Economy
- Wales: A Better Country
- One Wales
- Regional Strategic Framework for South East Wales: Delivering a Future with Prosperity
- Welsh Language (Wales) Measure 2011

These strategies develop a very strong theme of creating high quality jobs, raising quality and value added more generally and a particular focus on sustainability and enterprise / innovation in Wales.

Of particular relevance here is the recently adopted Cardiff Tourism Strategy and Action Plan 2015-2020. The development of the centre would assist Cardiff in meeting a number of the aims and targets within the Strategy by 'providing opportunities to discover the local' and creating a distinctive and unique Cardiff experience 'based on an amalgam and fusion of heritage, culture and language..... most visitors will come into contact with Wales' culture during their trip – either through generic encounters (sense of place, language, local food and drink, craft and music) or through specific visits to heritage and cultural attractions.'

Further, the UN World Tourism Organisation's latest report on "City Tourism" (2012), and the recently published Tourism Intelligence International report "Cities on the Rise" (2014), identifies a number of new drivers of demand fuelling growth in city tourism, specifically the need for the local narratives including heritage, culture, language and products as well as the importance of signature cultural events and festivals.

Yr Hen Lyfrgell will also assist Cardiff in meeting a number of the aims and targets within the Welsh Language Strategy (2012 – 2017) 'Encourage people to use the language on a daily basis, such as providing opportunities for people to use Welsh socially when enjoying entertainment.... The strengthening of the position of the Welsh language in our communities.'

ORGANISATIONAL AND OPERATIONAL STRUCTURE

Yr Hen Lyfrgell is a collaborative partnership between the Welsh Language partners (lead by Menter Caerdydd), Cardiff Story Museum / Amgueddfa Stori Caerdydd, Cardiff Council and Welsh Government.

A new company, Yr Hen Lyfrgell Cyf, has been established to manage the facility and coordinate the work of the partners. *Yr Hen Lyfrgell* will have its separate bank account but will come under the supervision and control of Menter Caerdydd, at least until such a time as it begins to make a success of itself. Menter Caerdydd are the Lead partner and Sian Lewis, Chief Executive of Menter Caerdydd has been allocated the post of Chairperson for the new company – Yr Hen Lyfrgell Cyf. There are currently four company directors of Yr Hen Lyfrgell Cyf but it is intended that the partners who have space within the building will all become Corporate Directors within the company.

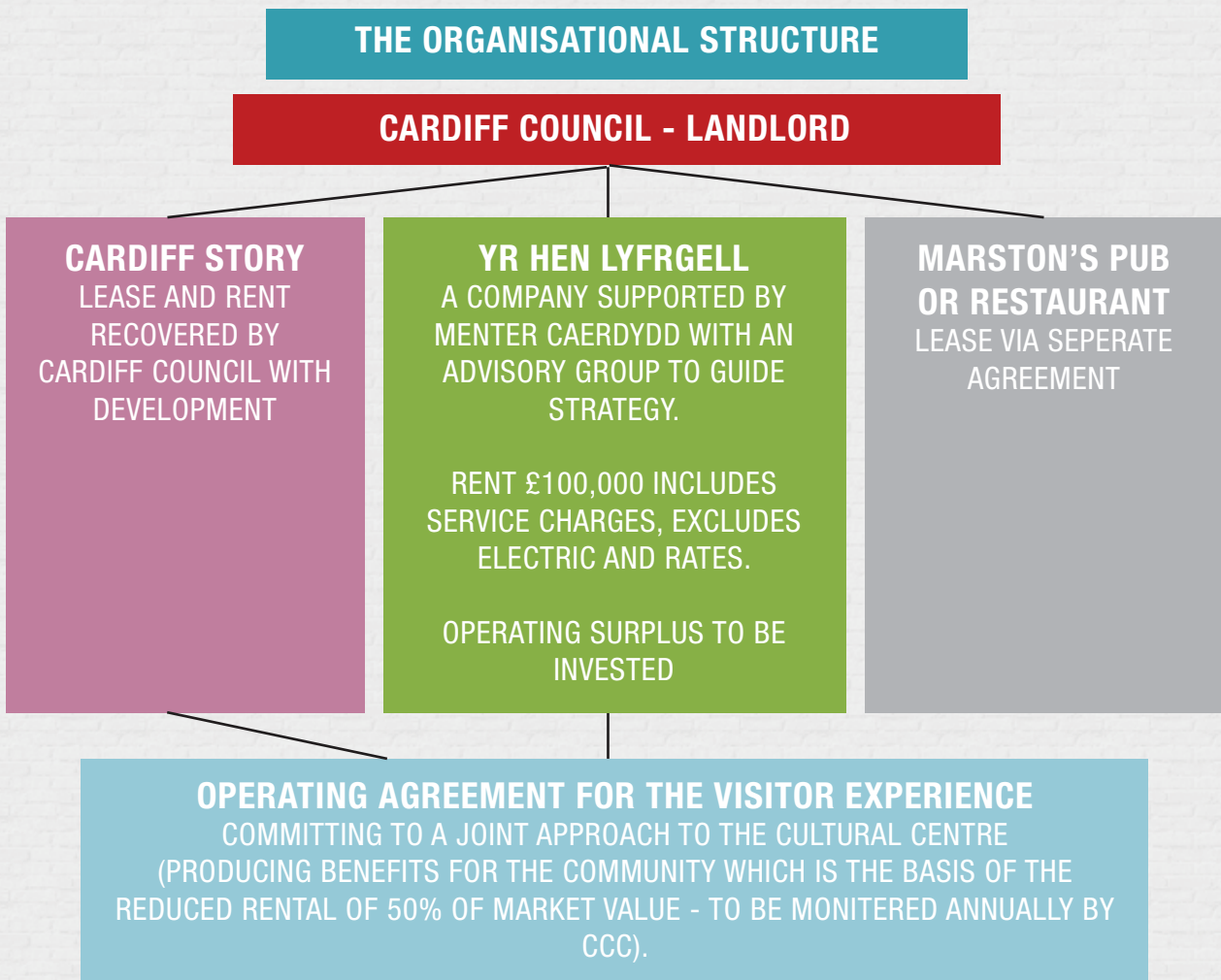
Menter Caerdydd will act as the representative for the Welsh language partners when dealing with all organisational and operational issues involving Yr Hen Lyfrgell Cyf and Cardiff Council from day one of operating.

The head lease will be the responsibility of the Directors and Menter Caerdydd. They will also hold the responsibility of dealing with all administrative, personnel, staffing, day-to-day management and accounting arrangements involving the running of *Yr Hen Lyfrgell* on behalf of the Welsh language partners.

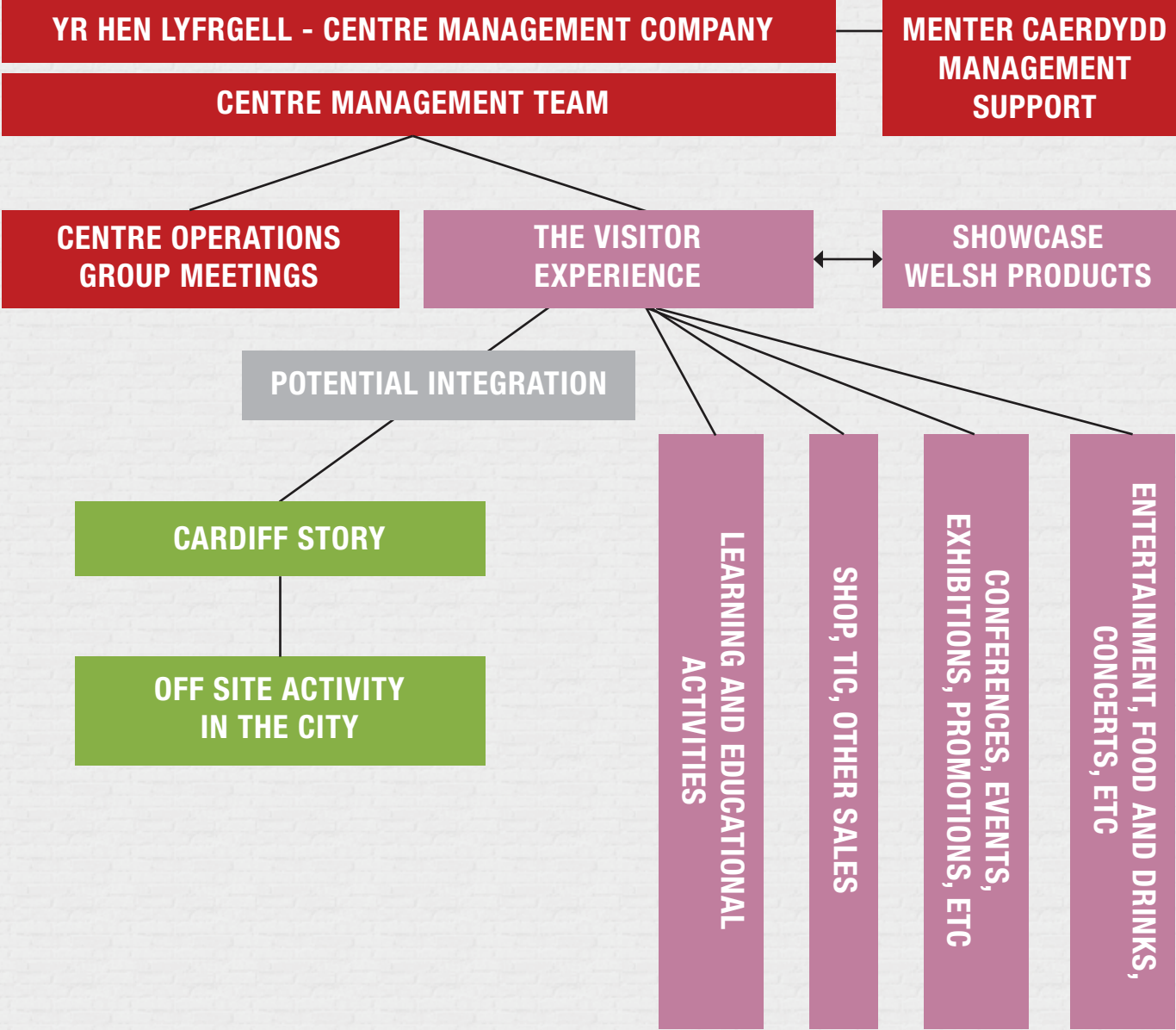
It has been agreed that each partner will pay an additional fee in addition to the rent to Yr Hen Lyfrgell Cyf to cover all the above costs.

The centre's operational aspect will be marketed, branded and managed as one destination to a common, high standard of quality. All partners have accepted, agreed and signed up to this mission. This means that the visitor experience will be operated as one entity.

The organisational structure and operational structure set out below embraces this approach. The Visitor Experience is defined in Figure 1.



THE OPERATIONAL STRUCTURE



INCOME AND EXPENDITURE

Time has been spent discussing the expenditure and income opportunities for this business plan. For the first year of trading the Annual Income and Expenditure and Cash Flow are shown below. However, it will be the responsibility of the Centre Manager once settled in post to create other revenue streams of by developing a comprehensive package of events and activities all year round at *Yr Hen Lyfrgell* in order to secure and stabilise any financial risks to the Company.

Although we want to ensure the success of *Yr Hen Lyfrgell* it is difficult to predict how much profit or loss there will be in the first few years of trading. Our intention will be to reach 100% of the rent and establish clear guidelines to other revenue streams. These could include – a comprehensive package of events and activities (as mentioned above), tourists evenings, weddings, themed nights, ‘pop up’ activities, Welsh language historical tours, ‘Friends of Yr Hen Lyfrgell Scheme’, special one off events, founders/sponsorship and partnering opportunities, donation and gift aid, fundraising events.

Annual Income and Expenditure Forecast	
Office rent (5 partners)	152400
Room hire / Activity income	37500
Overhead contribution	5600
Exhibition/Meeting Room	14400
Supporters Contributions	6000
Total Income	£215,900
Site rent	100000
Rates - conference room	1740
Staff costs and travel	43848
Cleaning costs	22500
Caretaker salary	6240
ITC	3045
Office	6000
Insurance	1200
Prof fees	2040
Mkting	10000
Lead Partner	10000
Contingency	1200
Total Costs	£208,000

Full Year Cash Flow														
	2015					2016								Total
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June	July	Aug	
Office rent (5 partners)	15000	0	0	11200	11200	11200	11200	11200	11200	11200	11200	11200	11200	127000
Room hire / Activity income			2083	2083	2500	2500	2500	2500	2500	2500	2500	2500	2500	26666
Overhead contribution							5600							5600
Exhibition/Meeting Room				1200	1200	1200	1200	1200	1200	1200	1200	1200	1200	12000
Supporters Contributions			500	500	500	500	500	500	500	500	500	500	500	5500
Total Income	15000	0	2583	14983	15400	15400	21000	15400	15400	15400	15400	15400	15400	176766
	2015					2016								Total
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June	July	Aug	
Site rent	0	0	0	0	0	0	25000	0	0	25000	0	0	25000	75000
Rates - conference room			145	145	145	145	145	145	145	145	145	145	145	1595
Staff costs and travel	3083	3083	3583	3583	3583	3583	3583	3583	3583	3583	3583	3583	3583	45579
Cleaning			1667	1667	1667	1667	1667	1667	1667	1667	1667	1667	1667	18337
Caretaker		260	260	260	260	260	260	260	260	260	260	260	260	3120
ITC	0	0	0	0	750	0	0	750	0	0	750	0	0	2250
Office	875	0	0	0	875	0	0	875	0	0	875	0	0	3500
Insurance		100	100	100	100	100	100	100	100	100	100	100	100	1200
Professional fees	1000	0	0	0	0	0	0	0	0	0	0	0	2000	3000
Marketing							5000						5000	10000
Lead Partner							5000						5000	10000
Contingency	100	100	100	100	100	100	100	100	100	100	100	100	100	1300
Total Costs	5058	3543	5855	5855	7480	5855	30855	17480	5855	30855	7480	5855	42855	174881
Monthly Balance	9942	-3543	-3272	9128	7920	9545	-9855	-2080	9545	-15455	7920	9545	-27455	1885
Cumulative Balance	9942	6399	3127	12255	20175	29720	19865	17785	27330	11875	19795	29340	1885	

	2016				2017								Total	
	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June	July	Aug		
Office rent (5 partners)	12700	12700	12700	12700	12700	12700	12700	12700	12700	12700	12700	12700	12700	£152,400
Room hire / Activity income	3125	3125	3125	3125	3125	3125	3125	3125	3125	3125	3125	3125	3125	£37,500
Overhead contribution							5600							£5,600
Exhibition/Meeting Room	1200	1200	1200	1200	1200	1200	1200	1200	1200	1200	1200	1200	1200	£14,400
Supporters Contributions	500	500	500	500	500	500	500	500	500	500	500	500	500	6000
Total Income	17525	17525	17525	17525	17525	17525	23125	17525	17525	17525	17525	17525	17525	£215,900

	2016				2017								Total	
	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June	July	Aug		
Site rent	0	0	25000	0	0	25000	0	0	25000	0	0	25000	£100,000	
Rates - conference room	145	145	145	145	145	145	145	145	145	145	145	145	£1,740	
Staff costs and travel	3654	3654	3654	3654	3654	3654	3654	3654	3654	3654	3654	3654	£43,848	
Cleaning costs	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	1875	£22,500	
Caretaker salary	520	520	520	520	520	520	520	520	520	520	520	520	£6,240	
ITC	750	0	0	765	0	0	765	0	0	765	0	0	£3,045	
Office	875	0	0	875	0	0	875	0	0	875	0	0	£3,500	
Insurance	100	100	100	100	100	100	100	100	100	100	100	100	£1,200	
Prof fees	0	0	0	0	0	0	0	0	0	0	0	2040	£2,040	
Mkting							5000						5000	£10,000
Lead Partner							5000						5000	£10,000
Contingency	100	100	100	100	100	100	100	100	100	100	100	100	£1,200	
Total Costs	8019	6394	31394	8034	6394	41394	8034	6394	31394	8034	6394	43434	£205,313	
Monthly Balance	9506	11131	-13869	9491	11131	-18269	9491	11131	-13869	9491	11131	-25909	£10,587	
Cumulative Balance	11391	22522	8653	18144	29275	11006	20497	31628	17759	27250	38381	12472		

	2017				2018								
	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June	July	Aug	Total
Office rent (5 partners)	12700	12700	12700	12700	12700	12700	12700	12700	12700	12700	12700	12700	£152,400
Room hire / Activity income	4167	4167	4167	4167	4167	4167	4167	4167	4167	4167	4167	4167	£50,004
Overhead contribution							5600						£5,600
Exhibition/Meeting Room	1200	1200	1200	1200	1200	1200	1200	1200	1200	1200	1200	1200	£14,400
Supporters Contributions	500	500	500	500	500	500	500	500	500	500	500	500	6000
Total Income	18567	18567	18567	18567	18567	24167	18567	18567	18567	18567	18567	18567	£228,404
	2017				2018								
	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June	July	Aug	
Site rent	0	0	25000	0	0	25000	0	0	25000	0	0	25000	£100,000
Rates - conference room	145	145	145	145	145	145	145	145	145	145	145	145	£1,740
Staff costs and travel	3727	3727	3727	3727	3727	3727	3727	3727	3727	3727	3727	3727	£44,724
Cleaning Estimate	1734	1734	1734	1734	1734	1734	1734	1734	1734	1734	1734	1734	£20,808
Caretaker salary	780	780	780	780	780	780	780	780	780	780	780	780	£9,360
ITC	765	0	0	780	0	0	780	0	0	780	0	0	£3,105
Office	875	0	0	875	0	0	875	0	0	875	0	0	£3,500
R & M	0	0	0	0	0	0	0	0	0	0	0	0	£0
Prof fees	0	0	0	0	0	0	0	0	0	0	0	2081	£2,081
Mkting	833	833	833	833	833	833	833	833	833	833	833	833	£9,996
Lead Partner	833	833	833	833	833	833	833	833	833	833	833	833	£9,996
Contingency	100	100	100	100	100	100	100	100	100	100	100	100	£1,200
Total Costs	9792	8152	33152	9807	8152	33152	9807	8152	33152	9807	8152	35233	£206,510
Monthly Balance	8775	10415	-14585	8760	10415	-8985	8760	10415	-14585	8760	10415	-16666	£21,894
Cumulative Balance	21247	31662	17077	25837	36252	27267	36027	46442	31857	40617	51032	34366	



APPENDIX I

SUMMARY OF PARTNERS

1. Cafe/bar – Clwb Ifor Bach

Clwb Ifor Bach is a Cardiff institution. Set up as a 'not for profit' unincorporated association in 1983 to provide a social space for Welsh speakers in the city centre its use has altered and evolved over the years and Clwb is now primarily recognised as a music venue and nightclub, one that is highly regarded within the UK's live music sector. The promotion of Welsh language events is still an integral part of the company's ethos, with regular events held throughout the year, but many of the other ideas envisaged by the company's original trustees provided difficult to maintain over the long term due to the location and the layout of the building.

Last year a new board was appointed to spearhead the future development of the company. One of their aims was to look again at the ideas that inspired the creation of Clwb and see how they could be incorporated into the new business plan. They hoped to develop opportunities to further engage with Cardiff's Welsh language community and examine ways in which to further interact with other companies and organisations that represent the sector. The proposed development of the Welsh Centre at Yr Hen Lyfrgell both mirrors their aspirations and provides an unique opportunity to truly engage with Cardiff's Welsh language heritage; past, present and future.

Clwb Ifor Bach was invited to be a core partner in the Yr Hen Lyfrgell initiative following the Bilingual Cardiff conference in 2015. Our remit was to utilise the gallery space on the first floor and develop it into the social hub of the centre. Given the library's central location, the building's stunning architecture and the gallery's great views over The Hayes we determined that a vibrant, contemporary cafe bar would be the best use of this space. Not only would it service the needs of those who used the centre on a day to day basis but it would also be seen as an essential destination for city centre clientele and thereby create regular footfall for other services within the centre.

Its location at Yr Hen Lyfrgell, a grade 2 listed building, coupled with the unique attributes of the Welsh language Centre would give the cafe bar a prominent position within a very crowded city centre service sector.

Following consultation with different sectors of the target market it was decided that later opening hours during the week would make the venue a viable post work destination. As such the opening times will be 9am - 11pm, Sunday - Thursdays and 9am - 1am on Friday and Saturday nights. Private hire events previously planned for the gallery will now be held in one of the two conference rooms. In addition to the regular trade the café/bar will also be able to provide catering for any conferences and events held at the centre.

2. Marketing and Media Services - Mela

Mela is a bilingual communications agency working with private, public and third sector clients across Wales, specialising in Welsh language affairs and support. It is a limited company (registered as Mela Media Ltd) employing 5 core staff and other project based freelance staff. The agency has grown steadily since its launch in 2011 and is currently based in offices on Cathedral Road, Pontcanna in Cardiff. Its last three years of company accounts are available from Companies House.

As a core partner, Mela will relocate its offices to Yr Hen Lyfrgell and occupy space on the 2nd floor in an open plan office. This equates roughly to what the agency uses at its current base and envisages it will need in the immediate future. It also leaves room for staff expansion as numbers can increase with specific projects with subcontracted staff.

Mela is a fully bilingual agency which is strongly committed to supporting business and organisations improve the way they communicate with Welsh language audiences. Its clients include the Welsh Government, Menter Caerdydd, Rondo Media, Boom Pictures, Literature Wales, Football Association of Wales and the Welsh Language Commissioner. In the past year Mela has devised and managed national campaigns to promote the use of Welsh on behalf of the Welsh Government. Mela understands the Welsh speaking landscape nationally as well as in the capital itself. In terms of recognising the role and potential of Yr Hen Lyfrgell within the general and specific Welsh language marketplace, Mela is well positioned. It has expertise in identifying and reaching audiences, knowledge of the best communication platforms to use for which target group, creativity in devising eye-catching communication campaigns as well as a wide-ranging network of contacts in the public, private and creative sectors.

Mela will not directly benefit financially from its relocation to Yr Hen Lyfrgell, as it will be paying rent for office space over and above its current rental costs and its business rates will also increase. However, the company sees the project as a longer-term investment and expects to gain new clients in Years 2 and 3 as a result of being part of what will be a high-profile project.

3. Learning Centre – Cardiff University

Cardiff University's status as a core partner will provide it with two adjacent rooms in the building. The predominant use will be for delivering Welsh for Adults courses (see <https://welshforadults.cardiff.ac.uk/>).

The location will be ideal for offering Welsh in the Workplace courses (<https://welshforadults.cardiff.ac.uk/workplace>) to city-centre businesses—Cardiff University is the largest provider in this field in Wales. The proposed on-site crèche facilities will provide opportunities to develop Welsh for the Family courses (<https://welshforadults.cardiff.ac.uk/family>). Welsh for Adults classes usually run during school term time, but the Cardiff University's Welsh for Adults Centre also holds summer schools (2 to 8 weeks: <https://welshforadults.cardiff.ac.uk/learning/summer-welsh-course>) for which Yr Hen Lyfrgell would be an ideal location.

Other uses by the wider University community may include public lectures, talks, workshops (e.g. for schools), outreach events, open days, book launches, receptions, etc. When the rooms are not in use by the University there is the potential of hiring out them alongside other facilities at Yr Hen Lyfrgell (e.g. the conference centre). Cardiff University would also benefit in a general sense from having a visible city centre presence.

4. Child Care – Mudiad Meithrin

The proposed facility will be registered with the CSSIW for full day-care provision. This will allow flexibility to provide a range of services with the predominant service being a crèche for children between the ages of 2 and 8. In addition to this the crèche will also provide services on weekends and school holidays. This is to maximise the space and also to compliment the other services offered at Yr Hen Lyfrgell.

It is proposed that the space allows registration for up to 16 children, but this will be dependent on CSSIW registration in accordance with the regulations. Parents will be able to book sessions up to 3 hours per day. Mudiad Meithrin has developed a detailed business plan which includes projections for the business, however as the facility cannot be registered with CSSIW until the space has been adapted these projections need to be fluid. The current projections sets the session price at between £20-30. Mudiad Meithrin will be investing time and money towards the development in its first year, but the aim is that the provision will break even at the end of the 12 months. It is not foreseen that this will be a profit making business and this coincides with the Mudiad's not for profit ethos.

A comprehensive safeguarding system will be developed following best practice for this type of service. The facility will be managed by Mudiad Meithrin senior staff who will have responsibility as a 'responsible person' with CSSIW. This in itself carries regulatory duties and responsibilities but Mudiad Meithrin also has procedures and policies which ensures each of its facilities following the highest possible standards.

5. Shop (Gift/Book) – Bodlon

Over the past six years, Bodlon has led the way in changing the way consumers from all over the world view and source Welsh produce. The quality and provenance of all goods is paramount, but equally important is the integrity of their design. Bodlon grew from a desire to showcase award-winning Welsh food produce in hampers that have been sold all over the world. The company knew that the best of Wales could go head to head with market leading products from anywhere and come out as winners. And they were right.

It is this unshakable belief in Wales, and our idiosyncratic view of the world that has helped Bodlon grow. The company wanted to demonstrate how contemporary Welsh goods could stand proudly next to the best designs from across the UK and beyond.

So whether it's kitchenware or cushions, posters or pottery, and whether you live in Kensington, Kuwait or Kidwelly, Bodlon is certain that you'll find something at Bodlon that will help make your home a cartref.

6. Conference centre – Responsibility of Centre Director

The conferencing facility will be the responsibility of the Centre Manager working for Yr Hen Lyfrgell Cyf. Menter Caerdydd will provide HR and financial management of the project.

The conferencing market remains very competitive with ample supply within the Cardiff area. The proposed conference room should be capable of supporting events of 50 plus people. Assuming one conference (or cumulative meetings equivalent to) a week an average delegate rate of 50 people – this yields 2500 people annually. A quality venue should expect to charge £25 per person day including teas/coffees but without dining – so potential revenue base of £62,500. This is a very conservative

estimate and therefore should be achievable. Food revenue should flow to CIB - at approx. £5 for the teas and coffees then the gross profit should come to around £50,000. This is an upper limit which is forecast in the 3rd year. For planning purposes it may be prudent for the project to charge a more competitive rate (e.g. £15 per person – net £10 pp) therefore yielding £25,000 (presumed a floor) with increased charges in subsequent years. We also anticipate a small revenue through room hire to community groups that will give an overall total income of £26,666.

7. Co-working Space – responsibility of Centre Director

There are a numerous individuals working across the capital as freelancers, consultants or micro-businesses and using the Welsh language everyday.

The co-working space will be a bookable facility for such individuals and businesses, providing cost-effective desk-space in a vibrant, productive and flexible business space.

But co-working is not just about the space, it is also about working with like-minded people and we see this as creating a network of people who can share ideas, advice and business goals.

Along with the other facilities available at Yr Hen Llyfrygell – café bar, meeting spaces and crèche – we envisage that the facility will be a popular alternative to the kitchen table, or ‘coffice’.

8. The Cardiff Story Museum - Cardiff Council

The Cardiff Story Museum’s mission is to be an inclusive, exciting and inspirational resource; bringing people together to help them discover more about themselves, each other and about Cardiff, through social interaction and learning.

Opening to the public in 2011, the Cardiff Story Museum is the only venue in the city that tells and celebrates the Cardiff’s history – how the city we know today has been created, what makes it unique, and how important the people who have lived and worked here are to that story. It is the only organisation that collects, saves and preserves Cardiff’s heritage for future generations to understand and learn from. It is the only place that visitors or tourists can come and find out what Cardiff is about, and what makes it so special. We are a community and cultural venue, a location that celebrates Cardiff’s heritage for tourists and visitors to the city, and a place which encourages active citizenship and active engagement with the area’s history and diverse communities.

The museum is a great, free resource that acts as a hub for Cardiff’s heritage, encouraging Cardiffians to value, explore and represent their past, present and future. It equips people to learn from it, and be inspired by it, creating empathy and understanding between individuals and communities, challenging stereotypes and long held views, and stimulating pride and enthusiasm in the city and its shared heritage.

The museum is accessible for all and commended for being so. The interactive galleries involve people in their heritage, providing different ways of accessing the information for those of different ages, disabilities, language groups and interest groups. The museum works outside its walls as well as within them, taking the museum to those who are not able to visit for economic, social or physical reasons. Listening to visitors and the community, it asks them what they want from their museum, and how to make their visit better, and then acts on it.

The museum is at the heart of the community, created by the community. Cardiff’s amazing diversity is reflected throughout our displays and outreach work, ensuring the key contributions of the huge mix of communities that make up the city is integral to the story it tells.

9. Lead Partner – Menter Caerdydd

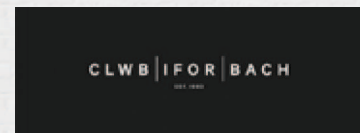
Menter Caerdydd was established in 1998 and is a voluntary organisation and a registered charity working in partnership to raise the profile of the Welsh Language in Cardiff, promote activities and strengthen existing networking links. It organises social activities through the medium of Welsh in Cardiff in order to promote and widen social and language inclusion Cardiff wide throughout the year. Menter Caerdydd chairs the Welsh Language Forum in Cardiff, represent Welsh Language organisations on numerous partnerships across the city as well as advising Welsh Government on Strategic matters relating to the use of the Welsh language socially, within the workplace and also through educational opportunities. It currently employs a workforce of 11 staff, 132 seasonal staff and are steered by a Management committee and a Board of Directors. It organises a robust and comprehensive timetable of events through the year that reflect the needs of its customers (families, children, young people, adults and Welsh learners). Menter Caerdydd interacts regularly with its customers to ensure that the voice of the user is at the forefront of service planning.

Menter Caerdydd currently has 25,887 service users, 18,202 followers on social media, 1,283 individual events annually, 11 staff on full time contracts as well as 132 casual staff per year, 109 volunteers assisting on services, it works closely with over 89 local and national partners, organise 51 weekly events and generates £640,000 economic value to Cardiff per year.

Tafwyl is the annual festival established by Menter Caerdydd in 2006 to celebrate the use of the Welsh language in Cardiff and has been organised with support from Cardiff Council, Welsh Government and Wales Arts Council at Cardiff Castle since 2012. Tafwyl is by now Wales's largest Welsh language community festival attracting an anticipated audience of over 25,000 customers to the festival in July 2015. Tafwyl attracts local, regional and national visitors to Cardiff for a festival that puts the city on the country's cultural and Arts events map.

The festivals vision is to be inclusive to all, to give every citizen in Cardiff and beyond the opportunity to access a Welsh language Cultural Festival that is well organised and well received.

Behind the scenes, the Festival is developing a professional and executive approach, allowing for stable administration and business development.





WWW.MENTERCAERDYDD.ORG

Chief Executive:

Sian Lewis

SianLewis@MenterCaerdydd.org

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menter caerdydd

WELSH LANGUAGE CENTRE: Rationale for Proposed Rent Level

An indication of the rental value of the Old Library (excluding the area already let as a pub, '1876') was provided by the Council's valuers in November 2014. The indicative value provided was based on the total remaining area of the premises, including the area occupied by The Cardiff Story Museum, and was calculated at circa £275,000. The area occupied by the Cardiff Story Museum accounted for £136,000 of this and the area which was proposed for occupation by the Welsh Language and Cultural Centre was calculated at £139,000. These figures should be regarded as 'asking rents' and subject to downward negotiation by a prospective tenant.

Under the proposed head lease, the head lessee will assume responsibility for the management of all of the building except that part let to the pub company (v. Para 32). The head lessee will therefore be responsible for management of the area occupied by The Cardiff Story Museum but will not collect a rent for that area (v. Para.22). The head lessee will also assume the risks associated with being a landlord, e.g. in respect of voids and bad debts risks from sub-lettings.

The Welsh Language and Cultural Centre will provide social, economic and cultural benefits for Cardiff. It will assist the Council in meeting a number of the aims and targets set out in its recently approved Tourism Strategy (v. Para.7), and the chosen partners will provide a focus for Welsh as a living language not only for all Cardiff's citizens but also for its visitors, giving them an opportunity to hear the Welsh language in use in the heart of its capital city.

Taking into account the management work to be taken over by the head lessee and the risks associated with property management coupled with the social, economic and cultural benefits offered by the Centre, a head rent of £100,000 has been agreed with the head lessee, representing a discount of around 28%, including negotiation and quantum, on the indicative headline rent shown above.

Cardiff Council Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - Equality Impact Assessment**
- **Welsh Government's Sustainable Development Bill**
- **Welsh Government's Statutory Guidance - Shared Purpose Shared Delivery**
- **United Nations Convention on the Rights of the Child**
- **United Nations Principles for Older Persons**
- **Welsh Language Measure 2011**
- **Health Impact Assessment**
- **Habitats Regulations Assessment**
- **Strategic Environmental Assessment**

This Statutory Screening Tool allows us to meet the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: siadavies@cardiff.gov.uk. Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**



Statutory Screening Tool

Name of Strategy / Policy / Activity: Welsh Language Centre	Date of Screening: 23/10/14
Service Area/Section:	Lead Officer: Ffion Gruffudd
Attendees:	

What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function	Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]
<p>The project, subject to working through and agreeing a full business case with partners, would have the capacity and expertise to deliver on all six areas of the Welsh Government's Welsh Language Strategy:</p> <ul style="list-style-type: none"> to encourage and support the use of the Welsh language within families to increase the provision of Welsh-medium activities for children and young people and to increase their awareness of the value of the language to strengthen the position of the Welsh language in the community to increase opportunities for people to use Welsh in the workplace to improve Welsh language services to citizens to strengthen the infrastructure for the language, including digital technology. 	<p>In March 2014, the Council held the Bilingual Cardiff conference in City Hall which was attended by over 40 organisations from the public, private and voluntary sectors. The main purpose of the day was to gather their suggestions and ideas as to how we could better work together in order to promote, protect and nurture the Welsh languages in Cardiff, and to draft a Bilingual Cardiff Action Plan for all organisations to implement under the 'Bilingual Cardiff' banner with the Council acting as Coordinator.</p> <p>The Bilingual Cardiff Action Plan has been drafted based on information collated during the conference. The main objective shared by the vast majority, if not all, of our partners, was the need for the development of a Welsh Language Centre which would showcase Welsh language and culture in the city as well as creating new opportunities for people to socialise, participate and express themselves.</p> <p>Following the conference, Menter Caerdydd conducted a survey which demonstrated that 94% of all respondents were in favour of establishing a 'Welsh language centre in Cardiff for the community and tourists alike'. These findings were subsequently published in the Services Survey Results</p>

Report in July 2014.

In 2012 Cardiff's Welsh Language Forum, in partnership with Cardiff Council, undertook a Welsh Medium Social Provision and Family Support consultation exercise in order to give us a greater understanding of the Welsh medium social provision available, as well as the demand, across Cardiff. Of the 1095 total respondents, 87% responded that they wanted to see more Welsh language activities on offer in Cardiff outside the school and outside of school hours.

Further, in the parental support section of the same consultation, respondents answered that out of all the services offered, they would be most likely to use childcare (66.2%) if it was available through the medium of Welsh. There is currently only one Welsh speaking nursery in the whole of Cardiff and none in the centre of town.

Welsh Language (Wales) Measure 2011

What Legislative Framework does the policy fall under?
i.e. Rights of Children and Young Persons (Wales) Measure, Local Government (Wales) Measure... Please be clear about the statutory and policy framework within which the report is being developed. It is important that any requirements are properly addressed and considered at the outset.

Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:	
+	Positive contribution to the outcome
-	Negative contribution to the outcome
ntrl	Neutral contribution to the outcome
Uncertain	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
1.1	<p>People in Cardiff are healthy; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i> <i>vulnerable citizens and areas of multiple deprivation</i> <i>Addressing instances of inequality in health</i> <p>People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> <i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i> <i>reducing environmental pollution (land, air, noise and water)</i> <i>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</i> <i>encouraging biodiversity</i> 	✓		✓	
1.3	<p>People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>reducing crime, fear of crime and increasing safety of individuals</i> <i>addressing anti-social behaviour</i> <i>protecting vulnerable adults and children in Cardiff from harm or abuse</i> 	✓		✓	

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
1.4	<p>Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> • <i>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</i> • <i>Assisting those Not in Education, Employment or Training</i> • <i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i> • <i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i> 	√	-		The Welsh language Centre will be based in the Old Library and will be cost neutral to the Council. It is envisaged that it will form a legal entity such as a social enterprise or Trust within a specific timeframe.
1.5	<p>People in Cardiff achieve their full potential; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> • <i>promoting and improving access to life-long learning in Cardiff</i> • <i>raising levels of skills and qualifications</i> • <i>giving children the best start</i> • <i>improving the understanding of sustainability</i> • <i>addressing child poverty (financial poverty, access poverty, participation poverty)</i> • <i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i> 	√	-		Menter Caerdydd will run community courses from the centre and Cardiff University will hold Welsh language classes as well as a community based research project on the history, language and literature of Cardiff. Mudiad Meithrin will be offering pre-school provision through the medium of Welsh.
1.6	<p>Cardiff is a Great Place to Live, Work and Play <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> • <i>promoting the cultural diversity of Cardiff</i> • <i>encouraging participation and access for all to physical activity, leisure & culture</i> • <i>play opportunities for Children and Young People</i> • <i>protecting and enhancing the landscape and historic heritage of Cardiff</i> • <i>promoting the City's international links</i> 	√	-		The centre will be inclusive and promote bilingualism in the city as well as introducing people of all cultures and backgrounds to the Welsh language. Menter Caerdydd will use the centre as their office and from there will promote a variety of opportunities and access to physical activities, leisure and culture opportunities. There will be play opportunities through Mudiad meithrin and Cardiff Story activities Locating the Welsh Language Centre in the Old Library involves protecting and enhancing the landscape and historic heritage of Cardiff as the building becomes cost neutral to the Council/.

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
1.7	<p>Cardiff is a fair, just and inclusive society.</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> the elimination of discrimination, harassment or victimisation for equality groups has the community or stakeholders been engaged in developing the strategy/policy/activity? how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)? <p>Will this policy foster good relations between communities?</p> <p>Will this Policy/Strategy/Project have a differential impact on any of the following:</p> <ul style="list-style-type: none"> Age (including children and young people aged 0-25 and older people over 65 in line with the United Nations Conventions) Gender Reassignment Marriage & Civil Partnership Pregnancy & Maternity Race Religion/Belief Sex Sexual Orientation Welsh Language 	√			<p>The Centre will be a focal point for the Welsh language community and associated groups but will also serve to demonstrate that the Welsh language is available to all and through a variety of learning opportunities and activities offered could introduce all visitors to the benefits of bilingualism.</p> <p>Proposal discussed in Cabinet meeting in October and agreed in principle in the Bilingual Cardiff Member Working Group meeting in September.</p> <p>40 stakeholders and partners in Bilingual Cardiff conference in March demonstrated need for such a facility and core partners and associated partners have been consulted with throughout the development of the project.</p> <p>All communities will be welcomed in the centre and the languages and cultures of Cardiff celebrated.</p> <p>Please give details/consequences of the differential impact (positive and negative), and what action(s) can you take to address any negative implications?</p> <p>Learning and developmental opportunities and training for all ages</p> <p>The centre will have positive impact on the Welsh Language in the city, for visitors and residents alike.</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Un-Crtn	Evidence or suggestion for improvement/mitigation								
		+	-	Ntrl										
	<table border="1"> <tr> <td></td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Is a Full Equality Impact Assessment Required?</td> <td>✓</td> <td></td> </tr> <tr> <td>Is a Full Child Rights Impact Assessment Required</td> <td>✓</td> <td></td> </tr> </table>		Yes	No	Is a Full Equality Impact Assessment Required?	✓		Is a Full Child Rights Impact Assessment Required	✓					As the centre will be positive for equalities (with no negative impact) a full EIA is not required.
	Yes	No												
Is a Full Equality Impact Assessment Required?	✓													
Is a Full Child Rights Impact Assessment Required	✓													
1.8	<p>The Council delivers positive outcomes for the city and its citizens through strong partnerships <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>strengthening partnerships with business and voluntary sectors</i> <i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i> 													

SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):

Page 59

WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:

Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?		
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		

Is a Full Strategic Environmental Assessment Screening Needed?	Yes	No
<ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 		

If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?			
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?			
3.3	Is a full HRA needed?			

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email biodiversity@cardiff.gov.uk

Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government’s Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff’s own integrated plan; “What Matters”.*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*

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**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**



CABINET MEETING: 28 MAY 2015

ST MELLONS HUB PHASE 2 EXTENSION

**REPORT OF DIRECTOR OF COMMUNITIES, HOUSING &
CUSTOMER SERVICES**

AGENDA ITEM: 3

**PORTFOLIO: COMMUNITY DEVELOPMENT, CO-OPERATIVES & SOCIAL
ENTERPRISE (COUNCILLOR PETER BRADBURY)**

Reason for this Report

1. This report outlines proposals for extending the St Mellons Hub and seeks authority to undertake consultation on the proposals.

Background

2. Community Hubs are designed to bring together services, share resources, reduce costs and invest in better quality facilities, in a way which is responsive to the needs and priorities of individual neighbourhoods. The Corporate Plan 2015-17 sets out a commitment to progress the Community Hubs Strategy including bringing forward proposals for hub development in St Mellons.
3. St Mellons was one of the initial pilot Hubs opened in 2011. It has proved successful in terms of providing an extended range of customer services and increasing footfall, with positive customer feedback.
4. A report to Cabinet in September, 2014 agreed the overall approach to future Hub provision. The extension of St Mellons Hub to facilitate a further rationalisation of service provision in Cardiff East was agreed as part of the overall programme.
5. A phase 1 extension to the St Mellons Hub formed part of a package of proposals for community provision in Cardiff East which was the subject of public consultation in October, 2014.
6. The phase 1 works involve the construction of a 125m² extension to the rear of the existing Hub building, accommodating two community training rooms and an interview/meeting room. Works are programmed to be implemented this financial year.

Issues

7. There are currently 3 Council-run community facilities in the St Mellons District Centre – the St Mellons Hub, St Mellons Youth & Community Centre and St Mellons Enterprise Centre. The existing Hub provides a full library service and a range of advice and information services. The Community Centre offers a varied programme of learning and social activities for young people including training and advice, sport, dance, art and cookery, as well as a playgroup and activities for other groups in the community. The Enterprise Centre accommodates Flying Start, a private nursery, and 2 small businesses, as well as providing into-work advice and training. A plan showing the location of existing facilities is attached at Appendix 1.
8. Options for joining-up services into a single integrated centre have been investigated, with the aim of putting in place more sustainable facility provision for the future. A further expansion of the St Mellons Hub provides an opportunity for bringing services together, building on the success of the pilot Hub and incorporating a range of flexible, multi-use spaces to meet current and future community needs.
9. The proposed phase 2 extension will involve the construction of an additional 1400m² of floor-space to the rear of the existing Hub/library building. Estimated project costs are £3.9 million and a preliminary layout is attached at Appendix 2. The extension will include a youth area, multi-purpose community hall, café and kitchen, multi-use spaces, and training rooms. St Mellons Flying-Start, currently housed in the Enterprise Centre, will transfer to the new facility and interest has been expressed by the Police in providing a base for their neighbourhood officers. There may be an opportunity for sessional play provision to be accommodated in the Hub extension, subject to future budgetary constraints and programming requirements.
10. The extension will include new changing facilities to serve the adjoining Cath Cobb playing fields and a new multi-use games area will also be provided. The site of the extension is currently occupied in part by the existing St Mellons bowling green. This is the only outdoor municipal green with an artificial ‘all weather’ surface. The club currently has approximately 20 members and plays in the Cardiff & District Municipal Bowls League. The site is used both in the summer and winter seasons. Under the proposed plans, this facility will be discontinued. The nearest alternative bowling green is at Rumney Hill Gardens, 3 kilometres away.
11. The amalgamation of facilities will allow the sites of the existing St Mellons Youth and Community Centre and St Mellons Local Training & Enterprise Centre to be disposed of. Building condition surveys identify a back-log of repairs estimated at £300,000 on existing facilities.
12. In addition, it is proposed to dispose of two areas of amenity open space on Willowbrook Drive for development, shown as sites 3 and 4 on the plan at Appendix 3 to generate additional capital receipts to invest in the new facility. Mature trees and ecological features within these sites will

be safeguarded. The two areas comprise informal amenity space and are not used for formal recreational purposes. Development will be subject to statutory processes for disposal of open space and normal planning procedures.

13. The extended hub will accommodate a wider range of housing-related services and it is proposed that supplementary capital funding is contributed from the Housing Revenue Account (HRA). Capital receipts associated with the disposal of the sites identified at Appendix 3, plus funding from the HRA capital programme are projected to meet the full cost of the project.
14. Revenue budgets from existing facilities will transfer to the new Centre. In line with all new hub proposals, there will be a new staffing structure and this will be decided following consultation and input from the community on the exact services they want in the hub. Net savings of £56,000 are projected in non-staffing costs.
15. The new facility will provide a central Hub for community services in St Mellons. It will replicate the success of the Ely/Caerau Hub, which has transformed a previously under-used Council building into a thriving centre for Council, community and partner services.
16. The St Mellons Hub extension will provide the following benefits:
 - a wide range of advice, information, community and leisure services child-care provision and community cafe all under one roof;
 - provision for all groups in the community from a single integrated facility, rather than separate buildings. An Equality Impact Assessment is attached at Appendix 4.
 - a modern facility, built to high standards of energy efficiency and accessibility, and designed to meet current customers needs and expectations;
 - building costs met from capital receipts generated from proposed land disposals and the HRA;
 - a reduction in the number of Council maintained buildings, with consequential savings in building operating costs;
 - provision of new changing rooms and a new multi-use games area accessible to Crickhowell Road playing fields.
17. It is recommended that the proposals are taken forward for consultation to obtain feedback from the community, local organisations and other stakeholders. The proposals will be presented as a package, with the Hub extension being dependent on the disposal of land and existing buildings to raise capital receipts. Consultation findings will be reported back to Cabinet to inform a final decision on the way forward.

Local Member Consultation.

18. A number of meetings have been held with Trowbridge Ward Members to discuss options and support has been expressed in principle for the

expansion of the St Mellons Hub, subject to community views expressed through consultation.

Reason for Recommendations

19. The views of the local community and stakeholders are important in determining the best way forward in realigning services and facilities in St Mellons

Financial Implications

20. The costs of consultation proposed in the report will be met from existing revenue budgets of the directorate. The proposal is a further scheme in addition to a Phase one extension to the existing Hub which is estimated to cost c £300k subject to the outcome of a tender exercise.
21. Whilst confirmation of the detailed proposals will be subject to a further Cabinet report and the outcome of consultation, the proposals in this report includes rationalisation of property in order to secure revenue savings as well as generation of capital receipts from Council owned buildings and land in the vicinity of the Hub which could be developed subject to planning change of use. The proposal is that most of expenditure required for the hub can be met from disposal of sites, with the balance from the HRA capital programme. Any further Cabinet report will need to confirm that the value of additional benefits / outcomes from any proposal and capital expenditure of c £4m can be justified in terms of a robust options appraisal and business case following feedback from the consultation.
22. The proposal requests the earmarking of Capital receipts from land disposals rather than for use in paying towards the Council's existing capital programme at a time when revenue affordability in relation to additional borrowing is a concern in the medium term. A future Cabinet report will need to consider detailed financial and VAT implications of any recommended approach.

Legal Implications

23. The disposal of public open space needs to be advertised pursuant to s123 of the Local Government act 1972, which also requires the Council to obtain the best consideration reasonably obtainable. The proposed works will need to be procured in accordance with the Council's Contract Standing Orders and Procurement Rules, together with all relevant European Union procurement directives and the regulations which implement those directives in the UK. The consultation process should provide sufficient information and reasonable time for consultees to respond, so that those responses can be meaningfully considered

HR Implications

23. A new staffing structure will be required for the new facility, and this will be developed after consultation has taken place and when community views on service provision have been determined.

RECOMMENDATIONS

Cabinet is recommended to:

1. Agree to consult on proposals for a phase 2 extension to the St Mellons Hub and associated land disposals;
2. Note the intention to report back to a future Cabinet meeting on the outcome of the consultation programme which will inform a final decision on any realignment of services and facilities in St Mellons.

SARAH MCGILL

Director
22 May 2015

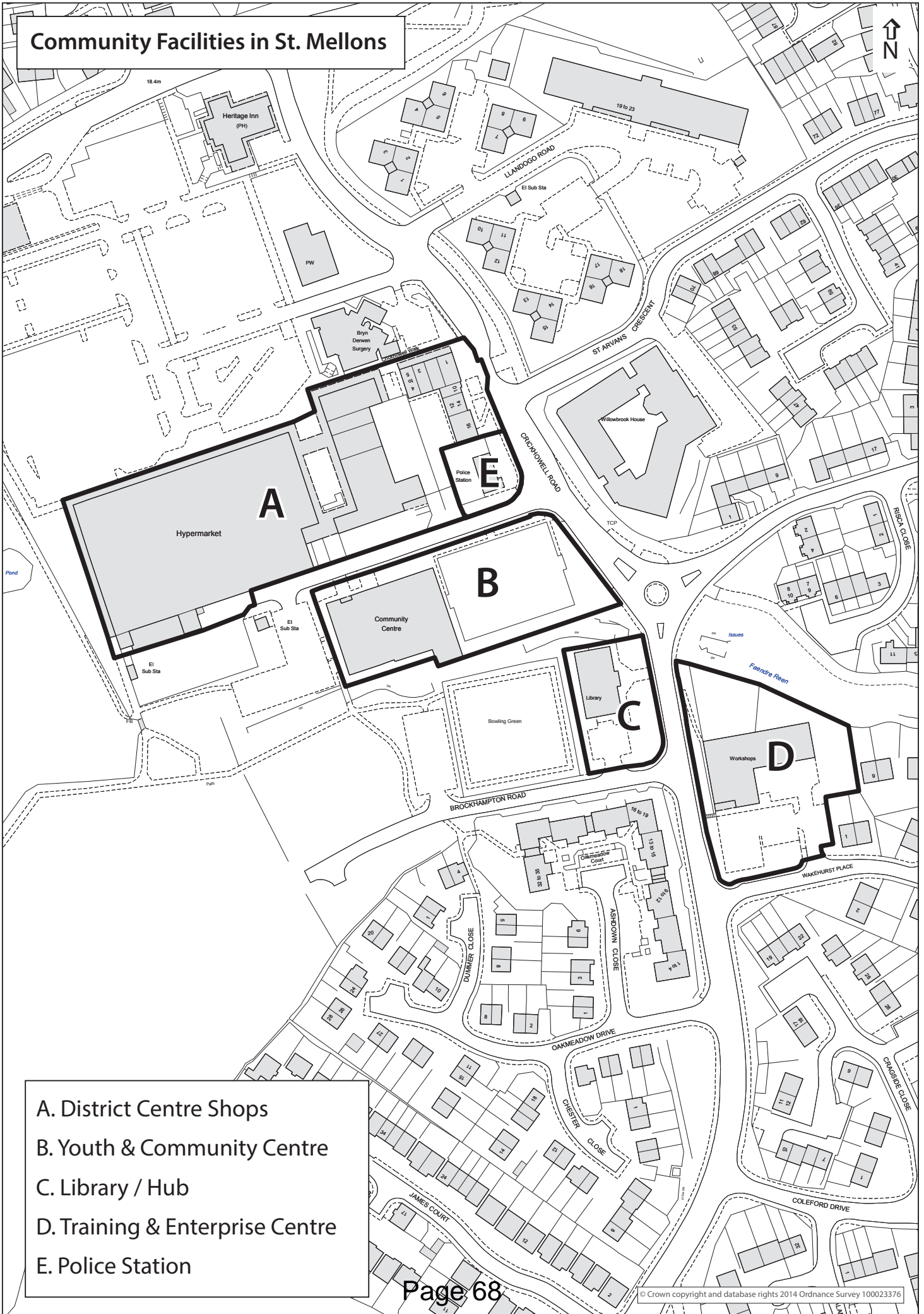
The following appendices are attached:

Appendix 1 – Location of existing Community Facilities in St Mellons
Appendix 2 - Preliminary Layout, St Mellons Hub extension
Appendix 3 - Potential Land Disposals
Appendix 4 – Equality Impact Assessment

The following background papers have been taken into account

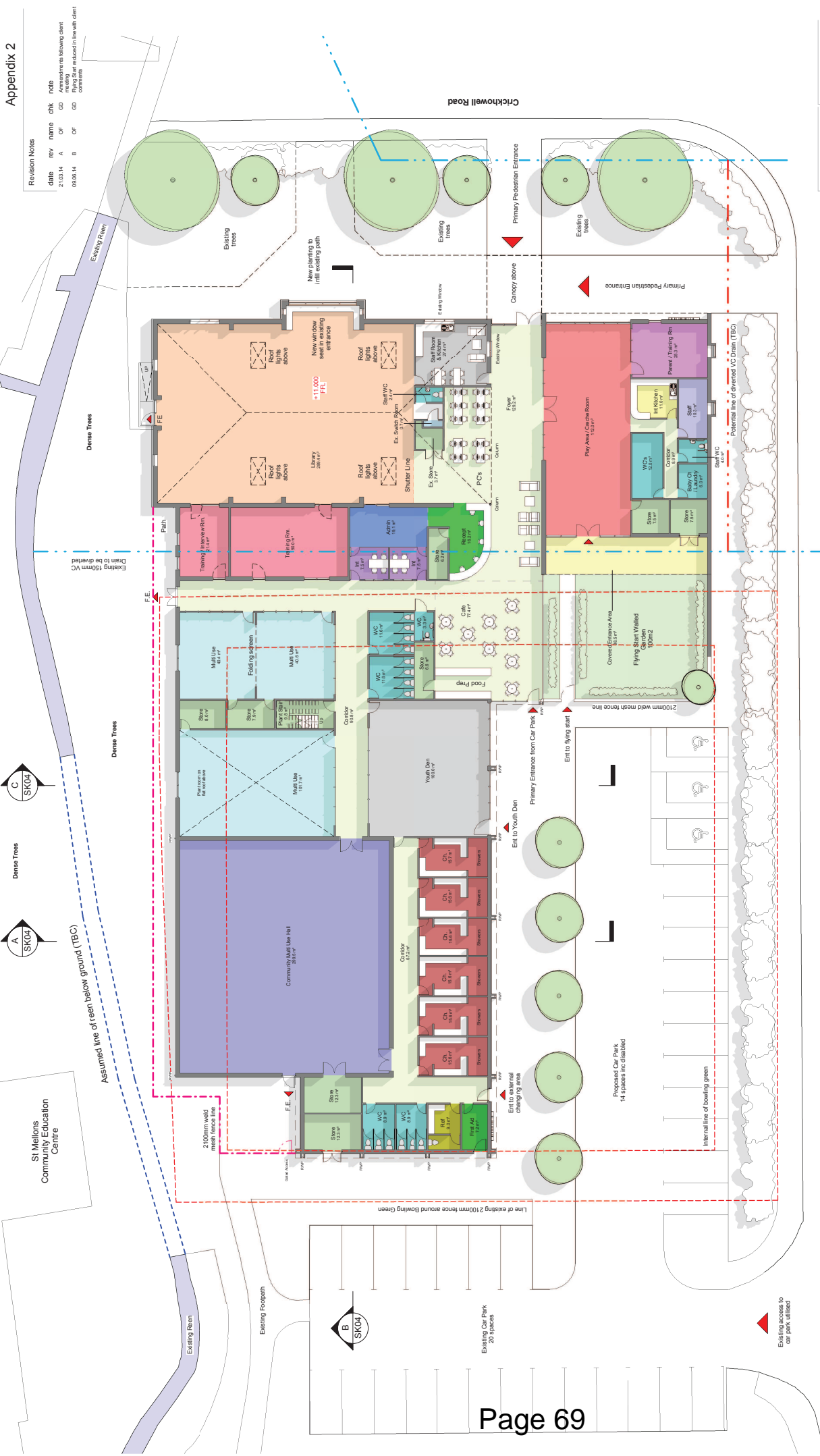
Cabinet Report – Community Provision in Cardiff East : March, 2015
Cardiff Research Centre - Cardiff East Consultation Report
Statutory Screening Tool Assessment – April, 2015
Site Development Briefs (Sites 1-4)

Community Facilities in St. Mellons



- A. District Centre Shops
- B. Youth & Community Centre
- C. Library / Hub
- D. Training & Enterprise Centre
- E. Police Station

date	rev	name	chk	note
21.03.14	A	CD	OF	Minor amendments following client meeting
08.08.14	B	CD	OF	Flying Start reduced in line with client comments



Drawing Title	St Mellons Community Hub Library Extension
Project	Phase 2 proposed ground floor plan
Scale @ A2	1:200
Date	04/03/14
Drawn	GD
Checked	GD
Drawing No	70190_SK02
Revision	B
T	029 2045 5660
F	029 2047 0422
www	www.strideglow.com
CD	CP24-SLK



Gross Internal Area of existing building
372 sq.m

Gross Internal Area of proposed phase 2 extension (inc 126 sq.m phase 1)
1495 sq.m

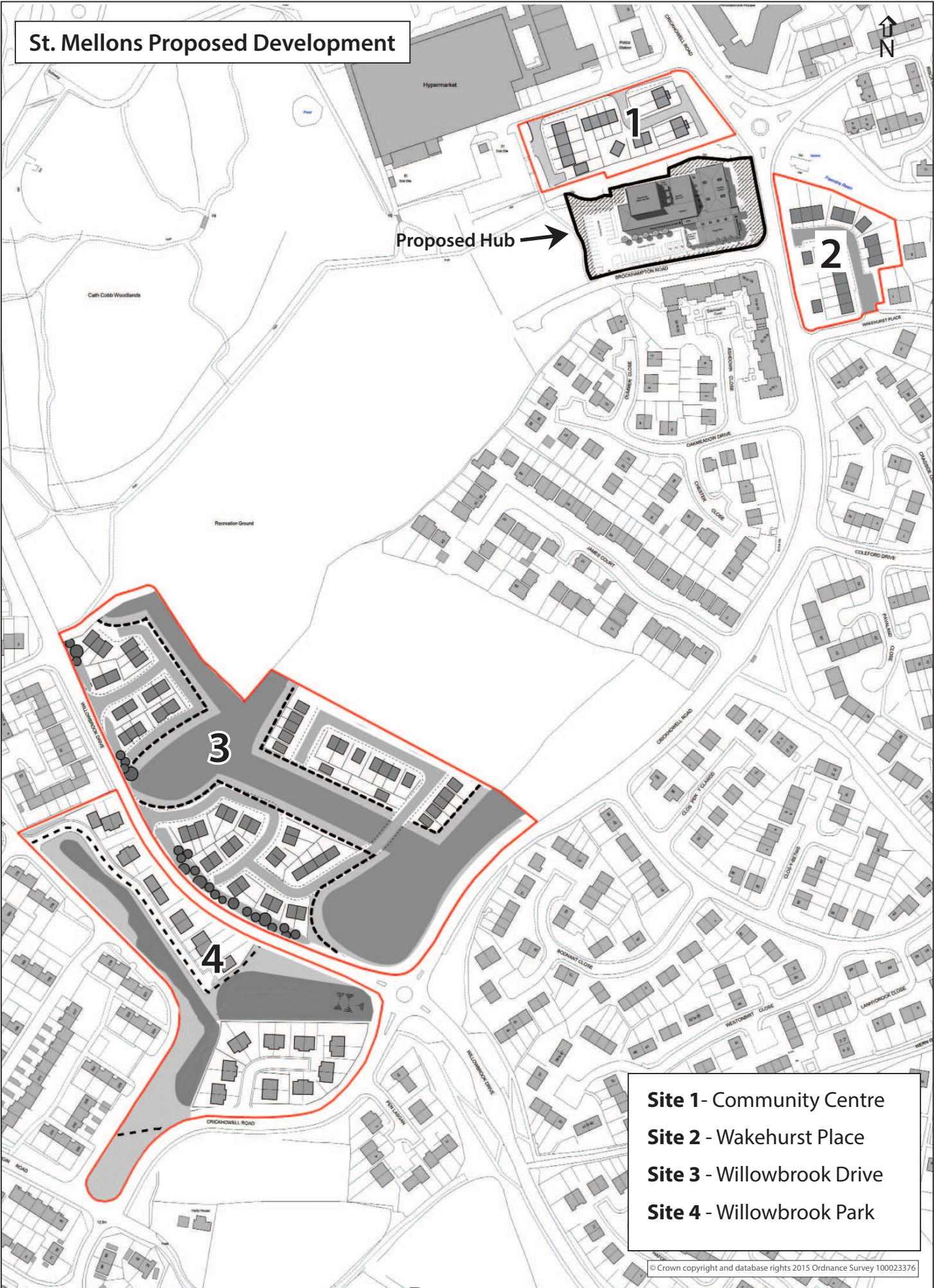
Proposed Total Gross Internal Area
1867 sq.m



St Mellons Community Hub Library Extension

Phase 2 proposed ground floor plan

St. Mellons Proposed Development



- Site 1 - Community Centre**
- Site 2 - Wakehurst Place**
- Site 3 - Willowbrook Drive**
- Site 4 - Willowbrook Park**

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CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

Project Title: St Mellons Community Hub
New: Proposed Development

Who is responsible for developing and implementing the Project?	
Name: Don Davidson	Job Title: Group Leader
Service Team: Housing & Communities	Service Area: Communities, Housing & Customer Services
Assessment Date: 01/04/15	

1. What are the objectives of the Project?

- To bring together community activities and services in a community hub facility on a single site, and to deliver a range of affordable and accessible community facilities that meet the needs of the St Mellons community to include:
 - Library;
 - Training;
 - Youth Provision;
 - Flying Start;
 - Community Rooms;
 - Community Cafe
 - Multi Use Hall;
 - Changing Rooms;
 - External multi-use games area.
- To ensure that the new facility is financially sustainable, having regard to existing, and likely future revenue streams and potential for income generation;
- To maximise opportunities for capital receipt generation (including disposal of surplus facilities) and external funding towards development costs;
- To ensure the new facility achieves high levels of energy efficiency, accessibility, functionality and sustainability.
- To engage the local community in the development of services and activities offered by the new facility.

2. Please provide background information on the Project and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

A community hub facility has operated from the existing St Mellons Library since 2011. The building provides the following services: Library, Housing and Tenancy queries, Housing Benefit and Council Tax Benefit advice, Waste Management queries, Street Lighting and Anti-Social Behaviour reporting.

Community Services are currently delivered via three separate buildings: St Mellons

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

Library, St Mellons Youth and Community Centre and St Mellons Local Training and Enterprise Centre.

A phased expansion of the Hub is planned. A small phase 1 extension is planned to provide additional training and meeting rooms. A larger phase 2 extension is also proposed, to integrate youth provision, childcare provision, changing facilities and other activities into an integrated building.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Project have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years	+		
18 - 65 years	+		
Over 65 years	+		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Establishing a Hub for the St Mellons area will have a positive impact on people of all ages.

Young people will have access to learning and support, as well as physical activities. Older people will be able to access a range of services from one place in a convenient location. Face to face service provision is still a preference with many people particularly the elderly and unemployed who are less likely to be able to access on line services.

The proposals will involve loss of the existing St Mellons bowling green, which is primarily used by older people.

What action(s) can you take to address the differential impact?

Assess community and stakeholder view expressed during consultations, including views of the bowling green and potential alternative provisions.

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

3.2 Disability

Will this Project have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	+		
Physical Impairment	+		
Visual Impairment	+		
Learning Disability	+		
Long-Standing Illness or Health Condition	+		
Mental Health	+		
Substance Misuse	+		
Other	+		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Overall the impact on all groups will be positive with increased access to joined up services.

By building a new facility the building can be designed to ensure it is accessible for all. The building will be a single storey building which will aid with accessibility.

What action(s) can you take to address the differential impact?

Steps will be taken to make the Community Hub facilities as accessible as possible, which will include:

- Reception desk to be compliant with Part M.
- Tactile Braille signs installed
- British Sign Language (BSL) appointments are offered
- Induction hearing loops installed and appropriate signage displayed
- Use of public PC's for disabled customers
- Chairs with and without arms for easier access for disabled customers
- Office layout & private interview rooms suitable for wheelchair access
- Staff personal emergency evacuation plan in place
- Fire evacuation procedure will be reviewed and tested to the safety of all customers in the building.
- Signs near the main entrance guiding users to ensure that the users maintain a clear sense of direction and independent use of the building facilities. Key information such as orientation signs in visual and tactile form where low enough to be touched.
- The Access Officer will be consulted during the development of the Hub.

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3.3 Gender Reassignment

Will this Project have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		+	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The range of services delivered by the Hub will have a positive impact on people from all backgrounds including transgender people. No differential impact has been identified.

What action(s) can you take to address the differential impact?

Equality Awareness training will be provided for all council staff, to ensure we treat everyone with respect and dignity, regardless of their gender.

3.4. Marriage and Civil Partnership

Will this Project have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage		+	
Civil Partnership		+	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The provision of a Hub will have a positive impact on all groups including people who are married or in a civil partnership. No differential impact has been identified.

What action(s) can you take to address the differential impact?

n/a

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Equality Impact Assessment
Corporate Assessment Template

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3.5 Pregnancy and Maternity

Will this Project have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy	+		
Maternity	+		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

- The Hub services will be of positive benefit to all people.
- The layout of the Hub will be fully accessible for pushchairs and prams.
- The ability to access a number of services in one place will be helpful to pregnant women or mothers.
- Provision will be made for changing and feeding facilities.

What action(s) can you take to address the differential impact?

Council's Access Officer will be consulted about accessibility within the building and grounds, including access for those with pushchairs.

3.6 Race

Will this Project have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White		+	
Mixed / Multiple Ethnic Groups		+	
Asian / Asian British		+	
Black / African / Caribbean / Black British		+	
Other Ethnic Groups		+	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

It is anticipated that the Hub services will have a positive impact on all groups and no

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differential impact has been identified for different racial groups.

Consideration will be made in the design to ensure that the building is accessible to all.

As with all Hubs the need for services in languages other than English will be considered and met as required.

What action(s) can you take to address the differential impact?

Staff will be trained in:

- Equality Awareness training
- Customer Care Training

3.7 Religion, Belief or Non-Belief

Will this Project have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		+	
Christian		+	
Hindu		+	
Humanist		+	
Jewish		+	
Muslim		+	
Sikh		+	
Other		+	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

No differential impact on these groups has been identified.

What action(s) can you take to address the differential impact?

Staff will be given adequate training to understand and acknowledge religious needs.

Use of a religious calendar will help avoid holding events on particular 'Holy Days' to ensure wider inclusion.

Consideration will be made in the design to ensure that the building is accessible to all

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3.8 Sex

Will this Project have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		+	
Women		+	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

No differential impact.

What action(s) can you take to address the differential impact?

N/A

3.9 Sexual Orientation

Will this Project have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		+	
Gay Men		+	
Gay Women/Lesbians		+	
Heterosexual/Straight		+	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

No differential impact has been identified.

What action(s) can you take to address the differential impact?

Cardiff Council staff has been trained in Equal Opportunities and Customer Services alike and therefore they will be able to provide advice in a sensitive manner..

3.10 Welsh Language

Will this Project have a **differential impact [positive/negative]** on Welsh Language?

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	Yes	No	N/A
Welsh Language	+		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The service will have positive impact on Welsh speakers. Bilingual information will be consistently available in the hub.

What action(s) can you take to address the differential impact?

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

There will be a full public consultation on the detailed design process for the new Hub, and the needs of all groups in the community will be taken into account.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	Assess views expressed during consultation and consider alternatives for facilities which are not re-provided such as the bowling green.
Disability	All of the building requirements mentioned above will be undertaken Design layouts/plans will be discussed the user groups and the community.

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	Regular monitoring and audits will take place in line with the Council policies, which will help identify any access or communication needs.
Gender Reassignment	Equality Awareness training will be provided for all council staff, to ensure we treat everyone with respect and dignity, regardless of their gender.
Marriage & Civil Partnership	Equality Awareness training will be provided for all council staff, to ensure we treat everyone with respect and dignity.
Pregnancy & Maternity	Council's Access Officer will be consulted about accessibility within the building and grounds, including access for those with pushchairs.
Race	Equality Awareness training will be provided for all council staff, to ensure we treat everyone with respect and dignity. The building will take into account cultural and religious sensitivities.
Religion/Belief	Staff will be given adequate training to understand and acknowledge religious needs. Use of a religious calendar will help avoid holding events on particular 'Holy Days' to ensure wider inclusion.
Sex	n/a
Sexual Orientation	Equality Awareness Training will be provided for all council staff to ensure we treat everyone with respect and dignity.
Welsh Language	n/a
Generic Over-Arching [applicable to all the above groups]	<ul style="list-style-type: none"> • All staff will be fully trained in Equal Opportunities and Customer Services. Partner Agencies will be expected to put similar measures in place. • Risk Assessments & H&S inspections conducted & reviewed annually. • Partner agencies will be advised to ensure that Equal opportunities /Customer services training is provided to their staff. • Regular monitoring and audits will take place in line with Council policies to ensure the service meets the requirements of the customer.

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Equality Impact Assessment
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6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Eluned Winney	Date: 01/04/15
Designation: Planner	
Approved By: Don Davidson	08/04/15
Designation: Group Leader	
Service Area: Housing & Communities	

**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**



CABINET MEETING: 28 MAY 2015

**SCHOOL ORGANISATION PROPOSALS: THE PROVISION OF
ADDITIONAL ENGLISH-MEDIUM AND WELSH-MEDIUM
PRIMARY SCHOOL PLACES IN THE ADAMSDOWN AND
SPLOTT WARDS**

**REPORT OF DIRECTOR OF EDUCATION AND LIFELONG
LEARNING**

AGENDA ITEM:4

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this Report

1. To enable the Cabinet to consider a recommendation to hold public consultation on options which respond to the rising demand for both English-medium and Welsh-medium primary school places in the Adamsdown and Splott wards.

Background

2. At its meeting on 6 December 2012 the Cabinet received a report outlining recommendations for meeting the significant growth in Reception age pupils by increasing the number of English-medium community school places in the Adamsdown and Splott wards.
3. Following public consultation on three options, the Cabinet in June 2013 approved the publication of statutory notices to increase the capacity of Adamsdown Primary Schools from 210 places for pupils 4-11 to 420 pupils aged 4-11, and to increase the capacity of Baden Powell Primary School from 420 places for pupils aged 4-11 to 630 places for pupils aged 4-11.
4. The notices were published on 01 July 2013. A single objection to each notice was received. This objection and Officers' comments thereon were forwarded to the Welsh Government as the then determining body on 15 August 2013.
5. Following discussion it was agreed that the statutory notice to increase the capacity of Baden Powell Primary School would not be progressed and options around increasing Welsh-medium primary provision in addition to the proposed expansion of English-medium provision would be considered.

6. This notice will therefore be withdrawn by informing the Welsh Ministers in writing as stipulated in The Schools Standards and Frameworks Act, Schedule 6 paragraph 8 (5).
7. The Welsh Government notified officers of the Minister's approval of the proposal to increase the capacity of Adamsdown Primary School in a letter dated 24 March 2014 and the Council Cabinet approved implementation of the proposal at its meeting on 15 May 2014.
8. The proposal to increase the capacity of Baden Powell Primary School published on 01 July 2013 has to be formally withdrawn.
9. Projections based upon NHS population data received in 2012 indicated that the number of English-medium community pupils entering Reception would continue to increase until at least September 2016, the latest year for which NHS data was available at the time of publishing the proposal.
10. Updates to NHS population data in 2013 affirmed this projected increase, however, the projected growth increase in demand for English-medium places would be at a slower rate than had previously been projected.
11. Proportionate demand for English-medium primary school places has fluctuated between 58% and 62% of the total demand in the past seven years. Following a period of fluctuation, demand for Welsh-medium primary school places has increased from 8% to 11% of the total demand in the same period. Projections indicate that the total demand for places in Adamsdown and Splott will exceed the capacity of local schools in future years.
12. Adamsdown and Splott are served by a number of English-medium, Welsh-medium and faith-based primary schools. School catchment areas in Cardiff are not coterminous with ward boundaries and often serve all or part of several ward areas.
13. These areas are served by four English-medium community primary school catchment areas, namely:
 - Adamsdown Primary School
 - Baden Powell Primary School
 - Moorland Primary School
 - Stacey Primary School
14. The catchment areas of Adamsdown, Baden Powell, Moorland and Stacey primary schools fall within and taken together form the catchment area of Willows High School.
15. The areas are also served by the Welsh-medium community primary school catchment area of Ysgol Glan Morfa which falls within the secondary school catchment area of Ysgol Gyfun Gymraeg Glantaf. Ysgol Glan Morfa also serves some parts of Penylan, Rumney and Trowbridge in which there is no housing.

16. Faith-based schools located within and serving the locality include St Albans RC Primary School and Tredegarville CiW Primary school, each of which provides 30 places at entry to Reception. The area is also served by other Faith-based primary schools located outside of the locality.
17. The geographical units that are most suitable to analyse the localised increase in demand for English-medium primary school places is the Willows High School catchment area and the four constituent English-medium primary school catchment areas within it (namely Moorland Primary, Baden Powell Primary, Stacey Primary and Adamsdown Primary) as this allows analysis to be focused to smaller areas and comparison of the demand between these areas to be undertaken as set out in Appendix 1.
18. In geographical terms Ysgol Glan Morfa catchment area is the nearest single comparable unit that most closely matches for the purpose of calculating demand for Welsh-medium places. However this proposal is seeking to resolve Welsh-medium demand across a larger area than Ysgol Glan Morfa catchment alone. Therefore an area that more closely matches that of Willows High School catchment area has been used to supplement the data from Ysgol Glan Morfa catchment. The full rationale and methodology specific to how the demand has been calculated is set also out in Appendix 1.
19. A map showing the Willows High School catchment area, primary school catchment areas within and school sites within the area is attached as Appendix 2. A map showing the Ysgol Glan Morfa and Ysgol Gyfun Gymraeg Glantaf catchment areas is attached as Appendix 3.

Current capacity

20. The current number of Reception places at the four English-medium primary schools within the Willows High School catchment area, following the approved enlargement of Adamsdown Primary School, totals 210.
21. The current number of Reception places at Ysgol Glan Morfa totals 30.
22. The admission arrangements for, and areas served by, Faith schools also differ with families living in the Willows High School catchment area accessing schools located in neighbouring areas.
23. Taking all primary schools (English-medium, Welsh-medium and faith schools) serving the area into account, the approximate number of places that serve the overall area is 332.

Establishing local demand for primary school places

24. Projections based upon NHS data received in 2014 indicate that the number of English-medium community pupils entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available. When considering likely demand

for places across the area a number of factors have been used to inform projections and forecasts, including:

- Recent and historic populations known to be living in each area utilising NHS data
- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools
- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places.

25. Forecasts have been prepared based on:

- likely demand if take up patterns were to remain consistent with the most recent years applying these trends to the relevant populations coming through in future years.
- known populations along with a potential 4.5% annual uplift in Welsh-medium places by comparison with recent take up patterns between 2011-2013
- demand for faith school places in excess of the places available added to the demand for English-medium community school places

Taking all relevant factors into account a 4.5 % uplift in demand for Welsh-medium places is considered the most appropriate. In addition, forecasts have taken into account:

- current residential populations with the 4.5% uplift in Welsh-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in Appendix 1.

Summary forecasts of demand for places at entry to Reception

26. The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of approximately 68 Reception places serving the Adamsdown and Splott areas based on existing housing.

27. When compared to the existing supply of places at Reception age, projections for September 2015 and 2016 indicate:

- a deficit of 5 Welsh-medium community school places in September 2015, rising to a deficit of 10 in September 2016, should the take up of places continue at existing levels.
- a deficit of 29 English-medium community school places in September 2015, rising to a deficit of 58 in September 2016, should faith schools be unable to accommodate the excess projected demand and this be added to the projected demand for English-medium community school places

- alternatively, a deficit of 13 Welsh-medium community school places in September 2015, rising to a deficit of 19 in September 2016, should the uplift of 4.5% in the take-up of Welsh-medium places continue.
- a deficit of 21 English-medium community school places in September 2015, rising to a deficit of 49 in September 2016, should faith schools be unable to accommodate the excess projected demand and this be added to the projected demand for English-medium community school places

Proposed additional capacity to meet the deficit

28. In summary, it is proposed that:

- an addition of 1FE (30 places per year) English-medium places are provided to meet the projected shortfall of places in the Adamsdown and Splott area. Balancing the supply of and demand for places between each of the schools is proposed to be met through catchment area changes and
- an addition of 1FE Welsh-medium community school places are provided to meet the projected shortfalls in the Adamsdown and Splott area.

29. Should demand for English-medium and Welsh-medium places exceed the proposed capacity from September 2016, it may be necessary to amend catchment areas of the schools in Adamsdown and Splott and also in the neighbouring areas, where a number of families have elected to take up places. These changes, if necessary, would ensure that there are sufficient places to balance the supply and demand both within Adamsdown and Splott and in neighbouring areas.

Options

30. Two potential delivery options have been identified and details of these are outlined below:

Option 1

- A new 2FE *‘standardised build’ Baden Powell Primary school with additional part-time nursery places on the Willows High School site which would require the transfer of Baden Powell Primary to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School would remain as separate entities and be funded accordingly)
- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time equivalent nursery places.
- Transfer the expanded Ysgol Glan Morfa to the vacated Baden Powell Primary School site.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places utilising the vacated Ysgol Glan Morfa buildings.

Initial feasibility studies indicate that the Willows High School site is large enough to allow for the opportunity to consider the transfer of Tremorfa Nursery from its existing site at Mona Place, Tremorfa, CF24 2TG on to the Willows High School site. The Nursery School would remain as a separate entity and continue to provide nursery places for the local area in addition to replacing the nursery unit currently operating at Baden Powell Primary School. This would require the age range of Baden Powell Primary School to be reduced from 3-11 to 4-11.

Option 2

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places.
- Transfer the expanded Ysgol Glan Morfa to a new 2FE *'standardised build' primary school on a new site on land at the Maltings.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places, utilising the vacated Ysgol Glan Morfa buildings
- Baden Powell Primary School to remain at its existing capacity on its current site

Initial feasibility studies indicate that the Baden Powell Primary School site is large enough to allow for the opportunity to consider the transfer of Tremorfa Nursery from its existing site at Mona Place, Tremorfa, CF24 2TG on to the Baden Powell Primary School site. The Nursery School would remain as a separate entity and continue to provide nursery places for the local area in addition to replacing the nursery unit currently operating at Baden Powell Primary School. This would require the age range of Baden Powell Primary School to be reduced from 3-11 to 4-11.

31. * A standardised design refers to a predetermined building form, the client (i.e. the Council) effectively buys 'off plan' to a pre designed solution. Contractors are able to minimise costs by reducing the fees spent on design and tendering as they already have a predetermined design and supply chain and also do not have to include a significant cost for risk due to the early engagement of the contractor. In-house design fees are also significantly reduced as it does not require a bespoke design. The building would meet Welsh Governments funding conditions such as BREEAM and also be designed in accordance with BB103 Guidelines.
32. The Council's 21st Century Schools Programme as a whole is limited to an approved amount of investment. The Programme proposes innovative approaches which it is considered could achieve capital savings through grouped procurements and standardised designs. This is subject to successfully negotiating a capped cost of capital investment with potential contractors. The Authority is undertaking a Common Contractor Briefing with framework contractors in May / June to establish whether up to three (of which different options in this report include one) new 2FE primary schools could be delivered within a single, capped procurement.

33. The outcome of the contractor briefing will inform which options can proceed to implementation.

Interim Arrangements

34. Demand for both English-medium and Welsh-medium primary school places will be kept under review and temporary arrangements for September 2016 would be brought forward as necessary.

How would nursery provision be affected?

35. Children in Cardiff are entitled to a part-time nursery place from the start of the term following their third birthday. Nursery places are not allocated on a catchment area basis. Places are offered in a local community nursery school or nursery class within two miles of a child's place of residence. If places are unavailable in local community nursery schools or nursery classes, parents may apply for nursery education place funding with an approved provider that has demonstrated it is able to meet the relevant quality.
36. In the event the proposal is implemented accommodation would need to be of sufficient size to provide for the increased numbers and the appropriate investment made to realise the appropriate space in accordance with the numbers of places offered. As these are potentially expansion of existing nursery units the outdoor area would also be taken into account to ensure the area is able to offer a range of activities relevant to the delivery of the Foundation Phase to this age group.
37. Whilst the Local Authority has been able to offer English-medium nursery places in the area to all those who have applied, this has proved more challenging in Welsh-medium in recent year following the increased housing and the rise in the birth rate. Also, some families have not taken up their offered place which means there is potential for further demand in excess of the supply available and any additional places would support a greater uptake of the nursery entitlement, particularly in the rising 3s age group. It has been increasingly difficult to source a sufficiency of places in settings that are approved to provide education places in areas that parents have requested and/or source new providers willing to enter into the contract with the Local Authority in some areas.
38. Whilst the addition of nursery places would mean there would potentially be a reduced number purchased in the private and voluntary childcare sector, many also provide wrap around places and the opportunities for this could increase with a larger number of families accessing the maintained provision for part time sessions.
39. It must be noted that accessing a nursery place at a school, does not guarantee a reception place and is subject to a separate primary phase admission process.

Quality and Standards

40. Information regarding quality and standards at the schools subject to the proposals can be seen at Appendix 4.

Educational Benefits

41. The following benefits would be expected to result from either of these proposals:
- Sufficient capacity to meet the increasing English-medium (community) and Welsh-medium demand within the local area
 - Pupils would be educated in high quality, modern buildings which would be able to support the delivery of a broad and balanced curriculum.

Potential disadvantages of these proposals

42. Potential increased traffic congestion around the school sites at drop off/pick up times. However, the Council would work with the Governing Body of the schools to develop a Travel Plan to minimise any potential disruption.
43. Changes to the existing building and any new build can cause some disruption although experience shows that this can be kept to a minimum and the children's education does not suffer.

Risks

44. There is a risk that the projected increase in the number of pupils entering Reception does not materialise. Whilst this appears most unlikely, the Council will keep its projections under review and respond to any such changes in demand accordingly.
45. There is a possibility of development constraints not yet identified becoming apparent and having both a cost and delay implications. Site surveys and geo-technic reports would provide further information around this and inform management strategies.
46. There is a risk that upon progressing the options of a standardised design, it emerges that the approach is not suitable. Further work around this would help to identify any potential issues and inform management strategies.

Alternatives considered

47. A number of alternative options have been considered and details of these can be seen at Appendix 5.

Impact of proposal on the Welsh Language

48. Each proposal seeks to increase the number of Welsh-medium primary school places available in the area in addition to the establishment of nursery provision.
49. It is anticipated that there will be a positive impact on the Welsh Language as a result of this proposal.
50. The schools subject to the proposals are existing schools which offer a range of after school activities. It is not anticipated that there would be a negative impact on any of these activities.

Local Member consultation

51. Local Members were consulted regarding potential options for additional provision required in the Splott and Adamsdown area as part of the realignment of priorities and aims of the 21st Century Schools Programme.

Reason for Recommendations

52. To respond to the rising demand for both English-medium and Welsh-medium primary school places in the Adamsdown and Splott wards.

Financial Implications

53. A proposed 21st Century Schools capital investment Programme was submitted to Welsh Government in November 2011, and it received approval in-principle in December 2011 of 50% WG capital grant funding. The November 2011 proposals included specific provisions for Baden Powell Primary School and Moorland Primary School.
54. A proposed realigned Programme was presented to the Cabinet committee at its meeting on 19 March 2015, reflecting current Council priorities. The specific proposals put forward in 2011 were replaced with a broader provision for the Adamsdown and Splott wards, reflecting the variety of options for consultation as presented within this current Cabinet report.
55. The realigned Strategic Outline Programme was submitted to WG in March 2015, noting that the full Programme was not affordable without additional capital support from WG. The SOP was considered at WG's Capital Panel meeting on 30 March 2015, and WG wrote to the Authority on 20 April 2015 to confirm that it had, in principle, been awarded additional capital grant funding, with some caveats.
56. The implications of the WG approval for the overall 21st Century Schools Programme is being assessed and will be considered as part of the 2014/15 Outturn report.
57. The realigned Programme proposes innovative approaches which it is considered could achieve capital savings through grouped procurements

and standardised designs. This is subject to successfully negotiating a capped cost of capital investment with potential contractors. The Authority undertaking a Common Contractor Briefing with framework contractors in May/June to establish whether up to three (of which different options in this report include one) new 2FE primary schools could be delivered within a single, capped procurement.

58. The 21st Century Schools Programme as a whole is limited to an approved level of investment, and therefore any scheme specific overspends can only be managed by underspends on other 21st Century Schools schemes. The affordability of any specific scheme relies upon the successful budget management of all schemes within the Programme. At present the costs of delivering the proposals within this current report are unknown, and as such if the estimated costs following discussions with contractors exceed the provisions within the Financial Model, this may have implications for the proposal itself, or indeed the lowest perceived priority schemes may need to be deferred as suggested in paragraph 68 of the 19 March 2015 Cabinet report.
59. WG grant has been approved in-principle, and full grant approval would be received following successful Business Case submissions to WG. The proposals within this report – either in isolation or as part of a grouped Business Case submission – are likely to require three stages of submission:
- Strategic Outline Case (SOC);
 - Outline Business Case (OBC);
 - Full Business Case (FBC).
60. Paragraph 78 of the Cabinet report on 19 March 2015 set out appropriate limits of capital expenditure, based upon the level of Business Case approval and thus the likelihood of WG grant support. Presently there has not been a Business Case submission in relation to these proposals, and therefore up to 5% of the project capital expenditure may be incurred by the Directorate. The Directorate will need to plan the Business Case submissions appropriately, such that delegated authority for expenditure is available at the relevant milestones.
61. A further report will be presented to Cabinet following the conclusion of the consultation period. Robust Financial Implications of these proposals should be included in future Cabinet reports, when further detailed cost estimates become available.

Legal Implications

62. Any proposal to:
- relocate a school to another site which is not within one mile of the current site;
 - make an alteration by a year of the lowest age of pupils for whom education is normally provided at a school;
 - enlarge the premises of a school which would increase capacity by at least 25%

- enlarge a teaching space in a maintained nursery by 50% or more; is (by virtue of Schedule 2 of the School Standards and Organisation (Wales) Act 2013) considered to be a regulated alteration to a school under Section 42 of the 2013 Act.
63. The consultation proposed in this report is the statutory consultation process required to be undertaken pursuant to section 48 of the 2013 Act in relation to any proposals for such regulated alterations prior to publishing the proposal. The consultation is intended to assist in ensuring all views are considered when determining which alternative proposal would be appropriate to take forward (if any) to the stage of publishing proposals in accordance with the code.
64. Under the code the Authority is required to take into account certain factors in formulating proposals which includes paying particular attention to the impact of the proposals on vulnerable groups including improvement of accessibility for disabled pupils
65. In addition to publication of the consultation document in hard copy and electronically on the Authority's website the code requires the document to be sent to certain statutory consultees. Consultees must be given at least 42 days to respond (with at least 20 of those being school days).
66. The consultation document is required to set out certain information prescribed by the code as well as complying with the generic public law requirements of appropriate consultation.
67. Any consultation undertaken gives rise to the legitimate expectation that the outcome of the consultation will be considered in terms of determining the way forward. Therefore consultation is required to be undertaken:
- when the proposals are at a formative stage (with no decision having been made);
 - on the basis that the consultation feedback will be properly considered and could change the proposals;
 - with the provision of sufficient information and time to facilitate expression of views by consultees and consideration of those views prior to making any decision on the proposals;
68. The Council also has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics
69. Protected characteristics are:
- Age
 - Gender reassignment
 - Sex
 - Race – including ethnic or national origin, colour or nationality

- Disability
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Sexual orientation
 - Religion or belief – including lack of belief
70. As such when deciding whether to propose these options for consultation the decision maker has to do so in the context of the Council's equality act public sector duties.
71. The report identifies that an initial Equality Impact Assessment has been undertaken and is appended as part of Appendix 6. The purpose of the Equality Impact Assessment is to ensure that it considers the potential impacts of the options proposed in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The assessment will be updated to take into account the responses to the proposed consultation if approved.
72. The decision maker must have due regard to the initial Equality Impact Assessment and any updated assessment when making its decisions in relation to the options.
73. The decision maker must also have regard to certain other matters when making its decision as outlined in the Statutory Screening tool (including where appropriate a Strategic Environmental Assessment). The decision maker is therefore referred to the Screening Tool attached as Appendix 6

HR Implications

74. A Human Resources Framework has been produced in consultation with key stakeholders including head teachers, governors, representatives of the diocesan authorities and the trade unions. It provides the basis for managing the human resources issues associated with School Organisation Planning and its purpose is to support governing bodies and staff working in schools, through a variety of strategies and with the ultimate aim of minimising compulsory redundancies across schools in Cardiff. Specific implications regarding the proposals are detailed below:
75. The proposal to increase the current pupil intakes of Ysgol Glan Morfa and Moorland primary schools, and/ or proposals to relocate all or some of these primary schools would result in an increase of staff. The governing bodies of each school will need to consider whether to restructure their current staffing establishment in order to support the increased number on roll. The governing bodies of each school have adopted the Council's Redeployment and Redundancy Policy for schools and therefore any new vacancies arising as a consequence of an increase in numbers on the roll will provide opportunities for staff on the school redeployment register.
76. The proposal to relocate Baden Powell Primary school (1) will not result in a change to staffing levels. However, if the age range is changed from 3-11 to 4-11 this will mean a reduced requirement for staff. It is hoped

that any resultant reduction required in staffing levels could be achieved through natural turnover. However, should this not be possible the school will need to manage this using the Redeployment and Redundancy Policy for schools

Transport Implications

77. Traffic and transport implications will be considered as part of the Transport Assessment that would be required in order to achieve planning consent for building works should the proposals be implemented.

Learner Travel Arrangements

78. Under this proposal there are no plans to change the Council's policy on the transport of children to and from schools. Any pupils affected by these proposals as a result of changes to catchment areas will be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy for school children can be viewed on the Council's website (www.cardiff.gov.uk).

Admission and catchment area arrangements

79. There are no plans to change the Council's policy on the admission of children to schools as a result of this proposal.
80. Admission arrangements for Cardiff schools for the 2015/16 academic year were approved by the Council in early 2014. Consultation on admission arrangements for Cardiff schools for the 2016/17 academic year was completed in January 2015 and was determined by the Cabinet at its meeting in March 2015.
81. Should the proposals proceed, it may be necessary to consult at a later date on revising catchment area arrangements for some or all of the four English-medium primary school catchment areas within the Willows High School catchment area in order to achieve a better match of future catchment populations to the local school capacities.
82. It may also be necessary to consult at a later date on revising the catchment area arrangements of Ysgol Glan Morfa, and therefore of adjacent Welsh-medium primary school catchment areas in order to achieve a better match of future catchment populations to the local school capacities. The catchment areas that may be affected will depend on whether separate proposals affecting Butetown and Grangetown proceed.
83. Any amendments to admission arrangements such as changes to Published Admission Numbers or the establishment and/ or revision of catchment areas as a result of this proposal could not be implemented until September 2017 at the earliest.

84. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can also be viewed on the Council's website (www.cardiff.gov.uk)
85. The Council would implement this intake by authorising the admission of pupils in accordance with its published admissions criteria.

Statutory Screening Tool

86. This is attached at Appendix 6 and includes the Equality Impact Assessment and Strategic Environmental Assessment.

Equality Impact Assessment

87. An Initial Equality Impact Assessment (comprised in Appendix 6) has been carried out and concluded that these proposals would not adversely affect a particular group in society. This assessment will be reviewed following consultation. If the proposal were to proceed, further equality impact assessments would be undertaken.

Sustainability Assessment

88. A Strategic Environmental Assessment (SEA) of the proposal has been carried out in accordance with European Legislation. The assessment confirms that the proposal is compatible with the environmental objectives identified in the SEA of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme. If the proposals were to proceed, an environmental assessment would be carried out as part of the planning process.

Community Impact

89. There is a need to increase the number of primary school places available without impacting adversely on the community. The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. Officers will work with school and any community groups to ensure that should the proposals proceed negative impacts would be avoided wherever possible.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Authorise officers to formally withdraw the proposal to increase the capacity of Baden Powell to 3FE published on 01 July 2013.
2. Authorise officers to consult on options to increase English-medium and Welsh-medium primary school places on the following options:

Option 1

- A new 2FE *'standardised build' Baden Powell Primary school with additional part-time nursery places on the Willows High School site

which would require the transfer of Baden Powell Primary to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School would remain as separate entities and be funded accordingly)

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time equivalent nursery places.
- Transfer the expanded Ysgol Glan Morfa to the vacated Baden Powell Primary School site.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places utilising the vacated Ysgol Glan Morfa buildings.

Option 2

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places.
 - Transfer the expanded Ysgol Glan Morfa to a new 2FE *'standardised build' primary school on a new site on land at the Maltings.
 - Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places, utilising the vacated Ysgol Glan Morfa buildings
 - Baden Powell Primary School to remain at its existing capacity on its current site
3. Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

NICK BATCHELAR

Director
22 May 2015

The following appendices are attached:

- Appendix 1 – Projections and forecasts information
- Appendix 2 – Willows High School catchment area and primary school catchment areas within
- Appendix 3 – Ysgol Glan Morfa and Ysgol Gymraeg Glantaf catchment areas
- Appendix 4 – Quality and standards information
- Appendix 5 – Alternatives considered
- Appendix 6 – Statutory Screening Tool

Projections and Forecasts

Establishing local demand for school places in Adamsdown and Splott

In order to calculate the likely demand for the **Adamsdown and Splott** areas, historic trends specific to the established school catchment areas have been used. The following paragraphs give details of these catchment areas, the data used and the methodology applied.

The combined areas of **Adamsdown and Splott** are similar to the combined catchment areas of Adamsdown, Baden Powell, Moorland and Stacey primary schools.

The combined areas of **Adamsdown and Splott** are also similar to the catchment areas of Ysgol Glan Morfa.

The combined primary school catchment areas of Adamsdown, Baden Powell, Moorland and Stacey primary schools make up the secondary school catchment area of Willows High School. Projected demand for English-medium community school places in each of these primary school catchment areas varies; however, the combined demand is at a high level.

The geographical unit that is most similar and therefore most suitable to analyse the localised increase in demand for primary school places is the Willows High School catchment area. Considering demand from the four primary school catchment areas within the Willows High School catchment area also allows analysis to be focused to smaller areas and comparison of the demand between these areas to be undertaken.

Projections of demand for English-medium, Welsh-medium and Faith school places used throughout this paper are therefore based on the geographical area of the Willows High School catchment area and the primary school catchment areas within.

Projections based upon NHS data received in 2013 indicate that the number of school pupils entering Reception will continue to increase in future years until at least September 2016.

Table 1 (overleaf) sets out the most recent verified PLASC (Pupil Level Annual School Census) data as supplied by schools in January 2013, confirming the numbers of pupils in each of the four primary school catchment areas within the Willows High School catchment area, enrolled in Reception classes at English-medium, Welsh-medium and Faith schools.

Table 1: Pupils in the Willows High School catchment area enrolled in the Reception class at English-medium, Welsh-medium and Faith schools – January 2013

Catchment area	English-medium	Welsh-medium	Faith schools	Total
Adamsdown	33 (55.9%)	1 (1.7%)	25 (42.4%)	59 (100%)
Baden Powell	83 (59.7%)	20 (14.4%)	36 (25.9%)	139 (100%)
Moorland	52 (72.2%)	7 (9.7%)	13 (18.1%)	72 (100%)
Stacey	42 (61.8%)	7(10.3%)	19 (27.9%)	68 (100%)
Total	210 (83.0%)	35 (10.0%)	93 (6.9%)	338 (100%)

Comparison of the population data supplied by the NHS with the number of pupils admitted to Cardiff schools from each cohort allows the Council to project both the demand for school places, and also the combined proportion of pupils that will opt for school places outside of Cardiff or take up places in the private education sector.

Table 2 (below) sets out the demand for places at entry to Reception should the proportions of pupils in the Willows High School catchment area requiring places in English-medium, Welsh-medium and faith schools at entry to Reception in future years remain at the same levels as in 2013.

Table 2: Projected numbers of pupils entering the Reception age group resident within the Willows High School catchment area (existing housing only) if there were no changes to proportionate demand in each primary school catchment area

Academic Year of birth	Academic Year: entering Reception Year	NHS GP registration data 2013	Projected pupil population	Projected English-medium demand	Projected Welsh-medium demand	Projected Faith school demand	Projected total school demand
2008/2009	2013/2014	376	378	207	35	96	338
2009/2010	2014/2015	407	418	226	36	105	367
2010/2011	2015/2016	407	406	222	35	104	360
2011/2012	2016/2017	440	448	247	40	113	400

It is notable that projections for demand for places at entry for Reception, which take account of annual updates to data supplied by the NHS, indicate a cohort survival

ratio (i.e. the proportion of the population retained in the area) of below 100% in each cohort.

The sizes of cohorts and projections based on populations in this area are prone to fluctuation as pupil mobility (the total movement in and out of schools by pupils other than at the usual times of joining and leaving) is very high. This is in part due the level of temporary housing that is/ has been available in the area.

Table 3 (below) sets out the projected English-medium demand at entry to Reception in each of the English-medium primary school catchment areas, within the Willows High School catchment area, and Welsh-medium and faith demand for the combined area, based on 2013 data.

Table 3: Projected English-medium (EM) demand at entry to Reception in each of the English-medium primary school catchment areas, within the Willows High School catchment area, and Welsh-medium (WM) and faith school demand for the combined area				
Catchment area	January 2014	September 2014	September 2015	September 2016
Adamsdown – EM demand	37	47	45	44
Baden Powell – EM demand	85	90	81	95
Moorland - EM demand	39	50	44	51
Stacey - EM demand	46	40	51	56
Subtotal	207	226	222	247
Combined area: WM demand	35	36	35	40
Combined area: Faith school demand	96	105	104	113
Total EM and WM	338	367	360	400

The number of places available at entry to Reception at the seven primary schools located in the Adamsdown and Splott areas totals 300. However, the catchment areas for community schools do not precisely match the boundaries of the Adamsdown and Splott wards. Ysgol Glan Morfa is located in Splott but serves a catchment area that includes housing in parts of Butetown, and also serves some parts of Penylan, Rumney and Trowbridge in which there is no housing. Furthermore

the admission arrangements for, and areas served by, Faith schools also differ. The approximate number of places that serve the overall area is therefore 332.

Paragraphs (a) to (b) provide an analysis of the existing supply of and demand for places in and around the Cardiff High School catchment area.

Schools within the Willows High School catchment area:

(a) From the most recent verified PLASC data supplied by schools in January 2013 it is possible to establish the number of pupils resident in the Willows High School catchment area attending Welsh-medium and Faith schools in other areas of Cardiff.

English-medium community schools

English-medium community school places to serve the Willows High School catchment area are provided at Adamsdown, Baden Powell, Moorland and Stacey Primary Schools.

Additional English-medium primary school places were provided on a temporary basis Adamsdown Primary School in September 2012, 2013 and 2014 and the majority of these places have been filled by pupils from the local area. Following the permanent enlargement of Adamsdown Primary School, to provide an additional 30 places at entry to Reception, the number of places at entry to Reception serving the area now totals 210.

The take up of English-medium community places in the Willows High School catchment area has risen from 138 pupils in the Reception age group in 2007 to 210 pupils in 2013.

Welsh-medium community schools

Welsh-medium community school places to serve the Adamsdown and Splott area are provided at Ysgol Glan Morfa. The number of places available at entry to Reception at Ysgol Glan Morfa is 30.

The take up of Welsh-medium community places in the Willows High School catchment area has risen from 22 pupils in the Reception age group in 2007 to 35 pupils in 2013.

Welsh-medium primary school places at alternative schools were offered to meet excess demand at entry to Reception in recent years. The demand for places in Welsh-medium primary schools in neighbouring catchment areas (including Ysgol Bro Eirwg, Ysgol Y Berllan Deg and Ysgol Mynydd Bychan) have also exceeded the number of places available and projections reflect the take up of places at schools which had been capped at the number of places available. The total demand for Welsh-medium primary school places in the Adamsdown and Splott area is therefore difficult to assess.

For the purpose of assessing the supply of Welsh-medium school places serving the Willows High School catchment area, an estimate of 30 places at entry to Reception has been used.

Faith-based primary schools

There are two Faith-based primary schools within the Willows High School catchment area. There are 30 places available at entry to Reception at St Alban's RC Primary School and 30 places available at Tredegarville CiW Primary School.

Pupils resident in this area have also taken up places at a number of other faith schools in recent years. The below table sets out the number of pupils resident in the Willows High School catchment area attending Faith primary schools.

Table 4: Take up of places in Reception, Year 1 and Year 2 in Faith-based primary schools by pupils resident in the Willows High School catchment area, January 2013		
School name	Total number of places taken up	Average number per year group
St Alban's RC	86	
Tredegarville CiW	74	
Subtotal	160	53
All Saints CiW	3	
Llandaff CiW	1	
St Cadoc's RC	2	
St Cuthbert's RC	5	
St Davids CiW	1	
St John Lloyd RC	1	
St Joseph's RC	1	
St Mary The Virgin CiW	5	
St Monica's CiW	3	
St Paul's CiW	1	
St Peter's RC	90	
St Philip Evans RC	3	
Sub-total	116	39
Total	276	92

The take up of Faith school places by pupils resident in the Willows High School catchment area has risen from 79 pupils in the Reception age group in 2007 to 93 pupils in 2013. On the basis of the above take-up of places, and on the basis of demand for places at the above schools having also exceeded the places available it is considered that the local supply of faith school places serving the Willows High School area is 92.

The combined projected demand for English-medium, Welsh-medium and Faith school primary school places significantly exceeds the overall supply of 332 places

at Reception between the schools within the area. As each of the seven primary schools in the area have been fully subscribed at entry to Reception at a number of recent intakes, projections reflect the take up of places at each of these schools which had been capped at the number of places available.

Table 5 (below) compares the existing supply of English-medium, Welsh-medium and Faith school places with the most recent verified take up of school places in each area.

Table 5: Existing supply of places compared to most recent take up of places at entry to Reception as at January 2013								
	Supply of places at Reception age: January 2014				Take up of places: January 2013			
Catchment area	English-medium	Welsh-medium	Faith	Total places by area	English-medium	Welsh-medium	Faith	Total demand by area
Combined Willows High School catchment area	210	30	92	332	210	35	93	338

(b) The above table sets out the baseline data, taking account of the existing notional supply of places and the most recent take-up of places. Paragraphs (c) to (d) provide detail of the projected demand for places from proposed additional housing and potential changes to the proportionate demand for places in English-medium and Welsh-medium community schools and Faith schools.

Proposed new housing

(c) A number of small sites in the area are proposed for housing development, some of which have planning permission with others at early stages of consideration. Additional pupil yields from these developments would further exacerbate the overall shortfall.

In accordance with the Council's approved Supplementary Planning Guidance, financial contributions are sought from housing developers to meet the demand arising from proposed additional housing. However, the small sites proposed within the combined Willows High School catchment area are not sufficiently large for the Council to be able to request s106 financial contributions. Of the dwellings proposed in the Adamsdown and Splott area, the majority of those are one bed properties from which no pupil yield is expected, or are apartments from which reduced yields (compared to houses) are expected. The combined total projected yields for all proposed housing are therefore included in Table 6 (overleaf).

Table 6: Projected pupil yield from potential housing developments expected that may impact on the demand for primary school places in the Willows High catchment area					
Area (parts within the Willows High School catchment only)	Proposed units – all developments	Potential yield primary age¹	Potential yield per year group¹	EM Yield per year group (@85%)³	WM Yield per year group (@15%)³
Adamsdown	75	<7	<1	<1	<1
Splott	46	9	1	<1	<1
Totals		16	2	<2	<1
Forms of entry (FE)²			<0.1	<0.1	<0.1

¹Yields are based upon the composition and size of dwellings where known. Where this information is not available, estimates are used.

² A Form of entry (FE) enables up to 30 pupils to be admitted to each age group.

³ The reasons for the proportionate split of 85% English-medium / 15% Welsh-medium demand are explained in paragraph e.

Whilst the potential yields from the housing developments increase the demand for places overall the impact on the demand for places in each of the areas will vary.

(d) For the purposes of this report therefore the additional yield of <0.1FE calculated from proposed new housing has not been added to September 2016 trend projections as projections already take account of in-migration (cohort survival ratio) and the rate of new housing completion is not likely to exceed that of the past three years.

Demand for English-medium community, Welsh-medium community and Faith education

There has been a period of sustained growth in the number of pupils taking up English-medium community school Reception places in the Willows High School catchment area. This numerical growth in take-up has been broadly proportionate to

the growth in population, the proportionate demand fluctuating between 57% and 63% in the period January 2007 to January 2013.

The proportion of Reception age pupils enrolled in Welsh-medium education in the Adamsdown and Splott area fluctuated in the period January 2007 to January 2011 but has since grown to 11.4% in January 2012, and fallen back to 10.4% in January 2013. However, the recent trend established indicates an increase in demand of approximately 4.5% per year.

There has been a period of sustained growth in the take up of Faith school Reception places in the Willows High School catchment area, however, as the population has grown at a faster rate the proportion of pupils taking up Reception places in Faith schools has fallen from 33% in January 2007 to 28% in January 2013.

As there are no proposals to expand Faith school provision, projected demand for English-medium and Faith school places therefore take account of the projected uplift in demand for Welsh-medium places and are reduced accordingly.

As verified school data for 2014 is not yet available, Table 7 (below) sets out the projected intakes at entry to Reception year in the Willows High School catchment area based upon two scenarios; no growth in demand, and an annual uplift in demand for Welsh-medium education of 4.5% compared to the most recent take up of 10.4%.

Table 7: Projected intakes at entry to Reception year based upon two scenarios; no growth and an annual uplift of 4.5% in the Willows High School catchment area

Academic Year of birth	Academic Year: entering Reception Year	Projected Welsh-medium demand – Willows catchment - no uplift	Projected Welsh-medium demand – Willows catchment – 4.5% uplift	Projected Faith school demand capped at places available	Total EM demand: entire Willows High School catchment area (no WM uplift)	Total EM demand: Willows High School catchment area (accounting for WM uplift)
2008/2009	2013/2014	35	37	92	211	209
2009/2010	2014/2015	36	42	92	239	233
2010/2011	2015/2016	35	43	92	239	231
2011/2012	2016/2017	40	49	92	268	259

Projections of the need for Welsh-medium places to serve the Willows High School catchment area / Adamsdown and Splott areas are based on an uplift of 4.5% as it is considered that this would better represent the likely growth in demand for Welsh-medium places.

(e) The estimated split of 10 – 15% of pupils from the proposed housing developments (outlined in table 6) requiring places in Welsh-medium schools, and 85-90% requiring English-medium places, reflects the projected level of demand including uplift illustrated in the preceding paragraphs.

Summary forecasts of demand for places at entry to Reception

Table 8 (below) sets out the existing supply of places and forecast intakes at entry to Reception year taking into account the uplift in demand of 4.5% for Welsh-medium places, Faith places capped at recent take-up and the range of demand for English-medium school places should the uplift continue.

Table 8: Supply of and projected demand for school places within the Willows High School catchment area in September 2016 including planned housing developments.				
	English-medium	Welsh-medium	Faith	Total
Supply of Places	210	30	92	332
Demand:				
Projected demand excluding WM uplift: September 2016	268	40	92 (capped)	400
Surplus				
Deficit	58	10	-	68
Demand:				
Projected demand including 4.5% WM uplift: September 2016	259	49	92 (capped)	400
Range of reduced Welsh-medium and/ or Faith demand				
Surplus				
Deficit	49	19		68

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When compared to the existing supply of places at Reception age, projections taking account of the uplift in Welsh-medium demand, take up of Faith school places capped at capacity and demand for English-medium school places taking account of this cap indicate the following projected shortfalls to address in the Willows High School catchment area:

- Demand for Welsh-medium community schools in the Willows High School catchment area exceeding the supply by 10 places, rising to 19 places should the uplift in demand continue, based on recent trends.
- Demand for English-medium community schools in the Willows High School catchment area greatly exceeding the supply by 58 places, falling to 49 places should the uplift in Welsh-medium demand continue, based on recent trends.

In summary, it is proposed that an addition of 1FE English-medium and 1FE Welsh-medium community school places are provided to meet the projected shortfall.

The rising population in the area, and demand for English-medium and Welsh-medium community school places will be kept under review.



Willows High School catchment area and primary school catchment areas within

- 1. Adamsdown Primary School/
catchment area
- 2. Baden Powell Primary School/
catchment area
- 3. Moorland Primary School/
catchment area
- 4. Stacey Primary School/
catchment area
- 5. St Alban's RC Primary School
- 6. Tredgarville C.W. Primary School
- 7. Tremorfa Nursery School
- 8. Ysgol Glan Morfa

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Ysgol Glan Morfa and Ysgol Gyfun Gymraeg Glantaf catchment areas

1. Ysgol Glan Morfa / catchment area

2. Ysgol Gyfun Gymraeg Glantaf / catchment area

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Quality and Standards

The Welsh Government introduced a new system of school categorisation in January 2015.

The system evaluates and assesses schools and places them in one of four colour coded support categories.

Green Support Category

A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement. These schools have a track record in raising standards that pupils achieve and have the capacity to support other schools to do better.

Yellow Support Category

An effective school which is already doing well and knows the areas it needs to improve. By identifying the right support and taking action, it has the potential to do even better.

Amber Support Category

A School in need of improvement which needs help to identify the steps to improve or to make change happen more quickly. Through discussions with the regional school improvement service and local authority, the school will receive a tailored package of support.

Red Support Category

A school in need of greatest improvement and will receive immediate, intensive support. Progress will be closely monitored to make sure that the necessary improvements take place as quickly as possible.

Estyn

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

The relevant Estyn Inspection reports provide grades against Key Questions and provide schools with recommendations for improvement.

This appendix includes information from the most recent published Estyn inspections for Baden Powell Primary School, Moorland Primary School and Ysgol Glan Morfa.

For Estyn inspections carried out before September 2010, there were seven key questions each with the following grades which could be awarded:

Grade 1 good with outstanding features

Grade 2 good features and not important shortcomings

Grade 3 good features outweigh shortcomings

Grade 4 some good features, but shortcomings in important areas

Grade 5 many important shortcomings

Estyn inspection carried out after September 2010, provide judgements against three Key Questions.

Each key question is provided with a judgement:

Excellent – Many strengths, including significant examples of sector-leading practice

Good – Many strengths and no important areas requiring significant improvement

Adequate – Strengths outweigh areas for improvement

Unsatisfactory – Important areas for improvement outweigh strengths

Table 1 below shows the Estyn judgements, recommendations, Welsh Government support category and the Foundation Phase and Key Stage 2 data for Baden Powell Primary School, Moorland Primary School and Ysgol Glan Morfa.

	Baden Powell Primary School Estyn Report October 2010	Moorland Primary School Estyn Report September 2012	Ysgol Glan Morfa Estyn Report January 2009
Key Questions	Grade	Grade	Grade
Standards	4	3	3
Key question 1: How well do learners achieve?	Good	Good	Grade 2
The quality of education and training			
Key question 2: How effective are teaching, training and assessment?	Good	Good	Grade 2
Key question 3: How well do the learning experiences meet the needs and interest of learners and wider community?	Good	Good	Grade 2
Key question 4: How well are learners cared for, guided and supported?	Good	Good	Grade 1

Leadership and Management			
Key question 5: How effective are leadership and strategic management?	Good	Good	Grade 2
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	Good	Good	Grade 3
Key question 7: How efficient are leaders and managers in using resources?	Good	Good	Grade 2
Recommendations			
R1	Improve the governing body's understanding of its role as the school's critical friend in order to hold it to better account for its performance;	Continue to improve the achievements of boys in writing and of those pupils entitled to receive free school meals	Continue to sustain and raise standards across the curriculum and address the few shortcomings noted;
R2	Improve communication with parents and carers to enable them to support their children's education more effectively;	Improve further the quality of assessment for learning, especially in the way that pupils throughout the school assess their own work and that of their peers.	formalise the opportunities for pupils to express their views about the school and offer improvements;
R3	Broaden the school's provision for learning about and celebrating the diversity of the school community; and		Ensure consistency in the standard of reports to parents;
R4	Address the health and safety concerns brought to the attention of the headteacher and governing body during the inspection.		Continue to develop strategic management procedures as the school grows;
R5			Formalise the self-evaluation procedure ensuring that it underpins all the school's work and ensuring that there is a definite link with the school improvement plan.

Welsh Government Support Category	Amber	Green	Amber
*Pupils achieving the expected outcome in the FP areas of learning in The Foundation Phase.	60%	81.8%	88.9%
*Pupils achieving the expected level in the core subjects at KS2	75%	65.7%	76.9%
*Attendance during the school year	92.9%	93.8%	93.9%

* further information can be found on the website: mylocalschool.wales.gov.uk.

Option	Working Title	Final Position	Option Shortlisted or Discounted
OPTION A	2FE English-medium Primary on Willows site	<ul style="list-style-type: none"> • New build primary at Willows High = 2FE English-medium, plus Flying Start • Current Baden Powell building = 2FE Welsh-medium • Moorlands = 3FE English-medium 	Shortlisted
OPTION B	All-through campus @ Willows	<ul style="list-style-type: none"> • Willows operates as all-through 3-16yrs campus, plus Flying Start. Primary provision of 2FE English • Current Baden Powell building = 2FE Welsh-medium • Moorlands = 3FE English-medium 	DISCOUNTED
OPTION C	2FE Welsh-medium Primary on Willows site	<ul style="list-style-type: none"> • New build primary at Willows High = 2FE Welsh-medium • Current Baden Powell building = 2FE English-medium • Moorlands = 3FE English-medium 	DISCOUNTED
OPTION D	3FE English-medium Primary on Willows site (1)	<ul style="list-style-type: none"> • New build primary at Willows High = 3FE English-medium, plus Flying Start • Current Baden Powell building = 2FE Welsh-medium • Moorlands = 2FE English-medium 	DISCOUNTED
OPTION E	3FE English-medium Primary on Willows site (2)	<ul style="list-style-type: none"> • New build primary at Willows High = 3FE English-medium, plus Flying Start • Current Baden Powell building = 2FE English-medium • Moorlands = 2FE Welsh-medium 	DISCOUNTED
OPTION F	2FE Welsh-medium Primary on either Pengam Green	<ul style="list-style-type: none"> • New build primary on identified site = 2FE Welsh-medium, plus Flying Start • Current Baden Powell building = 2FE English-medium • Moorlands = 3FE English-medium 	DISCOUNTED
OPTION G	2FE English-medium Primary on either Pengam Green	<ul style="list-style-type: none"> • New build primary on identified site = 2FE English-medium • Current Baden Powell building = 2FE Welsh-medium • Moorlands = 3FE English-medium 	DISCOUNTED
OPTION H	2FE Welsh-medium Primary on either Maltings Park	<ul style="list-style-type: none"> • New build primary on identified site = 2FE Welsh-medium, plus Flying Start • Current Baden Powell building = 2FE English-medium • Moorlands = 3FE English-medium 	Shortlisted
OPTION I	2FE English-medium Primary on either Maltings Park	<ul style="list-style-type: none"> • New build primary on identified site = 2FE English-medium • Current Baden Powell building = 2FE Welsh-medium • Moorlands = 3FE English-medium 	DISCOUNTED

Cardiff Council

Statutory Screening Tool Guidance



If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - Equality Impact Assessment**
- **Welsh Government's Sustainable Development Bill**
- **Welsh Government's Statutory Guidance - Shared Purpose Shared Delivery**
- **United Nations Convention on the Rights of the Child**
- **United Nations Principles for Older Persons**
- **Welsh Language Measure 2011**
- **Health Impact Assessment**
- **Habitats Regulations Assessment**
- **Strategic Environmental Assessment**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: siadavies@cardiff.gov.uk. Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**



Statutory Screening Tool

<p>Name of Strategy / Policy / Activity:</p> <p>Proposal to increase the number of Welsh and English-medium community primary schools places in the Adamsdown and Splott area, in permanent accommodation, from September 2017.</p>	<p>Date of Screening:</p> <p>May 2015</p>
<p>Service Area/Section: Education</p> <p>Attendees: Self-assessment</p>	<p>Lead Officer: Nick Batchelar</p>

<p>What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function</p>	<p>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</p>
<p>To provide an addition of 1FE (30 places per year) English-medium community school places in the Adamsdown and Splott area, in permanent accommodation, from September 2017.</p> <p>To provide an addition of 1FE (30 places per year) Welsh-medium community school places in the Adamsdown and Splott area, in permanent accommodation, from September 2017.</p> <p>Should demand for English-medium and Welsh-medium places exceed the proposed capacity from September 2016, it may be necessary to amend catchment areas of the schools in Adamsdown and Splott and also in the neighbouring areas, where a number of families have elected to take up places. These changes, if necessary, would ensure that there are sufficient places to balance the supply and demand both within Adamsdown and Splott and in neighbouring areas.</p> <p>PTO.</p>	<p>The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of approximately 68 Reception places serving the Adamsdown and Splott areas based on existing housing.</p> <p>When compared to the existing supply of places at Reception age, projections for September 2015 and 2016 indicate:</p> <ul style="list-style-type: none"> • a deficit of 5 Welsh-medium community school places in September 2016, rising to a deficit of 10 in September 2017, should the take up of places continue at existing levels. • a deficit of 29 English-medium community school places in September 2015, rising to a deficit of 58 in September 2016, should faith schools be unable to accommodate the excess projected demand and this be added to the projected demand for English-medium community school places

Option 1

- A new 2FE *standardised build' Baden Powell Primary school with 80 part-time nursery places (appropriate number to be confirmed) on the Willows High School site which would require the transfer of Baden Powell Primary to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School would remain as separate entities and be funded accordingly.)
- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places.
- Transfer the expanded Ysgol Glan Morfa to the vacated Baden Powell Primary School site.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places utilising the vacated Ysgol Glan Morfa buildings.

This option also provides the opportunity to consider the transfer of Tremorfa Nursery from its existing site at Mona Place, Tremorfa, CF24 2TG on to the Willows High School site. The Nursery School would remain as a separate entity and continue to provide nursery places for the local area in addition to replacing the nursery unit currently operating at Baden Powell Primary School. This would require the age range of Baden Powell Primary School to be reduced from 3-11 to 4-11.

- also have cost implications).

Option 2

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places.
- Transfer the expanded Ysgol Glan Morfa to a new 2FE *standardised build' primary school on a new site on land at the Maltings.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places, utilising the vacated Ysgol Glan Morfa buildings.
- Baden Powell Primary School to remain at its existing capacity on its current site.

Alternatively:

- a deficit of 13 Welsh-medium community school places in September 2015, rising to a deficit of 19 in September 2016, should the uplift of 4.5% in the take-up of Welsh-medium places continue.
- a deficit of 21 English-medium community school places in September 2015, rising to a deficit of 49 in September 2016, should faith schools be unable to accommodate the excess projected demand and this be added to the projected demand for English-medium community school places

Proposed additional capacity to meet the deficit

It is proposed that:

- an addition of 1FE (30 places per year) English-medium places are provided to meet the projected shortfall of places in the Adamsdown and Splott area. Balancing the supply of and demand for places between each of the schools is proposed to be met through catchment area changes; and
- an addition of 1FE Welsh-medium community school places are provided to meet the projected shortfalls in the Adamsdown and Splott area.

Should demand for English-medium and Welsh-medium places exceed the proposed capacity from September 2017, it may be necessary to amend catchment areas of the schools in Adamsdown and Splott and also in the neighbouring areas, where a number of families have elected to take up places. These changes, if necessary, would ensure that there are sufficient places to balance the supply and demand both within Adamsdown and Splott and in neighbouring areas.

Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:	
+	Positive contribution to the outcome
-	Negative contribution to the outcome
ntrl	Neutral contribution to the outcome
Uncertain	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
1.1	<p>People in Cardiff are healthy; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i> <i>vulnerable citizens and areas of multiple deprivation</i> <i>Addressing instances of inequality in health</i> 	✓			<ul style="list-style-type: none"> Mental health and wellbeing is promoted by inspirational modern learning environments See 1.2 below - encouraging walking, cycling and use of public transport See 1.3 below re crime prevention (Secure by Design)
1.2	<p>People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> 	✓		✓	<ul style="list-style-type: none"> The standalone new build accommodation would achieve a BREEAM Excellent rating and A for energy performance. If possible, Passivhaus design principles and methodology would be applied and adopted which result in facilitating most of the school classroom windows facing North/South orientation, limiting and optimising summer and winter sun respectively. This minimises the use of energy for heating or cooling a room. The wall construction and key junction details would be carefully developed to achieve a highly air tight building. Under SEWSCAP, consideration is given to using local sub-contractors and suppliers. As part of any tender process, emphasis is placed on how the construction project must benefit the local economy. Examples of key Performance Indicators are as follows:

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
				<ul style="list-style-type: none"> - Contractors asked to report the % of contract value spent in the local economy. - Contractors or subcontractors asked to provide employment opportunities to unemployed people living in Wales. - Contractors asked to offer work experiences, traineeships and apprenticeship opportunities to people within the local community. <p>Refurbishment/adaptations:</p> <ul style="list-style-type: none"> - Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation. - Option 1 would see the partial refurbishment of Baden Powell primary School - Option 1 would see Moorland Primary being transferred into Glan Morfa Primary buildings with adaptations being required.
<ul style="list-style-type: none"> • <i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i> 	✓			<ul style="list-style-type: none"> - Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood. - Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
				<p>meet operational needs.</p> <ul style="list-style-type: none"> - Limited scope for parking would encourage walking to school - Provision of Safe Walking Routes to schools would encourage walking. A travel plan would be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes. - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. - A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school. - A Traffic/Transport assessment is carried out as part of the planning application process. <p>Option 1 :</p> <ul style="list-style-type: none"> - Option 1 would result in Flying Start and the primary and secondary age range sharing one access road. It is anticipated that perceived issues around pupil safety in terms of different age groups in the same locality and volume/movement of traffic may be raised during public
			✓	

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
				consultation.
<ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) 			✓	<p>Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>New build accommodation would be located so as to avoid any adverse impact on access to natural light for neighbouring properties.</p> <p>An acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of any school. A further report shall be prepared for the proposals in line with 'BB93 Acoustic Design of Schools' requirements.</p>
<ul style="list-style-type: none"> reducing consumption and encouraging waste reduction, reuse, recycling and recovery 	✓			<p>Contractors are required to demonstrate how they meet the requirements relating to consumption and waste reduction as set out by the Welsh Government and in the SEWSCAP procurement framework.</p> <p>Measures that would be considered in the design of any new build scheme:</p> <ul style="list-style-type: none"> Sustainable urban drainage system Solar hot water Photovoltaic Natural Ventilation Control of solar gains Rainwater Harvesting A or A+ rated materials in accordance with BRE Green Guide to Specification
<ul style="list-style-type: none"> encouraging biodiversity 			✓	<p>Ecological surveys would be undertaken as necessary and recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.</p> <p>A new build provides the opportunity to consider innovative</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
					ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.
1.3	<p>People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse 	✓			<p>The South Wales Police's Crime Prevention Design Advisor would be consulted on the project and the recommendations considered and incorporated where practicable.</p> <p>Concerns raised by local residents regarding littering would be a matter for the school management and the school would work with pupils to try and establish a sense of personal responsibility to minimise littering by pupils within the local area.</p> <p>Schools are required to have safeguarding mechanisms in place. Appropriate levels of DBS checks for contractors would be put in place.</p>
P4 Page 120	<p>Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete 	✓			<p>Investment in school buildings improves the learning environment, contributes to the delivery of the modern curriculum and should have a positive impact on the economy as it helps learners to achieve their potential.</p> <p>The SEWSCAP framework requires consideration to be given to using local sub-contractors and suppliers. As part of any tender process, emphasis is placed on how the construction project must benefit the local economy. Examples of key Performance Indicators are as follows:</p> <ul style="list-style-type: none"> Contractors will be asked to report the % of contract value spent in the local economy. Contractors or subcontractors will be asked to provide employment opportunities to unemployed people living in Wales. Contractors will be asked to offer work experiences, traineeships and apprenticeship opportunities to people within the local community.
1.5	<p>People in Cardiff achieve their full potential; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> promoting and improving access to life-long learning in 				<p>Investment in school buildings improves the learning environment, contributes to the delivery of the modern curriculum and helps learners to achieve their potential.</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
	<p>Cardiff</p> <ul style="list-style-type: none"> raising levels of skills and qualifications giving children the best start improving the understanding of sustainability addressing child poverty (financial poverty, access poverty, participation poverty) the United Nations Convention on the Rights of a Child and Principles for Older persons 	✓			<p>The scheme focuses on increasing capacity and school facilities in the southern arc of the city – the area of the city with the highest levels of child poverty and deprivation.</p> <p>Article 31 of the UN Convention on the Rights of the Child requires that: 'Every child has the right to rest, play, and to do things they enjoy.' It is important that children have access to enriched play environments, which should include appropriate outdoor space. New build schools are designed in accordance with the relevant Building Bulletin guidance that includes provision that enables play opportunities and access to outdoor space.</p>
1.6	<p>Cardiff is a Great Place to Live, Work and Play</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> promoting the cultural diversity of Cardiff encouraging participation and access for all to physical activity, leisure & culture play opportunities for Children and Young People protecting and enhancing the landscape and historic heritage of Cardiff promoting the City's international links 	✓		✓	<p>Consideration is given at the design stage to providing spaces that have the potential to be used by the community in response to local need.</p> <p>This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.</p> <p>Option 1</p> <p>Relocating Baden Powell Primary away from its current position opposite the new community hub may result in a missed opportunity to improve the school's community engagement agenda.</p> <p>Any design for a new build or adaptation to existing buildings on this site would protect but not enhance the overall landscape.</p> <p>Consideration would need to be given as to whether an Environmental Assessment would need to be carried out as part of the planning application process.</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
					Using the Council's online sources there are no cultural heritage receptors recorded on any of the sites being considered.
1.7	<p>Cardiff is a fair, just and inclusive society.</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> the elimination of discrimination, harassment or victimisation for equality groups has the community or stakeholders been engaged in developing the strategy/policy/activity? how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)? 	✓	✓	✓	<ul style="list-style-type: none"> See Equality Impact Assessment below. Statutory public consultation would be carried out Design Equalities Advisory Group (including representatives from external groups) would be given the opportunity to comment Relevant departments in the Council would be engaged Ecological Appraisal if required - external surveyors South Wales Police's Crime Prevention Design Advisor would be engaged A design access statement would be included as part of any planning application.
	<p>The Council delivers positive outcomes for the city and its citizens through strong partnerships</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> strengthening partnerships with business and voluntary sectors the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings 	✓		✓	<p>Modern school facilities can provide flexible spaces for partnership working (integrated services) and use as valuable community assets (potential for efficiency savings).</p> <p>This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.</p>
	<p>EQUALITY IMPACT ASSESSMENT</p> <p>Will this Policy/Strategy/Project have a differential impact on any of the following:</p> <ul style="list-style-type: none"> Age (including children and young people aged 0-25 and older people over 65 in line with the United Nations Conventions) 	✓			<p>Please give details/consequences of the differential impact (positive and negative), and what action(s) can you take to address any negative implications?</p> <p>3-11 year olds</p> <p>Investment in school buildings improves the learning environment and contributes to the delivery of the modern</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
			Un-Crtn	
	+	-	Ntrl	<p>in separate accommodation, it would result in Flying Start and the primary and secondary age range sharing one access road. It is anticipated that perceived issues around pupil safety in terms of different age groups in the same locality and movement of traffic may be raised during public consultation.</p> <p>The Council has experience of delivering new build projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety. Under option 1, the new build would be constructed in an isolated construction site i.e. a site only accessible by contractors.</p> <p>Option 1 would require expansion of Moorland into the Ysgol Glan Morfa buildings, whilst operating a live site.</p> <p><i>Design</i></p> <p>If the new build accommodation is a standalone standardised build it would be wheelchair accessible and the design would incorporate the SEN facilities required by the relevant Building Bulletin. The operational management of the school could also enable use of rooms not designated for SEN.</p> <p>All ages</p> <p><i>Community engagement</i></p> <p>Under option 1 moving Baden Powell away from the new Hub may result in a missed opportunity to improve the school's community engagement agenda.</p> <p><i>Transport and Traffic</i></p> <ul style="list-style-type: none"> - Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public
	✓			
			✓	
			✓	
	✓			

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
			Un-Crtn	<p>transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.</p> <ul style="list-style-type: none"> - Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs. - Locating provision central to the area it serves should minimise the use of cars or public transport and encourage walking and cycling to and from school. - The limited scope for parking on a school site should encourage walking and cycling to school. - A Traffic/Transport assessment would be carried out as part of the planning application process. - A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes. - Changes to the traffic and transport infrastructure would be considered as part of the Transport Assessment for a proposal. <p>Option 1 :</p> <ul style="list-style-type: none"> - Option 1 would result in Flying Start and the primary and secondary age range sharing one access road. It is
			✓	

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
			Un-Crtn	<p>anticipated that perceived issues around pupil safety in terms of different age groups in the same locality and volume/movement of traffic may be raised during public consultation.</p> <p><u>Employment Age</u></p> <p><i>Redeployment/recruitment</i></p> <p>There may still be a perception that redeployment/recruitment opportunities could be affected by age.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>
<ul style="list-style-type: none"> Disability 	✓		✓	<p>An equality impact assessment would be carried out at the design stage on the accessibility of any new build accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.</p> <p>Designs would take into account the needs of the following in the Design Access Statement that accompanies any planning application:</p> <ul style="list-style-type: none"> Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
	✓			
	✓			
<ul style="list-style-type: none"> • Gender Reassignment 			✓	<p>Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and Braille language on signs.</p> <p>Those with a physical impairment – e.g. level threshold doors, lifts with disabled access</p> <p>Those with learning disabilities.</p> <p>If the new accommodation is a standalone standardised build it would be wheelchair accessible and the design would incorporate the SEN facilities required by the relevant Building Bulletin guidelines. The operational management of the school could also enable use of rooms not designated for SEN.</p> <p>Transport for disabled pupils would not be affected. Transport needs are assessed on an individual basis.</p> <p>The privacy of changing and toilet facilities would be considered at the design stage. The assessment would refer to policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.</p>
<ul style="list-style-type: none"> • Marriage & Civil Partnership 			✓	N/A
<ul style="list-style-type: none"> • Pregnancy & Maternity 			✓	<p>An equality impact assessment would be carried out at the design stage on the accessibility of any new build accommodation or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
<ul style="list-style-type: none"> Race 			✓	<p>Race and Religion/Belief</p> <p>The Southern Arc of the city, of which the Willows High catchment is a part, is an area with a high Minority Ethnic (ME) population and an area with a diversity of faith.</p> <p>Consolidating the capacities of the two schools would not have a differential impact upon one particular ethnic group or faith as the provision would be available to all.</p> <p><u>Language support</u></p> <p>The proposals would not directly impact on the level of support provided as all support is dependent on the Minority Ethnic Achievement Grant which is reviewed and then renewed according to the results of the annual Needs Assessment Survey. The allocation of teachers and Bi-lingual Teacher Assistants (BTAs) is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.</p> <p>If the new accommodation is a standalone standardised build it would be wheelchair accessible and the design would incorporate the EAL facilities required by the relevant Building Bulletin guidelines. The operational management of the school could also enable use of rooms not designated for EAL.</p> <p>The senior management in a school are best placed to manage needs e.g. providing space for prayer and any significant change in diversity in terms of belief.</p>
<ul style="list-style-type: none"> Religion/Belief 			✓	<p>The schools would admit pupils of both sexes.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed,</p>
<ul style="list-style-type: none"> Sex 			✓	<p>The schools would admit pupils of both sexes.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed,</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
<ul style="list-style-type: none"> Sexual Orientation 			<input checked="" type="checkbox"/>	<p>including the application of the Council's policies on equal opportunities.</p> <p>Fears that redeployment/recruitment opportunities could be affected by sexual orientation.</p> <p>Evidence collated by the Stonewall lobby group alleges that LGB people are likely to be discriminated against in workplace recruitment.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed, including the application of the Council's policies on equal opportunities.</p>
<ul style="list-style-type: none"> Welsh Language Other Languages 			<input checked="" type="checkbox"/>	<p>Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice. The proposal would result in English-medium and Welsh-medium provision each increasing by 1FE.</p> <p>Both options would deliver a new build English-medium or Welsh-medium school with the same capacity and to the same specification using the relevant Building Bulletin guidelines.</p> <p>The proposal would double the number of Welsh-medium school places serving the area and a Welsh-medium primary school on the Baden Powell, Maltings or Pengam site would be located within the existing Welsh-medium catchment area.</p> <p>It is Cardiff Council policy to provide signage in English and Welsh but not in other languages. Therefore, additional way-finding methods would be considered at the design stage including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols. The Sign Design Guide should be used as a reference point. Information could be provided by</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
			Un-Crtn	the school in alternative formats upon request. <u>Other Language support</u> The proposals would not directly impact on the level of support provided as all support is dependent on the Minority Ethnic Achievement Grant which is reviewed and then renewed according to the results of the annual Needs Assessment Survey. The allocation of teachers and Bi-lingual Teacher Assistants (BTAs) is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand. If the new accommodation is a standalone standardised build it would be wheelchair accessible and the design would incorporate the EAL facilities required by Building Bulletin 103. The operational management of the school could also enable use of rooms not designated for EAL.

SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):
<p>Economic/Educational/Social</p> <p>Investment in school buildings improves the learning environment, contributes to the delivery of the modern curriculum and should have a positive impact on the economy as it helps learners to achieve their potential.</p> <p>Investment in school buildings improves the learning environment and contributes to the delivery of the modern curriculum.</p> <p>Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice. The proposal would result in English-medium and Welsh-medium provision each increasing by 1 Form of Entry.</p> <p>Option 1 would see nursery, Flying Start and primary and secondary school provision occupying one site. This would allow partnership working between these provisions and consideration to be given to better alignment between services. These options would involve relocating nursery and primary age</p>

pupils to the Willows High site. The Council has experience of relocating nursery and primary age pupils. Ysgol Treganna and Tan Yr Eos primary schools were recently brought together as one school on a new site.

Option 2 would likely result in these provisions remaining on separate sites. However, it would be possible to consider relocating Tremorfa Nursery on part of the existing Baden Powell site, subject to available funding.

The provision of nursery places makes it possible for a child to remain on the same site and in familiar surroundings for their primary education (subject to a successful application to the primary school). Under all options, this would be the case for Moorland Primary School and Ysgol Glan Morfa but under Option 1 this arrangement would not be available as nursery provision at Baden Powell Primary school would be provided by a standalone nursery school (Tremorfa Nursery School).

Health and Safety and Safeguarding

Under option 1 Baden Powell Primary School would transfer onto part of the Willows High School site along with Flying Start provision. Although the different provisions on the site would be in separate accommodation, it would result in Flying Start and the primary and secondary age range sharing one access road. It is anticipated that perceived issues around pupil safety in terms of different age groups in the same locality and movement of traffic may be raised during public consultation.

The Council has experience of delivering new build projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety. For each option, the new build would be constructed in an isolated construction site i.e. a site only accessible by contractors.

Each option would require expansion of Moorland into the Ysgol Glan Morfa buildings, whilst operating a live site.

Design

If the new build accommodation is a standalone standardised build it would be wheelchair accessible and the design would incorporate the SEN facilities required by the relevant Building Bulletin. The operational management of the school could also enable use of rooms not designated for SEN.

Modern school facilities can provide the flexibility for partnership working (integrated services) and can be used as valuable community assets (potential for efficiency savings). This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.

Secure by Design

The South Wales Police's Crime Prevention Design Advisor would be consulted and the recommendations considered and incorporated where practicable.

Accessibility

An equality impact assessment would be carried out at the design stage on the accessibility of any new build accommodation or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.

Designs would take into account the needs of the following:

- Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.
- Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and Braille language on signs.
- Those with a physical impairment – e.g. level threshold doors, lifts with disabled access
- Those with learning disabilities.

The new build accommodation is a standardised build further discussion would be needed on how the design caters for pupils with learning disabilities. Transport for disabled pupils would not be affected. Transport needs are assessed on an individual basis.

Page 12 Environmental sustainability

The limited scope for parking would encourage walking and cycling to school.

A travel plan is submitted along with any planning application, detailing proximity to public transport and walking and cycling routes.

A Transport and Traffic assessment would be carried out as part of the planning application process.

Consideration would need to be given as to whether an Environmental Assessment would need to be carried out as part of the planning application process.

Ecological surveys would be undertaken as necessary and recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.

A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes

WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS

APPRAISAL:

The following assessments to be undertaken:

- Equality Impact Assessment at the Design Stage
- Transport/Traffic assessment

An Environmental Assessment may be required in addition to the Strategic Environmental Assessment below.

Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?	x	
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

Is a Full Strategic Environmental Assessment Screening Needed?	Yes	No
<ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 		X An SEA has been undertaken (see attached)

If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email biodiversity@cardiff.gov.uk

Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government's Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff's own integrated plan; "What Matters".*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*

A Sustainability Appraisal (SA) incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning proposal to increase the English-medium and Welsh-medium school community primary school provision in the Adamsdown and Splott wards from September 2017

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The assessment provides the basis for assessing current and future school organisation proposals at a strategic level. If a proposal were to proceed, an Environmental Assessment of the specific scheme for delivering the proposal may be required as part of the planning application process.

To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946 , RWillis@cardiff.gov.uk

Background:

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of approximately 47 Reception places serving the Adamsdown and Splott areas based on existing housing.

When compared to the existing supply of places at Reception age, projections for September 2015 and 2016 indicate:

- a deficit of 5 Welsh-medium community school places in September 2016, rising to a deficit of 10 in September 2017, should the take up of places continue at existing levels.
- a deficit of 29 English-medium community school places in September 2015, rising to a deficit of 58 in September 2016, should faith schools be unable to accommodate the excess projected demand and this be added to the projected demand for English-medium community school places

Alternatively:

- a deficit of 13 Welsh-medium community school places in September 2015, rising to a deficit of 19 in September 2016, should the uplift of 4.5% in the take-up of Welsh-medium places continue.
- a deficit of 21 English-medium community school places in September 2015, rising to a deficit of 49 in September 2016, should faith schools be unable to accommodate the excess projected demand and this be added to the projected demand for English-medium community school places

Proposal

- To provide an addition of 1FE (30 places per year) English-medium community school places in the Adamsdown and Splott area from September 2017.
- To provide an addition of 1FE (30 places per year) Welsh-medium community school places to meet the projected shortfalls in the Adamsdown and Splott area from September 2017

Should demand for English-medium and Welsh-medium places exceed the proposed capacity from September 2017, it may be necessary to amend catchment areas of the schools in Adamsdown and Splott and also in the neighbouring areas, where a number of families have elected to take up places.

These changes, if necessary, would ensure that there are sufficient places to balance the supply and demand both within Adamsdown and Splott and in neighbouring areas.

Option 1

- A new 2FE *‘standardised build’ Baden Powell Primary school with 80 part-time nursery places on the Willows High School site which would require the transfer of Baden Powell Primary to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School would remain as separate entities and be funded accordingly).
- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places.
- Transfer the expanded Ysgol Glan Morfa to the vacated Baden Powell Primary School site.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places utilising the vacated Ysgol Glan Morfa buildings.

This option also provides the opportunity to consider the transfer of Tremorfa Nursery from its existing site at Mona Place, Tremorfa, CF24 2TG on to the Willows High School site. The Nursery School would remain as a separate entity and continue to provide nursery places for the local area in addition to replacing the nursery unit currently operating at Baden Powell Primary School. This would require the age range of Baden Powell Primary School to be reduced from 3-11 to 4-11.

Option 2

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places.
- Transfer the expanded Ysgol Glan Morfa to a new 2FE *‘standardised build’ primary school on a new site on land at the Maltings.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places, utilising the vacated Ysgol Glan Morfa buildings.
- Baden Powell Primary School to remain at its existing capacity on its current site.

Key:

xx	= very incompatible; very negative effect
x	= incompatible; negative effect
✓	= compatible; positive effect
✓✓	= very compatible; very positive effect
0	= no links; neutral effect
?	= uncertain effects
DNA	= data not available

* Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA Objectives	Option 1	Option 2	Do Nothing
	<p>Option 1</p> <p>A new 2FE 'standardised build' Baden Powell Primary school with part-time nursery places (appropriate number to be confirmed) on the Willows High School site which would require the transfer of Baden Powell Primary to the Willows High School site.</p> <p>Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 64-80 (tbc) part-time nursery places.</p> <p>Transfer the expanded Ysgol Glan Morfa to the vacated Baden Powell Primary School site.</p> <p>Increase the capacity of Moorland Primary School from 2FE to 3FE with 96-112 (number tbc) part-time nursery places utilising the vacated Ysgol Glan Morfa buildings.</p> <p>This option also provides the opportunity to consider the transfer of Tremorfa Nursery from its existing site at Mona Place, Tremorfa, CF24 2TG on to the Willows High School site. The Nursery School would remain as a separate entity and continue to provide nursery places for the local area in addition to replacing the nursery unit currently operating at Baden Powell Primary School. This would require the age range of Baden Powell Primary School to be reduced from 3-11 to 4-11.</p>	<p>Option 2</p> <p>Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 64-80 (tbc) part-time nursery places.</p> <p>Transfer the expanded Ysgol Glan Morfa to a new 2FE 'standardised build' primary school on a new site on land at the Matlings.</p> <p>Increase the capacity of Moorland Primary School from 2FE to 3FE with 64-80 (tbc) part-time nursery places, utilising the vacated Ysgol Glan Morfa buildings.</p> <p>Baden Powell Primary School to remain at its existing capacity on its current site.</p>	<p>Do Nothing</p>
	<p>Rating</p> <p>✓</p>	<p>Rating</p> <p>✓</p>	<p>Rating</p> <p>x</p>
	<p>Commentary/ explanation of compatibility with SEA objective</p> <p>Achieved as this proposal should result in schools with sustainable intakes. Minimal surplus school places and high room utilisation rates ensures money and energy is not wasted on heating underutilised spaces. The standalone new build accommodation would achieve a BREEAM Excellent rating and A rated for energy performance.</p>	<p>Commentary/ explanation of compatibility with SEA objective</p> <p>Same as option 1</p>	<p>Commentary/ explanation of compatibility with SEA objective</p> <p>Do nothing is not an option as projected demand for school places shows the number of pupils entering Reception in the Willows High catchment area increasing significantly in future years.</p> <p>If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school which can then impact on the ability of those schools to meet demand from their own catchment areas.</p> <p>Demountable accommodation could be provided but it would not be a sustainable solution as it would not include additional ancillary facilities (e.g. hall space).</p>
1. Promote a greener economy by delivering a sustainable pattern of English Medium, Welsh Medium and Faith Schools across Cardiff	<p>a) ✓/o</p> <p>b) ✓</p>	<p>✓</p>	<p>x</p>
2. Reduce greenhouse gas emissions through:	<p>a) ✓/o</p> <p>b) ✓</p>	<p>✓</p>	<p>a) No improvement to existing accommodation (same as proposal)</p> <p>b) If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic criss-crossing the city.</p>
a) Energy efficient building design and disposing of poor quality surplus accommodation	<p>Standalone new build:</p> <ul style="list-style-type: none"> - Achieved as this proposal would provide new build accommodation that is BREEAM Excellent and A rated for energy performance. - Where possible, Passivhaus design principles and methodology would be applied and adopted which result in facilitating most of the school classroom windows facing North/South orientation, limiting and optimising summer and winter sun respectively. This minimises the use of energy for heating or cooling a room. - The wall construction and key junction details would be carefully developed to achieve a highly air tight building. - Wherever possible the design would promote, specify and use locally sourced materials which have a commitment to sustainability and the environment. <p>Extensions:</p>	<p>✓</p>	<p>a) No improvement to existing accommodation (same as proposal)</p> <p>b) X</p>

SEA Objectives	Option 1	Option 2	Do Nothing			
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
	<p>Option 1</p> <p>A new 2FE "standardised build" Baden Powell Primary school with part-time nursery places (appropriate number to be confirmed) on the Willows High School site which would require the transfer of Baden Powell Primary to the Willows High School site.</p> <p>Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 64-80 (tbc) part-time nursery places.</p> <p>Transfer the expanded Ysgol Glan Morfa to the vacated Baden Powell Primary School site.</p> <p>Increase the capacity of Moorland Primary School from 2FE to 3FE with 96-112 (number tbc) part-time nursery places utilising the vacated Ysgol Glan Morfa buildings.</p> <p>This option also provides the opportunity to consider the transfer of Tremorfa Nursery from its existing site at Mona Place, Tremorfa, CF24 2TG on to the Willows High School site. The Nursery School would remain as a separate entity and continue to provide nursery places for the local area in addition to replacing the nursery unit currently operating at Baden Powell Primary School. This would require the age range of Baden Powell Primary School to be reduced from 3-11 to 4-11.</p>	<p>Option 2</p> <p>Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 64-80 (tbc) part-time nursery places.</p> <p>Transfer the expanded Ysgol Glan Morfa to a new 2FE "standardised build" primary school on a new site on land at the Mallings.</p> <p>Increase the capacity of Moorland Primary School from 2FE to 3FE with 64-80 (tbc) part-time nursery places, utilising the vacated Ysgol Glan Morfa buildings.</p> <p>Baden Powell Primary School to remain at its existing capacity on its current site.</p>				
	<p>Rating</p> <p>0</p>	<p>Commentary/ explanation of compatibility with SEA objective</p> <p>- Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation.</p> <p>b) Locating additional provision central to the area it would serve should minimise use of cars or public transport and encourage walking and cycling to and from school.</p> <p>Traffic and transport implications including measures to encourage walking and cycling would be considered as part of a Transport Assessment.</p> <p>Pupils are entitled to free school transport only if they are over the statutory school starting age and under 11 (Primary aged), living over two miles from the nearest appropriate catchment school for their home address.</p>				
<p>4. Promote health and wellbeing by protecting and enhancing public open space and improving access to POS</p>	<p>Rating</p> <p>0</p>	<p>Commentary/ explanation of compatibility with SEA objective</p> <p>As the space on the existing and proposed school sites are not accessible to the public and/or are not formally held by the Council as Public Open Space.</p>	<p>Rating</p> <p>0</p>	<p>Commentary/ explanation of compatibility with SEA objective</p> <p>The land at Pengam Green is owned by the Council. It is proposed that if a school were to be built on part of this site, the community value of the site could be enhanced with the provision of a publicly accessible multi-use games area. Any existing recreational facilities on the site would be retained or replaced.</p>	<p>Rating</p> <p>0</p>	<p>Commentary/ explanation of compatibility with SEA objective</p> <p>The land at the Mallings is owned by the Council. It is proposed that if a school were to be built on part of this site, the community value of the site could be enhanced with the provision of a publicly accessible multi-use games area. Any existing recreational facilities on the site would be retained or replaced.</p>
<p>4. Minimise air, light and noise pollution associated with building development and traffic congestion</p>	<p>Rating</p> <p>a) ✓</p> <p>b) x</p> <p>Mitigation</p>	<p>Commentary/ explanation of compatibility with SEA objective</p> <p>a) Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>The new build would be located so as to avoid any adverse impact on access to natural light for neighbouring properties.</p> <p>b) An increase in the number of children attending the schools could increase the volume of traffic in the vicinity of the schools.</p> <p>Mitigated by:</p> <ul style="list-style-type: none"> - locating additional provision central to the area it would serve. This would minimise use of cars or public transport and encourage walking and cycling to and from school. - Limited scope for parking would encourage walking to school. Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. - Formalising the parking regime outside the schools to discourage unsafe parking and help with enforcement. - A Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. - A Travel Plan that encourages the use of public transport, walking and cycling - Giving consideration to providing a non-statutory bus service based on demand - Consideration given to improving the traffic and transport infrastructure 	<p>Rating</p> <p>x</p>	<p>Commentary/ explanation of compatibility with SEA objective</p> <p>If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic cross-crossing the city.</p>		

SEA Objectives	Option 1	Option 2	Do Nothing			
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
<p>5. <i>Protect and enhance biodiversity, flora and fauna</i></p>	<p>A new 2FE "standardised build" Baden Powell Primary school with part-time nursery places (appropriate number to be confirmed) on the Willows High School site which would require the transfer of Baden Powell Primary to the Willows High School site.</p> <p>Increase the capacity of Ysgol Gfan Morfa from 1FE to 2FE with 64-80 (tbc) part-time nursery places.</p> <p>Transfer the expanded Ysgol Gfan Morfa to the vacated Baden Powell Primary School site.</p> <p>Increase the capacity of Moorland Primary School from 2FE to 3FE with 96-112 (number tbc) part-time nursery places utilising the vacated Ysgol Gfan Morfa buildings.</p> <p>This option also provides the opportunity to consider the transfer of Tremorfa Nursery from its existing site at Mona Place, Tremorfa, CF24 2TG on to the Willows High School site. The Nursery School would remain as a separate entity and continue to provide nursery places for the local area in addition to replacing the nursery unit currently operating at Baden Powell Primary School. This would require the age range of Baden Powell Primary School to be reduced from 3-11 to 4-11.</p>	<p>Increase the capacity of Ysgol Gfan Morfa from 1FE to 2FE with 64-80 (tbc) part-time nursery places.</p> <p>Transfer the expanded Ysgol Gfan Morfa to a new 2FE "standardised build" primary school on a new site on land at the Mallings.</p> <p>Increase the capacity of Moorland Primary School from 2FE to 3FE with 64-80 (tbc) part-time nursery places, utilising the vacated Ysgol Gfan Morfa buildings.</p> <p>Baden Powell Primary School to remain at its existing capacity on its current site.</p>	<p>?</p> <p>Mitigation</p>	<p>?</p> <p>Mitigation</p>	<p>0</p> <p>N/A</p>	<p>?</p> <p>Mitigation</p>
<p>6. <i>Protect and enhance the landscape</i></p>	<p>?</p> <p>Mitigation</p>	<p>Same as option 1</p>	<p>?</p> <p>Mitigation</p>	<p>?</p> <p>Mitigation</p>	<p>0</p> <p>N/A</p>	<p>?</p> <p>Mitigation</p>
<p>7. <i>Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems</i></p>	<p>a) 0</p> <p>b) ?</p>	<p>Same as option 1</p>	<p>a) 0</p> <p>b) ?</p>	<p>a) 0</p> <p>b) ?</p>	<p>0</p> <p>N/A</p>	<p>a) 0</p> <p>b) ?</p>
<p>8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i></p>	<p>a) ✓</p> <p>b) ?</p>	<p>Same as option 1</p>	<p>a) ✓</p>	<p>Same as option 3</p>	<p>0</p> <p>N/A</p>	<p>a) ✓</p> <p>b) ?</p>

SEA Objectives	Option 1	Option 2	Do Nothing			
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
<p>A new 2FE "standardised build" Baden Powell Primary school with part-time nursery places (appropriate number to be confirmed) on the Willows High School site which would require the transfer of Baden Powell Primary to the Willows High School site.</p> <p>Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 64-80 (tbc) part-time nursery places.</p> <p>Transfer the expanded Ysgol Glan Morfa to the vacated Baden Powell Primary School site.</p> <p>Increase the capacity of Moorland Primary School from 2FE to 3FE with 96-112 (number tbc) part-time nursery places utilising the vacated Ysgol Glan Morfa buildings.</p> <p>This option also provides the opportunity to consider the transfer of Tremorfa Nursery from its existing site at Mona Place, Tremorfa, CF24 2TG on to the Willows High School site. The Nursery School would remain as a separate entity and continue to provide nursery places for the local area in addition to replacing the nursery unit currently operating at Baden Powell Primary School. This would require the age range of Baden Powell Primary School to be reduced from 3-11 to 4-11.</p>	<p>?</p> <p>Consideration is given at the design stage to providing spaces that have the potential to be used by the community in response to local need.</p> <p>Modern school facilities can provide flexible spaces for partnership working (integrated services) and use as valuable community assets (potential for efficiency savings).</p> <p>This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.</p>	<p>Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 64-80 (tbc) part-time nursery places.</p> <p>Transfer the expanded Ysgol Glan Morfa to a new 2FE "standardised build" primary school on a new site on land at the Mallings.</p> <p>Increase the capacity of Moorland Primary School from 2FE to 3FE with 64-80 (tbc) part-time nursery places, utilising the vacated Ysgol Glan Morfa buildings.</p> <p>Baden Powell Primary School to remain at its existing capacity on its current site.</p>	<p>0</p>	<p>There are no registered historic assets within the site boundary of the existing or proposed sites?</p>	<p>0</p>	<p>Same as option 1</p>
<p>9. Protect and enhance designated historic assets</p>	<p>0</p>	<p>Same as option 1</p>	<p>0</p>	<p>Same as option 1</p>	<p>0</p>	<p>N/A</p>

Conclusion

The proposal has been assessed to be largely compatible with the environmental objectives used to assess the goal and principles of the "21st Century Schools: A Strategic Framework for A School Building Improvement Programme". The proposal is to provide additional school provision central to the area it would serve to minimise use of cars or public transport and encourage walking and cycling to and from school. The proposal also includes providing additional school places new build accommodation with a BREEM rating. Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (Objective 4) and biodiversity (Objective 5), measures to mitigate the effect are detailed.

Doing nothing would mean that children without places would have to travel out of their locality to attend English-medium and Welsh-medium community provision and are more likely to use polluting modes of transport to get to and from school.

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**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**



CABINET MEETING: 28 MAY 2015

**SCHOOL ORGANISATION PROPOSALS: THE PROVISION OF
ADDITIONAL ENGLISH-MEDIUM PRIMARY SCHOOL
PROVISION IN CYNCOED, PENYLAN AND PARTS OF
PLASNEWYDD**

**REPORT OF DIRECTOR OF EDUCATION AND LIFELONG
LEARNING**

AGENDA ITEM: 5

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this Report

1. To inform the Cabinet of the objections received to the statutory notice to provide additional English-medium primary school places in Cyncoed, Penylan and parts of Plasnewydd by establishing a new 2FE English-medium community primary school on part of the site of the Howardian Community Centre from September 2015.

Background

2. At its meeting on 26 January 2015 the Cabinet in accordance with the terms of the Schools Standards and Organisation (Wales) Act, approved a recommendation for the publication of a statutory notice to establish a new 2FE English-medium community primary school serving the age range 3-11 on part of the Howardian Community Education Centre, Hammond Way, Cardiff, CF23 9NB from September 2015. The decision was made by Cabinet having reviewed the responses to the consultation which had been undertaken (in accordance with the School Organisation Code) between 22 October and 3 December 2014.
3. Copies of the consultation document, the Cabinet report on the outcome of the consultation and the statutory notice can be found at Appendix 1.
4. The notice was published on the Council website, displayed at the Howardian Community Education Centre and in the local area on 24 February 2015. Additionally stakeholders identified in the Welsh Government School Organisation Code as needing to receive either a hard copy of the notice or be emailed a link to the Council website were notified of the publication of the notice.

5. The new School Organisation Code came into force in October 2013. Following this the Council Cabinet now has responsibility for the determination of school organisation proposals including those which receive objections (save for those that are required to be considered by the Welsh Government).
6. In accordance with this the Cabinet must decide whether to approve, reject or approve with modifications, the proposal.

Issues

7. Five objections were received in response to the statutory notice.
8. The points raised in the objections received are set out in italics below and have been grouped according to the issues raised where appropriate. The paragraphs following these points contain the Council's response to the objections.

Summary of objections and comments

9. Objections raised regarding traffic

- *The new school will result in increased traffic in an already congested area resulting in potential access and parking problems for local residents and road safety concerns for pedestrians. Additionally suggestions were made as to which roads should be used for access.*
- *Disappointment that the consultation document made no reference to traffic, nor is there any reference in the statutory notice.*

Appraisal of objection

10. It is expected that there would be traffic congestion around any school site at the beginning/end of the school day. However, the Council would work with the Governing Body of the proposed new school to develop a Travel Plan to minimise any potential disruption. Traffic and transport implications would be considered as part of the Transport Assessment that would be required in order to achieve planning consent for building works.
11. Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided, any community facilities on site and the catchment area of a school. A Travel Plan is a policy and action plan to:
 - manage transport efficiently
 - improve access by all means of travel for employees, visitors, parents and students

- encourage sustainable transport – walking, cycling, public transport and car sharing
 - reduce car use.
12. Cardiff's transport network is under pressure and experiences congestion from commuters driving into the city and people making short local trips by car. Traffic associated with the school run adds to congestion. The City of Cardiff Council's policy is to encourage and promote the increased use of sustainable travel modes and to promote independent travel to school wherever possible.
 13. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.
 14. Provision of parent parking places is generally not supported by the City of Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools are generally only for staff and to meet operational needs.
 15. Any additional concerns raised by the Transport or Highways departments that are not part of the required planning consent would be excluded on the basis that these would be a matter for the Highways department to address
 16. Failure to implement the proposal would result in a shortfall in English-medium primary places to serve the local area which would require children in the existing primary school catchment areas of Marlborough or Roath Park Primary schools who are refused admission to attend schools further away. This would result in increased home to school travelling distance for some pupils with more families likely to opt for journey by car creating additional traffic on roads causing congestion.
 17. Traffic was referenced under Transport Matters on page 24 of the consultation document.
 18. The statutory notice relates specifically to the legal establishment of the school. Traffic is a potential consequence separate to this and will be considered as part of the planning application process.
 19. **Objection raised suggesting the expansion of alternative existing schools in the area**

Money should instead be used to further develop existing schools in the area

Appraisal of objection

20. Cyncoed, Penylan and Plasnewydd are currently served by a number of

English-medium primary schools.

21. The combined primary school catchment areas of Lakeside, Marlborough, Rhydypenau and Roath Park primary schools make up the secondary school catchment area of Cardiff High School.
22. The take up of English-medium community places in the North part of the catchment area, served by Lakeside and Rhydypenau Primary Schools, has risen from 98 pupils in the Reception age group in 2009 to 108 pupils in 2013. Lakeside and Rhydypenau each provide 60 places at entry to Reception.
23. The take up of English-medium community places in the Southern part of the catchment area, served by Marlborough and Roath Park Primary Schools, has risen by a greater proportion, from 92 pupils in the Reception age group in 2009 to 132 pupils in 2013. Marlborough and Roath Park provide 60 and 58 places at entry to Reception respectively.
24. A significant proportion of the pupil population is therefore resident in the Marlborough Primary School and Roath Park Primary School catchment areas.
25. Marlborough Primary and Roath Park Primary are on confined sites and therefore no further enlargement is possible without compromising space.
26. Extension of Lakeside and / or Rhydypenau combined with enlargement of their catchment areas would mean that these schools serve large catchment areas resulting in increased home to school walking distance for some pupils, with more families likely to opt for journeys by car and additional traffic on the roads causing congestion.
27. Whilst surplus places remain available in other schools, these are considered to be not suitably located as they are distant from the seat of the demand for English-medium places, and few parents resident in the catchment areas of Marlborough and Roath Park have taken up places at these schools in recent years.

28. **Objection regarding catchment areas**

Local communities are being asked to comment on the setup of a new school without letting communities know first what potential impact it may have on existing catchment area for primary schools and secondary schools.

Appraisal of objection

29. Catchment areas need to be of a size and geographical area that can sustain schools at their proposed pupil capacities and are sufficiently convenient for the majority of pupils and parents in the locality.

30. Amending defined catchment areas by adding or removing residential areas must be considered in the context of the wider area, including the supply of and demand for school places, and the potential impact upon each school and upon parents.
31. The establishment of each individual school catchment area requires the Council to undertake a formal consultation. The Council, in its role as admission authority, consults with schools annually in respect of school admission arrangements, including school catchment areas. School admission arrangements have been set until the end of the 2015/16 school year.
32. Any amendments to admission arrangements for schools such as the revision of catchment areas could not be implemented until September 2017 at the earliest, in accordance with the requirements of the Welsh Government's School Admission Code.
33. As stated in the consultation document and explained in the public meetings the main demand in excess of supply is from within the Roath Park and Marlborough Primary catchment areas and as a result these school catchment areas would need to be amended. Final decisions regarding the catchment area have not been finalised and therefore all information available at the time was shared with stakeholders. The full catchment consultation on this issue will take place no earlier than 1st September 2015 and at which point relevant stakeholders including parents would be given the opportunity to express their views.
34. Consistent with standard practice, following analysis of the take-up of Reception places (in this instance 2014 and 2015), any proposed changes to the English-medium primary school catchment areas would be consulted on and determined by the 15th April in the academic year, two years prior to implementation. In this instance consultation would take place after 1st September 2015 and the arrangements would be implemented in September 2017. These timescales are requirements of the Welsh Government's School Admission Code.
35. As explained during the consultation, all English-medium secondary catchment areas may be subject to change once there is greater clarity regarding new high school provision that is expected to result from negotiations on the large strategic sites of the Local Development Plan (LDP). All information regarding school catchment areas that was known at the time of the consultation including the different ways the Council considered options for resolving areas where supply exceeds demand was shared with stakeholders. As part of this stakeholders were informed that proposals will be brought forward in good time to ensure that there are sufficient places to meet the demand for English-medium secondary school places within the Cardiff High School catchment area.
36. **Objection to the loss of studio facilities at the Howardian Centre**

Temporarily establishing the new school at the Howardian Centre will result in the closure of the music studio ahead of the expected closure

date of 2018 as part of the potential development of the site under the Housing Partnership Programme.

Appraisal of objection

37. At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015/16 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.
38. The use of the main building will not require the closure/re-location of the music studio facility which could remain available for use until such time as the building is formally closed. Funding for the proposed new primary school could not be used to subsidise the delivery of any services from the music studio. These are subject to grant applications and future partnership arrangements which are outside this proposal.

Admission Arrangements

39. The parents/guardians of prospective pupils were invited to register an interest in applying for a place at the school in the event that the school is determined to proceed. Any person who has registered an interest in applying for a place will be informed of the outcome of the determination of the proposal and will be sent a form to apply for a place in the event the proposal is approved and determined to proceed.
40. Pupils would be admitted into the Nursery and Reception age groups from September 2015. Places would be allocated based on proximity (distance) to the school as there will be no catchment area arrangements in place until September 2017.

Management and staffing arrangements

41. In the event the proposal is determined to proceed the new school would have its own temporary governing body. This body has been established and has agreed all members including Community and Local Authority representatives.
42. There would be interim school headteacher arrangements until the school transfers to its new building. The headteacher agreed to oversee the school if the proposal is approved would be Colin Skinner who is also head at Roath Park Primary School.
43. The head and governing body would recruit the staff to ensure an appropriate range of skill and experience to deliver high quality education. They would continue to receive the benefits of working and colleague support as part of a larger staff team through attending staff meetings and accessing staff INSET along with Roath Park Primary staff until the new school building is constructed and a substantive headteacher is recruited.

Catchment area arrangements

44. The establishment of each individual school catchment area requires the Council to undertake a formal consultation. The Council, in its role as admission authority, consults with schools annually in respect of school admission arrangements, including school catchment areas. School admission arrangements have been set until the end of the 2015-16 school year.
45. It is expected that, following further analysis of the take-up of Reception places in 2014 and 2015, any proposed changes to English-medium primary school catchment areas would be consulted on in early 2016 and the arrangements would then be implement in September 2017.

Accommodation for September 2015

46. In the event the proposal is determined to proceed to implementation temporary accommodation will operate until the new building is constructed. From September 2015 until the completion of the Foundation Phase accommodation pupils will be taught in the current Howardian building. Appropriate classrooms and ancillary facilities have been identified along with alterations planned should the proposal be agreed.
47. Alterations would include the necessary changes to allow the primary school section to be fully contained and able to operate independently and to ensure safe and secure facilities for the children educated on the site. Secure entry and access controls would be installed so that members of the public cannot access the facilities used by the children during the school day consistent with other primary schools across the city.
48. There would also be changes made to the external areas immediately outside the designated classrooms to ensure free flow access to fenced off outdoor learning areas for the pupils in line with the Foundation Phase curriculum. An outdoor playtime area would also be developed outside the current main entrance.
49. These measures will enable to school to function independently as well as preserve a section of the building for use by other parties. This would enable the retention of some facilities which could allow for services to be delivered from the wider site until the formal closure and disposal of the building after the new school has been constructed. However, this would be subject to funding from the relevant parties and would be outside the remit of this proposal. Entry and access by other parties will be redirected to alternative entrances/exits.

Requirements of the School Organisation Code

50. As set out in the School Organisation Code, the following factors should be taken into account by relevant bodies when exercising their function of approving/determining proposals.

Quality and Standards

51. The proposal would mean that pupils would be educated in high quality modern buildings which would be able to support the delivery of a broad and balanced curriculum including the requirements of the National Curriculum and the Full Foundation Phase. The proposed establishment of a new build school, fit for the 21st Century would offer an exciting and attractive career proposition, and it is therefore expected that the new school would attract high quality leadership, management and teaching. It is not anticipated that there would be any impact on the quality and standards of education or the delivery of the Foundation Phase at the other community primary schools within the area.
52. As stated in paragraphs 29-34 the demand for school places is in the South of the Cardiff High catchment area, it would be necessary to establish a catchment area for the proposed new school which would require changes to the catchment area(s) of Marlborough Primary School and/or Roath Park Primary School. It would be expected that the majority of pupils attending the proposed new school would be resident within these existing catchment areas.
53. Information regarding quality and standards at Marlborough Primary School and Roath Park Primary School can be seen at page 16 of the consultation document at Appendix 1.
54. In its consultation response, Estyn expressed the view that that the proposal is likely to maintain the current standards in the area. The Local Authority has no information to suggest quality and standards at existing schools would be negatively affected.

Need for places and the impact on accessibility of schools

55. Cyncoed, Penylan and Plasnewydd are currently served by a number of English-medium, Welsh-medium and Faith-based primary schools.
56. The following sections set out the schools serving the area at present, the capacities, condition and suitability of the school buildings, existing demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd and the projected shortfall of primary school places.

School Capacities, Condition and Suitability of School Buildings

57. Table 1 below provides details of school capacities and information regarding the condition and suitability of school buildings.

Table 1: Capacity, condition and suitability of schools serving Cyncoed, Penylan and parts of Plasnewydd				
Name of School	Type of school	Condition/Suitability of School Buildings	Capacity (age 4-11)	Capacity (nursery – part time places)
Albany Primary School	English-medium Community	Satisfactory	420	64
Lakeside Primary School	English-medium Community	Satisfactory *	438	80
Marlborough Primary School	English-medium Community	Satisfactory	420	64
Rhydypenau Primary School	English-medium Community	Satisfactory	462	80
Roath Park Primary School	English-medium Community	Satisfactory	412	64
Ysgol y Berllan Deg	Welsh-medium Community	Satisfactory	420	64
Ysgol y Wern	Welsh-medium Community	Satisfactory	450	64
All Saints CiW Primary School	English-medium (VA)	Satisfactory	210	N/A
Christ The King RC Primary School	English-medium (VA)	Satisfactory	210	N/A
St David's CiW Primary School	English-medium (VA)	Satisfactory	211	38
St Monica's CiW Primary School	English-medium (VA)	Satisfactory	146	N/A
St Peter's RC Primary School	English-medium (VA)	Satisfactory	540	78
St Philip Evans RC Primary School	English-medium (VA)	Satisfactory	365	80

* Improvements to the Lakeside Primary school roof are to be addressed outside of this project.

58. The location of each of the above schools can be seen on the map at Appendix 2.

Existing English-medium provision

59. The combined primary school catchment areas of Lakeside, Marlborough, Rhydypenau, and Roath Park primary schools make up the secondary school catchment area of Cardiff High School.

60. In common with many areas of Cardiff, the number of pupils entering Reception year in Cyncoed, Penylan and Plasnewydd has increased in recent years. Each of the four English-medium community primary schools within the Cardiff High School catchment area (Lakeside, Marlborough, Rhydypenau, and Roath Park) have been fully subscribed for a number of years. Existing demand and projected demand for English-medium community school places in each of these primary school catchment areas are at high levels. The number of Reception places currently available at the four English-medium community primary schools within the Cardiff High School catchment areas totals 238.

61. Albany Primary School falls within a separate secondary school catchment area (Cathays High School). Whilst the demand for places in the Albany Primary School catchment area has increased in recent years, projected demand from within the catchment remains below the school's Published Admission Number. The supply of places throughout the Cathays High School catchment area is sufficient to meet demand and this is projected to continue.

Existing Welsh-medium provision

62. The Welsh-medium primary school catchments differ but overlap the English-medium catchments. The Welsh-medium schools themselves are located outside the area in which the localised increase in demand for English-medium has been evident.
63. Ysgol y Berllan Deg is located in Llanedeyrn and serves a catchment area that includes Llanedeyrn and parts of Cyncoed, Llanishen, Lisvane, Pentwyn and Plasnewydd whilst Ysgol y Wern is located in Llanishen and serves a catchment area that includes Llanishen and parts of Lisvane, Heath, Cyncoed, Rhiwbina and Tongwynlais.
64. Ysgol y Berllan Deg and Ysgol y Wern fall within the secondary school catchment areas of Ysgol Bro Eder and Ysgol Glantaf respectively.

Existing Faith-School provision

65. The admission arrangements for, and areas served by, Faith schools also differ with families living in the Cardiff High School catchment area accessing schools located in neighbouring areas.
66. Taking all primary schools serving the Cardiff High School catchment area into account (including English-medium, Welsh-medium and Faith schools), the approximate number of places that serve the overall area is 302.

A map of the Cardiff High School catchment area, and the primary school catchment areas within, can be seen at Appendix 2

67. Table 2 below compares the existing supply of English-medium, Welsh-medium and Faith school places with the most recent verified take up of school places by pupils who are resident in the Cardiff High School catchment area.

Table 2: Existing supply of places compared to most recent take up of places at any school city-wide by pupils resident in the Cardiff high School catchment area, at entry to Reception as at January 2013								
	Supply of places at Reception age in the Cardiff High catchment area: January 2014				Take up of Reception places (at any school): January 2013			
	English-medium	Welsh-medium	Faith	Total places by area	English-medium	Welsh-medium	Faith	Total demand by area
Combined Cardiff High School catchment area	238	35 ^(a)	29 ^(b)	302	240	29	20	289

^(a) Based on recent take-up of places it is estimated that no more than 35 places of the available 120 places at Ysgol y Wern and Ysgol y Berllan Deg combined are taken up by pupils resident in the Cardiff High School catchment area. These schools serve catchment areas beyond Cyncoed, Penylan and Plasnewydd, from which the remaining 85 pupils are admitted.

^(b) Based on recent take-up of places it is estimated that no more than 29 places of the available places at all Faith schools serving the area are taken up by pupils resident in the Cardiff High School catchment area. These schools also serve areas beyond Cyncoed, Penylan and Plasnewydd, from which the remaining pupils are admitted.

68. The take up of English-medium community places in the Northern part of the catchment area, served by Lakeside and Rhydypenau Primary Schools, has risen from 98 pupils in the Reception age group in 2009 to 108 pupils in 2013. Lakeside and Rhydypenau each provide 60 places at entry to Reception.
69. The take up of English-medium community places in the Southern part of the catchment area, served by Marlborough and Roath Park Primary Schools, has risen by a greater proportion, from 92 pupils in the Reception age group in 2009 to 132 pupils in 2013. Marlborough and Roath Park provide 60 and 58 places at entry to Reception respectively.
70. There has been a period of sustained growth in the proportionate take up of English-medium community school Reception places in the combined Marlborough and Roath Park catchment areas from 70.8% in January 2011 to 77.6% in January 2013. There has been no sustained change in demand for English-medium places in the combined Lakeside and Rhydypenau catchment areas.
71. The proportion of Reception age pupils enrolled in Welsh-medium education resident in the combined area fell from 15.5% in January 2008 to 11.7% in January 2011, and fell further to 10% in January 2013. The proportion of Reception age pupils enrolled in Faith schools fluctuated between 4.8% and 11.7% in the period 2007 – 2013.
72. Additional English-medium places were provided at Lakeside and Rhydypenau Primary Schools in September 2012 and September 2013 respectively to assist pupils in those catchment areas and in other neighbouring catchment areas. This did not directly benefit many pupils in the Marlborough and Roath Park catchment areas as the additional places were largely taken up by pupils from Pentwyn and Pontprennau who live in closer proximity to the schools.
73. Families resident in the Marlborough catchment that were unable to secure a place at the school were informed of available places at schools in neighbouring catchment areas, including Llanedeyrn, Springwood, Baden Powell and Allensbank Primary Schools. (These schools do not fall within the Cardiff High School catchment area).
74. The Council also allowed the admission of up to 90 pupils to Reception at Marlborough Primary School for September 2014 and this school was fully subscribed in the first round of admissions. The Marlborough Primary School site can not accommodate 3FE on a permanent basis.

75. In the event that the proposal to open a new school on the Howardian site does not proceed from September 2015, the number of pupils requiring English-medium places is expected to exceed the number of places available. Those pupils who are unsuccessful in gaining places at schools in the local area may seek English-medium places at schools in other parts of the city, or may request places at Welsh-medium or Faith schools serving the local area.

Future demand for places

Meeting projected demand from the increasing population

76. Projections based upon NHS data received in 2013 indicate that the number of English-medium community pupils entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available. In order to calculate the likely demand for school places, historic trends specific to the established school catchment areas have been used.
77. Table 3 below sets out the demand for places at entry to Reception should the proportions of pupils in the Cardiff High School catchment area requiring places in English-medium, Welsh-medium and Faith schools at entry to Reception in future years remain at the same levels as in 2013.

Table 3: Projected numbers of pupils entering the Reception age group resident within the Cardiff High School catchment area (existing housing only) if there were no changes to proportionate demand in each primary school catchment area						
Academic Year of birth	Academic Year: entering Reception Year	Projected pupil population	Projected English-medium demand	Projected Welsh-medium demand	Projected Faith school demand	Projected total demand
2008/2009	2013/2014	326	247	30	21	298
2009/2010	2014/2015	353	266	34	23	323
2010/2011	2015/2016	381	287	37	25	349
2011/2012	2016/2017	394	300	36	24	360

78. NHS data for 2014 has recently been made available and initial analysis confirms that the population in the Cardiff High catchment area is broadly consistent with that provided in previous datasets, and also that the projected Reception age pupil population in 2017/18 will be similar to that in 2016/17.
79. Projections will be updated when verification and analysis of PLASC data for 2014 (provided by schools) has been completed; however, the data is not expected to indicate a significant change to the recent trends in the take-up of places.
80. As the four English-medium community primary schools in the Cardiff High School catchment area have been fully subscribed at entry to Reception in recent years, projections reflect the take up of places at

each of these schools which had been capped at the number of places available which is 238. The total demand for English-medium primary school places in this area is therefore difficult to assess.

81. Pupils who are resident in the combined Marlborough and Roath Park Primary School catchment areas, who are unable to gain access to their catchment area school, may request places at alternative schools in neighbouring catchment areas. However, a number of these schools, including Albany Primary, Stacey Primary, Gladstone Primary and Lakeside Primary have also been fully subscribed at entry in recent years.

How might demand change?

82. Population data supplied by the NHS indicates that the number of pupils resident in the Cardiff High School catchment area entering Reception in future years in the area will be at higher levels than at present.
83. In addition to this information, PLASC data supplied by schools confirms that the proportion of pupils entering English-medium primary schools has grown in recent years.
84. Projections for the area therefore take account of two potential scenarios:
- Demand for English-medium, Welsh-medium and Faith schools remains at the existing proportions
 - Alternatively, proportionate demand for English-medium continues to grow in the Marlborough and Roath Park areas, and demand for Welsh-medium and Faith schools would therefore reduce accordingly.
85. Table 4 below takes account of both scenarios and presents a range of demand for English-medium, Welsh-medium and Faith school places.

Table 4: Projected intakes at entry to Reception year in the Cardiff High School catchment area, taking account of both scenarios and presenting a range of demand for English-medium, Welsh-medium and Faith school places

Academic Year of birth	Academic Year: entering Reception Year	English-Medium demand (238 places available)	Welsh-medium demand (35 places available)	Faith school demand (29 places available)	Total demand: English-medium, Welsh-medium and Faith (302 places available)
2008/2009	2013/2014	247-252	27-30	19-21	298
2009/2010	2014/2015	266-278	28-34	17-23	323
2010/2011	2015/2016	287-308	26-37	15-25	349
2011/2012	2016/2017	300-325	23-36	12-24	360
2011/2012	2017/2018	300-325	23-36	12-24	360

86. When compared to the number of places available at Reception age, projections taking account of the uplift in English-medium demand and reduced demand for Welsh-medium and/ or Faith school places indicate the following levels of surplus:

- Up to 12 surplus Welsh-medium places serving the Cardiff High School catchment area, based on recent trends
 - Up to 17 surplus Faith-based places serving the Cardiff High School catchment area, based on recent trends
87. This leaves projected shortfalls to address in the Cardiff High School catchment areas as follows:
- Demand for English-medium community schools in the Cardiff High School catchment area greatly exceeding the supply by 62 places, rising to 87 places should the uplift in demand continue, based on recent trends.
88. It is therefore proposed that the Council establishes a new 2 form entry English-medium community primary school, providing an additional 60 places per year group, to meet the projected shortfall. The rising demand for English-medium community school places will be kept under review.

How would nursery provision be affected?

89. Children in Cardiff are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for a minimum of five half days. Nursery places are not allocated on a catchment area basis. Wherever possible places are offered in a local community nursery school or nursery class within two miles of a child's place of residence. If places are unavailable in local community nursery schools or nursery classes, parents may apply for nursery education place funding with a recognised provider designated by the Cardiff Early Childhood Steering Group.
90. The Local Authority has needed to purchase an increasing number of nursery education places in English-medium in recent years following the increased housing and the rise in the birth rate. Also, some families have not taken up their offered place which means there is potential demand in excess of the supply available and any additional places would support a greater uptake of the nursery entitlement.
91. In the areas that would be served by this school it has been difficult to source a sufficiency of English-medium nursery places in maintained schools or or source new providers willing to enter into the contract with the Local Authority for the purpose of providing early years education places Nursery provision is therefore considered necessary as part of this proposal.
92. Whilst the addition of nursery places would mean there would potentially be a reduced number purchased in the private and voluntary childcare sector, many also provide wrap around places and the opportunities for this could increase with a larger number of families accessing the maintained provision for part time sessions.

Resource Implications

93. It is anticipated that the proposed establishment of a new 2FE primary school on the Howardian site would have little or no effect on the number of pupils on roll at the majority of schools in the local area (compared to the existing numbers on roll) as the additional places proposed are required to meet the projected demand from the increased population.
94. It is anticipated that, during the transition period when a larger proportion of surplus places would remain available at the new school, a small number of schools in adjacent areas may be affected by reduced intakes in the 2015/16 school year.
95. The projected demand for English-medium places at entry to the Reception year in 2015/16 amounts to 287-308 places across the combined Cardiff High School catchment area. The proposed addition of 60 places available at entry to Reception year in the new school would increase the total number of English-medium places available to 298, and would result in a projected surplus of up to 11 English-medium places.
96. It would be necessary to establish a catchment area for the proposed new school and as a consequence the catchment area(s) of Marlborough Primary School and / or Roath Park Primary School would require amendment. Although demand for places at these popular schools may reduce, this may have no direct impact on the number of pupils enrolled at the schools as the numbers of preferences submitted by parents for these schools may still exceed the number of places available.
97. Should the new school be fully subscribed at entry to the Reception year in 2015/16, projections indicate that 11 fewer pupils would require admission to other schools. It is likely that this impact would be spread across a number of schools and the impact on each school would therefore be small.
98. Those schools in close proximity or adjacent catchment areas that are not fully subscribed (or where projected demand does not exceed places available), could be considered to be the most likely to be impacted by the reduced roll of approximately 11 pupils, however, as the pupil population is projected to grow in future years, the demand for places will increase accordingly and will exceed the number of places available in Cyncoed, Penylan and parts of Plasnewydd. The projected numbers of pupils enrolled at those schools in close proximity or in adjacent catchment areas are therefore not expected to be impacted, compared to existing arrangements
99. Until it reaches capacity, a school may struggle to achieve a balanced budget and therefore consideration needs to be given toward Revenue pump priming support for an initial period.

How would other services be affected?

100. The Howardian Youth Centre provision is scheduled for closure in August 2015.
101. The Inclusion provision that has been delivering from the Howardian site is to be relocated to the former Gabalfa Community Centre with relevant works to ensure suitability for purpose being progressed ready for September 2015.
102. Public consultation regarding relocation of Adult and Community Learning (ACL) services which to date have been offered at the Howardian site is due to take place during May-June 2015. The outcome of this consultation will inform whether any ACL provision will continue to be delivered from the Howardian site in the accommodation that would not be required for the starter class provision or whether ACL services are to be provided at other venues across the city.

Reason for Recommendations

103. To enable officers to take the appropriate actions to implement the proposal.

Local Member consultation

104. Members were consulted as part of the consultation process.

Financial Implications

105. At its meeting of 26 January 2015, the Cabinet committee authorised officers to publish a statutory notice to establish a new 2FE English-medium community primary school serving the age range 3-11 on part of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB from September 2015.
106. This current Cabinet report presents the outcome of the statutory notice, and recommends that officers are authorised to proceed to implement the proposals.
107. A realigned 21st Century Schools Programme was reported to Cabinet on 19 March 2015, although the report asked Cabinet to note that the proposed Programme required additional capital resources from Welsh Government, and that the priorities within the Programme would need to be reviewed if the additional grant funding was unavailable. The realigned Programme included provision for the new 2FE primary school proposed in this current report. A Strategic Outline Programme of the realignments was submitted to WG in March 2015, and considered at their Capital Panel meeting on 30 March 2015. The Authority was advised on 20 April 2015 that it had, in-principle, been awarded additional capital grant funding, with some caveats.

108. The implications of the WG approval for the overall 21st Century Schools Programme is being assessed and will be considered as part of the 2014/15 Outturn report.
109. The Cabinet report of 26 January 2015 (and 17 July 2014) indicated a net capital requirement of £4.5 million for this current proposal, after allowing for the specific capital receipt generated. The realigned Programme proposes innovative approaches which it is considered could achieve capital savings through grouped procurements and standardised designs. The net capital requirement assumed in the updated Financial Model has therefore reduced to £3.864 million. This is still subject to achieving the level of capital receipt assumed within the Financial Model, as well as successfully negotiating a capped cost of capital investment with potential contractors. The Authority will be undertaking a Common Contractor Briefing with framework contractors in May / June to establish whether up to three (of which this report details one) new 2FE primary schools could be delivered within a single, capped procurement.
110. The 21st Century Schools Programme as a whole is limited to an approved level of investment, and therefore any scheme specific overspends can only be managed by underspends on other 21st Century Schools schemes. The affordability of any specific scheme relies upon the successful budget management of all schemes within the Programme. At present the costs of delivering the proposals within this current report are unknown, and as such if the estimated costs following discussions with contractors exceed the provisions within the Financial Model, this may have implications for the proposal itself, or indeed the lowest perceived priority schemes may need to be deferred as suggested in paragraph 68 of the 19 March 2015 Cabinet report.
111. WG grant has been approved in-principle, and full grant approval would be received following successful Business Case submissions to WG. The proposals within this report – either in isolation or as part of a grouped Business Case submission – are likely to require three stages of submission:
- Strategic Outline Case (SOC);
 - Outline Business Case (OBC);
 - Full Business Case (FBC).
112. Paragraph 78 of the Cabinet report on 19 March 2015 set out appropriate limits of capital expenditure, based upon the level of Business Case approval and thus the likelihood of WG grant support. Presently there has not been a Business Case submission in relation to these proposals, and therefore up to 5% of the project capital expenditure may be incurred by the Directorate. The Directorate will need to plan the Business Case submissions appropriately, such that delegated authority for expenditure is available at the relevant milestones.
113. The Financial Model also includes revenue provisions, which are specific to this proposal. This includes an allowance for set-up type costs which will be managed by the scheme project manager, as well as a ‘pump-priming’ budget which provides limited support for the school whilst it

grows to its full cohort of pupils. These provisions are considered adequate based upon experiences of similar proposals in the past.

114. School budgets are primarily funded by formula funding mechanism which uses at its main driver pupil numbers. Any reduction in pupil numbers of any neighbouring school would reduce the budget share of that individual school.

Legal Implications

115. The report sets out the matters to which the decision maker must have regard in accordance with the School Organisation Code (pursuant to the School Standards and Organisation (Wales) Act 2013) when deciding whether or not to confirm the proposals to establish a new school.

116. As the Council will be determining its own proposals under section 53 of the School Standards and Organisation (Wales) Act, it will be necessary to publish a summary of the statutory objections and the Authority's response to those objections (referred to as the "Objection Report") within 7 days of the determination of its proposals. This includes sending copies to various people/bodies, inclusion of the website and making it available on request.

117. The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are:

- Age
- Gender reassignment
- Sex
- Race – including ethnic or national origin, colour or nationality
- Disability
- Pregnancy and maternity
- Marriage and civil partnership
- Sexual orientation
- Religion or belief – including lack of belief

118. As such the decision on whether to proceed to publish intention to implement the proposal has to be made in the context of the Council's equality act public sector duties.

119. The report identifies that the Equality Impact Assessment has been updated to take into account the consultation and is appended as part of Appendix 3. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty.

120. The decision maker must have due regard to the Equality Impact Assessment in making its decision.

121. The decision maker must also have regard to certain other matters when making its decision as outlined in the Statutory Screening tool (including where appropriate a Strategic Environmental Assessment). The decision maker is therefore referred to the Screening Tool attached as Appendix 3

HR Implications

122. There are a number of Human Resources implications relating to the proposal to establish an English medium community primary school with nursery provision on the Howardian site.
123. The temporary Governing Body will be responsible along with the Headteacher for the appointment of staff and ensuring that an interim staffing structure is in place that would fully meet the needs of the school.
124. The Headteacher and the temporary governing body will also need to consider the HR policies and procedures that it would adopt in relation to the management of staff. The Council would advocate the adoption of the HR Manual for Schools which has been designed to provide policies and procedures, information and guidance to governing bodies, Head teachers and staff, on the human resources issues and employment matters affecting schools.
125. The full adoption of the HR Manual would ensure that any staffing vacancies at the school would provide opportunities for individuals on the school redeployment register, in line with the Council's Redeployment and Redundancy Policy for schools.

Statutory Screening Tool

126. This is attached at Appendix 3 and includes the Equality Impact Assessment and Strategic Environmental Assessment.

Equality Impact Assessment

127. The Initial Equality Impact Assessment has been updated following consultation and concludes that the proposals would not adversely affect a particular group in society. If the proposals were to proceed, further equality impact assessments would be undertaken including an assessment at the design stage.

Sustainability Assessment

128. A Strategic Environmental Assessment (SEA) of the proposals has been carried out in accordance with European Legislation. The assessment confirms that the proposals are compatible with the environmental objectives identified in the SEA of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme. If the proposals were to proceed, an environmental assessment would be carried out as part of the planning process.

Traffic and Transport Implications

129. Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools. Any pupils affected by this proposal as a result of changes to catchment areas will be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy for school children can be viewed on the Council website (www.cardiff.gov.uk).
130. Traffic and transport implications will be considered as part of the Transport Assessment that would be required in order to achieve planning consent for building works should this proposal be implemented.

RECOMMENDATIONS

The Cabinet is recommended to

1. approve the proposal as set out in paragraph 2 without modification
2. authorise officers to take the appropriate actions to implement the proposal as set out in paragraph 2.
3. authorise officers to publish a summary of the statutory objections and the Authority's response to those objections (referred to as the "Objection Report") within 7 days of the determination of the proposal.
4. delegate the approval of any necessary contracts to the Director of Education and Lifelong Learning in consultation with the Section 151 Officer, Director of Legal Services and the Cabinet Member for Finance and Education and Lifelong Learning.

Nick Batchelar

Director

22 May 2015

The following appendices are attached:

- Appendix 1 – consultation document, Cabinet report on the outcome of the consultation and the statutory notice.
- Appendix 2 – Howardian map
- Appendix 3 – Statutory screening tool including Equality Impact Assessment and Strategic Environmental Assessment

21st Century Schools Consultation Document 2014

The provision of additional English-medium primary school provision in Cyncoed, Penylan and parts of Plasnewydd

22 October 2014 – 03 December 2014



This document can be made available in Braille.
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.

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Introduction

This consultation is an opportunity for people to learn about the school organisation proposal put forward in your area. It is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

A range of individuals and groups will be asked for their views about the proposal. Those the Council is consulting with as part of this process include the following:

- Children and young people
- Parents/carers
- School staff
- School Governing Bodies
- Local residents
- Elected Members (local Councillors, AMs and MPs)
- Church in Wales and Catholic Diocesan Authority directors
- Neighbouring local authorities
- Other schools within a two mile radius of those schools directly affected by the proposals
- Estyn
- Welsh Ministers
- Police & Crime Commissioner
- Regional Educational Consortium
- Regional Transport Consortium
- Welsh Language Commissioner
- Rhieni dros Addysg Gymraeg (RHAG)
- Trade Unions
- Childcare providers
- Mudiad Meithrin
- Wales Pre-school Providers Association
- Clybiau Plant Cymru Kids Club
- National Day Nurseries Association

Explanation of terms used in this document

Please note the following terms used throughout this document:

‘FE’ - a Form of Entry refers to a class of 30 children in each year group. A 2FE school is therefore two classes of 30 children in each year group.

‘Starter class’ - refers to a phased new school starting with the intake for nursery and reception classes only.

‘Number on roll data’ - the number of pupils attending school excluding nursery age pupils.

‘PLASC’ - Pupil Level Annual School Census. In January of every year, verified information is collected by schools for submission to the Welsh Government. This includes the number of pupils enrolled in each school, their age groups, home addresses, ethnicity, and data on Welsh language, Free School Meals eligibility, Special Educational Needs and first language.

‘SEN’ - Special Educational Needs

‘FSM’ - Free School Meals

‘EAL’ - English as an Additional Language

How can you find out more and give your views?

Public meetings and drop in sessions have been arranged where the proposals will be explained. These are provided so you can ask questions and make comments that will be recorded. You may also provide your views in writing.

Information regarding this proposal will be displayed at the Howardian Centre.

Details of the consultation meeting dates are given below:

Nature of Consultation	Date/Time	Venue
Public Meeting	03.11.2014 at 6 pm	Howardian Centre
Public Meeting	13.11.2014 at 6 pm	Howardian Centre
Drop in session	05.11.2014 from 1pm to 3pm	Penylan Library and Community Hall
Drop in session	11.11.2014 from 10am to 12 noon	Howardian Centre

In addition, workshop sessions will be arranged with local primary age children to provide an opportunity for pupils to ask questions and learn more about the proposal and give their views.

Your Views Matter

Your views matter and we want you to tell us what you think about the proposal. You can do this by attending one of the meetings or drop in sessions above, and/or by completing the Consultation Response Form which can be found on page 28 of this document or completing the online form www.cardiff.gov.uk/21stCenturySchools.

The closing date for responses to this consultation is 03 December 2014.

Background to the Proposal

There has been an increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd in the past five years. Proportionate demand for English-medium primary school places has also increased in the past three years. Projections indicate that the demand for places in Cyncoed, Penylan and in parts of Plasnewydd will exceed the capacity of local schools in future years.

As a temporary measure to meet demand, additional places were provided at entry to schools in Cyncoed utilising existing accommodation in September 2012 and September 2013. However, providing additional places at these schools has not benefited families in the Penylan area who were unable to gain places at their local school. Temporary measures have also been provided for September 2014 which have enabled a greater number of Penylan children to be admitted to their local school however there is limited space and therefore a permanent solution is required.

In response to the rising demand for English-medium education in Cyncoed, Penylan and parts of Plasnewydd, the Council is now consulting on proposals to provide additional English-medium primary school places, with implementation commencing from 2015.

The information within this document will outline the proposal to address the increased demand for English-medium community primary education.

The proposal

To provide sufficient capacity to meet the increasing English-medium community pupil demand within the local area by:

- Establishing a new 2 FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB (formerly Howardian High School) from **September 2015**
- The school to admit 60 pupils at entry to Reception Year
- The school to include up to 96 part time nursery places
- The school to be established in existing and/or demountable accommodation during construction of a new build school.

At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.

Primary School provision catchment area in Cyncoed, Penylan and Plasnewydd



PRIMARY SCHOOL PROVISION SERVING CYNCOED, PENYLAN AND PLASNEWYDD

Plan of the existing catchment areas of Lakeside, Marlborough, Rhydypenau and Roath Park primary schools (which taken together form the Cardiff High School catchment area) and primary schools serving the area

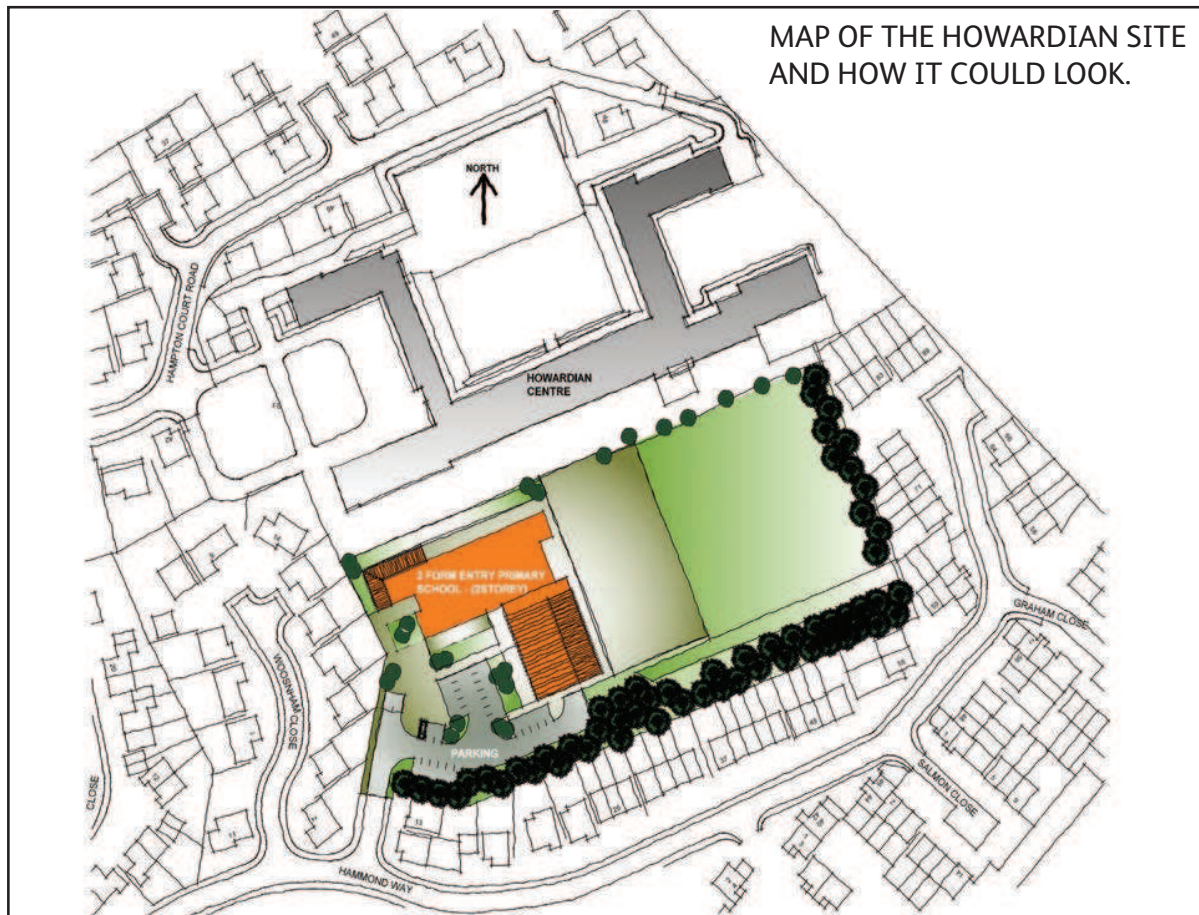
- | | | | |
|----------|---|----------|--|
| 1 | Lakeside Primary School catchment area | 2 | Marlborough Primary School catchment area |
| 3 | Rhydypenau Primary School catchment area | 4 | Roath Park Primary School catchment area |

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Site Location / Indicative Layout



List of proposed facilities at the new school

The Department of Education: Area guidelines for mainstream schools Building Bulletin 103: April 2014 sets out that the following facilities need to be included:

- Basic teaching
- Halls, dining and PE
- Learning resource areas
- Staff and administration
- Storage
- Toilets and personal care
- Kitchen facilities'
- Circulation, plant and internal walls

Any detailed design of the facilities at the new school will be agreed between the Council, temporary governing body and newly appointed Headteacher if the proposal is permitted to proceed.

A list of proposed facilities being considered as part of the design for the new school if the proposal was permitted to proceed are listed below:

Classrooms	Studio	Heads Office
Main Hall	Group Room	Stores
Meeting room	Kitchen/store/office	WC facilities
SEN/Group Room	Reception/Admin	Changing facilities
SEN/PPA Room	Food/DT Room	Visitors Lobby/Waiting
Nursery facilities	Cloaks	Staff Room

Schools serving the area at present

Cyncoed, Penylan and Plasnewydd are currently served by a number of English-medium, Welsh-medium and Faith-based primary schools.

The following sections set out the schools serving the area at present, the capacities, condition and suitability of the school buildings, existing demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd, the projected shortfall of primary school places and how the Council proposes to address this shortfall.

School Capacities, Condition and Suitability of School Buildings

Table 1 below provides details of school capacities and information regarding the condition and suitability of school buildings.

Name of School	Type of School	Condition/Suitability of School Buildings	Capacity (age 4-11)	Capacity (nursery - part time places)
Albany Primary School	English-medium Community	Satisfactory	420	64
Lakeside Primary School	English-medium Community	Satisfactory *	438	80
Marlborough Primary School	English-medium Community	Satisfactory	420	64
Rhydypenau Primary School	English-medium Community	Satisfactory	462	80
Roath Park Primary School	English-medium Community	Satisfactory	412	64
Ysgol y Berllan Deg	Welsh-medium Community	Satisfactory	420	64
Ysgol y Wern	Welsh-medium Community	Satisfactory	450	64
All Saints CiW Primary School	English-medium (VA)	Satisfactory	210	N/A
Christ The King RC Primary School	English-medium (VA)	Satisfactory	210	N/A
St David's CiW Primary School	English-medium (VA)	Satisfactory	211	38
St Monica's CiW Primary School	English-medium (VA)	Satisfactory	146	N/A
St Peter's RC Primary School	English-medium (VA)	Satisfactory	540	78
St Philip Evans RC Primary School	English-medium (VA)	Satisfactory	365	80

* Improvements to the Lakeside Primary school roof are to be addressed outside of this project.

The location of each of the above schools can be seen on the map at page 5.

Existing English-medium provision

The combined primary school catchment areas of Lakeside, Marlborough, Rhydypenau, and Roath Park primary schools make up the secondary school catchment area of Cardiff High School.

In common with many areas of Cardiff, the number of pupils entering Reception year in Cyncoed, Penylan and Plasnewydd has increased in recent years. Each of the four English-medium community primary schools within the Cardiff High School catchment area (Lakeside, Marlborough, Rhydypenau, and Roath Park) have been fully subscribed for a number of years. Existing demand and projected demand for English-medium community school places in each of these primary school catchment areas are at high levels. The number of Reception places currently available at the four English-medium community primary schools within the Cardiff High School catchment areas totals 238.

Albany Primary School falls within a separate secondary school catchment area (Cathays High School). Whilst the demand for places in the Albany Primary School catchment area has increased in recent years, projected demand from within the catchment remains below the school's Published Admission Number. The supply of places throughout the Cathays High School catchment area is sufficient to meet demand and this is projected

Existing Welsh-medium provision

The Welsh-medium primary school catchments differ but overlap the English-medium catchments. The Welsh-medium schools themselves are located outside the area in which the localised increase in demand for English-medium has been evident.

Ysgol y Berllan Deg is located in Llanedeyrn and serves a catchment area that includes Llanedeyrn and parts of Cyncoed, Llanishen, Lisvane, Pentwyn and Plasnewydd whilst Ysgol y Wern is located in Llanishen and serves a catchment area that includes Llanishen and parts of Lisvane, Heath, Cyncoed, Rhiwbina and Tongwynlais.

Ysgol y Berllan Deg and Ysgol y Wern fall within the secondary school catchment areas of Ysgol Bro Eder and Ysgol Glantaf respectively.

Existing Faith-School provision

The admission arrangements for, and areas served by, Faith schools also differ with families living in the Cardiff High School catchment area accessing schools located in neighbouring areas.

Taking all primary schools serving the Cardiff High School catchment area into account (including English-medium, Welsh-medium and Faith schools), the approximate number of places that serve the overall area is 302.

A map of the Cardiff High School catchment area, and the primary school catchment areas within, can be seen on page 5.

Table 2 below compares the existing supply of English-medium, Welsh-medium and Faith school places with the most recent verified take up of school places by pupils who are resident in the Cardiff High School catchment area.

	Supply of places at Reception age in the Cardiff High catchment area: January 2014				Take up of Reception places (at any school): January 2013			
	English-medium	Welsh-medium	Faith	Total places by area	English-medium	Welsh-medium	Faith	Total demand by area
Combined Cardiff High School catchment area	238	35(a)	29(b)	302	240	29	20	289

(a) Based on recent take-up of places it is estimated that no more than 35 places of the available 120 places at Ysgol y Wern and Ysgol y Berllan Deg combined are taken up by pupils resident in the Cardiff High School catchment area. These schools serve catchment areas beyond Cyncoed, Penylan and Plasnewydd, from which the remaining 85 pupils are admitted.

(b) Based on recent take-up of places it is estimated that no more than 29 places of the available places at all Faith schools serving the area are taken up by pupils resident in the Cardiff High School catchment area. These schools also serve areas beyond Cyncoed, Penylan and Plasnewydd, from which the remaining pupils are admitted.

The take up of English-medium community places in the Northern part of the catchment area, served by Lakeside and Rhydypenau Primary Schools, has risen from 98 pupils in the Reception age group in 2009 to 108 pupils in 2013. Lakeside and Rhydypenau each provide 60 places at entry to Reception.

The take up of English-medium community places in the Southern part of the catchment area, served by Marlborough and Roath Park Primary Schools, has risen by a greater proportion, from 92 pupils in the Reception age group in 2009 to 132 pupils in 2013. Marlborough and Roath Park provide 60 and 58 places at entry to Reception respectively. A significant proportion of the pupil population is therefore resident in the Marlborough Primary School and Roath Park Primary School catchment areas.

There has been a period of sustained growth in the proportionate take up of English-medium community school Reception places in the combined Marlborough and Roath Park catchment areas from 70.8 % in January 2011 to 77.6 % in January 2013. There has been no sustained change in demand for English-medium places in the combined Lakeside and Rhydypenau catchment areas.

The proportion of Reception age pupils enrolled in Welsh-medium education resident in the combined area fell from 15.5 % in January 2008 to 11.7 % in January 2011, and fell further to 10 % in January 2013. The proportion of Reception age pupils enrolled in Faith schools fluctuated between 4.8 % and 11.7 % in the period 2007 – 2013.

Additional English-medium places were provided at Lakeside and Rhydypenau Primary Schools in September 2012 and September 2013 respectively to assist pupils in those catchment areas and in other neighbouring catchment areas. This did not directly benefit many pupils in the Marlborough and Roath Park catchment areas as the additional places were largely taken up by pupils from Pentwyn and Pontprennau who live in closer proximity to the schools.

Families resident in the Marlborough catchment that were unable to secure a place at the school were informed of available places at schools in neighbouring catchment areas, including Llanedeyrn, Springwood, Baden Powell and Allensbank Primary Schools. (These schools do not fall within the Cardiff High School catchment area).

The Council also allowed the admission of up to 90 pupils to Reception at Marlborough Primary School for September 2014 and this school was fully subscribed in the first round of admissions. The Marlborough Primary School site can not accommodate 3FE on a permanent basis.

In the event that the proposal to open a new school on the Howardian site does not proceed from September 2015, the number of pupils requiring English-medium places is expected to exceed the number of places available. Those pupils who are unsuccessful in gaining places at schools in the local area may seek English-medium places at schools in other parts of the city, or may request places at Welsh-medium or Faith schools serving the local area.

Future demand for places

Meeting projected demand from the increasing population

Projections based upon NHS data received in 2013 indicate that the number of English-medium community pupils entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available. In order to calculate the likely demand for school places, historic trends specific to the established school catchment areas have been used.

Table 3 below sets out the demand for places at entry to Reception should the proportions of pupils in the Cardiff High School catchment area requiring places in English-medium, Welsh-medium and Faith schools at entry to Reception in future years remain at the same levels as in 2013.

Table 3: Projected numbers of pupils entering the Reception age group resident within the Cardiff High School catchment area (existing housing only) if there were no changes to proportionate demand in each primary school catchment area

Academic Year of birth	Academic Year: entering Reception Year	Projected pupil population	Projected English-medium demand	Projected Welsh-medium demand	Projected Faith school demand	Projected total demand
2008/2009	2013/2014	326	247	30	21	298
2009/2010	2014/2015	353	266	34	23	323
2010/2011	2015/2016	381	287	37	25	349
2011/2012	2016/2017	394	300	36	24	360

NHS data for 2014 has recently been made available and initial analysis confirms that the population in the Cardiff High catchment area is broadly consistent with that provided in previous datasets, and also that the projected Reception age pupil population in 2017/18 will be similar to that in 2016/17.

Projections will be updated when verification and analysis of PLASC data for 2014 (provided by schools) has been completed; however, the data is not expected to indicate a significant change to the recent trends in the take-up of places.

As the four English-medium community primary schools in the Cardiff High School catchment area have been fully subscribed at entry to Reception in recent years, projections reflect the take up of places at each of these schools which had been capped at the number of places available which is 238. The total demand for English-medium primary school places in this area is therefore difficult to assess.

Pupils who are resident in the combined Marlborough and Roath Park Primary School catchment areas, who are unable to gain access to their catchment area school, may request places at alternative schools in neighbouring catchment areas. However, a number of these schools, including Albany Primary, Stacey Primary, Gladstone Primary and Lakeside Primary have also been fully subscribed at entry in recent years.

How might demand change?

Population data supplied by the NHS indicates that the number of pupils resident in the Cardiff High School catchment area entering Reception in future years in the area will be at higher levels than at present.

In addition to this information, PLASC data supplied by schools confirms that the proportion of pupils entering English-medium primary schools has grown in recent years.

Projections for the area therefore take account of two potential scenarios:

- Demand for English-medium, Welsh-medium and Faith schools remains at the existing proportions
- Alternatively, proportionate demand for English-medium continues to grow in the Marlborough and Roath Park areas, and demand for Welsh-medium and Faith schools would therefore reduce accordingly.

Table 4 below therefore takes account of both scenarios and presents a range of demand for English-medium, Welsh-medium and Faith school places.

Table 4: Projected intakes at entry to Reception year in the Cardiff High School catchment area, taking account of both scenarios and presenting a range of demand for English-medium, Welsh-medium and Faith school places

Academic Year of birth	Academic Year: entering Reception Year	English-Medium demand (238 places available)	Welsh-medium demand (35 places available)	Faith school demand (29 places available)	Total demand: English-medium, Welsh-medium and Faith
2008/2009	2013/2014	247-252	27-30	19-21	298
2009/2010	2014/2015	266-278	28-34	17-23	323
2010/2011	2015/2016	287-308	26-37	15-25	349
2011/2012	2016/2017	300-325	23-36	12-24	360
2011/2012	2017/2018	300-325	23-36	12-24	360

When compared to the number of places available at Reception age, projections taking account of the uplift in English-medium demand and reduced demand for Welsh-medium and/ or Faith school places indicate the following levels of surplus:

- Up to 12 surplus Welsh-medium places serving the Cardiff High School catchment area, based on recent trends
- Up to 17 surplus Faith-based places serving the Cardiff High School catchment area, based on recent trends

This leaves projected shortfalls to address in the Cardiff High School catchment areas as follows:

- Demand for English-medium community schools in the Cardiff High School catchment area greatly exceeding the supply by 62 places, rising to 87 places should the uplift in demand continue, based on recent trends.

It is therefore proposed that the Council establishes a new 2 form entry English-medium community primary school, providing an additional 60 places per year group, to meet the projected shortfall. The rising demand for English-medium community school places will be kept under review.

How would nursery provision be affected?

Children in Cardiff are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for a minimum of five half days. Nursery places are not allocated on a catchment area basis. Wherever possible places are offered in a local community nursery school or nursery class within two miles of a child's place of residence. If places are unavailable in local community nursery schools or nursery classes, parents may apply for nursery education place funding with a recognised provider designated by the Cardiff Early Childhood Steering Group.

The Local Authority has needed to purchase an increasing number of nursery education places in English-medium in recent years following the increased housing and the rise in the birth rate. Also, some families have not taken up their offered place which means there is potential demand in excess of the supply available and any additional places would support a greater uptake of the nursery entitlement.

It has been difficult to source a sufficiency of places in settings that are approved to provide education places in areas that parents have requested and/or source new providers willing to enter into the contract with the Local Authority in some areas.

Whilst the addition of nursery places would mean there would potentially be a reduced number purchased in the private and voluntary childcare sector, many also provide wrap around places and the opportunities for this could increase with a larger number of families accessing the maintained provision for part time sessions.

How would other schools be affected?

It is anticipated that the proposed establishment of a new 2FE primary school on the Howardian site would have little or no effect on the number of pupils on roll at the majority of schools in the local area (compared to the existing numbers on roll) as the additional places proposed are required to meet the projected demand from the increased population.

It is anticipated that, during the transition period when a larger proportion of surplus places would remain available at the new school, a small number of schools in adjacent areas may be affected by reduced intakes in the 2015/16 school year.

The projected demand for English-medium places at entry to the Reception year in 2015/16 amounts to 287-308 places across the combined Cardiff High School catchment area. The proposed addition of 60 places available at entry to Reception year in the new school would increase the total number of English-medium places available to 298, and would result in a projected surplus of up to 11 English-medium places.

It would be necessary to establish a catchment area for the proposed new school and as a consequence the catchment area(s) of Marlborough Primary School and / or Roath Park Primary School would require amendment. Although demand for places at these popular schools may reduce, this may have no direct impact on the number of pupils enrolled at the schools as the numbers of preferences submitted by parents for these schools may still exceed the number of places available.

Should the new school be fully subscribed at entry to the Reception year in 2015/16, projections indicate that 11 fewer pupils would require admission to other schools. It is likely that this impact would be spread across a number of schools and the impact on each school would therefore be small.

Those schools in close proximity or adjacent catchment areas that are not fully subscribed (or where projected demand does not exceed places available), could be considered to be the most likely to be impacted by the reduced roll of approximately 11 pupils, however, as the pupil population is projected to grow in future years, the demand for places will increase accordingly and will exceed the number of places available in Cyncoed, Penylan and parts of Plasnewydd. The projected numbers of pupils enrolled at those schools in close proximity or in adjacent catchment areas are therefore not expected to be impacted, compared to existing arrangements.

Table 5 below illustrates the number of pupils on roll at schools serving the area and schools in adjacent areas, and the projected numbers of pupils on roll should the proposal proceed as described.

Table 5: Recent and projected numbers on roll at local primary schools should the proposal proceed as described													
School	Is this school expected to be affected by the proposed new school?	January 2009	January 2010	January 2011	January 2012	January 2013	January 2014	2014/2015 Projection	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Proposed new primary school	Yes								49	109	169	229	289
Albany Primary School	No	361	386	400	395	397	411	410	414	416	418	419	419
Lakeside Primary School	No	415	411	421	418	442	444	445	447	444	428	424	424
Marlborough Primary School	Yes	0	0	0	452	451	435	468	472	474	479	475	475
Rhydypenau Primary School	No	422	420	420	420	421	450	451	452	452	452	451	451
Roath Park Primary School	Yes	364	388	405	403	406	415	415	421	421	420	420	420
Ysgol y Berllan Deg	No	370	380	389	390	390	394	391	393	393	393	392	392
Ysgol y Wern*	No	381	384	387	395	403	432	443	451	466	469	480	480
All Saints CiW Primary School	No	157	168	165	171	172	184	192	191	190	187	182	182
Christ The King RC Primary School	No	211	217	226	221	235	242	239	237	237	223	222	222
St David's CiW Primary School	No	205	204	202	200	208	207	209	209	208	206	205	205
St Monica's CiW Primary School	No	90	84	109	115	108	116	117	126	134	141	145	145
St Peter's RC Primary School	No	425	428	434	443	463	464	471	476	478	481	487	487
St Philip Evans Catholic Primary School	No	361	386	400	395	397	411	410	414	416	418	419	419
Schools in adjacent areas													
Baden Powell Primary School, Tremorfa	No	323	311	325	328	332	371	397	419	421	422	422	422
Stacey Primary School, Roath	No	177	179	174	185	184	197	200	203	203	204	204	204
Llanedeyrn Primary School, Llanedeyrn	No	246	239	244	270	263	293	314	327	324	323	318	318
Springwood Primary School, Llanedeyrn	No	151	160	154	129	160	158	163	177	186	176	183	183
Allensbank Primary School, Heath	No	148	139	165	218	231	242	247	267	270	286	272	272
Bryn Hafod Primary School, Llanrumney	No	271	257	265	298	290	282	281	307	311	316	316	316

*A separate proposal was consulted upon to provide an additional 15 places at Ysgol Y Wern from September 2015. The above data represents the retention of existing arrangements.

** The impact on Marlborough Primary School and Roath Park Primary School is expected to include changes to the catchment areas that the schools serve. As a result it would be expected that some of the pupils admitted to each of these schools will be from different areas compared to those pupils that may have been admitted were the proposal not to be implemented.

The projections for each of the above schools, with the exception of the proposed new school, represent both the projections as if the proposal were not to proceed and also if the proposal were to proceed. If the proposal were not to proceed those pupils unable to gain admission due to oversubscription could elect to attend alternative English-medium, Welsh-medium, Faith, private schools or schools outside of Cardiff and for the purpose of clarity they have not been added to the Numbers on Roll at alternative schools.

Projections based on actual GP registration data beyond 2017 are not yet available and it is therefore difficult to assess the long-term impact on schools; however, there are no data presently available that suggest a reduction in the overall demand for school places.

Interim arrangements

At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate. A full appraisal to assess the level of investment required would need to be conducted.

The City of Cardiff Council has experience in the successful delivery of building projects on the sites of occupied schools/facilities resulting from the progression of a growing school organisation programme. There would be building work carried out on the site which would be managed effectively with the new school's management to ensure the full curriculum can be delivered to the children within the school, education standards maintained and safety standards met.

How would secondary schools be affected?

Proposals will be brought forward in good time to ensure that there are sufficient places to meet the demand for English-medium secondary school places within the Cardiff High School catchment area.

How would other services be affected?

The Howardian site is owned by the Council and is currently used to deliver a range of services including Adult Community Learning (ACL) classes, Youth Centre facility, large meeting facilities and some office accommodation.

The Council currently operates ACL from 19 centres city-wide based at a variety of buildings including libraries, halls, community centres, churches and schools. Initial feasibility studies indicate the potential to locate the proposed new school so that the Howardian Centre can continue in use thus remaining available for ACL provision. However, the site has been identified for potential development under the Housing Partnership Programme. Whilst at present, it is not envisaged such development would take place before 2018 this would require consideration to be given to accommodation for ACL.

Full implementation of this proposal would require the demolition of the existing Youth Centre however these premises may be used for a transitional period if these are identified as the most appropriate part of the site to locate the starter class whilst the school is being constructed.

The Duke of Edinburgh Scheme for Cardiff is currently centrally managed from the Howardian Youth Centre. The Scheme stores a large amount of outdoor equipment on site in two large containers. However this could be relocated and there is sufficient time to do this effectively in the event the decision is taken to proceed with this proposal.

The Youth Club currently runs for several evenings per week and the music studio in the main Howardian building is also very well used by Youth Services. There is also an Inclusion Youth group that uses the Youth Centre facility once a week. Additionally, the Pupil Referral Unit uses the Youth Centre facilities daily between 9am and 3pm to deliver sessions.

Should the Youth Centre be demolished as part of this proposal, the Howardian Centre would potentially be available on an interim basis. If the proposal for a new school proceeds, the potential scope for community use including Youth activities would be explored.

The future of Youth Services delivery from the Howardian site and across the city is currently being considered. An options paper outlining how Youth Services could be delivered in the future across Cardiff (including information regarding transition from existing service delivery to any new model of Youth Service provision) is expected to be considered by Cabinet later this year.

The Pupil Referral Unit would need to be re-located before September 2015.

Quality and Standards

The proposal would mean that pupils would be educated in high quality modern buildings which would be able to support the delivery of a broad and balanced curriculum including the requirements of the National Curriculum and the full Foundation Phase. The proposed establishment of the new build school, fit for the 21st Century would offer an exciting and attractive career proposition, and it is therefore expected that the new school would attract high quality leadership, management and teaching. It is not anticipated that there would be any impact on the quality and standards of education or the delivery of the Foundation Phase at the other community primary schools within the area.

Quality and standards in schools in Cardiff are monitored by Estyn and the Local Authority (LA).

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

Since the establishment of the Central South Consortium (CSC) in September 2012 the LA has commissioned the Consortium to support and enable improvement in Cardiff schools. Any newly established schools would also benefit from these services to support the delivery of high quality teaching and learning opportunities.

Estyn

Estyn Inspection reports after September 2010 provide judgements against Key Questions and provide schools with recommendations for improvement.

Each Key Question is provided with a judgement:

Excellent - Many strengths, including significant examples of sector-leading practice

Good - Many strengths and no important areas requiring significant improvement

Adequate - Strengths outweigh areas for improvement

Unsatisfactory - Important areas for improvement outweigh strengths

Estyn will normally inspect a new school when at least one set of end-of-key-stage assessment or examination data is available.

This section of the document includes information from the most recent Estyn inspections for Marlborough Primary and Roath Park Primary Schools as the demand for school places is in the South of the Cardiff High catchment area. The summary sections and reports can be accessed via Estyn website at www.estyn.gov.uk.

Local Authority and Central South Consortium

Information regarding the quality and standards of Cardiff schools is provided in the Performance of Cardiff Schools and the Youth Service report which is submitted to the Children and Young People's Scrutiny Committee on an annual basis. The last report was submitted in January 2014.

Since September 2012, the Council's School Improvement Services have been provided by the Central South Consortium (CSC), a regional School Improvement Services for the five local authorities of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. Each school is categorised into four categories (A-D) which is reviewed every year:

A: High performing school with many examples of good practice and potential sector leading practice – not requiring additional support

B: School with good performance with some areas requiring improvement – may require some external support

C: School with variable performance in a range of indicators or over time, needing improvement in a number of important areas – requires sustained additional support

D: Underperforming school with significant weaknesses across a wide range of areas – requires intensive additional support

The new school would be supported by a Challenge Adviser from the CSC when it is established.

Table 6 below shows the Estyn judgements, recommendations, CSC category and the Foundation Phase and key stage 2 data.

	Marlborough Primary School Estyn Report January 2013	Roath Park Primary Estyn Report February 2011
Key Questions	Judgement	Judgement
Key Question 1: How good are the outcomes?	Good	Good
Standards	Good	Good
Wellbeing	Good	Good
Key Question 2: How good is provision?	Good	Good
Learning experiences	Good	Good
Teaching	Adequate	Good
Care, support and guidance	Good	Good
Learning environment	Good	Good
Key Question 3: How good are leadership and management?	Good	Good
Leadership	Good	Good
Improving quality	Good	Good
Partnership working	Good	Good
Resource management	Good	Good
Recommendations		
R1	Continue to improve pupils' standards in mathematical development and writing in the Foundation Phase	Address the relative under performance of girls at key stage 2 (KS2) at Level 5;
R2	Ensure that the needs of most able pupils are met	Continue to refine assessment procedures in order to identify pupils, including more able and talented ones, who would benefit from more focused support;
R3	Improve the quality of teaching in a minority of classes	Improve the organisation and quality of acts of collective worship for children in the Foundation Phase and KS1 so that greater emphasis is given to developing a sense of awe and wonder and an appreciation of the spiritual dimension to life
R4	Develop more consistent methods for monitoring and evaluating teaching and learning	Take steps to share the excellent practice in developing pupils' awareness of their place in the wider community and their responsibilities as citizens of the world.
CSC Category 2013/2014	B	B
* Pupils achieving the expected outcome in the FP areas of learning in 2013	90.5 %	89.8 %
* Pupils achieving the expected level in the core subjects at KS2 in 2013.	85.7 %	84.6 %
* Attendance in 2013	95.3 %	94.9 %

* further information can be found on the website: mylocalschool.wales.gov.uk.

Table 7 below shows the percentage of SEN, FSM, EAL and Minority Ethnic pupils at Marlborough Primary and Roath Park Primary.

2013		Marlborough Primary	Roath Park Primary	LA	Wales
Percentage of SEN Pupils	School Action	6.9 %	9 %	17.1 %	15.2 %
	School Action Plus	1.5 %	9 %	6.4 %	9.2 %
	Statemented	5.7 %	2 %	1.8 %	1.7 %
Percentage of FSM Pupils – 3 year average		10.7 %	12.5 %	23.4 %	20.8 %
Percentage of EAL Pupils		19.8 %	43.9 %	19.4 %	5.1 %
Percentage of Minority Ethnic Pupils		32.2 %	58.4 %	30.8 %	9.4 %

* further information can be found on the website: mylocalschool.wales.gov.uk

The LA has no information to suggest that the Quality and Standards of existing schools would be negatively affected by the proposals.

What are the educational benefits of these proposals?

The following benefits would be expected to result from this proposal:

- Sufficient capacity to meet the increasing English-medium community pupil demand within the local area;
- Pupils would be educated in high quality, modern buildings which would be able to support the delivery of a broad and balanced curriculum;
- When compared with smaller schools, the scale of a 2FE primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base;
- A 2FE school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors;
- The ability to employ more teaching and support staff would allow the 2FE school to cover a wider range of curriculum expertise;

The Welsh Government and the Council has adopted the UN Convention on the Rights of the Child which is expressed in seven core aims that all children and young people:

1. have a flying start in life;
2. have a comprehensive range of education and learning opportunities;
3. enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. have access to play, leisure, sporting and cultural activities;
5. are listened to, treated with respect, and have their race and cultural identity recognised;
6. have a safe home and a community which supports physical and emotional wellbeing;
7. are not disadvantaged by poverty.

We consider that this proposal benefits the children in the community in accordance with the seven core aims set out above.

Potential disadvantages of these proposals

Potential increased traffic congestion around the school sites at drop off/pick up times. However, the Council would work with the Governing Bodies of the schools to develop a Travel Plan to minimise any potential disruption.

The changes to the function of the current buildings and any new build can cause some disruption, although experience shows that this can be kept to a minimum and the children's education does not suffer.

Risks associated with these proposals

A new build 2FE primary school at Howardian was not included within the original 21st Century Schools Programme bid, and the Directorate will therefore need to seek confirmation from Welsh Government that they are content for this scheme to be added into the Programme.

The Council must consider the risk that the demand for places does not follow the projected trend, and that demand could continue to grow or could fall back to previous levels. The Council must therefore keep its projections under review and respond to any such changes in demand accordingly.

The services operating from the Howardian site such as the Youth Centre would need to be reviewed and possibly relocated.

Alternatives considered

Status quo – no changes to school buildings or catchment areas

Issue	Potential advantages	Potential disadvantages
<p>Availability of school places Some children in the Marlborough or Roath Park catchment area would be unable to attend Marlborough and/ or Roath and would have to be directed to any schools with vacant places</p>	<ul style="list-style-type: none"> • Potential for surplus places in some schools to be reduced, which may make some smaller schools more viable 	<ul style="list-style-type: none"> • Schools would likely be further away from the seat of demand than Marlborough and/ or Roath Park. • Parents have resisted attending some neighbouring schools with surplus places and chosen to commute to other areas, reducing the ability of schools to accommodate late applications or those pupils that have moved during their primary education • Having insufficient 'spare' places in an area can mean that siblings are sometimes unable to attend the same school in their local area • Any additional housing in the area could mean that more children would be refused admission to their local school

Issue	Potential advantages	Potential disadvantages
School standards Standards of schools that pupils would attend	<ul style="list-style-type: none"> • Pupils attending Marlborough or Roath Park: • These schools have consistent records of good outcomes for children 	<ul style="list-style-type: none"> • Pupils attending schools in neighbouring catchment areas: • Some schools have less consistent records of good outcomes for children
Distance to school / Traffic and transport Those children in the existing Marlborough or Roath Park catchment areas refused admission would attend schools further away		<ul style="list-style-type: none"> • Home to school walking distance increased for some pupils. • More families likely to opt for journeys by car • Additional traffic on roads causing congestion • More polluting modes of transport • Further reducing the surplus places in the wider area could mean that more pupils are eligible for free home to school transport and Council is required to transport more children to non-local schools
Capital (e.g. building) costs Cost of building additional school places to meet increased demand, or other building costs as a result of not building additional school places	<ul style="list-style-type: none"> • No capital costs incurred in building additional school places 	<ul style="list-style-type: none"> • Additional traffic on roads may require Council to undertake highways works to cope with additional traffic
Revenue (e.g. staffing) costs Cost of additional staff	<ul style="list-style-type: none"> • Retaining existing school provision and filling some surplus places would likely incur less management and ancillary staff costs, and may reduce teaching staff costs (per pupil) 	<ul style="list-style-type: none"> • Further reducing the surplus places in the wider area could mean that more pupils are eligible for free home to school transport and Council incurs costs of transporting more children to non-local schools

Changing catchment boundaries and not changing existing school buildings

Issue	Potential advantages	Potential disadvantages
Availability of school places School catchment area boundaries would be amended so that the Roath Park and Marlborough catchment areas (in which there is excess demand) are reduced and the existing neighbouring catchment areas are enlarged	<ul style="list-style-type: none"> • Potential for surplus places in some schools to be reduced, which may make some smaller schools more viable • A better match between the supply of places and the demand for places from within each catchment area; more pupils would be able to attend their local catchment area school 	<ul style="list-style-type: none"> • Schools would likely be further away than Marlborough and/ or Roath Park. • Parents have resisted attending some neighbouring schools with surplus places and chosen to commute to other areas, reducing the ability of schools to accommodate late applications or those pupils that have moved during their primary education • Having insufficient 'spare' places in an area can mean that siblings are sometimes unable to attend the same school in their local area • Any additional housing in the local area could mean that more children would be unable to attend these schools

Issue	Potential advantages	Potential disadvantages
School standards Standards of schools that pupils would attend	<ul style="list-style-type: none"> • Pupils attending Marlborough or Roath Park: • These schools have consistent records of good outcomes for children 	<ul style="list-style-type: none"> • Pupils attending schools in neighbouring catchment areas: • Some schools have less consistent records of good outcomes for children
Distance to school / Traffic and transport Those children in the existing Marlborough or Roath Park catchment areas refused admission would attend schools further away		<ul style="list-style-type: none"> • Home to school walking distance increased for some pupils. • More families likely to opt for journeys by car • Additional traffic on roads causing congestion • More polluting modes of transport • Further reducing the surplus places in the wider area could mean that more pupils are eligible for free home to school transport and Council is required to transport more children to non-local schools
Capital (e.g. building) costs Cost of building additional school places to meet increased demand, or other building costs as a result of not building additional school places	<ul style="list-style-type: none"> • No capital costs incurred in building additional school places 	<ul style="list-style-type: none"> • Additional traffic on roads may require Council to undertake highways works to cope with additional traffic
Revenue (e.g. staffing) costs Cost of additional school staff	<ul style="list-style-type: none"> • Retaining existing school provision and filling some surplus places would likely incur less management and ancillary staff costs, and may reduce teaching staff costs (per pupil) 	<ul style="list-style-type: none"> • Further reducing the surplus places in the wider area could mean that more pupils are eligible for free home to school transport and Council incurs costs of transporting more children to non-local schools

Changing catchment boundaries and extending existing school buildings

Issue	Potential advantages	Potential disadvantages
Availability of school places An additional 30 or 60 places per year group could be provided by extending local schools e.g. Marlborough, Roath Park, Lakeside or Rhydypenau primary school	<ul style="list-style-type: none"> • A better match between the supply of places and the demand for places from within each catchment area; more pupils would be able to attend their local catchment area school • Catchment areas in Penylan and Plasnewydd would be smaller and some pupils would therefore be closer to their catchment area school. • The existing projections indicate that children applying for places at their catchment area school by the closing date would be able to be admitted. • Retaining a level of spare places may allow more children to be successful in gaining admission to their preferred school • Retaining a level of spare places may allow more siblings to attend the same school in their local area 	<ul style="list-style-type: none"> • Marlborough and Roath Park are on confined sites and therefore no further temporary enlargement is possible without compromising space • Extension of Lakeside and/ or Rhydypenau combined with enlargement of their catchment areas would mean that these schools serve larger catchment areas and some pupils would therefore be further from their catchment area school. • Schools that have surplus places at present may continue to have surplus places in the future

Issue	Potential advantages	Potential disadvantages
<p>School standards Standards of schools that pupils would attend</p>	<ul style="list-style-type: none"> • Pupils attending Marlborough or Roath Park: • These schools have consistent records of good outcomes for children • Pupils attending Lakeside and/ or Rhydypenau: • These schools have consistent records of good outcomes for children. 	
<p>Distance to school / Traffic and transport Those children in the existing Marlborough or Roath Park catchment areas refused admission would attend schools further away</p>	<ul style="list-style-type: none"> • Retaining some surplus places in the wider area could mean that fewer pupils are eligible for free home to school transport 	<ul style="list-style-type: none"> • Home to school walking distance increased for some pupils. • More families likely to opt for journeys by car • Additional traffic on roads causing congestion • More polluting modes of transport • Exacerbation of existing traffic congestion and parking issues around the Lakeside site
<p>Capital (e.g. building) costs Cost of building additional school places to meet increased demand, or other building costs as a result of not building additional school places</p>		<ul style="list-style-type: none"> • Capital costs incurred in building additional school places • Potential for costs to be incurred due to additional traffic in the area around the extended school(s) • Potentially increased traffic on roads may require Council to undertake additional highways works in the wider area
<p>Revenue (e.g. staffing) costs Cost of additional staff</p>	<ul style="list-style-type: none"> • Expanding existing school provision would likely incur less management and ancillary staff costs, and may reduce teaching staff costs (per pupil) • Increasing the number of school places in the wider area would likely mean that fewer pupils are eligible for free home to school transport and cost of Council transporting children to non-local schools would be reduced 	

Establish a new 2 form entry school on the Howardian site and change catchment areas

Issue	Potential advantages	Potential disadvantages
<p>Availability of school places An additional 60 places per year group would be provided at a new school on the Howardian site</p>	<ul style="list-style-type: none"> • A better match between the supply of places and the demand for places from within each catchment area; more pupils would be able to attend their local catchment area school • Catchment areas in Penylan and Plasnewydd would be smaller and some pupils would therefore be closer to their catchment area school. • The existing projections indicate that children applying for places at their catchment area school by the closing date would be able to be admitted. • Retaining a level of spare places may allow more children to be successful in gaining admission to their preferred school • Retaining a level of spare places may allow more siblings to attend the same school in their local area 	<ul style="list-style-type: none"> • Schools that have surplus places at present may continue to have surplus places in the future
<p>School standards Standards of schools that pupils would attend</p>	<ul style="list-style-type: none"> • Pupils attending Marlborough or Roath Park: • These schools have consistent records of good outcomes for children • Pupils attending the newly established school: • The new school would be managed by an experienced Headteacher from a school with consistent records of good outcomes for children 	<ul style="list-style-type: none"> • Pupils attending the newly established school: • Although a new school would be supported by the Local Authority and the Education Consortium, standards at any new school are unproven
<p>Distance to school / Traffic and transport Those children in the existing Marlborough or Roath Park catchment areas refused admission would attend schools further away</p>	<ul style="list-style-type: none"> • Home to school walking distance decreased. • Fewer families likely to opt for journeys by car • Potentially reduced traffic on roads because of closer schools available • Less polluting modes of transport used • Retaining some surplus places in the wider area could mean that fewer pupils are eligible for free home to school transport 	
<p>Capital (e.g. building) costs Cost of building additional school places to meet increased demand, or other building costs as a result of not building additional school places</p>	<ul style="list-style-type: none"> • Potentially reduced traffic on roads may require Council to undertake less highways works in the wider area 	<ul style="list-style-type: none"> • Capital costs incurred in building additional school places • Potential for costs to be incurred due to additional traffic in the area around the new school
<p>Revenue (e.g. staffing) costs Cost of additional staff</p>	<ul style="list-style-type: none"> • Increasing the number of school places in the wider area would likely mean that fewer pupils are eligible for free home to school transport and cost of Council transporting children to non-local schools would be reduced. 	<ul style="list-style-type: none"> • Likely to incur increased management and ancillary staff costs and may incur increased teaching costs (per pupil).

Admissions and catchment area arrangements

There are no plans to change the Council's policy on the admission of children to schools as a result of this proposal.

Should the Council decide to implement the proposal to establish the new school parents would be **unable** to apply for formal admission to that school until the completion of the statutory process. This process could not be completed until May 2015 at the earliest.

The establishment of each individual school catchment area requires the Council to undertake a formal consultation. The Council, in its role as admission authority, consults with schools annually in respect of school admission arrangements, including school catchment areas. School admissions arrangements have been set until the end of the 2015-2016 school year.

Whilst the statutory basis required to provide additional school places could be completed by September 2015 and would therefore enable the admission of additional pupils from this date, any amendments to admission arrangements for schools such as the revision of catchment areas could not be implemented until September 2017 at the earliest, in accordance with the requirements of the Welsh Government's School Admission Code.

It is expected that, following further analysis of the take-up of Reception places in 2014 and 2015, any proposed changes to English-medium primary school catchment areas would be consulted on in early 2016 and the arrangements would then be implemented in September 2017.

Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can also be viewed on the Council's website (www.cardiff.gov.uk).

Financial Matters

The partial sale of land at the Howardian site would generate a capital receipt, which can be used to support part of the proposed new-build. However, after allowing for this receipt, estimated further resources of £4.5 m would be required.

In November 2011, the Council submitted a 21st Century Schools Programme bid to Welsh Government. The level of Capital investment contained within that Programme (predicated upon 50% Welsh Government funding, 50% Authority funding) was approved in principle in December 2011. The full approval of specific grant funding is subject to approval by Welsh Government of detailed Business Cases for specific schemes. It is proposed that the 21st Century School Programme is reviewed and amended to release sufficient resources for construction. This review will take place in Autumn 2014.

A new-build 2FE primary school at Howardian was not included within the original 21st Century Schools Programme bid, and the Education Directorate will therefore need to seek confirmation from Welsh Government that they are content for this scheme to be added into the Programme.

School budgets are primarily funded by formula funding mechanism which uses as its main driver pupil numbers. Any increase (or decrease) in pupil numbers at individual schools would need to be reflected in the revenue budget of the school.

Human Resources Matters

A Human Resources Framework has been produced in consultation with key stakeholders including Headteachers, governors, representatives of the diocesan authorities and the trade unions. It provides the basis for managing the human resources issues associated with Schools Organisation Planning and its purpose is to support governing bodies and staff working in schools, through a variety of strategies and with the ultimate aim of minimising compulsory redundancies across schools in Cardiff.

There would be a number of Human Resources implications relating to the proposal to establish an English-medium community primary school with nursery provision. Initially a starter class would be established for September 2015 with a current Headteacher of an established Cardiff school who would have management responsibility until the temporary governing body of the new school appoints a permanent Headteacher. The governing body of the school would need to consider the timescales for the appointment of a Headteacher in order that an appropriate staffing structure may be prepared and appointed to. The Headteacher and governing body would also need to consider the HR policies and procedures that it would adopt in relation to recruitment and once the school is established, in relation to the management of staff.

The Council would advocate the adoption of the HR Manual for Schools which has been designed to provide information and guidance to governing bodies, Headteachers and staff, on the human resources issues affecting schools, including a summary of the human resources responsibilities of governing bodies and Headteachers. The full adoption of the HR Manual would ensure that any staffing vacancies at the school would provide opportunities for individuals on the school redeployment register, in line with the Council's Redeployment and Redundancy Policy for schools.

There is potential for the establishment of a new school to impact on the catchment areas of other existing schools in the area. If pupil numbers remain similar, any changes in catchment areas for the primary schools should not impact greatly on staffing. Larger changes could be managed through natural turnover of staff and through the effective use of the redeployment process for schools.

Transport Matters

In order to fully establish the Transport requirements for the Howardian site, a Transport Investigation is recommended prior to the Transport Assessment required for the planning process.

It is assumed that there would be two entrances to the new site, one from Hampton Court Road and one from Hammond Way. These are both residential streets and are cul-de-sacs.

School entrances would require adequate School Keep Clear road markings with associated Traffic Regulation Orders in order to ensure the entrances are kept clear of parked vehicles, and allow easy pedestrian access.

A 20mph zone would be required in the vicinity of the school entrances to ensure traffic speeds are appropriate for the changes. Traffic calming features may be required.

In order to ensure a school site is accessible for pupils walking or cycling to school, the walking routes to the site would be assessed.

With regard to access from the wider area, the existing pedestrian crossing facilities at the junction of Colchester Avenue with Pen-y-lan Road are poor and may require upgrading if this proposal proceeds. This is a busy junction, which does not currently have controlled pedestrian crossing facilities, and this could be a barrier to pupils walking to school.

Similarly, the junctions of Dorchester Avenue and Winchester Avenue with Waterloo Road require improving. The pedestrian facilities are poor at these junctions and could be a barrier to pupils when walking to school. Improvements to the pedestrian facilities may therefore be required if the proposals proceed.

Learner Travel Arrangements

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools. Any pupils affected by this proposal as a result of catchment areas would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy for school children can be viewed on the Council's website (www.cardiff.gov.uk).

Impact of the proposal on the Welsh Language

It is not anticipated that there will be any negative impact on the Welsh Language as a result of these proposals.

This proposal does not seek to change the number of Welsh-medium primary school places available in the area. A separate proposal has recently been consulted on to provide additional places at Ysgol y Wern which serves part of the Cyncoed area. There are sufficient places available at Ysgol y Berllan Deg to serve the demand from within its catchment area in recent years and projections indicate that there would be sufficient places until at least 2017/18.

Officers are monitoring birth rates, the yield from proposed housing and the patterns of take up in Welsh-medium provision at primary and secondary age with a view to bringing forward appropriate plans to meet any increased demand.

Equality Matters

An initial Equality Impact Assessment has been carried out on this proposal and concludes that there is a potential impact on all groups in society that use the community provision on the Howardian site. The level of community provision on this site would need to be agreed once it is known that the proposal to build a school is to proceed and following the outcome of the options appraisal for the commissioning of youth services.

An options paper outlining how Youth Services could be delivered in the future across Cardiff (including information regarding transition from existing service delivery to any new model of youth service provision) is expected to be considered by Cabinet later this year.

If the proposal were to proceed, further equality impact assessments would be undertaken including an assessment on the design for any new build accommodation or refurbishment/ adaptation of existing accommodation.

Sustainability Matters

A Strategic Environmental Assessment (SEA) of the proposal has been carried out in accordance with European Legislation. The assessment confirms that the proposal is compatible with the environmental objectives identified in the SEA of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme. If the proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

Considering Community Impact

There is a need to increase the number of English-medium community places available without impacting adversely on the community. The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. Officers will work with schools and any community group to ensure that the proposal avoids negative impacts wherever possible.

A Transport Investigation is recommended prior to the Transport Assessment required for the planning process.

Key dates

What happens next?

The feedback from this consultation will be collated and summarised, and a report presented to the Council's Cabinet. This consultation report will be available for all persons to view on the Council website and copies can be obtained on request by using the contact details in this document.

The Council's Cabinet will consider the report and will decide whether to proceed with the proposal, make changes to the proposal or not proceed with the proposal.

If the Cabinet decides to proceed with the proposal, a Statutory Notice would be published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 requires that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections must be made in writing or by email, and sent to the Council within 28 days of the date on which the proposal was published.

The Council's Cabinet would consider the outcome of the Statutory Notice at the next available Cabinet meeting and determine whether to implement the proposal.

If there are objections, the Council would publish an objection report providing a summary of the objections and the Council's response to those objections within 7 days of the day of the determination of the proposal. This report would be available for all persons in view on the Council website and copies can be obtained on request by using the contact details in this document.

If the Council's Cabinet approve the proposal, the proposed implementation date is **September 2015**.

What are the key dates proposed for this consultation and the process overall?

Consultation period 22 October 2014 to 03 December 2014.

- Officers submit report to the City of Cardiff Council Cabinet on outcomes of consultation
- Council Cabinet considers responses to consultation and makes a decision about whether to proceed to Statutory Notice.
- If Council Cabinet decides to proceed with the proposal, a Statutory Notice would be published allowing 28 days for any objections.
- If any objections are received the Council's Cabinet would decide whether or not to approve the proposal.

Frequently Asked Questions

- **What would the proposals mean for children currently attending schools in the local area?**

Children currently attending these schools would remain at the schools.

- **If the proposed new school is opened would nursery provision be available?**

It is proposed that nursery places would be available from the opening of the school in September 2015.

- **If the new school opens would it admit children into the older year groups?**

It is proposed that children be admitted to the Nursery and Reception age groups from September 2015 with the school filling as children move through the age groups.

Pupils would not be admitted into older year groups of the proposed new school as this would have a destabilising effect on surrounding schools and could also be difficult to manage in the proposed new school.

- **What would happen to older siblings already in other primary schools?**

Older siblings already attending other primary schools would remain at those schools.

- **What would the local catchment areas be if this proposal goes ahead?**

Catchment areas need to be of a size and geographical area that can sustain schools close to their proposed pupil capacities and should the proposal to establish a new school on the Howardian site proceed, it would be necessary to consult at a later date on revising catchment area arrangements.

- **Would the proposal have an impact on traffic in the local area?**

Traffic and transport implications would be considered as part of the Transport Assessment required in order to achieve planning consent for building works should this proposal be implemented.

- **What about local childcare providers in the area?**

The City of Cardiff Council is supportive of Early Years Childcare providers, and as such the aim would be to work with local childcare providers to enable continued service delivery.

- **When would a Governing Body be formed?**

If the proposal is progressed a temporary governing body would be established for the new school following the publication of a statutory notice. A range of stakeholders would be presented on the temporary governing body, including parents, teachers (from local schools), non-teaching staff (from local schools), Local Authority representatives and community partners. The Council would appoint the Local Authority non-teaching staff and parent governors and the temporary governing body would appoint the teacher and community governors.

- **What would the uniform be?**

A uniform for the school would be decided upon by the Temporary Governing Body of the school.

CONSULTATION RESPONSE FORM (HOWARDIAN 2014)

Your views matter, please tell us what you think about the proposal by:

Completing and returning the accompanying questionnaire to the address given at the bottom of the form.

Completing the online response form at www.cardiff.gov.uk/21stcenturyschools

Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

Please note that all comments sent in writing or by e-mail must contain the full name and full postal address of the person making the comments.

The closing date for responses to this consultation is 3 December 2014. Unfortunately no responses received after this date can be considered by the Council.

Responses made to consultation will not be counted as objections to the proposals. Objections could only be registered following publication of a statutory notice.

Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

Do you support the proposal to establish a new 2FE English-medium primary school on part of the site of the Howardian Community Centre from September 2015?

Yes

No

If you do not support the proposal, please give your reasons together with any changes or alternatives that you would like to suggest.

Do you wish to make any other comments?

Thank you for your comments

Please tick the box below if you wish to be notified of publication of the consultation report

Please return this form to the School Organisation Planning Team, Room 219, County Hall, CF10 4UW by 3 December 2014

**SCHOOL ORGANISATION PROPOSALS: THE PROVISION OF
ADDITIONAL ENGLISH-MEDIUM PRIMARY SCHOOL PLACES IN
CYNCOED, PENYLAN AND PARTS OF PLASNEWYDD**

**REPORT OF DIRECTOR OF EDUCATION AND LIFELONG
LEARNING**

AGENDA ITEM:9

PORTFOLIO: EDUCATION & SKILLS (COUNCILLOR JULIA MAGILL)

Reason for this Report

1. This report is to inform the Cabinet of the outcome of the public consultation on the proposal to provide additional English-medium primary school provision in Cyncoed, Penylan and parts of Plasnewydd. The report presents an evaluation of the consultation responses and seeks permission from Cabinet to authorise Officers to publish the statutory notice.

Background

2. At its meeting on 17 July 2014, the Cabinet received a report outlining recommendations to respond to demand for English-medium community primary school places in Cyncoed, Penylan and parts of Plasnewydd.
3. The Cabinet authorised officers to consult on establishing a new 2FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB from September 2015.

Issues

4. The consultation ran from 22 October 2014 to 03 December 2014.
5. Parents and others in the local community, together with staff and Governors of the affected schools were invited to respond to the consultation.
6. The consultation process involved:
 - Distribution of a Consultation Document outlining background, rationale and implications. This document has been distributed to parents, local childcare providers, Headteachers and Chairs of

- Governors of nearby schools, all Members and other stakeholders;
 - Two public meetings at which the proposal was explained and questions answered;
 - Two public drop in sessions where officers were available to answer questions.
 - Workshop sessions were arranged with local primary age children to provide an opportunity for pupils to ask questions and learn more about the proposal and give their views. The School Pupil consultation methodology is attached as Appendix 1 and the Record of the Pupil meeting is attached as Appendix 2.
 - A consultation response slip for return by post or e-mail, attached to the consultation document.
 - An online response form at www.cardiff.gov.uk/21stCenturySchools
7. The views expressed at Council organised meetings and on paper or electronically through the appropriate channels, have been recorded.
 8. In total 85 online responses and 36 paper / email responses were received.
 9. Formal written responses were received from Estyn, Local Members, Assembly Members, Rhydypenau Primary School and responses were also received from parents and members of the public.
 10. Formal responses are attached as Appendix 3.
 11. The points raised in the consultation received are set out in *italics* below and have been grouped according to the issues raised where appropriate. The paragraphs following these points contain the Council's response to the consultation and concerns raised.

Support for the Proposal

Responses received during the consultation period

12. Views and concerns expressed on options for increasing English-medium provision in Cyncoed, Penylan and parts of Plasnewydd were noted following the drop in sessions, public meetings and sessions with school pupils, as well as through the response form and online response form.
13. In respect of the proposed provision of additional English-medium primary school places in the area, the majority view expressed during the consultation at meetings and in written correspondence was one of general support; however a number of concerns regarding the proposal were also raised.
14. 77 respondees indicated that they did support the proposal and 40 respondees indicated that they did not support the proposal. 4 respondees did not indicate either way.

15. *The majority view is that an additional English-medium community primary school is needed in the area and that it should be within the current Cardiff High school catchment area although it has been explained during the consultation that the City of Cardiff Council do not operate a 'feeder school' system from primary to secondary schools and it was reaffirmed that Cardiff High applications are considered as a separate application process.*
16. The concerns expressed are set out below and are appraised, clarifying the rationale for decisions and plans for mitigation where appropriate.

Establishment of the proposed new school

Views expressed

17. *The details of the establishment of the proposed new school caused concern throughout the consultation. The views expressed included:*
 - *how the temporary governing body is established;*
 - *options available if the proposal did not go ahead;*
 - *the timescale for establishing a new school including staffing and admissions;*
 - *examples of new successful English-medium primary schools from within the Central South Consortium;*
 - *how many years the temporary accommodation will need to be used for;*
 - *what facilities will be available at the new school and how the site will be managed when the primary school is built.*

Appraisal of views expressed

18. The Council acknowledges the concerns of staff, pupils and parents regarding the timescales for establishing a new school including the leadership and management for the new school to support the quality and standards of education.
19. The temporary governing body appointment process would start early in 2015 subject to approval to proceed to statutory notice and they would be responsible for staff appointments with support from the LA and CSC.
20. The consultation document appraised a number of alternatives as follows:
 - changing catchment boundaries and not changing existing school buildings;
 - changing catchment boundaries and extending existing school buildings; and
 - establish a new 2 form entry school on the Howardian site and change catchment areas.
21. If the proposal were to proceed, the earliest that parents could apply for a place at the school would be May 2015 (subject to the statutory consultation process having been completed).

22. Currently the City of Cardiff Council is the only Council in the Central South Consortium needing to establish new English-medium schools as other Councils are still addressing surplus places. The same principle of establishing a Welsh-medium school would apply to an English-medium school. The Council has established a number of Welsh-medium schools in the last 6 years: Ysgol Glan Ceubal, Ysgol Gymraeg Nant Caerau, Ysgol Pen Y Pil and Ysgol Gymraeg Pen-y-Groes with the majority receiving good in their inspection reports.
23. In their response to the consultation, Estyn's view was that *"the proposal is likely to maintain the current standards of education in the area"*.
24. One of the priorities for the 21st Century Schools programme is to provide Community Focused Schools. If the proposal goes ahead, the details of the school design in respect of this would be discussed with the temporary governing body and newly appointed Headteacher. A list of proposed facilities being considered as part of the design for the new school include:
- Classrooms;
 - Studio;
 - Heads Office;
 - Main Hall;
 - Group Room;
 - Stores;
 - Meeting room;
 - Kitchen/store/office;
 - WC facilities;
 - SEN/Group Room Reception/Admin Changing facilities;
 - SEN/PPA Room Food/DT Room Visitors Lobby/Waiting;
 - Nursery facilities,
 - Cloaks,
 - Staff Room.
25. There is limited capital funding for the new school build but LA Officers are investigating opportunities to provide greater community access. Officers are currently exploring a number of options which include; the relocation of the music provision (currently located in the Howardian Centre) to other retained Council youth provisions across Cardiff, the potential to locate the music studio with another local youth service provider and the potential for Studio 22 to develop as a youth led social enterprise.
26. The City of Cardiff Council has experience in the successful delivery of building projects on occupied sites resulting from the progression of a growing school organisation programme. The school would be established on the Howardian site in existing and/or temporary accommodation. During the construction of the new build accommodation it would need to remain in operation. The Council has experience of delivering new build and refurbishment projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety.

Pupil Projections in the local area

Views expressed

27. *Concerns were raised regarding the credibility of the forecast numbers and that over the past two years pupil numbers forecast for Rhydypenau Primary have been inaccurate.*

Appraisal of views expressed

28. Projections are based on NHS GP registration data and on historic Number on roll and catchment area information taken from the PLASC (Pupil Level Annual School Census) returns. PLASC data is submitted and verified by schools on a specified census date annually and is therefore the most robust source of pupil data.
29. The data included in the consultation document and presented at consultation meetings clearly detailed the numbers of pupils resident in each of the primary school catchment areas, who are enrolled in any primary school of the relevant language medium, rather than the number of pupils enrolled in each school.
30. The council use of data clearly evidences the need to provide additional school places. In their response, Estyn state that the proposal has appropriately recognised that future demand for primary school places is likely to be greater than that available in the area.
31. All information currently available affirms the need to provide additional English-medium primary school places to serve the areas of Cyncoed, Penylan and Plasnewydd.

Staffing

Views expressed

32. *Concerns were expressed regarding the temporary leadership and management arrangements for the proposed new school and the process for the appointment of permanent staff.*

Appraisal of views expressed

33. A current Headteacher of an established Cardiff primary school would have management responsibility until the temporary governing body of the new school appoints a permanent Headteacher. The governing body of the school would need to consider the timescales for the appointment of a Headteacher in order that an appropriate staffing structure may be prepared and appointed to. The Headteacher and governing body would also need to consider the HR policies and procedures that it would adopt in relation to recruitment and once the school is established, in relation to the management of staff.

34. The process for establishing a temporary governing body is set out in guidance. The regulations state that any governor appointed to a temporary governing body must be suitably experienced and this is defined as having either current or previous experience as a governor or temporary governor of a maintained school. Governors are able to serve on two governing bodies and also a temporary governing body. If the proposal goes ahead, this process would start as soon as possible to provide the temporary governing body with time to start the staff recruitment process.

Catchment areas

Views expressed

35. *Concerns were raised regarding the potential implications on catchment areas.*

Appraisal of views expressed

36. The establishment of each individual school catchment area requires the Council to undertake a formal consultation. The Council, in its role as admission authority, consults with schools annually in respect of school admission arrangements, including school catchment areas.
37. Parents may express a preference for a place at any school regardless of where they live and applications would be considered in accordance with the published admissions criteria. Whilst residence in the catchment area is a priority criterion, residing outside of the catchment area does not preclude a pupil from admission.
38. Catchment areas reflect a traditional boundary relative to the location and capacity of a school, and the distribution of demand for admission from its local community at the time of establishment. The catchment areas need to be of a size and geographical area that can sustain schools with the proposed pupil capacities and are sufficiently convenient for the majority of pupils and parents in the locality. The demand and the distribution of both pupils and school places changes over time and catchment areas may therefore be amended to reflect this following consultation.
39. Projections indicate that demand for places at Marlborough from within its catchment will continue to be at high levels in future years and retaining the existing catchment area could therefore result in in-catchment pupils being less able to access a place at their local school. Amending defined catchment areas by adding or removing residential areas must be considered in the context of the wider area, including the supply of and demand for school places, the potential impact upon each school and upon parents.
40. A strategic aim of the Council is to balance the supply of and demand for English-medium primary school places from within each secondary school catchment area. The establishment of a new primary school

would not automatically lead to an increase in the number of children eligible to get into any particular secondary school as the admissions policy is not based on a feeder system; therefore, even if a place is secured within a catchment primary school it does not mean there is an entitlement to a place at a particular secondary school. Instead applications for secondary school are considered specific to where your child lives at the point of application to secondary school.

41. The Council may resolve catchment demand in excess of catchment supply by reducing catchment areas, increasing a school's capacity, or providing a new school.
42. There are new high schools proposed for Cardiff within the life cycle of the Local Development Plan (ending in 2026). As a result secondary school catchment areas across the city are likely to be reconsidered in the future. Decisions regarding secondary school catchment areas would be taken in time to respond to demand appropriately. The immediate priority is to resolve the current insufficiency of places at primary level.

Concerns regarding Admission arrangements

Views expressed

43. *Older pupils should be admitted to the school as soon as it opens rather than the initial intake being for Nursery and Reception age pupils only.*
44. *There were also questions raised about the waiting list for current schools. Concerns were raised over the admissions arrangements and the demand in the area resulting in siblings attending different schools.*

Appraisal of views expressed

45. It is proposed that children be admitted to the Nursery and Reception age groups from September 2015 with the school filling as children move through the age groups. Pupils would not be admitted into older year groups at the outset as this would have a destabilising effect on surrounding schools and could also be difficult to manage in the proposed new school.
46. The application process cannot commence until May 2015 at the earliest. The proposed new school looks to support the demand for places from within the Marlborough Primary and Roath Park Primary school catchment areas, and therefore it is expected that the proposed new school applicants would include those who have not been successful in their applications for those two primary schools.
47. The Admission to Schools 2015/2016: Information for Parents outlined the information for waiting lists:
"Where a place has been refused, the application will be placed on a waiting list. Applications received in the annual allocation of places will remain on the waiting list until the 30 September 2015. Applications

received outside of the annual allocation of places for In Year admissions will remain on the waiting list until the end of the term in the academic year to which the application relates. After this time parents will be expected to make a further application for admission.

“A child’s position on the waiting list may change as applications may be received that have a higher degree of priority under the admission criteria” (page 17).

48. The current City of Cardiff Council admissions oversubscription criteria relating to siblings for primary admissions is as follows:
“2. (a) Where an older sibling was directed by the Council to an alternative school because the alternative school was previously the catchment area school, if the parent desires, the Council will admit younger siblings to the alternative school. This applies only where the older sibling is in attendance at the alternative school during the academic year to which the application relates. In addition the younger sibling must be residing in the same address (or an address within the catchment area that was the subject of the change before it was implemented) that the older sibling was living at the time of the original application” (page 11).

Traffic, transport and parking

Views expressed

49. *Concerns were expressed regarding increased traffic around the proposed site and the congestion that would be caused on surrounding roads, especially Barons Court Road, Hampton Court Road, Hammond Way, Ravenscourt and Turnham Green.*

Appraisal of views expressed

50. It is recognised that there would be potential traffic congestion around the school site at the beginning/end of the school day. However, the Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption. Traffic and transport implications would be considered as part of the Transport Assessment that would be required in order to achieve planning consent for building works.
51. Cardiff’s Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided, any community facilities on site and the catchment area of a school. A Travel Plan is a policy and action plan to:
- manage transport efficiently
 - improve access by all means of travel for employees, visitors, parents and students

- encourage sustainable transport – walking, cycling, public transport and car sharing
 - reduce car use.
52. Cardiff's transport network is under pressure and experiences congestion from commuters driving into the city and people making short local trips by car. Traffic associated with the school run adds to congestion. The City of Cardiff Council's policy is to encourage and promote the increased use of sustainable travel modes and to promote independent travel to school wherever possible.
53. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.
54. Provision of parent parking places is generally not supported by the City of Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools are generally only for staff and to meet operational needs.
55. Any additional concerns raised by the Transport or Highways departments that are not part of the required planning consent would be excluded on the basis that these would be a matter for the Highways department to address in line with their normal development work prioritisation processes.

Concerns regarding the impact on existing local schools

Views expressed

56. *Concerns were raised as to whether the proposal would reduce demand for existing local schools and could have a negative impact on their school budgets.*
57. *Concerns were also raised that by providing an additional 2 FE primary school in Pontprennau as well as an additional 2FE primary school in Penylan there is a risk of over-provision within the area. This could jeopardise the pupil numbers in the existing schools.*
58. *There were concerns that the proposed 96 nursery places was too many.*
59. *There were also concerns expressed concerning the school building conditions and temporary accommodation at existing schools that need work.*
60. *An option was put forward for an alternative proposal to extend Rhydypenau Primary to a 3FE school with investment in the building. It was stated that this would require minimal investment and could be achieved for September 2015 and 2016.*

61. *Estyn have raised concern that the consultation proposals have not identified sufficiently how to manage the risks associated with additional nursery provision and other schools.*
62. *Estyn have identified that the information has not sufficiently demonstrated that the council have considered how surplus places in Albany road primary school (sic), the Welsh medium schools or the faith schools could be used to accommodate future demand for primary school places.*

Appraisal of views expressed

63. One of the priorities for the 21st Century Schools programme is to provide sufficient places to meet demand. The section in the consultation document, 'How would other schools be affected?' outlines the impact on other schools as being minimal. However, demand for places will be monitored and proposals will be developed in the future as appropriate.
64. The proposal for 96 part time equivalent nursery places reflects the number of places needed for a 2FE primary school to accommodate for the rising 4s and rising 3s and funding will be dependent on demand. The nursery would open with a lower number of 48 until the move into permanent accommodation. Numbers will be monitored throughout this period.
65. Cardiff is a growing city and with the proposed new housing developments the need for primary and secondary school provision under continual review city wide. Any further changes in provision would need to go through a separate process.
66. Albany Primary School falls within a separate secondary school catchment area (Cathays High School). Whilst the demand for places in the Albany Primary School catchment area has increased in recent years, projected demand from within the catchment remains below the school's Published Admission Number. However, the supply of places throughout the Cathays High School catchment area (which also includes the primary school catchment areas of Allensbank and Gladstone primary schools) is sufficient to meet demand and has a small proportion of surplus, and this is projected to continue.
67. The proportion of Reception age pupils enrolled in Welsh-medium education resident in the combined area fell from 15.5% in January 2008 to 11.7% in January 2011, and fell further to 10% in January 2013. The proportion of Reception age pupils enrolled in Faith schools fluctuated between 4.8% and 11.7% in the period 2007 – 2013. The demand for Welsh-medium and Faith schools is sufficient for individual school capacity.
68. All information currently available affirms the need to provide additional English-medium primary school places to serve the areas of Cyncoed, Penylan and Plasnewydd.

Concerns regarding what will happen with the Housing development and Public Open Space

Views expressed

69. *The Penylan ward has a dearth of Public Open Space, many hectares below what was formerly called The National Playing Fields Recommendations, and, when Howardian Comprehensive was closed an assurance was given that the open space that is there now would remain in perpetuity for use by local residents.*

Appraisal of views expressed

70. The green space on the site is not held by the Council as formal Public Open Space. The Education Acts empower the Council to provide open spaces, the use of which can be enjoyed by school pupils. The land has not been used for anything more than sporadic public leisure.
71. Under section 106 with new housing developments there is a requirement for open space, for example if 48 units are built on the site then there would be an open space requirement of 0.38ha.

Community Focused Schools

Views expressed

72. *Adult Community Learning and youth facilities should be co-located on the site. This could be achieved by ensuring that the new school is planned according to community focused school design principles.*

Appraisal of views expressed

73. A community focused school is one that provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community which could include adult education, study support, ICT facilities and community sports programmes. These possibilities are currently being explored with ACL, the youth service and partner organisations.
74. Funding delegated to schools for the purpose of providing statutory education cannot be used to subsidise other services.

Concerns regarding the future use of the Howardian Centre

Views expressed

75. *Concerns were raised over the relocation of the current facilities at the centre including the Adult Community Education, Youth Services, Cardiff Print Workshop and Teacher Training.*

Appraisal of views expressed

76. The following services at the centre are being reviewed but it is envisaged that the building will remain until 2018:
77. **Adult Community Education**
The Howardian site is owned by the Council and is currently used to deliver a range of services including Adult Community Learning classes; youth centre facility, large meeting facilities and some office accommodation.
78. Initial feasibility studies indicate the potential to locate the proposed new school so that the Howardian Centre can continue in use thus remaining available for Adult Community Learning (ACL) provision. However, the site has already been identified for potential development under the Housing Partnership Programme. Whilst at present, it is not envisaged such development would take place before 2018 this would require consideration to be given to accommodation for ACL.
79. **Youth Service**
The future of Youth Services is currently being considered as part of a commissioning process. An options paper outlining how Youth Services could be delivered in the future across Cardiff (including information regarding transition from existing service delivery to any new model of youth service provision) is expected to be considered by Cabinet later this year. Following this review consideration would be given to what buildings may be needed should the Youth Centre be demolished.
80. Initial feasibility studies indicate the potential to locate the proposed new school so that the Howardian Centre can continue in use. However, this proposal would result in the demolition of the existing Youth Centre.
81. Set out below are the activities currently accommodated at the Youth Centre.
82. The Duke of Edinburgh Scheme for Cardiff is currently centrally managed from the Howardian Youth Centre. The Scheme stores a large amount of outdoor equipment on site in two large containers. However this could be relocated and there is sufficient time to do this effectively in the event the decision is taken to proceed with this proposal.
83. The Youth Club currently runs for several evenings per week and the music studio in the main Howardian building is also very well used by Youth Services. There is also an Inclusion group that uses the Youth Centre facility once a week. Additionally, the Pupil Referral Unit uses the Youth Centre facilities daily between 9am and 3pm to deliver sessions.
84. Should the Youth Centre be demolished, the Howardian Centre would potentially be available on an interim basis for Youth Services.
85. If the proposal for a new school proceeds, the potential scope for community use including Youth activities would be explored.

86. The PRU would need to be relocated before September 2015.
87. iii). Office Space
The City of Cardiff Council is undertaking a review of Council building and consolidating buildings.

Engagement with children and young people

88. Officers met with pupils from Marlborough Primary School and Roath Park Primary School to explain the proposals and seek their views.
89. **i). Marlborough Primary Pupils Views**
Officers met with 8 pupils from years 5 and 6 at Marlborough Primary. Having explained the proposal, officers asked pupils to list what they felt were the advantages and disadvantages of the proposal. Pupils listed the following as the most important advantages: *“Less pollution”* and *“Less stress for parents and children to get into their chosen school”*. Pupils listed the following as the disadvantages that concerned them the most *“very expensive”* and *“traffic”*.
90. **ii). Roath Park Primary Pupils Views**
Officers met with 12 pupils from years 5 and 6 at Roath Park Primary. Having explained the proposal, officers asked pupils to list what they felt were the advantages and disadvantages of the proposal. Pupils listed the following as the most important advantages: *“Less pollution”* and *“enough schools”*. Pupils listed the following as the disadvantages that concerned them the most *“Not enough places in high school”* and *“impact on younger relatives who might not be able to go to Roath Park primary or Cardiff High School”*.

Reasons for Recommendations

91. To respond to the rising demand for English-medium community primary education in Cyncoed, Penylan and parts of Plasnewydd.
92. There has been an increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd in the past five years. Proportionate demand for English-medium primary school places has also increased in the past three years. Projections indicate that the demand for places in Cyncoed, Penylan and in parts of Plasnewydd will exceed the capacity of local schools in future years.
93. As a temporary measure to meet demand, additional places were provided at entry to schools in Cyncoed utilising existing accommodation in September 2012 and September 2013. However, providing additional places at these schools has not benefited families in the Penylan area who were unable to gain places at their local school. Temporary measures have also been provided for September 2014 which have enabled a greater number of Penylan children to be admitted to their local school however there is limited space and therefore a permanent solution is required.

94. The option consulted on and which is recommended to publish a statutory notice is therefore to establish a new 2FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB from September 2015.

Legal Implications

95. The recommendations seek authority to publish a statutory notice of the proposal, to establish a new 2FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB from September 2015.
96. The recommendation to publish a statutory notice follows a period of consultation undertaken pursuant to the school organisation code. This report (together with the appendices attached to it) represents the consultation report required by the code to be published within 13 weeks of the end of the consultation period (including setting out Estyn's view as provided in the consultation responses of the merits of the proposal).
97. Due regard must be had by the Cabinet to the responses received during the consultation which took place between 22 October 2014 to 03 December 2014 before a decision is taken on whether to publish a statutory notice of the proposals consulted upon (or as may have been modified to reflect the consultation responses). Formal responses to the consultation are attached in Appendix 2.
98. The Council must if it wishes to proceed publish notice of the proposals within 26 weeks of the end of the consultation period (including delivery of hard copies or e-mail links to the relevant website to various statutory consultees). Such a statutory notice must comply with section 48 of the School Standards and Organisation (Wales) Act 2013 (2013 Act) and the School Organisation Code.
99. Following publication there would be a period for objections of at least 28 days following which a further report would need to be made to the Cabinet summarising the statutory objections and the responses to such objections. It would then be for the Cabinet to review those objections and determine having due regard to the objections and the responses to them whether to implement the proposals.
100. In connection with the proposed partial sale of land at the Howardian site it should be noted that the Council has a legal obligation under Section 123 of the Local Government Act to obtain the best consideration reasonably obtainable from its land disposals.

Financial Implications

101. In November 2011, the Council submitted a 21st Century Schools Programme bid to Welsh Government (WG). The level of Capital

investment contained within that Programme (predicated upon 50% WG funding, 50% Authority funding) was approved in principle in December 2011. The full approval of specific grant funding is subject to approval by WG of detailed Business Cases for specific schemes. The 21st Century Schools Programme is being reviewed and amended to address the current priorities of the Authority.

102. A new-build 2FE primary school at Howardian was not included within the original 21st Century Schools Programme bid, and the Education Directorate will therefore need to seek confirmation from WG that they are content for this scheme to be added into the Programme.
103. As referred to in the pre-consultation report – presented to Cabinet in July 2014 – a review of the 21st Century Schools Programme has been undertaken and it is anticipated that this will be reported to Cabinet in February 2015. Positive discussions have taken place with WG, indicating that an increased Capital investment Programme may be able to attract additional WG grant funding, over and above the in-principle approval in December 2011. This is subject to the submission of an updated Strategic Outline Programme to WG.
104. The additional capital grant available could be up to £7.5 million, and this would be predicated upon the Authority identifying an equivalent level of match-funding (to maintain WG's maximum intervention rate of 50%). As highlighted within the pre-consultation report, and the Eastern High School report also presented to Cabinet in July 2014, the Programme has expanded since December 2011 where additional Capital Receipts have been identified. Without the additional WG grant there currently remains a shortfall of £4.5 million against the Howardian Primary School proposal, however it is hoped that the revised Strategic Outline Programme will be able to attract additional grant, and thus make the proposal affordable. If sufficient additional grant is not available, Cabinet will need to consider whether other proposals are displaced to release funds or whether alternative resources can be identified, if the proposal is to proceed. If neither of these options are taken forward then there could be an impact on the Council's overall Capital Programme.
105. If sufficient capital resources are not identified and the scheme does not go ahead then any abortive design or other project costs incurred would become a revenue cost to the SOP Reserve.
106. The grant allocation is also subject to submission by the Authority of detailed Business Cases, and subsequent full approval by WG. The Directorate will need to ensure that expectations arising during the statutory notice period are managed appropriately until the revised Strategic Outline Programme has been endorsed by WG, and until full grant approval is received.
107. The partial sale of land at the Howardian site would generate a Capital Receipt, which can be used to support part of the proposed new-build. An assumed Capital receipt is included within the SOP Consolidated

Financial Model, but until the formalities of the disposal are complete, there remains a risk that the realised value of the receipt may be lower.

108. School budgets are primarily funded by formula funding mechanism which uses as its main driver pupil numbers. Any reduction in pupil numbers of any neighbouring school would reduce the budget share of that individual school.
109. Following conclusion of the statutory notice period Cabinet will need to be presented with robust cost estimates and Financial Implications.

Human Resources Implications

110. A Human Resources Framework has been produced in consultation with key stakeholders including headteachers, governors, representatives of the diocesan authorities and the trade unions. It provides the basis for managing the human resources issues associated with School Organisation Planning and its purpose is to support governing bodies and staff working in schools, through a variety of strategies and with the ultimate aim of minimising compulsory redundancies across schools in Cardiff.
111. There would be a number of Human Resources implications relating to the proposal to establish an English-medium community primary school with nursery provision on the Howardian Community Education Centre.
112. The governing body of the school would need to consider the timescales for the appointment of a Headteacher in order that an appropriate staffing structure may be prepared and appointed to.
113. The Headteacher and governing body would also need to consider the HR policies and procedures that it would adopt in relation to recruitment and once the school is established, in relation to the management of staff. The Council would advocate the adoption of the HR Manual for Schools which has been designed to provide information and guidance to governing bodies, Headteachers and staff, on the human resources issues affecting schools, including a summary of the human resources responsibilities of governing bodies and Headteachers.
114. The full adoption of the HR Manual would ensure that any staffing vacancies at the school would provide opportunities for individuals on the school redeployment register, in line with the Council's Redeployment and Redundancy Policy for schools.
115. There is potential for the establishment of a new school to impact on the catchment areas of other existing schools in the area. If pupil numbers remain similar, the changes in catchment areas for the primary schools should not impact greatly on staffing. Larger changes could be managed through natural turnover of staff and through the effective use of the redeployment process for schools.

Traffic and Transport Implications

116. Traffic and transport implications will be considered as part of the Transport Assessment that will be required as part of the formal planning application and therefore until this is completed it will not be possible to predict the outcomes. The information from this assessment will inform any stipulations made as condition of planning consent should this proposal be permitted to proceed to implementation.
117. Under this proposal there are no plans to change the Council's policy on the transport of children to and from schools. Any pupils affected by these proposals will be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy for school children can be viewed on the Council's website (www.cardiff.gov.uk).
118. In order to fully establish the Transport requirements for the Howardian site, a Transport Investigation is recommended prior to the Transport Assessment required for the planning process.
119. It is assumed that there would be two entrances to the new site, one from Hampton Court Road and one from Hammond Way. These are both residential streets and are cul-de-sacs.
120. School entrances would require adequate School Keep Clear road markings with associated Traffic Regulation Orders in order to ensure the entrances are kept clear of parked vehicles, and allow easy pedestrian access.
121. A 20mph zone would be required in the vicinity of the school entrances to ensure traffic speeds are appropriate for the changes. Traffic calming features may be required.
122. In order to ensure a school site is accessible for pupils walking or cycling to school, the walking routes to the site should be assessed.
123. With regard to access from the wider area, the existing pedestrian crossing facilities at the junction of Colchester Avenue with Pen-y-lan Road are poor and require upgrading. This is a busy junction, which does not currently have controlled pedestrian crossing facilities, and this may be a barrier to pupils walking to school.
124. Similarly, the junctions of Dorchester Avenue and Winchester Avenue with Waterloo Road require improving. The pedestrian facilities are poor at these junctions and could be a barrier to pupils when walking to school. Junction build-outs and speed tables are required to improve the pedestrian facilities.
125. If there are highways improvements that are stipulated as conditions of any planning permission sought these will be addressed and there has been a nominal amount of funds built into the costs of the proposal to cover this in the event the proposal is permitted to proceed.

Environmental Assessments

126. The Statutory Screening Tool (attached at Appendix 4) includes the Equality Impact Assessment (EIA) and Strategic Environmental Assessment (SEA). The SEA carried out in respect of the proposal in accordance with European Legislation concludes that the proposal is compatible with the environmental objectives identified in the SEA of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme. An Environmental Assessment will also be carried out as part of any planning application process.
127. The decision maker must have due regard to the SEA (and other matters referred to in the Statutory Screening Tool) when making decisions.

Admission Arrangements

128. There are no plans to change the Council's policy on the admission of children to schools as a result of this proposal.
129. Admission arrangements for Cardiff schools for the 2015/16 academic year were approved by the Council in early 2014. In accordance with the New School (Admissions) (Wales) Regulations 2006, the Council is consulting on the arrangements which will apply for admissions to the proposed new school.
130. It is proposed that the admission arrangements in the approved policy for existing schools are also applied to the proposed new primary school and that the admission number for the school is 60. As the proposed new primary school, if established, would not have a catchment area at the time of opening the criteria relating to residence in the school's catchment area would not be applicable.
131. Any amendments to admission arrangements such as the establishment and/ or revision of catchment areas could not be implemented until September 2016 at the earliest.
132. If the proposal were to proceed, the earliest that parents could apply for a place at the school would be May 2015 (subject to the statutory consultation process having been completed).
133. Should the proposal to establish a new school proceed, it would be necessary to consult at a later date on revising catchment area arrangements in order to achieve a better match of future catchment populations to the local school capacities.
134. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can also be viewed on the Council's website (www.cardiff.gov.uk)
135. The Council would implement this intake by authorising the admission of pupils in accordance with its published admissions criteria.

Equality Impact Assessment

136. The Council also has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must, in the decision making process, have due regard to the need to (i) eliminate unlawful discrimination (ii) advance equality of opportunity and (iii) foster good relations on the basis of protected characteristics, which are:
- (a) Age
 - (b) Disability
 - (c) Gender reassignment
 - (d) Marriage and civil partnership
 - (e) Pregnancy and maternity
 - (f) Race – this includes ethnic or national origin, colour or nationality
 - (g) Religion and belief – this includes lack of belief
 - (h) Sex
 - (i) Sexual orientation
137. An Initial Equality Impact Assessment has been carried out and is attached. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty.
138. The decision maker must have due regard to the Equality Impact Assessment in making its decision. The Initial Equality Impact Assessment (attached at Appendix 4) concludes that the proposals would not adversely affect a particular group in society. If the proposals were to proceed, further equality impact assessments would be undertaken including an assessment at the design stage.

Sustainability Assessment

139. A Strategic Environmental Assessment (SEA) of the proposals has been carried out in accordance with European Legislation. The assessment confirms that the proposals are compatible with the environmental objectives identified in the SEA of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme. If the proposals were to proceed, an environmental assessment would be carried out as part of the planning process.

Community Impact

140. The following are taken into account when considering a proposal: Public Open space, parkland, noise and traffic congestion. Officers will work with schools and any community groups to ensure that should the proposal proceed it would avoid negative impacts wherever possible. Further information for the impact on traffic and transport can be found in paragraphs 49 to 55; public open spaces can be found in paragraphs 69 to 71; and community services can be found in paragraphs 72 to 74.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Authorise officers to publish a statutory notice to establish a new 2FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB from September 2015.
2. Authorise consultation on catchment area arrangements, as outlined in the consultation document, for implementation should the proposal proceed.
3. Note that prior to implementation of the proposal a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposal.

NICK BATCHELAR

Director
20 January 2015

The following appendices to be attached:

Appendix 1 - Pupil Consultation Methodology
Appendix 2 - Record of Pupil Meeting reports
Appendix 3 - Formal Responses to Consultation
Appendix 4 - Statutory screening tool including Equality Impact Assessment and Strategic Environmental Assessment

The following Background Papers have been taken into account

Cabinet Report - School Organisation Planning: Primary school provision in Cyncoed, Penylan and parts of Plasnewydd: 17 July 2014

Pupil Consultation Methodology

Consultation on the Provision of Additional English-Medium Primary School places in Cyncoed, Penylan and parts of Plasnewydd

Pupil Consultation Methodology

Officers ran consultation sessions with primary aged children at Marlborough Primary and Roath Park Primary.

The sessions opened with a brief explanation of the proposal, the work of the Schools Organisation team and how the consultation works.

This was followed by a short presentation which outlined:

- what the proposal is
- why change is needed
- what schools might look like
- benefits
- disadvantages
- catchment area arrangements
- what happens next

Officers worked with children to identify positive aspects of the proposal and any aspects of the proposal that the children had concerns/worries about.

Following this, the children had the opportunity to prioritise the positive aspects of the proposal and the aspects that were a cause for concern/worry using coloured sports.

Record of Pupil Meeting reports

**Schools Programme
Record of
Pupil Meeting
Marlborough Primary
14.11.14
10 am to 11 am**

Present:

Rosalie Phillips (Project Officer) and Laura Lloyd-Lewis (Project Officer)

Please note: The following is not a transcript but a contemporaneous note of the meeting.

No	Heading	Action
1.	<p>LLL explained why the meeting was being held and the format of the meeting and everyone was introduced.</p> <p>There were 8 pupils at the meeting from Year 5 and 6 from the School Council.</p>	
	<p>LLL explained that pupils could ask questions throughout the session and provided the details of the proposal in a Powerpoint presentation to pupils.</p> <p>The following questions/statements were raised by pupils:</p> <ul style="list-style-type: none"> • Their school was popular and that some children can not go there who want to go there as there are not enough places; • There will be more places at Cardiff High will need more money; • If there are more primary school places would there be enough High school, College and University places; • If there are any changes to the catchment area then it could affect families; • Would their Headteacher be taken away from them to support the new school; • What would happen if the school was not built?; • How will not having older siblings at the new school affect the pupils?; • What would be the school opening times? <p>RP then asked pupils what they felt the advantages were to the proposals.</p> <p>Pupils gave their comments which were recorded on Post It notes and pupils used stickers to mark which ones were the most important advantages.</p> <p>Pupils identified the following advantages:</p> <ul style="list-style-type: none"> • Enough school places; • Less pollution; • Modern buildings; • Less stress for parents and children to get into chosen school; • More time to get to school; • More opportunities; • Space for intervention groups. <p>The most important reason was to have less pollution.</p> <p>RP then asked pupils what they felt the disadvantages were to the proposals.</p>	

No	Heading	Action
	<p>Pupils gave their comments which were recorded on Post It notes and pupils used stickers to mark which ones were the most important disadvantages.</p> <p>Pupils identified the following disadvantages:</p> <ul style="list-style-type: none"> • Very expensive; • May not have enough pupils; • Community may not want school; • Building work; • Using up land; • School should be reception to Year 6; • Traffic. <p>The most important reason was it was very expensive.</p> <p>LLL thanked the pupils for being very interactive with lots of ideas and for taking the time to meet with officers.</p> <p>Meeting ended at 11 am.</p>	



Schools Programme
Record of
Pupil Meeting
Roath Park Primary
17.11.14
9.30 am to 10.30 am



Present:

Rosalie Phillips (Project Officer) and Laura Lloyd-Lewis (Project Officer)

Please note: The following is not a transcript but a contemporaneous note of the meeting.

No	Heading	Action
1.	<p>LLL explained why the meeting was being held and the format of the meeting and everyone was introduced.</p> <p>There were 12 pupils at the meeting from Year 5 and 6 from the School Council.</p>	
	<p>LLL explained that pupils could ask questions throughout the session and provided the details of the proposal in a Powerpoint presentation to pupils.</p> <p>The following questions/statements were raised by pupils:</p> <ul style="list-style-type: none"> • Their school was popular and that some children can not go there who want to go there as there are not enough places; • There will be more places at Cardiff High will need more money; • If there are more primary school places would there be enough High school, College and University places; • If there are any changes to the catchment area then it could affect families; • Would their Headteacher be taken away from them to support the new 	

No	Heading	Action
	<p>school;</p> <ul style="list-style-type: none"> • What would happen if the school was not built?; • How will not having older siblings at the new school affect the pupils?; • What would be the school opening times? <p>RP then asked pupils what they felt the advantages were to the proposals.</p> <p>Pupils gave their comments which were recorded on Post It notes and pupils used stickers to mark which ones were the most important advantages.</p> <p>Pupils identified the following advantages:</p> <ul style="list-style-type: none"> • Enough school places; • Less pollution; • Popular city / lots of people want to live here; • Healthier to walk; • Smaller waiting list; • More prosperity; • School won't be overcrowded; • Less traffic / safer roads; • Short distance to school; • Enough schools. <p>The most important reason was to have less pollution and enough schools.</p> <p>RP then asked pupils what they felt the disadvantages were to the proposals.</p> <p>Pupils gave their comments which were recorded on Post It notes and pupils used stickers to mark which ones were the most important disadvantages.</p> <p>Pupils identified the following disadvantages:</p> <ul style="list-style-type: none"> • Not enough places in high school; • Neighbours might not like it; • Parents need to get to work – traffic congestion; • Friends - go to different reception classes / schools; • Loss of open space; • Impact on younger relatives. <p>The most important reason was it was not enough places in high school and impact on younger relatives.</p> <p>LLL thanked the pupils for being very interactive with lots of ideas and for taking the time to meet with officers.</p> <p>Meeting ended at 10.30 am.</p>	

We write in response to the 21st Century Schools Consultation Document entitled: "The Provision of Additional English-Medium Primary School Provision in Cyncoed, Penylan and parts of Plasnewydd."

As elected Councillors for Penylan, we broadly support the principle underlying the proposals outlined in the consultation document – which is to ensure a sufficiency of primary school places to meet the demand in the Penylan area.

In response to the consultation document we wish to make the following points:

- We acknowledge that the Council's Schools Service is having to respond to a volatile and rapidly changing demographic situation in Penylan and that, of necessity, the proposals contained in the consultation document will need to be implemented to a time-scale and in circumstances that are less than ideal.
- One of the consequences of this is that interim arrangements will need to be made and it will not prove possible for parents to express a preference in the normal way to send their children to the temporary nursery and reception classes that will be located on the Howardian Centre site in September 2015. We understand that parents should express a preference to send their children to an existing school and that, should the Council's Cabinet approve the proposals in May 2015, parents would then be able to lodge applications for the temporary classes which would be allocated according to the Council's published admissions policy which gives a high priority to proximity considerations. In order that parents living in the existing Marlborough Primary School catchment area do not lose out on places for their children at the temporary provision by default, **we recommend that every family living in the Marlborough Primary School catchment area receives a letter from the Council inviting them to apply for a place at the new temporary provision after the Cabinet decision in May 2015.** Whilst we accept that this will place an additional administrative burden on the Council's Schools Service, we feel it is essential that every family is alerted to the fact that they are eligible to apply for a place for their children at a local school.
- We note that the time-scale for the creation of new school catchment areas and possible consequent adjustments to adjoining school catchment areas is such that the new school in Penylan may not have a dedicated catchment area until September 2017 or later. If this is the case, it is likely that there will be continuing confusion about admission arrangements to primary schools in Penylan for some years. **We recommend that letters are sent to parents living in the catchment area of Marlborough Primary School reminding them of the exceptional arrangements for admission to the new school until such time as a permanent catchment area has been established.**
- We recognise that the unprecedented demand for school places in the Penylan area will impact upon the ability of the local secondary school (Cardiff High School) to make adequate provision in the medium term. Whilst this is beyond the scope of the current consultation document, it is an associated issue which is likely to cause uncertainty and anxiety to families living in the area. **We, therefore, recommend that the Council's Schools Service brings forward proposals to address the increasing pressure on Cardiff High School to accommodate rising pupil numbers at the earliest possible opportunity in order to remove uncertainties within the community and address the concerns that will inevitably arise.**

- We note that the interim arrangements for the creation of a new primary school in Penylan may involve the implementation of a temporary management structure at the school. **It is our express wish that any such arrangements do not impact adversely upon the management and day to day operation of Marlborough Primary School.**
- Subsequent to the publication of the consultation document, it has been confirmed that, due to procurement and tendering lead in times, it will not prove possible to complete the first phase of building at the permanent school by September 2016 and that September 2017 is the earliest date by which such provision is likely to be completed. This will mean that temporary provision will need to be made in September 2016 for nursery, reception and year 1 pupils. **It is our expectation that the temporary accommodation provided will be of the highest standard, whether it is housed in the existing Howardian Centre or in alternative buildings, and that the educational facilities on offer to the pupils will be at least on a par with those available to pupils in permanent accommodation elsewhere.**
- The protracted procurement and construction phase associated with the delivery of permanent school accommodation has the potential to create a disruptive school environment which would not be conducive to effective teaching and learning. **It is essential that the Council's Schools Service carefully manages the sequencing of building activities on the site in such a manner as to reduce to an absolute minimum the potential of such activities to compromise the standard and quality of the pupils' education.**
- The time-scale within which the temporary school provision has to be made – i.e. between the Cabinet meeting in May 2015 and the opening of the temporary accommodation in September 2015, is such that exceptional arrangements will need to be put in place to ensure that appropriate and suitable accommodation is provided and that appropriately qualified and experienced staff are in post. **It is our expectation that the standard and quality of education on offer to pupils attending the temporary school is not, in any way, compromised by the contracted time-scale in which the school will need to be operational. We assume that timely arrangements will be put in place to ensure the creation of a temporary governing body.**
- It is apparent that the Council intends to enter into a housing partnership arrangement in respect of the portion of the Howardian Centre site not required for the new school and that residential development is likely to take place post 2018. The consequent demolition of the Howardian Centre, together with the proposed closure of the Howardian Youth Centre will result in the withdrawal of valued Adult Community Learning (ACL) facilities and youth provision from Penylan. **It would, therefore be our preferred option that the new school be provided in tandem with ACL and youth facilities co-located on the site. This could be achieved by ensuring that the new school is planned according to community focussed school design principles. The concept of community focussed schools has a long history in England and Wales. The Welsh Government's paving document, "The Learning Country", expresses the ambition that schools should be at the heart of their communities. Specific guidance on community focussed schools in Wales is provided in the NAFW Circular No. 34/2003 – which outlines how all schools in Wales should build on existing provision to offer additional services and activities to their pupils, families and wider communities. In England, the concept has been taken a stage further and the "English Extended Schools" policy declares that schools must provide a "core offer" of a varied range of activities**

including study support, childcare, activity clubs, parenting/family support, easy access specialist services and community access to school facilities. The construction of a new primary school in Penylan will provide the opportunity to embrace the community focussed school principle by incorporating design features that provide the necessary physical attributes to enable the school to be used for community purposes both during and beyond the school day. The opportunity must not be passed up to foster close working relationships between a range of services, including Schools, Lifelong Learning, the Youth Service and Leisure, to eliminate duplication of provision whilst delivering these services in a more streamlined and cost-effective way.

- It is our expectation that the new school buildings will be fully compliant with the Disability Discrimination Act and that they will conform with the recommendations of the South Wales Fire & Rescue Authority – that all new schools incorporate a comprehensive fire sprinkler system.
- We note the comments in the consultation document (at page 18) which identify the potential for increased traffic congestion around the school site at drop off and pick up times. This is a legitimate concern. It is our view that very careful consideration needs to be given to the location of the main vehicular access gates to the new school and the impact this is likely to have upon traffic circulation in the area. In planning the management of traffic generated by the school, it is important that consideration is given to other likely future developments in the area which might have an impact on traffic circulation. For example, the remainder of the Howardian Centre site is earmarked for a housing partnership scheme post 2018 and the likelihood is that this will be accessed via Hampton Court Road – thus generating significant additional traffic along that thoroughfare. Hammond way is a fairly wide carriageway that currently serves the Howardian Centre. The junction of Hammond Way and Colchester Avenue is regulated by traffic signals. Hammond way is, however, a cul-de-sac and, if it did provide the main vehicular route-way to the new school, it would be desirable if a traffic circulatory system could be provided within the school grounds, with designated drop off and pick up points, in order to avoid vehicles engaging in reversing manoeuvres near the school entrance.
- Every opportunity should be taken to encourage pupils to walk to and from the new school and this must include the implementation of measures that will enhance pedestrian safety in the area. In this respect, we support the comments on page 24 of the consultation document that refer to the need to introduce signage, road markings and a 20 mph zone.
- We also support the comments that stress the need to consider measures in the wider area – including the upgrading of the pedestrian facilities at the junction of Colchester Avenue and Penylan Road and the implementation of measures to improve pedestrian safety at the junctions of Waterloo Road and Dorchester Avenue/Winchester Avenue.
- We note that the disposal of the land at the Howardian Centre site for housing may secure a capital receipt for the Council which could be used, in some measure, to meet the cost of pedestrian and transport facilities. Also, it may be possible to enter into a Section 106 agreement with the future developers of the site to secure additional funding towards such schemes.

We are grateful for the opportunity to comment on the proposed provision of additional primary school provision in the Penylan area and trust that our comments will receive serious consideration as part of the decision making process.

Councillor Joe Boyle
41, Axminster Road,
Penylan,
Cardiff,
CF23 5AR

Councillor Patricia Burfoot,
12, Barons Court Road,
Penylan,
Cardiff,
CF23 9DF

Councillor Bill Kelloway,
40, Dan-Y-Coed Road,
Cyncoed,
Cardiff,
CF23 6NB

County Councillors - Penylan



Cardiff Council
School Organisation Planning Team
Room 219
County Hall
Cardiff CF10 4UW

Schoolresponses@cardiff.gov.uk

Our Ref: 125010/CC/Education

Date: 3rd December 2014

Dear Sir or Madam

21st CENTURY SCHOOLS CONSULTATION DOCUMENT 2014
**The Provision of additional English-Medium primary School Provision in
Cyncoed, Penylan and parts of Plasnewydd.**

We are aware of the increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd and that many parents living in the relevant catchment areas are unable to secure places for their children.

We note that, whilst the demand for places in the Albany Primary School catchment has increased, and has been fully subscribed at entry in recent years, projected demand from within the catchment remains below the school's Published Admission Number, and the supply of places throughout the Cathays High School catchment areas is sufficient to meet current and projected demand.

However, the primary schools within the Cardiff High School catchment area are over-subscribed with applications from both catchment and out of catchment children, and families who have moved into some new build properties, and into the relevant catchment areas after the initial application for places has been determined, who have been refused admission.

This demand for places within these primary schools also impacts on the capacity of Cardiff High and we are aware that this is already causing concern for families living in its catchment area. We appreciate this is not the subject of the current consultation but, to help allay those concerns, we trust the Council will submit proposals as to how this will be addressed as soon as is practicably possible

Jenny Willott MP
38 The Parade
Cardiff
CF24 3AD
Tel: 029 2046 22756

Eluned Parrott AM
38 The Parade
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The demand for primary school places from families living in Cyncoed has been partially met by utilising existing accommodation, which has also enabled children living in Pentwyn and Pontprennau, who live in closer proximity to the schools, to be admitted to Lakeside and Rhydypenau Primary Schools.

However, the temporary measures provided for families living in Penylan and parts of Plasnewydd have not met demand, as this has risen by a greater proportion, which Marlborough and Roath Park Primary Schools are unable to meet. This has impacted on schools in neighbouring catchment areas, such as Albany, Stacey and Gladstone Primary, which have also been fully subscribed at entry in recent years.

A permanent solution is, therefore, required and we welcome the proposal to establish a new 2 FE school providing two classes of 30 children in each year group serving the age range of 3-11 years on part of the site of the Howardian Community Education Centre in Hammond Way from September 2015.

We understand this will enable the admission of 60 pupils at entry to Reception year and up to 96 part-time nursery places, who will be accommodated in existing buildings and/or temporary accommodation as appropriate during the construction of a new build school.

We trust the temporary accommodation will be of a high standard and the construction of the new building will not adversely affect the pupils' education. We also trust the transitional management arrangements will be satisfactory for the operation of both schools.

We appreciate that, owing to time restrictions, interim arrangements will have to be introduced that will not enable parents to express a preference in the normal way as to whether they would wish their children to attend the existing Marlborough and Roath Park Primary Schools or the new Howardian School. We would, therefore, request that every family living in these two school catchment areas, but who have not secured a place at either of them for September 2015, be invited to apply for a place at Howardian. This will ensure that they do not lose a place at Howardian by default. We would also ask that letters be sent to parents living in the Marlborough and Roath Park Primary School catchment areas to remind them of the interim admission arrangements until the new catchment area has been established.

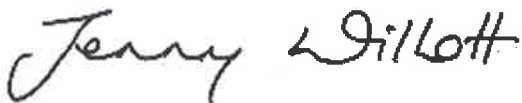
We are, of course, mindful of the fact that this development will involve the demolition of the buildings accommodating the popular Adult Community Learning (ACL) facilities and youth provision. The Welsh Government supports community focussed schools and has provided guidance as to how all schools in Wales should offer additional services and activities to their pupils, families and wider communities.

We trust that accommodation for these facilities will be included in the plans for the new school buildings and they will also comply with the latest DDA requirements and incorporate a fire sprinkler system.

We note that it is assumed that there would be two entrances to the new site; one from Hampton Court Road and one from Hammond Way. As stated, these are both residential streets and cul-de-sacs and we are conscious of potential increased traffic congestion, especially around school commuting times. This is an issue of concern that has been raised with us by local residents.

Obviously, families should be encouraged and facilitated to walk to and from the new school but the designated main vehicular access will have to be seriously considered and carefully implemented, especially in view of proposed future housing developments on the same site, which will also generate an increase in traffic.

Yours sincerely



Jenny Willott MP
Member of Parliament
Cardiff Central



Eluned Parrott AM
Regional Assembly Member
South Wales Central

Estyn response to the proposal by Cardiff council to establish a new 2 form entry English-medium primary school on part of the site of the Howardian Community Centre

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Introduction

This is a consultation proposal from Cardiff council.

The proposal is to provide sufficient capacity to meet the increasing English-medium community pupil demand within the local area by:

- establishing a new 2 form entry English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre from September 2015;
- admitting 60 pupils at entry to Reception Year;
- including up to 96 part time nursery places; and
- establishing an existing and/or demountable accommodation during construction of a new build school.

At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.

Summary/ Conclusion

The proposer has set out a clear rationale for addressing the increase in demand for primary school education in the area and how the proposal intends to meet this demand. However, this proposal was not included in the original 21st Century

Schools Programme bid, and the proposer will therefore need to seek confirmation from Welsh Government that they are content for this scheme to be added into the Programme

It is Estyn's opinion that this proposal is likely to maintain the current standards of education in the area.

Description and benefits

The proposer has provided a clear rationale for the proposal i.e. that a new primary school is needed to address the increase in demand for English medium primary school places in the area.

The proposer has appropriately outlined the expected benefits of the proposal which include ensuring that there is sufficient capacity to meet the increasing English-medium pupil demand within the local area. However it has only identified two potential disadvantages of the proposal which are around disruption caused by traffic and building works. It does not appear to have given sufficient consideration to the disruption caused to the services currently provided at the Howardian centre including adult and community learning, the youth club and the pupil referral unit.

The proposer has suitably considered how the proposals impact on nursery provision and other schools in the area. It has identified risks associated with the proposals but not identified sufficiently how they will manage those risks.

The proposer has suitably considered different options and the potential advantages and disadvantages of each option when compared with the status quo. It has demonstrated why the preferred option was chosen based on the large number of advantages and few disadvantages.

The proposer has appropriately considered that any pupils affected by this proposal as a result of catchment area changes would be offered the same support with transport as is provided throughout Cardiff and in accordance with the Council's transport policy for school children. The council has carried out an initial equality impact assessment and recognised that there is a potential impact on all groups that use the Howardian site.

The proposer has presented a clear breakdown of schools and their capacity in the area as well as the projected pupil demand over the next few years. The proposer has appropriately recognised that future demand for primary school places is likely to be greater than that available in the area. However, the proposer has not sufficiently demonstrated that they have considered how surplus places in Albany road primary school, the Welsh medium schools or the faith schools could be used to accommodate future demand for primary school places.

The authority has stated that there will not be any negative impact on the Welsh Language as a result of these proposals. There appears to be sufficient places in

Welsh medium schools in the area to meet the projected demand. However it isn't clear from the proposal whether the council has undertaken an analysis of the projected demand for Welsh medium education in the area.

Educational aspects of the proposal

The proposer has considered appropriately the outcomes of recent relevant Estyn inspection reports and has provided the consortium categorisation of two local schools. The proposer's summary of outcomes at both schools is concise and clear. Estyn's data analysis supports the local authority's analysis, however the proposer has not considered how these schools compare with other schools with similar levels of free school meal entitlement. The proposer states that the proposed establishment of the new build school would attract high quality leadership, management and teaching. However this has not always been the case when new schools have opened in the authority.

The proposer has suitably considered the impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase and at each key stage. The proposer states that the proposal would mean that pupils would be educated in high quality modern buildings which would be able to support the delivery of a broad and balanced curriculum including the requirements of the National Curriculum and the full Foundation Phase. This assertion is reasonable.

The proposer has recognised that the pupil referral unit would need to be relocated, however no detail of how this will be undertaken is provided. The proposer appropriately states that if the proposal were to proceed, further equality impact assessments would be undertaken including an assessment on the design for any new build accommodation or refurbishment/ adaptation of existing accommodation.

The proposer has not identified any negative impact on learner travel arrangements. However, it has identified potential issues around transport, walking routes and pedestrian crossing facilities. The proposer appropriately intends to investigate these areas further should the proposals proceed.

**Rhydypenau
Primary School
& Nursery Unit**



**Ysgol Gynradd
Rhydypenau ac
Uned Feithrin**

Headteacher
Prifathrawes: **Mrs Carolyn A. Evans** B.Ed., Dip.Maths., Dip.Eng.

24th November 2014

School Organisation Planning Team
Room 219
County Hall
Atlantic Wharf
CARDIFF
CF10 4UW

**Consultation on proposals to establish a 2 form entry school on the site of
Howardian: a response from the governors of Rhydypenau Primary School.**

At a recent meeting, governors expressed strong concerns about the proposed primary school to be established within the site of the Howardian Centre.

Their main concerns are detailed below:

1. Governors question the reliability of the data:

While data will undoubtedly have been collected and processed by appropriate methodology and therefore be considered entirely valid, our own experience leads us to question the credibility of the forecast numbers. Over the past 2 years, pupil numbers forecast for our school have been grossly inaccurate:

For example, in February 2013:

- Numbers forecast for September 2013 were 75 pupils within catchment
There were in fact 60.
- Numbers forecast for September 2014 were 86 within catchment
There were in fact 60 applications
- Numbers forecast for September 2015 are 69 pupils within catchment
- Numbers forecast for September 2016 are 93

Governors would appreciate a response to this.

Cardiff County Council Cyngor Sir Caerdydd

2. The table on page 7 of the consultation document describes the buildings at Rhydypenau Primary as satisfactory:

The council is aware that Rhydypenau Primary School has an excellent record of success. However, over half of our 500 children are in currently educated in temporary buildings, many dating back to the 1940s. The school has been forced to accommodate at least 60% of its pupils in temporary buildings for the past 25 years.

Governors would appreciate a response to this.

3. Governors question whether there is a need for an additional 2 form entry school, in addition to the school due to open in Pontprennau in September 2015.

Governors believe that there is a risk of over-provision within the area. They question whether there will be a risk of other primary schools within the catchment area of Cardiff High School losing children to the new school, thereby jeopardising numbers at these existing schools.

Governors would like the council to consider an investment in the buildings of Rhydypenau Primary, enabling them to accommodate at least one additional class each year. This could be achieved in September 2015 and 2016 with minimal investment, affording opportunities for the LA to plan an additional build in time for September 2017 and make the necessary consultations re catchment areas. Arguably, this alternative plan would make more efficient use of Local Authority and Welsh Government resources in a time of financial austerity.

Governors would appreciate a response to this.

Yours sincerely



Nonny Matthewson
Chair of Governors

Cardiff Council Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - Equality Impact Assessment**
- **Welsh Government's Sustainable Development Bill**
- **Welsh Government's Statutory Guidance - Shared Purpose Shared Delivery**
- **United Nations Convention on the Rights of the Child**
- **United Nations Principles for Older Persons**
- **Welsh Language Measure 2011**
- **Health Impact Assessment**
- **Habitats Regulations Assessment**
- **Strategic Environmental Assessment**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: siadavies@cardiff.gov.uk. Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**



Statutory Screening Tool

<p>Name of Strategy / Policy / Activity: Primary school provision in Cyncoed, Penylan and parts of Plasnewydd</p>	<p>Date of Screening: December 2014 (update)</p>
<p>Service Area/Section: Education & Lifelong Learning Attendees: Self assessment</p>	<p>Lead Officer: Nick Batchelar</p>
<p>What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function</p> <p><u>Proposal</u></p> <p>To provide sufficient capacity to meet the increasing English-medium community pupil demand within the local area by:</p> <ul style="list-style-type: none"> • Establishing a new 2 FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB (formerly Howardian High School) from September 2015 • The school to admit 60 pupils at entry to Reception Year • The school to include up to 96 part time nursery places • The school to be established in existing and/or demountable accommodation during construction of a new build school. <p>At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.</p>	<p>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</p> <p>There has been an increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd in the past five years. Proportionate demand for English-medium primary school places has also increased in the past three years.</p> <p>Projections based upon NHS data received in 2013 indicate that the number of English-medium community places entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available.</p> <p>When considering likely demand for places across the area a number of factors have been used to inform projections and forecasts, including:</p> <ul style="list-style-type: none"> • Recent and historic populations known to be living in each area utilising NHS data • Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools • Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places. <p>Forecasts have been prepared based on:</p> <ul style="list-style-type: none"> • likely demand if take up patterns were to remain consistent with the most recent years applying these trends to the relevant populations coming through in future years. • known populations along with a potential 3.6% annual uplift in English-medium places by comparison with recent take up patterns between 2011-2013 across the combined Marlborough and Roath Park catchment area <p>Taking all relevant factors into account a 3.6 % uplift is considered the most appropriate.</p>

In addition, forecasts have taken into account:

- current residential populations with the 3.6% uplift in English-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in the Appendices of the Cabinet Report: 'Schools Organisation Planning - Primary school provision in Cyncoed, Penylan and parts of Plasnewydd' July 2014.

Summary forecasts of demand for places at entry to Reception

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of 62 - 87 Reception places in the Cardiff High School catchment area based on existing housing. There is a projected shortfall of English-medium places in the Marlborough and Roath Park catchment areas and a broad balance in the supply of and demand for English-medium places in the Lakeside and Rhydypenau Primary School catchment areas.

When compared to the existing supply of places at Reception age, projections for September 2015 and 2016 indicate:

- a deficit of 52 English-medium community school places in September 2015, rising to a deficit of 60 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the take-up of places continue at existing levels
- alternatively, a deficit of 73 English-medium community school places in September 2015, rising to a deficit of 85 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the uplift of 3.6% in the take-up of English-medium places continue
- A surplus of 3 English-medium community school places in September 2015, followed by a deficit of 2 places in the combined Lakeside and Rhydypenau catchment areas.

Howardian site

The Howardian site has been identified as a potential site for housing. It is proposed that the new school is established on part of this site.

Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:	
+	Positive contribution to the outcome
-	Negative contribution to the outcome
ntrl	Neutral contribution to the outcome
Uncertain	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
1.1	<p>People in Cardiff are healthy; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i> <i>vulnerable citizens and areas of multiple deprivation</i> <i>Addressing instances of inequality in health</i> <p>People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> 	x			<ul style="list-style-type: none"> See 1.2 below – encouraging walking, cycling and use of public transport See 1.3 below re crime prevention - Secure by Design
	<ul style="list-style-type: none"> <i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i> 	x			<ul style="list-style-type: none"> Any standalone new build accommodation should achieve an overall rating of BREEAM 'Excellent' for the project. If possible, Passivhaus design principles and methodology would be applied and adopted which result in facilitating most of the school classroom windows facing North/South orientation, limiting and optimising summer and winter sun respectively. This minimises the use of energy for heating or cooling a room. The wall construction and key junction details would be carefully developed to achieve a highly air tight building. Wherever possible the design would promote, specify and use locally sourced materials which have a commitment to sustainability and the environment. The limited scope for parking would encourage walking and cycling to school. Consideration would be given to improving the road, infrastructure, walking routes and public transport. A travel plan would be submitted along with the planning

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl Un- Crtn	
<ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) reducing consumption and encouraging waste reduction, reuse, recycling and recovery 			x	<p>application, detailing proximity to public transport and walking and cycling routes.</p> <p>As part of the BREEAM process, an acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of the proposed school. A further report would be prepared for the proposal in line with the BB93 Acoustics for School requirements.</p> <p>The following could be incorporated into the design of the scheme:</p> <ul style="list-style-type: none"> Sustainable urban drainage system Solar hot water Photovoltaic Natural Ventilation Control of solar gains Rainwater Harvesting A or A+ rated materials in accordance with BRE Green Guide to Specification <p>Cardiff Council, Waste Management would advise on the provision of waste and recycling collection at the site.</p>
<ul style="list-style-type: none"> encouraging biodiversity 			x	<p>A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.</p> <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p>
1.3 People in Cardiff are safe and feel safe;	x			The South Wales Police's Crime Prevention Design Advisor

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
	<p>Consider the potential impact on</p> <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse 				would be consulted and the recommendations considered and incorporated where practicable. It is the aim that the building would meet the Secure by Design standard.
1.4	<p>Cardiff has a thriving and prosperous economy; Consider the potential impact on</p> <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete 	x			<p>The school would provide employment.</p> <p>Consideration would be given to using local sub-contractors and suppliers.</p>
	<p>People in Cardiff achieve their full potential; Consider the potential impact on</p> <ul style="list-style-type: none"> promoting and improving access to life-long learning in Cardiff raising levels of skills and qualifications giving children the best start improving the understanding of sustainability addressing child poverty (financial poverty, access poverty, participation poverty) the United Nations Convention on the Rights of a Child and Principles for Older persons 	x			<p>The facility would provide education (every child has the right to education)</p> <p>Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.</p> <p>Potentially the school buildings could be used to deliver community provision including life-long learning activities outside of school hours.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to the accommodation used to establish the school in the first instance and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
1.6	<p>Cardiff is a Great Place to Live, Work and Play <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> • promoting the cultural diversity of Cardiff • encouraging participation and access for all to physical activity, leisure & culture • play opportunities for Children and Young People • protecting and enhancing the landscape and historic heritage of Cardiff • promoting the City's international links 			x	Using the Council's online sources there are no cultural heritage receptors recorded within the site boundary.
1.7	<p>Cardiff is a fair, just and inclusive society. Consider the potential impact on</p> <ul style="list-style-type: none"> • the elimination of discrimination, harassment or victimisation for equality groups • has the community or stakeholders been engaged in developing the strategy/policy/activity? • how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)? 	x			<p>See Equality Impact Assessment below and attached.</p> <p>Recruitment of school staff: The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p> <ul style="list-style-type: none"> - Engagement through public consultation with relevant stakeholders - Design Commission for Wales (DCfW) Review Panel - The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) that includes representatives from external groups would be given the opportunity to comment at the design stage. - Relevant departments in the Council - South Wales Police's Crime Prevention Design Advisor - Ecological Appraisal - external surveyors if appropriate
EQUALITY IMPACT ASSESSMENT (This is attached on page 12)					
1.8	<p>The Council delivers positive outcomes for the city and its citizens through strong partnerships <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> • strengthening partnerships with business and voluntary sectors 			x	<p>Modern school facilities can provide flexible spaces for partnership working (integrated services) and use as valuable community assets (potential for efficiency savings).</p> <p>This has been observed at a recently completed template school;</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
<ul style="list-style-type: none"> the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings 				Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.

SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):				
<p>Economic</p> <ul style="list-style-type: none"> The school would provide employment. Consideration would be given to using local sub-contractors and suppliers. Potential efficiencies if the school facilities were used to deliver community provision outside of school hours. <p>Social</p> <p>Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential. There could be the potential for community use of school facilities outside of school hours. The proposal should have a positive impact on the environment and the health and well-being of pupils. The new proposal would establish primary school provision to serve the local area. This should minimise the outflow of pupils to other areas of Cardiff thereby reducing the use of cars or public transport and encouraging walking and cycling to and from school.</p> <ul style="list-style-type: none"> Secure by Design Accessibility has been considered. See Equality Impact Assessment section 3.2. <p>Environmental sustainability</p> <ul style="list-style-type: none"> It is proposed that the design achieves BREEAM Excellent or above. The limited scope for parking would encourage walking and cycling to school. Consideration would be given to improving the road infrastructure, walking routes and public transport. A travel plan would be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes. A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application. 				

WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:

Recommendations made in the Equality Impact Assessment /Traffic Assessment at the design stage and any Ecological appraisal would be taken into account in the planning application Design & Access Statement and any Environmental Assessment respectively.

Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?	x	
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

Is a Full Strategic Environmental Assessment Screening Needed? <ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 	Yes	No X An SEA has been undertaken (attached)
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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email biodiversity@cardiff.gov.uk

Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government's Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff's own integrated plan; "What Matters".*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*



<p>Policy/Strategy/Project/Procedure/Service/Function Title:</p> <p>Primary school provision in Cyncoed, Penylan and parts of Plasnewydd</p>
<p>New/Existing/Updating/Amending</p> <p>Proposal stage (update following public consultation)</p>

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Janine Nightingale	Job Title: Head of Schools Organisation, Access & Planning
Service Team: Schools Organisation Planning (SOP)	Service Area: Education
Assessment Date: December 2014	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

<p><u>Proposal</u></p> <p>To provide sufficient capacity to meet the increasing English-medium community pupil demand within the local area by:</p> <ul style="list-style-type: none"> • Establishing a new 2 FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB (formerly Howardian High School) from September 2015 • The school to admit 60 pupils at entry to Reception Year • The school to include up to 96 part time nursery places • The school to be established in existing and/or demountable accommodation during construction of a new build school. <p>At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.</p>
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2. **Please provide background information on the Policy/ Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

(What is the basis for the proposal?)

Projections based upon NHS data received in 2013 indicate that the number of English-medium community places entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available.

When considering likely demand for places across the area a number of factors have been used to inform projections and forecasts, including:

- Recent and historic populations known to be living in each area utilising NHS data
- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools
- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places.

Forecasts have been prepared based on:

- likely demand if take up patterns were to remain consistent with the most recent years applying these trends to the relevant populations coming through in future years.
- known populations along with a potential 3.6% annual uplift in English-medium places by comparison with recent take up patterns between 2011-2013 across the combined Marlborough and Roath Park catchment area

Taking all relevant factors into account a 3.6 % uplift is considered the most appropriate.

In addition, forecasts have taken into account:

- current residential populations with the 3.6% uplift in English-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in the Appendices of the Cabinet Report: 'Schools Organisation Planning - Primary school provision in Cyncoed, Penylan and parts of Plasnewydd' July 2014.

Summary forecasts of demand for places at entry to Reception

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of 62 - 87 Reception places in the Cardiff High School catchment area based on existing housing. There is a projected shortfall of English-medium places in the Marlborough and Roath Park catchment areas and a broad balance in the supply of and demand for English-medium places in the Lakeside and Rhydypenau Primary School catchment areas.

When compared to the existing supply of places at Reception age, projections for September 2015 and 2016 indicate:

- a deficit of 52 English-medium community school places in September 2015, rising to a deficit of 60 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the take-up of places continue at existing levels

- alternatively, a deficit of 73 English-medium community school places in September 2015, rising to a deficit of 85 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the uplift of 3.6% in the take-up of English-medium places continue
- A surplus of 3 English-medium community school places in September 2015, followed by a deficit of 2 places in the combined Lakeside and Rhydypenau catchment areas.

Howardian site

The Howardian site has been identified as a potential site for housing. It is proposed that the new school is established on part of this site.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
3 to 11 years	+ve in terms of the provision of a new primary school		
11 to 18 years	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.		
18 - 65 years			
Over 65 years			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Educational provision (Age 3-11)

This proposal would provide:

- Sufficient capacity to meet the increasing English-medium community pupil demand within the local area.
- High quality, sustainable modern buildings which would be able to support the delivery of a broad and balanced curriculum.
- A 2FE primary school. When compared with smaller schools:
 - the scale of a two form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base.
 - A two form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
 - The ability to employ more teaching and support staff would allow the two form entry school to cover a wider range of curriculum expertise.
- The provision of nursery places makes it possible for a child to remain on the same site and in familiar surroundings for their primary education (subject to a successful application to the primary school).

Impact on the delivery of education (Age 3-11)

The school would be established on the Howardian site in existing and/or temporary accommodation. During the construction of the new build accommodation it would need to remain in operation. The Council has experience of delivering new build and refurbishment projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety.

Catchment area (Children attending primary or secondary school)

The proposal would result in catchment area changes. These are revised in order to better match supply to demand across the city and provide local schools for local children.

Potential impact on community provision (All Ages)

Adult Community Learning (ACL)

Initial feasibility studies indicate the potential to locate the proposed new school so that the Howardian Centre can continue in use thus remaining available for Adult Community Learning (ACL) provision. However, the site has been identified for potential development under the Housing Partnership Programme. Whilst at present, it is not envisaged such development would take place before 2018 consideration would need to be given to accommodation for ACL.

Groups using the Youth Centre

The proposal would result in the demolition of the existing Youth Centre.

The activities currently accommodated at the Youth Centre are as follows:

- The Duke of Edinburgh Scheme for Cardiff is currently centrally managed from the Howardian Youth Centre. The Scheme stores a large amount of outdoor equipment on site in two large containers. However this could be relocated and there is sufficient time to do this effectively in the event the decision is taken to proceed with this proposal.
- The Youth Club currently runs for several evenings per week and the music studio in the main Howardian building is also very well used by Youth Services. There is also a Mental Health group that uses the Youth Centre facility once a week. Additionally, the Pupil Referral Unit uses the Youth Centre facilities daily between 9am and 3pm to deliver sessions.

The PRU would need to be relocated before September 2015.

Use of external facilities/green space

The green space on the site is not held by the Council as formal Public Open Space. The Education Acts empower the Council to provide open spaces, the use of which can be enjoyed by school pupils. The land has not been used for anything more than sporadic public leisure.

The Council is aware that there has been some informal use by dog walkers. If a school were to be built on this site, dog walkers would need to use established facilities in the wider locality.

However, the Housing Partnership Programme is proposing a new housing development on part of the site. Under Section 106, new housing developments are required to provide some Public Open Space (POS) e.g. for a 48 unit development there would be a requirement of 0.38 hectares of POS.

What action(s) can you take to address the differential impact?

Groups using the Youth Centre

Should the Youth Centre be demolished, the Howardian Centre would potentially be available on an interim basis.

The future of Youth Services is currently being considered as part of a commissioning process. An options paper outlining how Youth Services could be delivered in the future across Cardiff (including information regarding transition from existing service delivery to any new model of youth service provision) is expected to be considered by Cabinet later this year.

Following this review consideration would be given to what buildings may be needed should the Youth Centre be demolished.

Community use of school facilities

If the proposal for a new school proceeds, the potential scope for community use of the school building including Youth activities would be explored.

If no differential impact, explain the reason(s) for this assessment:

Transport and traffic

The proposal for a new school should have a positive impact on the environment and the health and well-being of pupils.

If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.

The proposal would establish primary school provision to serve the local area. This would minimise the outflow of pupils to other areas of Cardiff thereby reducing the use of cars or public transport and encouraging walking and cycling to and from school.

Transport and traffic implications would be considered as part of the Transport Assessment that is required in order to achieve planning consent.

Limited scope for parking will encourage walking and cycling to school.

A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.

- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.
- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.
- Consideration would be given to providing safe walking routes to existing designated parking in the wider locality.

- Management of access to the school site prior/during parent drop off and pick up times would help with health & safety.
- Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to:
 - o manage transport efficiently
 - o improve access by all means of travel for employees, visitors, patients and students
 - o encourage sustainable transport – walking, cycling, public transport and car sharing
 - o reduce car use.
- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.

Employed age group

Redeployment opportunities

There may still be a perception that redeployment opportunities to the new school could be affected by age. The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.2 Disability and Access

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Physical Impairment			
Visual Impairment			
Learning Disability			
Long-Standing Illness or Health Condition			X
Mental Health			X
Substance Misuse			X
Other			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

What action(s) can you take to address the differential impact?

See Section 3.1 of this Equality Impact Assessment.

If no differential impact, explain the reason(s) for this assessment:

If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

New build accommodation

The design would take into account the needs of the following:

- Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.
- Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and Braille language on signs.
- Those with a physical impairment – e.g. level threshold doors, lifts with disabled access
- Those with learning disabilities – e.g. quiet spaces

The design stage would give consideration to future proofing the accommodation in terms of accessibility. For example, space could be provided to enable accessible toilets to be modified without significant structural changes being required.

Special Educational Needs (SEN) School Action support is provided in the classroom. However, there may be occasions where pupils are withdrawn from a classroom to receive an intervention.

If the new build accommodation is a standardised design, further discussion would be needed on the design approach and how it caters for pupils with SEN (School Action).

Transport

Transport for pupils with a disability would not be affected as it would be provided if required to meet the child's needs in accordance with the SEN Code of Practice.

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

What action(s) can you take to address the differential impact?

See Section 3.1 of this Equality Impact Assessment.

If no differential impact, explain the reason(s) for this assessment:
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
N/A

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Maternity			N/A

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
What action(s) can you take to address the differential impact?
See Section 3.1 of this Equality Impact Assessment.
If no differential impact, explain the reason(s) for this assessment:
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities. If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school and on the accessibility of the new build accommodation. The equality impact assessment would take into account

policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

3.6 Race

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Mixed / Multiple Ethnic Groups			
Asian / Asian British			
Black / African / Caribbean / Black British			
Other Ethnic Groups			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

What action(s) can you take to address the differential impact?

See Section 3.1 of this Equality Impact Assessment.

If no differential impact, explain the reason(s) for this assessment:

The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Christian			
Hindu			
Humanist			
Jewish			
Muslim			
Sikh			
Other			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

What action(s) can you take to address the differential impact?

See Section 3.1 of this Equality Impact Assessment

If no differential impact, explain the reason(s) for this assessment:
The senior staff in a school would be best placed to manage diversity in terms of belief (e.g. provision of a space for prayer).

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Women			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
What action(s) can you take to address the differential impact?
See Section 3.1 of this Equality Impact Assessment
If no differential impact, explain the reason(s) for this assessment:
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Gay Men			
Gay Women			
Heterosexual			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
What action(s) can you take to address the differential impact?

See Section 3.1 of this Equality Impact Assessment
If no differential impact, explain the reason(s) for this assessment:
(Fears that recruitment opportunities could be affected by sexual orientation) Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment. The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Other languages			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
What action(s) can you take to address the differential impact?
See Section 3.1 of this Equality Impact Assessment
If no differential impact, explain the reason(s) for this assessment:
Proposals are brought forward to meet demand for English-medium or Welsh-medium education. If the proposal proceeds, signage and other way finding techniques would be considered when establishing the school in existing and/or temporary accommodation and as part of the design for the new build school. It is Cardiff Council policy to provide signage in English and Welsh but not in other spoken languages. Therefore, additional way-finding methods would be considered including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols.

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

If the proposal proceeds, the Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) would be given the opportunity to comment at the design stage.
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5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	See Generic over-arching actions below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	<p>Should the Youth Centre be demolished, the Howardian Centre would potentially be available on an interim basis.</p> <p>If the proposal for a new school proceeds, the potential scope for community use including Youth activities would be explored.</p> <p>The future of Youth Services is currently being considered as part of a commissioning process. An options paper outlining how Youth Services could be delivered in the future across Cardiff (including information regarding transition from existing service delivery to any new model of youth service provision) is expected to be considered by Cabinet later this year.</p> <p>Following this review consideration would be given to what buildings may be needed should the Youth Centre be demolished.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school in the first instance and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p>

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Clive Bailey	Date: December 2014
Designation: Policy, Equalities and Reports Officer	
Approved By: Michele Duddridge-Hossain	
Designation: SOP Team Manager	
Service Area: Education	

Environmental Report: Sustainability Appraisal (SA) Incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB.

Background

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

To request a copy of the assessment on the Strategic Framework please contact Clive Bailey, 029 2087 3166, CBailey@cardiff.gov.uk

Proposal

To provide sufficient capacity to meet the increasing English-medium community pupil demand within the local area by:

- Establishing a new 2 FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB (formerly Howardian High School) from September 2015
- The school to admit 60 pupils at entry to Reception Year
- The school to include up to 96 part time nursery places
- The school to be established in existing and/or demountable accommodation during construction of a new build school.

At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.

There has been an increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd in the past five years. Proportionate demand for English-medium primary school places has also increased in the past three years.

Projections based upon NHS data received in 2013 indicate that the number of English-medium community places entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available.

When considering likely demand for places across the area a number of factors have been used to inform projections and forecasts, including:

- Recent and historic populations known to be living in each area utilising NHS data
- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools
- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places.

Forecasts have been prepared based on:

- likely demand if take up patterns were to remain consistent with the most recent years applying these trends to the relevant populations coming through in future years.
- known populations along with a potential 3.6% annual uplift in English-medium places by comparison with recent take up patterns between 2011-2013 across the combined Marlborough and Roath Park catchment area

Taking all relevant factors into account a 3.6 % uplift is considered the most appropriate.

In addition, forecasts have taken into account:

- current residential populations with the 3.6% uplift in English-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in the Appendices of the Cabinet Report: 'Schools Organisation Planning - Primary school provision in Cyncoed, Penylan and parts of Plasnewydd' July 2014.

Summary forecasts of demand for places at entry to Reception

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of 62 - 87 Reception places in the Cardiff High School catchment area based on existing housing. There is a projected shortfall of English-medium places in the Marlborough and Roath Park catchment areas and a broad balance in the supply of and demand for English-medium places in the Lakeside and Rhydypenau Primary School catchment areas.

When compared to the existing supply of places at Reception age, projections for September 2015 and 2016 indicate:

- a deficit of 52 English-medium community school places in September 2015, rising to a deficit of 60 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the take-up of places continue at existing levels
- alternatively, a deficit of 73 English-medium community school places in September 2015, rising to a deficit of 85 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the uplift of 3.6% in the take-up of English-medium places continue
- A surplus of 3 English-medium community school places in September 2015, followed by a deficit of 2 places in the combined Lakeside and Rhydypenau catchment areas.

Howardian site

The Howardian site has been identified as a potential site for housing. It is proposed that the new school is established on part of this site.

Key:

xx	= very incompatible; very negative effect
x	= incompatible; negative effect
✓	= compatible; positive effect
✓✓	= very compatible; very positive effect
0	= no links; neutral effect
? and/or mitigation	= uncertain effects
DNA	= data not available

See table headers below: * Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
<p>Propose a greener economy by delivering a sustainable pattern of schools across Cardiff</p> <p><i>"promote a greener economy" describes the aspiration to minimise the combined carbon footprint of Cardiff's schools through new build, maintaining a low level of surplus capacity, and where possible, introducing energy/water efficiency measures)</i></p>	✓	<p>Achieved by establishing a new school with sufficient capacity to meet the projected shortfall of places in the locality.</p> <p>Achieved by providing a new build school that is BREEAM Excellent or above.</p> <p>Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable urban drainage systems (SUDS). Since 2010, SUDS have been compulsory for new build schemes.</p>	x	<p>Schools in neighbouring areas, such as Llanedeyrn Primary School and Springwood Primary School (within the Llanishen High School catchment) have a significant proportion of surplus places at entry to Reception and catchment projections indicate that this will continue until at least September 2016 (the latest date for which data are available).</p> <p>Projections for September 2015 and 2016 indicate:</p> <ul style="list-style-type: none"> a surplus of 39 English-medium community school places in September 2015, rising to a surplus of 54 in September 2016, in the combined Llanedeyrn and Springwood catchment areas. <p>Whilst surplus places remain available in these schools, these are considered to be not suitably located as they are distant from the seat of the demand for English-medium places, and few parents resident in the catchment areas of Marlborough and Roath Park have taken up places at these schools in recent years. Allensbank Primary School (within the Cathays High School catchment) also has a significant proportion of surplus places at entry to Reception and catchment projections indicate that this will continue until at least September 2016:</p> <ul style="list-style-type: none"> a surplus of 10 English-medium 	x	<p>Doing nothing is not an option as additional capacity is needed to meet the demand for places.</p>
						*Alternative 2: Do nothing

*Alternative 1: Meet demand by directing pupils to neighbouring schools and/or revising catchment areas

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		*Alternative 1: Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
				<p>community school places in September 2015, rising to a surplus of 20 in September 2016, in the Allensbank catchment area.</p> <p>However, the projected demand for English-medium places at schools neighbouring Allensbank (which include Gladstone, Rhydyphenau and Ton-Yr-Ywen primary schools) also exceeds the supply of places. Allensbank is therefore well placed to meet excess demand from these areas rather than the excess demand from the Mariborough and Roath Park catchment areas.</p> <p>Proposals have also been brought forward to meet the excess demand from within the catchment areas of English-medium schools South of Newport Road and schools in this area could not serve the excess demand from the Mariborough and Roath Park catchment area.</p> <p>It is therefore considered that the revision of catchment areas does not present a suitable alternative to providing additional capacity in the Mariborough and Roath Park catchment areas to meet the local shortfall of places.</p>		

SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	*Alternative option 2: Do nothing
<p>2. Reduce greenhouse gas emissions through:</p> <p>a) Energy efficient building design and disposing of poor quality surplus accommodation</p> <p>b) Promoting sustainable modes of transport and integrated transport systems</p>	<p>✓</p> <p>✓</p>	<p>Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB</p> <p>a) Achieved by providing a new build that is BREEAM Excellent.</p> <p>b) The proposal for a new school should have a positive impact on the environment and the health and well-being of pupils.</p> <p>If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p> <p>Limited scope for parking will encourage walking and cycling to school.</p> <p>Traffic and transport implications including measures to encourage walking and cycling would be considered as part of the Transport Assessment for the proposal.</p> <p>A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.</p> <ul style="list-style-type: none"> - Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood. - Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs. - Consideration would be given to providing safe walking routes to 	<p>Meet demand by directing pupils to neighbouring schools and/or revising catchment areas</p> <p>N/A</p> <p>N/A see comments next to SEA Objective 1 above</p> <p>x</p>	<p>Doing nothing is not an option as additional capacity is needed to meet the demand for places.</p> <p>If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p>	

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB	*Alternative option 2: Do nothing
	<p>Rating</p> <p>Commentary/ explanation of compatibility with SEA objective</p> <p>existing designated parking in the wider locality.</p> <ul style="list-style-type: none"> - Management of access to the school site prior/during parent drop off and pick up times would help with health & safety. - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. - A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school. <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity</p>	<p>Rating</p> <p>Commentary/ explanation of compatibility with SEA objective</p>
	<p>Rating</p> <p>Commentary/ explanation of compatibility with SEA objective</p>	<p>Rating</p> <p>Commentary/ explanation of compatibility with SEA objective</p>

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative option 2: Do nothing
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	
3. Promote health and wellbeing by protecting and enhancing Public Open Space (POS) and improving access to POS	0	<p>The green space on the site is not held by the Council as formal Public Open Space. The Education Acts empower the Council to provide open spaces, the use of which can be enjoyed by school pupils. The land has not been used for anything more than sporadic public leisure.</p> <p>The Council is aware that there has been some informal use by dog walkers. If a school were to be built on this site, dog walkers would need to use established facilities in the wider locality.</p>	N/A	N/A see comments next to SEA Objective 1 above	0 N/A (See comments next to SEA Objective 1. above)
4. Minimise air, light and noise pollution associated with building development and traffic congestion	0	<p>a) Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>The design of the new build would seek to minimise any adverse impact on access to natural light for neighbouring properties.</p> <p>As part of the BREEAM process, an acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of the proposed school.</p> <p>b) An increase in the number of children attending the school could increase the volume of traffic in the vicinity of the school.</p>	N/A	N/A see comments next to SEA Objective 1 above	x If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.
	Mitigation	<p>Locating provision central to the area it would serve should reduce this outflow of pupils to schools elsewhere in Cardiff, minimise the use of polluting modes of transport such as cars and buses and encourage walking and cycling to and from school.</p> <p>To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. ▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. 			

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative option 2: Do nothing
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	
5. <i>Protect and enhance biodiversity, flora and fauna</i>	?	<p>Potential mitigation required following survey</p> <p>A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.</p> <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p>	N/A	N/A see comments next to SEA Objective 1 above	0 N/A (See comments next to SEA Objective 1. above)
6. <i>Protect and enhance the landscape (habitats/visual amenities)</i>	?		N/A	N/A see comments next to SEA Objective 1 above	0 N/A (See comments next to SEA Objective 1. above)
7. <i>Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems</i>	✓	Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable Urban Drainage Systems (SUDS).	N/A	N/A see comments next to SEA Objective 1 above	0 N/A (See comments next to SEA Objective 1. above)
8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i>	0	Achieved by making schools community focused - opening facilities to the public e.g. evening classes. If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school in the first instance and on the equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins. There are no registered historic assets within the proposed site.	N/A	N/A see comments next to SEA Objective 1 above	0 N/A (See comments next to SEA Objective 1. above)
9. <i>Protect and enhance designated historic assets</i>	0		N/A	N/A see comments next to SEA Objective 1 above	0 N/A (See comments next to SEA Objective 1. above)

Conclusion

The proposal has been assessed to be largely compatible with the environmental objectives used to assess the goal and principles of the "21st Century Schools: A Strategic Framework for A School Building Improvement Programme" that underpin school organisation proposals. The proposal for a new build school should have a positive impact on the environment. If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city. The new build accommodation should achieve an overall rating of BREEMAM 'Excellent' for the project.

A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site would be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (see Objective 4), measures to mitigate the effect are detailed.

THE CITY OF CARDIFF COUNCIL
SCHOOL STANDARDS AND FRAMEWORK ACT 1998
ENGLISH MEDIUM SCHOOL PROVISION

NOTICE IS HEREBY GIVEN in accordance with Sections 41 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code, that the City of Cardiff Council (herein after “the Authority”), having consulted such persons as appeared to them to be appropriate, propose to:

Establish a new 2FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB from September 2015.

The Authority undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the Authority’s responses and the views of Estyn is available to view at www.cardiff.gov.uk/21stCenturySchools

The new school is to have a capacity of 420 places and to cater for the age range 3-11 incorporating a 48 Full Time Equivalent (FTE, that is a total of 96 part time) nursery places.

It is intended that the proposal will be implemented from September 2015.

In respect of the proposal for the new School it is proposed that:

- The school will be a community school and will admit pupils of both sexes.
- The admission arrangements for the school will not make any provision for selection by aptitude, or for pupil banding.
- The number of pupils to be admitted to the school in Reception (the relevant age group), at age 4 or 5, in the first school year in which the proposals will have been implemented will be 60.

Parents of children who are admitted for nursery education will still need to apply for a place at the school if they wish their child to transfer to the reception class. Attendance at the nursery will not guarantee admission to the School.

The Authority has responsibility for admitting pupils to the School and set the admission criteria.

Any arrangements for the transport of pupils will be made in accordance with the Authority’s existing policies on school transport.

Within a period of 28 days after the date of publication of these proposals, that is to say by 23 March 2015 any person may object to these proposals.

Objections should be sent to the Director of Education and Lifelong Learning, Cardiff County Council, County Hall, Atlantic Wharf, Cardiff CF10 4UW.

Objections may also be sent to the Director of Education and Lifelong Learning, Cardiff County Council using the following e-mail address: SchoolResponses@cardiff.gov.uk

Please note that any such objection sent by e-mail must contain the full name and postal address of the objector.

The Authority will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon, before the end of 7 days beginning with the day the proposal is determined.

Dated this 24th day of February 2015

Signed: Shaun Jamieson
County Solicitor
For the Council of the City and County of Cardiff

EXPLANATORY NOTE

(This does not form part of the Notice but is intended to explain its general meanings)

It is proposed that the new 2FE English-medium primary school opens in 2015.

At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.

Consultation on establishing a catchment area for the proposed new school and making changes to the catchment areas of existing schools will be required. The catchment areas will need to be of a size and geographical area that can sustain schools with the proposed pupil capacities and are sufficiently convenient for the majority of pupils and parents in the locality.

If the proposal to open the new school from September 2015 is implemented, it is intended that consultation on establishing a catchment area for the proposed new school and on revising the catchment areas can not be implemented prior to September 2017.

Persons who wish to comment on or object to catchment area arrangements will be able to do so during this separate consultation.



PRIMARY SCHOOL PROVISION SERVING CYNCOED, PENYLAN AND PLASNEWYDD
 Plan of the existing catchment areas of Lakeside, Marlborough, Rhydyphenau and Roath Park primary schools (which taken together form the Cardiff High School catchment area) and primary schools serving the area

- 1** Lakeside Primary School catchment area
- 2** Marlborough Primary School catchment area
- 3** Rhydyphenau Primary School catchment area
- 4** Roath Park Primary School catchment area

- 1** Lakeside Primary School catchment area
- 2** Marlborough Primary School catchment area
- 3** Rhydyphenau Primary School catchment area
- 4** Roath Park Primary School catchment area

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Cardiff Council Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - Equality Impact Assessment**
- **Welsh Government's Sustainable Development Bill**
- **Welsh Government's Statutory Guidance - Shared Purpose Shared Delivery**
- **United Nations Convention on the Rights of the Child**
- **United Nations Principles for Older Persons**
- **Welsh Language Measure 2011**
- **Health Impact Assessment**
- **Habitats Regulations Assessment**
- **Strategic Environmental Assessment**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: siadavies@cardiff.gov.uk. Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**



Statutory Screening Tool

<p>Name of Strategy / Policy / Activity: Primary school provision in Cyncoed, Penylan and parts of Plasnewydd</p> <p>Service Area/Section: Education & Lifelong Learning</p> <p>Attendees: Self assessment</p>	<p>Date of Screening: April 2015 (update)</p> <p>Lead Officer: Nick Batchelar</p>
<p>What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function</p> <p><u>Proposal</u></p> <p>To provide sufficient capacity to meet the increasing English-medium community pupil demand within the local area by:</p> <ul style="list-style-type: none"> • Establishing a new 2 FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB (formerly Howardian High School) from September 2015 • The school to admit 60 pupils at entry to Reception Year • The school to include up to 96 part time nursery places • The school to be established in existing and/or demountable accommodation during construction of a new build school. <p>At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.</p>	<p>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</p> <p>There has been an increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd in the past five years. Proportionate demand for English-medium primary school places has also increased in the past three years.</p> <p>Projections based upon NHS data received in 2013 indicate that the number of English-medium community places entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available.</p> <p>When considering likely demand for places across the area a number of factors have been used to inform projections and forecasts, including:</p> <ul style="list-style-type: none"> • Recent and historic populations known to be living in each area utilising NHS data • Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools • Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places. <p>Forecasts have been prepared based on:</p> <ul style="list-style-type: none"> • likely demand if take up patterns were to remain consistent with the most recent years applying these trends to the relevant populations coming through in future years. • known populations along with a potential 3.6% annual uplift in English-medium places by comparison with recent take up patterns between 2011-2013 across the combined Marlborough and Roath Park catchment area <p>Taking all relevant factors into account a 3.6 % uplift is considered the most appropriate.</p>

In addition, forecasts have taken into account:

- current residential populations with the 3.6% uplift in English-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in the Appendices of the Cabinet Report: 'Schools Organisation Planning - Primary school provision in Cyncoed, Penylan and parts of Plasnewydd' July 2014.

Summary forecasts of demand for places at entry to Reception

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of 62 - 87 Reception places in the Cardiff High School catchment area based on existing housing. There is a projected shortfall of English-medium places in the Marlborough and Roath Park catchment areas and a broad balance in the supply of and demand for English-medium places in the Lakeside and Rhydypenau Primary School catchment areas.

When compared to the existing supply of places at Reception age, projections for September 2015 and 2016 indicate:

- a deficit of 52 English-medium community school places in September 2015, rising to a deficit of 60 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the take-up of places continue at existing levels
- alternatively, a deficit of 73 English-medium community school places in September 2015, rising to a deficit of 85 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the uplift of 3.6% in the take-up of English-medium places continue
- A surplus of 3 English-medium community school places in September 2015, followed by a deficit of 2 places in the combined Lakeside and Rhydypenau catchment areas.

Howardian site

The Howardian site has been identified as a potential site for housing. It is proposed that the new school is established on part of this site.

Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:	
+	Positive contribution to the outcome
-	Negative contribution to the outcome
ntrl	Neutral contribution to the outcome
Uncertain	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
1.1	<p>People in Cardiff are healthy; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i> <i>vulnerable citizens and areas of multiple deprivation</i> <i>Addressing instances of inequality in health</i> <p>People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> 	x			<ul style="list-style-type: none"> See 1.2 below – encouraging walking, cycling and use of public transport See 1.3 below re crime prevention - Secure by Design
1.2	<p>People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> 	x			<ul style="list-style-type: none"> Any standalone new build accommodation should achieve an overall rating of BREEAM 'Excellent' for the project. If possible, Passivhaus design principles and methodology would be applied and adopted which result in facilitating most of the school classroom windows facing North/South orientation, limiting and optimising summer and winter sun respectively. This minimises the use of energy for heating or cooling a room. The wall construction and key junction details would be carefully developed to achieve a highly air tight building. Wherever possible the design would promote, specify and use locally sourced materials which have a commitment to sustainability and the environment. The limited scope for parking would encourage walking and cycling to school. Consideration would be given to improving the road, infrastructure, walking routes and public transport. A travel plan would be submitted along with the planning

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
				application, detailing proximity to public transport and walking and cycling routes.
<ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) 			x	As part of the BREEAM process, an acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of the proposed school. A further report would be prepared for the proposal in line with the BB93 Acoustics for School requirements.
<ul style="list-style-type: none"> reducing consumption and encouraging waste reduction, reuse, recycling and recovery 	x			<p>The following could be incorporated into the design of the scheme:</p> <ul style="list-style-type: none"> Sustainable urban drainage system Solar hot water Photovoltaic Natural Ventilation Control of solar gains Rainwater Harvesting A or A+ rated materials in accordance with BRE Green Guide to Specification <p>Cardiff Council, Waste Management would advise on the provision of waste and recycling collection at the site.</p>
<ul style="list-style-type: none"> encouraging biodiversity 			x	<p>A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.</p> <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p>
1.3 People in Cardiff are safe and feel safe;	x			The South Wales Police's Crime Prevention Design Advisor

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
	<p>Consider the potential impact on</p> <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse 				would be consulted and the recommendations considered and incorporated where practicable. It is the aim that the building would meet the Secure by Design standard.
1.4	<p>Cardiff has a thriving and prosperous economy; Consider the potential impact on</p> <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete 	x			<p>The school would provide employment.</p> <p>Consideration would be given to using local sub-contractors and suppliers.</p>
P5 Page 269	<p>People in Cardiff achieve their full potential; Consider the potential impact on</p> <ul style="list-style-type: none"> promoting and improving access to life-long learning in Cardiff raising levels of skills and qualifications giving children the best start improving the understanding of sustainability addressing child poverty (financial poverty, access poverty, participation poverty) the United Nations Convention on the Rights of a Child and Principles for Older persons 	x			<p>The facility would provide education (every child has the right to education)</p> <p>Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.</p> <p>Potentially the school buildings could be used to deliver community provision including life-long learning activities outside of school hours.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to the accommodation used to establish the school in the first instance and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
1.6	<p>Cardiff is a Great Place to Live, Work and Play <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> • <i>promoting the cultural diversity of Cardiff</i> • <i>encouraging participation and access for all to physical activity, leisure & culture</i> • <i>play opportunities for Children and Young People</i> • <i>protecting and enhancing the landscape and historic heritage of Cardiff</i> • <i>promoting the City's international links</i> 			x	Using the Council's online sources there are no cultural heritage receptors recorded within the site boundary.
1.7	<p>Cardiff is a fair, just and inclusive society. Consider the potential impact on</p> <ul style="list-style-type: none"> • <i>the elimination of discrimination, harassment or victimisation for equality groups</i> • <i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i> • <i>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</i> 	x			<p>See Equality Impact Assessment below and attached.</p> <p>Recruitment of school staff: The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p> <ul style="list-style-type: none"> - Engagement through public consultation with relevant stakeholders - Design Commission for Wales (DCfW) Review Panel - The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) that includes representatives from external groups would be given the opportunity to comment at the design stage. - Relevant departments in the Council - South Wales Police's Crime Prevention Design Advisor - Ecological Appraisal - external surveyors if appropriate
EQUALITY IMPACT ASSESSMENT (This is attached on page 12)					
1.8	<p>The Council delivers positive outcomes for the city and its citizens through strong partnerships <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> • <i>strengthening partnerships with business and voluntary sectors</i> 			x	<p>Modern school facilities can provide flexible spaces for partnership working (integrated services) and use as valuable community assets (potential for efficiency savings).</p> <p>This has been observed at a recently completed template school;</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	
<ul style="list-style-type: none"> the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings 				Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.

SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):

Economic

- The school would provide employment.
- Consideration would be given to using local sub-contractors and suppliers.
- Potential efficiencies if the school facilities were used to deliver community provision outside of school hours.

Social

Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential. There could be the potential for community use of school facilities outside of school hours. The proposal should have a positive impact on the environment and the health and well-being of pupils. The new proposal would establish primary school provision to serve the local area. This should minimise the outflow of pupils to other areas of Cardiff thereby reducing the use of cars or public transport and encouraging walking and cycling to and from school.

- Secure by Design
- Accessibility has been considered. See Equality Impact Assessment section 3.2.

Environmental sustainability

- It is proposed that the design achieves BREEAM Excellent or above.
- The limited scope for parking would encourage walking and cycling to school.
- Consideration would be given to improving the road infrastructure, walking routes and public transport.
- A travel plan would be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.
- A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.

WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:

Recommendations made in the Equality Impact Assessment /Traffic Assessment at the design stage and any Ecological appraisal would be taken into account in the planning application Design & Access Statement and any Environmental Assessment respectively.

Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?	x	
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

<p>Is a Full Strategic Environmental Assessment Screening Needed?</p> <ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 	Yes	<p>No X An SEA has been undertaken (attached)</p>
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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email biodiversity@cardiff.gov.uk

Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government's Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff's own integrated plan; "What Matters".*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*



Policy/Strategy/Project/Procedure/Service/Function Title:
Primary school provision in Cyncoed, Penylan and parts of Plasnewydd
New/Existing/Updating/Amending
Proposal stage (update following public consultation)

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Janine Nightingale	Job Title: Head of Schools Organisation, Access & Planning
Service Team: Schools Organisation Planning (SOP)	Service Area: Education
Assessment Date: April 2015	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

Proposal

To provide sufficient capacity to meet the increasing English-medium community pupil demand within the local area by:

- Establishing a new 2 FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB (formerly Howardian High School) from September 2015
- The school to admit 60 pupils at entry to Reception Year
- The school to include up to 96 part time nursery places
- The school to be established in existing and/or demountable accommodation during construction of a new build school.

At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.

2. **Please provide background information on the Policy/ Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

(What is the basis for the proposal?)

Projections based upon NHS data received in 2013 indicate that the number of English-medium community places entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available.

When considering likely demand for places across the area a number of factors have been used to inform projections and forecasts, including:

- Recent and historic populations known to be living in each area utilising NHS data
- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools
- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places.

Forecasts have been prepared based on:

- likely demand if take up patterns were to remain consistent with the most recent years applying these trends to the relevant populations coming through in future years.
- known populations along with a potential 3.6% annual uplift in English-medium places by comparison with recent take up patterns between 2011-2013 across the combined Marlborough and Roath Park catchment area

Taking all relevant factors into account a 3.6 % uplift is considered the most appropriate.

In addition, forecasts have taken into account:

- current residential populations with the 3.6% uplift in English-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in the Appendices of the Cabinet Report: 'Schools Organisation Planning - Primary school provision in Cyncoed, Penylan and parts of Plasnewydd' July 2014.

Summary forecasts of demand for places at entry to Reception

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of 62 - 87 Reception places in the Cardiff High School catchment area based on existing housing. There is a projected shortfall of English-medium places in the Marlborough and Roath Park catchment areas and a broad balance in the supply of and demand for English-medium places in the Lakeside and Rhydypenau Primary School catchment areas.

When compared to the existing supply of places at Reception age, projections for September 2015 and 2016 indicate:

- a deficit of 52 English-medium community school places in September 2015, rising to a deficit of 60 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the take-up of places continue at existing levels

- alternatively, a deficit of 73 English-medium community school places in September 2015, rising to a deficit of 85 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the uplift of 3.6% in the take-up of English-medium places continue
- A surplus of 3 English-medium community school places in September 2015, followed by a deficit of 2 places in the combined Lakeside and Rhydypenau catchment areas.

Howardian site

The Howardian site has been identified as a potential site for housing. It is proposed that the new school is established on part of this site.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
3 to 11 years	+ve in terms of the provision of a new primary school		
11 to 18 years	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.		
18 - 65 years			
Over 65 years			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Educational provision (Age 3-11)

This proposal would provide:

- Sufficient capacity to meet the increasing English-medium community pupil demand within the local area.
- High quality, sustainable modern buildings which would be able to support the delivery of a broad and balanced curriculum.
- A 2FE primary school. When compared with smaller schools:
 - the scale of a two form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base.
 - A two form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
 - The ability to employ more teaching and support staff would allow the two form entry school to cover a wider range of curriculum expertise.
- The provision of nursery places makes it possible for a child to remain on the same site and in familiar surroundings for their primary education (subject to a successful application to the primary school).

Impact on the delivery of education (Age 3-11)

The school would be established on the Howardian site in existing and/or temporary accommodation. During the construction of the new build accommodation it would need to remain in operation. The Council has experience of delivering new build and refurbishment projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety.

Catchment area (Children attending primary or secondary school)

The proposal would result in catchment area changes. These are revised in order to better match supply to demand across the city and provide local schools for local children.

Potential impact on community provision (All Ages)

Adult Community Learning (ACL)

Initial feasibility studies indicate the potential to locate the proposed new school so that the Howardian Centre can continue in use thus remaining available for Adult Community Learning (ACL) provision. However, the site has been identified for potential development under the Housing Partnership Programme. Whilst at present, it is not envisaged such development would take place before 2018 consideration would need to be given to accommodation for ACL.

Groups using the Youth Centre

The proposal would result in the demolition of the existing Youth Centre.

The activities currently accommodated at the Youth Centre are as follows:

- The Duke of Edinburgh Scheme for Cardiff is currently centrally managed from the Howardian Youth Centre. The Scheme stores a large amount of outdoor equipment on site in two large containers. However this could be relocated and there is sufficient time to do this effectively in the event the decision is taken to proceed with this proposal.
- The Youth Club currently runs for several evenings per week and the music studio in the main Howardian building is also very well used by Youth Services. There is also a Mental Health group that uses the Youth Centre facility once a week. Additionally, the Pupil Referral Unit uses the Youth Centre facilities daily between 9am and 3pm to deliver sessions.

The PRU would need to be relocated before September 2015.

Use of external facilities/green space

The green space on the site is not held by the Council as formal Public Open Space. The Education Acts empower the Council to provide open spaces, the use of which can be enjoyed by school pupils. The land has not been used for anything more than sporadic public leisure.

The Council is aware that there has been some informal use by dog walkers. If a school were to be built on this site, dog walkers would need to use established facilities in the wider locality.

However, the Housing Partnership Programme is proposing a new housing development on part of the site. Under Section 106, new housing developments are required to provide some Public Open Space (POS) e.g. for a 48 unit development there would be a requirement of 0.38 hectares of POS.

What action(s) can you take to address the differential impact?

Groups using the Youth Centre

Should the Youth Centre be demolished, the Howardian Centre would potentially be available on an interim basis.

The future of Youth Services is currently being considered as part of a commissioning process. An options paper outlining how Youth Services could be delivered in the future across Cardiff (including information regarding transition from existing service delivery to any new model of youth service provision) is expected to be considered by Cabinet later this year.

Following this review consideration would be given to what buildings may be needed should the Youth Centre be demolished.

Community use of school facilities

If the proposal for a new school proceeds, the potential scope for community use of the school building including Youth activities would be explored.

If no differential impact, explain the reason(s) for this assessment:

Transport and traffic

The proposal for a new school should have a positive impact on the environment and the health and well-being of pupils.

If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.

The proposal would establish primary school provision to serve the local area. This would minimise the outflow of pupils to other areas of Cardiff thereby reducing the use of cars or public transport and encouraging walking and cycling to and from school.

Transport and traffic implications would be considered as part of the Transport Assessment that is required in order to achieve planning consent.

Limited scope for parking will encourage walking and cycling to school.

A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.

- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.
- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.
- Consideration would be given to providing safe walking routes to existing designated parking in the wider locality.

- Management of access to the school site prior/during parent drop off and pick up times would help with health & safety.
- Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to:
 - o manage transport efficiently
 - o improve access by all means of travel for employees, visitors, patients and students
 - o encourage sustainable transport – walking, cycling, public transport and car sharing
 - o reduce car use.
- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.

Employed age group

Redeployment opportunities

There may still be a perception that redeployment opportunities to the new school could be affected by age. The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.2 Disability and Access

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Physical Impairment			
Visual Impairment			
Learning Disability			
Long-Standing Illness or Health Condition			X
Mental Health			X
Substance Misuse			X
Other			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

What action(s) can you take to address the differential impact?

See Section 3.1 of this Equality Impact Assessment.

If no differential impact, explain the reason(s) for this assessment:

If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

New build accommodation

The design would take into account the needs of the following:

- Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.
- Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and Braille language on signs.
- Those with a physical impairment – e.g. level threshold doors, lifts with disabled access
- Those with learning disabilities – e.g. quiet spaces

The design stage would give consideration to future proofing the accommodation in terms of accessibility. For example, space could be provided to enable accessible toilets to be modified without significant structural changes being required.

Special Educational Needs (SEN) School Action support is provided in the classroom. However, there may be occasions where pupils are withdrawn from a classroom to receive an intervention.

If the new build accommodation is a standardised design, further discussion would be needed on the design approach and how it caters for pupils with SEN (School Action).

Transport

Transport for pupils with a disability would not be affected as it would be provided if required to meet the child's needs in accordance with the SEN Code of Practice.

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

What action(s) can you take to address the differential impact?

See Section 3.1 of this Equality Impact Assessment.

If no differential impact, explain the reason(s) for this assessment:
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
N/A

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Maternity			N/A

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
What action(s) can you take to address the differential impact?
See Section 3.1 of this Equality Impact Assessment.
If no differential impact, explain the reason(s) for this assessment:
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities. If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school and on the accessibility of the new build accommodation. The equality impact assessment would take into account

policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Mixed / Multiple Ethnic Groups			
Asian / Asian British			
Black / African / Caribbean / Black British			
Other Ethnic Groups			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

What action(s) can you take to address the differential impact?

See Section 3.1 of this Equality Impact Assessment.

If no differential impact, explain the reason(s) for this assessment:

The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Christian			
Hindu			
Humanist			
Jewish			
Muslim			
Sikh			
Other			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

What action(s) can you take to address the differential impact?

See Section 3.1 of this Equality Impact Assessment

If no differential impact, explain the reason(s) for this assessment:
The senior staff in a school would be best placed to manage diversity in terms of belief (e.g. provision of a space for prayer).

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Women			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
What action(s) can you take to address the differential impact?
See Section 3.1 of this Equality Impact Assessment
If no differential impact, explain the reason(s) for this assessment:
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Gay Men			
Gay Women			
Heterosexual			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
What action(s) can you take to address the differential impact?

See Section 3.1 of this Equality Impact Assessment
If no differential impact, explain the reason(s) for this assessment:
(Fears that recruitment opportunities could be affected by sexual orientation) Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment. The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		
Other languages			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
What action(s) can you take to address the differential impact?
See Section 3.1 of this Equality Impact Assessment
If no differential impact, explain the reason(s) for this assessment:
Proposals are brought forward to meet demand for English-medium or Welsh-medium education. If the proposal proceeds, signage and other way finding techniques would be considered when establishing the school in existing and/or temporary accommodation and as part of the design for the new build school. It is Cardiff Council policy to provide signage in English and Welsh but not in other spoken languages. Therefore, additional way-finding methods would be considered including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols.

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

If the proposal proceeds, the Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) would be given the opportunity to comment at the design stage.
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5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	See Generic over-arching actions below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	<p>Should the Youth Centre be demolished, the Howardian Centre would potentially be available on an interim basis.</p> <p>If the proposal for a new school proceeds, the potential scope for community use including Youth activities would be explored.</p> <p>The future of Youth Services is currently being considered as part of a commissioning process. An options paper outlining how Youth Services could be delivered in the future across Cardiff (including information regarding transition from existing service delivery to any new model of youth service provision) is expected to be considered by Cabinet later this year.</p> <p>Following this review consideration would be given to what buildings may be needed should the Youth Centre be demolished.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school in the first instance and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p>

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Rachel Willis	Date: April 2015
Designation: Policy, Equalities and Reports Officer	
Approved By: Michele Duddridge-Hossain	
Designation: SOP Team Manager	
Service Area: Education	

Environmental Report: Sustainability Appraisal (SA) Incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB.

Background

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946, RWillis@cardiff.gov.uk

Proposal

To provide sufficient capacity to meet the increasing English-medium community pupil demand within the local area by:

- Establishing a new 2 FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB (formerly Howardian High School) from September 2015
- The school to admit 60 pupils at entry to Reception Year
- The school to include up to 96 part time nursery places
- The school to be established in existing and/or demountable accommodation during construction of a new build school.

At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.

There has been an increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd in the past five years. Proportionate demand for English-medium primary school places has also increased in the past three years.

Projections based upon NHS data received in 2013 indicate that the number of English-medium community places entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available.

When considering likely demand for places across the area a number of factors have been used to inform projections and forecasts, including:

- Recent and historic populations known to be living in each area utilising NHS data
- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools
- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places.

Forecasts have been prepared based on:

- likely demand if take up patterns were to remain consistent with the most recent years applying these trends to the relevant populations coming through in future years.
- known populations along with a potential 3.6% annual uplift in English-medium places by comparison with recent take up patterns between 2011-2013 across the combined Marlborough and Roath Park catchment area

Taking all relevant factors into account a 3.6 % uplift is considered the most appropriate.

In addition, forecasts have taken into account:

- current residential populations with the 3.6% uplift in English-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in the Appendices of the Cabinet Report: 'Schools Organisation Planning - Primary school provision in Cyncoed, Penylan and parts of Plasnewydd' July 2014.

Summary forecasts of demand for places at entry to Reception

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of 62 - 87 Reception places in the Cardiff High School catchment area based on existing housing. There is a projected shortfall of English-medium places in the Marlborough and Roath Park catchment areas and a broad balance in the supply of and demand for English-medium places in the Lakeside and Rhydypenau Primary School catchment areas.

When compared to the existing supply of places at Reception age, projections for September 2015 and 2016 indicate:

- a deficit of 52 English-medium community school places in September 2015, rising to a deficit of 60 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the take-up of places continue at existing levels
- alternatively, a deficit of 73 English-medium community school places in September 2015, rising to a deficit of 85 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the uplift of 3.6% in the take-up of English-medium places continue
- A surplus of 3 English-medium community school places in September 2015, followed by a deficit of 2 places in the combined Lakeside and Rhydypenau catchment areas.

Howardian site

The Howardian site has been identified as a potential site for housing. It is proposed that the new school is established on part of this site.

Key:

xx	= very incompatible; very negative effect
x	= incompatible; negative effect
✓	= compatible; positive effect
✓✓	= very compatible; very positive effect
0	= no links; neutral effect
?	= uncertain effects
DNA	= data not available

See table headers below: * Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff	✓	Achieved by establishing a new school with sufficient capacity to meet the projected shortfall of places in the locality. Achieved by providing a new build school that is BREEAM Excellent or above. Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable urban drainage systems (SUDS). Since 2010, SUDS have been compulsory for new build schemes.	x	Schools in neighbouring areas, such as Llanedeyrn Primary School and Springwood Primary School (within the Llanishen High School catchment) have a significant proportion of surplus places at entry to Reception and catchment projections indicate that this will continue until at least September 2016 (the latest date for which data are available).	x	Doing nothing is not an option as additional capacity is needed to meet the demand for places.
2. Promote a greener economy" describes the aspiration to minimise the combined carbon footprint of Cardiff's schools through new build, maintaining a low level of surplus capacity, and where possible, introducing energy/water efficiency measures)				Proposals for September 2015 and 2016 indicate: <ul style="list-style-type: none"> a surplus of 39 English-medium community school places in September 2015, rising to a surplus of 54 in September 2016, in the combined Llanedeyrn and Springwood catchment areas. Whilst surplus places remain available in these schools, these are considered to be not suitably located as they are distant from the seat of the demand for English-medium places, and few parents resident in the catchment areas of Marlborough and Roath Park have taken up places at these schools in recent years. Allensbank Primary School (within the Cathays High School catchment) also has a significant proportion of surplus places at entry to Reception and catchment projections indicate that this will continue until at least September 2016: <ul style="list-style-type: none"> a surplus of 10 English-medium 		

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		*Alternative 1: Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
				<p>community school places in September 2015, rising to a surplus of 20 in September 2016, in the Allensbank catchment area.</p> <p>However, the projected demand for English-medium places at schools neighbouring Allensbank (which include Gladstone, Rhydyphenau and Ton-Yr-Ywen primary schools) also exceeds the supply of places. Allensbank is therefore well placed to meet excess demand from these areas rather than the excess demand from the Mariborough and Roath Park catchment areas.</p> <p>Proposals have also been brought forward to meet the excess demand from within the catchment areas of English-medium schools South of Newport Road and schools in this area could not serve the excess demand from the Mariborough and Roath Park catchment area.</p> <p>It is therefore considered that the revision of catchment areas does not present a suitable alternative to providing additional capacity in the Mariborough and Roath Park catchment areas to meet the local shortfall of places.</p>		

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB	Meet demand by directing pupils to neighbouring schools and/or revising catchment areas	*Alternative option 2: Do nothing
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating
	Commentary/ explanation of compatibility with SEA objective	Commentary/ explanation of compatibility with SEA objective	Commentary/ explanation of compatibility with SEA objective
<p>2. Reduce greenhouse gas emissions through:</p> <p>a) Energy efficient building design and disposing of poor quality surplus accommodation</p> <p>b) Promoting sustainable modes of transport and integrated transport systems</p>	<p>✓</p> <p>✓</p> <p>a) Achieved by providing a new build that is BREEAM Excellent.</p> <p>b) The proposal for a new school should have a positive impact on the environment and the health and well-being of pupils.</p> <p>If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p> <p>Limited scope for parking will encourage walking and cycling to school.</p> <p>Traffic and transport implications including measures to encourage walking and cycling would be considered as part of the Transport Assessment for the proposal.</p> <p>A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.</p> <ul style="list-style-type: none"> - Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood. - Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs. - Consideration would be given to providing safe walking routes to 	<p>N/A</p> <p>N/A see comments next to SEA Objective 1 above</p>	<p>x</p> <p>Doing nothing is not an option as additional capacity is needed to meet the demand for places.</p> <p>If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p>

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB	*Alternative option 2: Do nothing
	Rating	Rating
	Commentary/ explanation of compatibility with SEA objective	Commentary/ explanation of compatibility with SEA objective
	<p>existing designated parking in the wider locality.</p> <ul style="list-style-type: none"> - Management of access to the school site prior/during parent drop off and pick up times would help with health & safety. - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. - A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school. <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity</p>	<p>Meet demand by directing pupils to neighbouring schools and/or revising catchment areas</p>

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative option 2: Do nothing
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	
3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS	0	<p>The green space on the site is not held by the Council as formal Public Open Space. The Education Acts empower the Council to provide open spaces, the use of which can be enjoyed by school pupils. The land has not been used for anything more than sporadic public leisure.</p> <p>The Council is aware that there has been some informal use by dog walkers. If a school were to be built on this site, dog walkers would need to use established facilities in the wider locality.</p>	N/A	N/A see comments next to SEA Objective 1 above	0 N/A (See comments next to SEA Objective 1. above)
4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	0	<p>a) Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>The design of the new build would seek to minimise any adverse impact on access to natural light for neighbouring properties.</p> <p>As part of the BREEAM process, an acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of the proposed school.</p> <p>b) An increase in the number of children attending the school could increase the volume of traffic in the vicinity of the school.</p>	N/A	N/A see comments next to SEA Objective 1 above	x If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.
	Mitigation	<p>Locating provision central to the area it would serve should reduce this outflow of pupils to schools elsewhere in Cardiff, minimise the use of polluting modes of transport such as cars and buses and encourage walking and cycling to and from school.</p> <p>To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. ▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. 			

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative option 2: Do nothing
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	
5. <i>Protect and enhance biodiversity, flora and fauna</i>	?	<p>Potential mitigation required following survey</p> <p>A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.</p> <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p>	N/A	N/A see comments next to SEA Objective 1 above	0 N/A (See comments next to SEA Objective 1. above)
6. <i>Protect and enhance the landscape (habitats/visual amenities)</i>	?		N/A	N/A see comments next to SEA Objective 1 above	0 N/A (See comments next to SEA Objective 1. above)
7. <i>Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems</i>	✓	Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable Urban Drainage Systems (SUDS).	N/A	N/A see comments next to SEA Objective 1 above	0 N/A (See comments next to SEA Objective 1. above)
8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i>	0	Achieved by making schools community focused - opening facilities to the public e.g. evening classes. If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school in the first instance and on the equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins. There are no registered historic assets within the proposed site.	N/A	N/A see comments next to SEA Objective 1 above	0 N/A (See comments next to SEA Objective 1. above)
9. <i>Protect and enhance designated historic assets</i>	0		N/A	N/A see comments next to SEA Objective 1 above	0 N/A (See comments next to SEA Objective 1. above)

Conclusion

The proposal has been assessed to be largely compatible with the environmental objectives used to assess the goal and principles of the "21st Century Schools: A Strategic Framework for A School Building Improvement Programme" that underpin school organisation proposals. The proposal for a new build school should have a positive impact on the environment. If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city. The new build accommodation should achieve an overall rating of BREEAM 'Excellent' for the project.

A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site would be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (see Objective 4), measures to mitigate the effect are detailed.

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**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**



CABINET MEETING: 28 MAY 2015

**SCHOOL ORGANISATION PROPOSALS: SECONDARY
SCHOOL PROVISION IN THE WEST OF CARDIFF**

**REPORT OF DIRECTOR OF EDUCATION AND LIFELONG
LEARNING**

AGENDA ITEM: 6

PORTFOLIO: EDUCATION (COUNCIILOR SARAH MERRY)

Reason for this Report

1. This report is to inform the Cabinet of the responses received following consultation on a proposal to rationalise high school accommodation in the West of the city as part of maximising educational outcomes. The report presents an evaluation of the consultation responses and seeks permission from Cabinet to initiate statutory consultation.

Background

2. At its meeting on 26 January 2015 the Cabinet received a report outlining recommendations to hold public consultation on a proposal to transfer Glyn Derw High School to the Michaelston Community College site from January 2016. The two schools would remain as schools in their own right, under their existing federation, and would share the accommodation.

Issues

3. The consultation ran from 12 February 2015 – 25 March 2015.
4. Parents and others in the local community, together with staff and Governors of the affected schools were invited to respond to the consultation.
5. The consultation process involved:
 - distribution of a Consultation Document, outlining background, rationale and implications. This document has been distributed to parents, local childcare providers, Heads and Chairs of Governors of nearby schools, all Members and other stakeholders. The documents offered consultees the opportunity to comment on the proposals;

- a series of meetings, for staff and governors of each school and for the public, at which the proposals were explained and questions answered;
 - public drop in sessions where officers were available to answer questions.
 - a consultation response slip for return by post or e-mail, attached to the consultation document.
 - online response form at www.cardiff.gov.uk/21stcenturyschools
 - Cardiff Youth Service's Active Involvement Team (AIT) engaged and consulted with pupils from year 7-10 at Glyn Derw High School and Michaelston Community College as part of the School Organisation Consultation regarding developments in Cardiff West.
 - Workshop sessions were delivered on both school sites to capture the thoughts, ideas and concerns of a wide range of pupils from both schools.
 - In addition a short information film was produced using the facts from the official consultation document so that pupils could receive the information in an accessible manner.
 - Pupils also had the opportunity to complete a ballot paper which asked them to vote on the proposal
 - Council Officers in partnership with school staff engaged in discussion with pupils from, Herbert Thompson Primary School, Hywel Dda Primary School, Millbank Primary School, Pencaerau Primary School, Trelai Primary School and Windsor Clive Primary School to involve them in the consultation process and to obtain their thoughts and views. For the full methodology and results, please see Appendix 2.
6. The views expressed at Council organised meetings and on paper or electronically through the appropriate channels, have been recorded. In total, one public meeting and three drop in sessions were held as part of the consultation to ensure a wide and proper process of engagement.
7. In total 19 written responses were received during the consultation period. Of these 11 were via online responses and 8 were via return of the paper consultation response form.
8. Formal written responses were received from Estyn, Headteacher & Governors of Glyn Derw High School and Michaelston Community College Federation and The Principal of Cardiff & Vale College. Responses were also received from parents and members of the public.
9. Formal responses are attached as Appendix 1.

Responses received during the consultation period

10. Of the 19 responses received during the consultation period, four were in support of the proposal to transfer Glyn Derw High School to the Michaelston Community College site from January 2016. 15 responses were received from those not in support of the proposal.

11. A response from the Headteacher & Governors of Glyn Derw High School and Michaelston Community College Federation was received which included the following points:
- *The Governors and the Headteacher welcome the proposal to move to one site to secure the best possible environment for students and staff to be taught in and provide better outcomes.*
 - *The Governing Body is keen to state that additional support will be required to make that transition as seamless as possible and hopes that the Local Authority will work closely with the Headteacher to secure this goal.*
 - *The period of uncertainty will come to an end with the announcement of the new school in the West, once this has been announced there needs to be investment in promoting the two schools to its community and Primary Cluster of school.*
12. A response from Estyn was received which included the following points. (for the full response, please see Appendix 1.):
- *The proposal is unlikely to improve the present standards of education provision in the area;*
 - *The proposal clearly demonstrates the authority's commitment to breaking the link between disadvantage and educational attainment;*
 - *The proposal sets out arrangements that, if implemented, could reduce surplus places and address budget deficits and substandard accommodation at Glyn Derw High School and Michaelston Community College;*
 - *The sharing of resources alone is not likely to result in the anticipated benefit of raising standards at each school;*
 - *Raising standards is more likely to be achieved with improved arrangements for leadership and management at each school and with a clear focus on improving the standards of teaching;*
 - *It is difficult to assess any impact upon learner travel arrangements for pupils of Glyn Derw High School should the school relocate to the Michaelston Community College site.*

Appraisal of views expressed

13. With regards to the proposal for Glyn Derw High School to transfer to the Michaelston Community College site, it is acknowledged that the sharing of resources alone is not likely to result in the anticipated benefit of raising standards at each school. However, the Council believes that releasing funds from maintaining buildings and running two school sites will enable substantial amounts of money to be saved. The money saved by maintaining one site instead of two could then be more appropriately used to target underachievement and could begin to contribute to raising educational outcomes.
14. Furthermore engaging with the parent communities together from the two schools in a consistent way on a single site is anticipated to contribute toward raising standards.

15. Similarly whilst it is acknowledged that improving leadership and management to ensure a clear focus on improving the standards of teaching is likely to have a positive impact on raising levels of achievement standards, it is not an aspect that has been directly targeted as part of this proposal. However in order to address these concerns, the Local Authority exercised on 17 April 2015 its power of intervention under section 4 of the Schools Standards and Organisation Act 2013 in relation to both Glyn Derw High School and Michaelston Community College. With immediate effect the Local Authority exercised its powers under section 6 of the same Act to appoint additional governors and to nominate one of these governors to be the Chair of the Governing Body and additionally under section 8 of the same Act to suspend the right to a delegated budget in relation to both schools.
16. It has also put additional leadership capacity into the school to support the Federation Head and the senior management team in order to target the raising of standards and levels of attainment in both schools.
17. As set out in the realigned 21st Century Schools Programme, the Council is committed to breaking the link between disadvantage and educational attainment. It believes that a young person's background must never limit their achievements and that all children should receive a good education regardless of their location in the City.
18. As recognition of the current issues specific to KS4 attainment in the Ely and Caerau areas and in line with the commitment as outlined above, the Council has included a proposal within the realigned 21st Century Schools Programme to establish a new build 11-18 years, 8 form of entry (8FE) high school to replace both Glyn Derw High School and Michaelston Community College from September 2018. Proposals specific to the development of a new high school in the West will be brought forward later in the year and will include consideration of leadership and management for this new school as part of this.

Public Consultation Responses

19. The concerns received from the public during the consultation period are set out below in bold italics and are appraised underneath, clarifying the rationale for decisions and plans for mitigation where appropriate:

Concerns expressed regarding the distance to the Michaelston Community College Site for some existing Glyn Derw High School pupils

Glyn Derw High School pupils with behavioural problems will struggle getting to the Michaelston Community College site as cannot use buses independently and will not cope well with the longer journey

20. The Council acknowledges the concerns of parents and pupils regarding the additional travelling times that some pupils would experience. However, there are currently no pupils attending Glyn Derw High School or Michaelston Community College that live more than 3 miles from

either site, and therefore no pupils would qualify for free school transport. This is only provided for secondary age pupils who live three or more miles, from the nearest appropriate catchment area school.

21. For those living very close to the Glyn Derw High School site, the walk to the Michaelston Community College site will be approximately 2.1 miles (distance from Glyn Derw HS to Michaelston CC) and will take approximately 45 minutes. The area is served by a regular bus service, with several buses (operated by Cardiff Bus) running from bus stops close to both the Glyn Derw School and the Michaelston Community College site.
22. Cardiff Council School Transport section would be able to provide families with advice on safe walking routes to school based on individual home addresses. If specific pupils were experiencing difficulties in attending school they would be referred by the school to the School Attendance Officer who would support the pupil and their family in adapting to a new routine and in finding ways to successfully get to and from the school site each day.

Concerns expressed regarding potential for increased traffic and safety concerns around the Michaelston Community College site if Glyn Derw High School transfers across to share the site. The area is already very busy, particularly in the mornings and any additional provision will result in further difficulties.

23. The Council would work with the Governing Body to develop a Travel Plan to minimise any potential disruption. Traffic and transport implications would be considered as part of the Transport Assessment that would be required in order to achieve planning consent for building works should this proposal be implemented.
24. Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A school Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and any community facilities on site and the catchment area of a school. A Travel Plan is a policy and action plan to:
 - manage transport efficiently
 - improve access by all means of travel for employees, visitors, parents and students
 - encourage sustainable transport – walking, cycling, public transport and car sharing
 - reduce car use.
25. Cardiff's transport network is under pressure and experiences congestion from commuters driving into the city and people making short local trips by car. Traffic associated with the school run adds to congestion. The City of Cardiff Council's policy is to encourage and promote the

increased use of sustainable travel modes and to promote independent travel to school wherever possible.

26. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.
27. If there are highways improvements that are stipulated as conditions of any planning permission sought these will be addressed and there has been a nominal amount of funds built into the costs of the proposals to cover this in the event they are permitted to proceed.

Glyn Derw High School should remain on current site instead of transferring to the Michaelston Community College site and money should instead be spent on improving the existing school buildings.

28. Both Glyn Derw High School and Michaelston Community College are currently experiencing a number of challenges including poor outcomes, significant budget deficits, substandard accommodation for pupils and surplus places. The two schools had a combined surplus of 692 places at September 2013 and pupil projections indicate that both schools will continue to have high levels of surplus places. The level of surplus has had a significant impact on the funding available to both schools and has contributed to a combined revenue deficit of c£1m across the two schools.
29. A survey of the condition and suitability of both school buildings was carried out by EC Harris as part of a Welsh Government national exercise in 2010. The survey rated Glyn Derw High School buildings category condition as C- Poor and their suitability of school buildings was also rated as C-Poor. Michaelston Community College buildings category condition was rated as B- Satisfactory and their suitability of school buildings was rated as B- Reasonable.
30. The Cardiff Council repair backlog for school buildings was estimated at circa £2.8M in July 2013. It is likely that this backlog has significantly increased since this period.
31. By transferring Glyn Derw High School to the Michaelston Community College site, the two schools would remain as schools in their own right, under their existing federation, and would share the accommodation. By being located together on one site, it is expected that efficiencies could be made and staffing costs could be distributed more effectively and with greater benefit between the two schools. The Federation have been implementing the Challenge Wales Cymru initiative since 2014. As part of the programme the schools have received additional resources and expertise to undertake a programme of swift, sustained improvement.

The Council should build both schools a new building instead

32. At its meeting on 19 March 2015 the Cabinet received a report outlining a realigned strategy for the Council's 21st Century Schools Programme. This report included the proposal to establish a new build 11-18 years, 8 form of entry (8FE) high school to replace both Glyn Derw High School and Michaelston Community College from September 2018.
33. The Cabinet noted that the approval in principle of the realigned strategy by Welsh Government is required and authorised the Director of Education and Lifelong Learning to seek to secure Welsh Government approval in principle for the realigned programme, including additional grant funding.

Concerns over bigger class sizes and insufficient space for all pupils at the Michaelston Community College Site

34. Initial appraisal of the Michaelston Community College site has indicated that the site is large enough to accommodate the pupils and staff from Glyn Derw High School. By comparison to what should be the case at each school if both were operating at their intended capacity (as opposed to with a significant number of surplus places at each school) it is not expected that there would be significantly larger class sizes as a result of this proposal.

Increased potential for incidents of bullying if the proposal goes ahead

35. Glyn Derw High School and Michaelston Community College are already federated under one Executive Headteacher. If the proposal goes ahead, school staff would ensure that pastoral support is put in place during the initial transfer of pupils to the Michaelston Community College site so that any concerns of bullying raised by pupils can be heard and appropriately addressed by the school management.

The transfer to another site will affect pupils' emotional well being and GCSE results

36. The Executive Headteacher of the Federation for both schools confirmed that all Year 10 pupils from Glyn Derw High School transferred across to the Michaelston Community College site from September 2014. Therefore, there are already Glyn Derw High School Year 10 pupils in residence on the Michaelston Community College site.
37. The Executive Headteacher has explained that these pupils had access to a full and broad range of courses to choose from when they had the "offer" in Year 9, and that these courses bridge the gap between KS4 and ensures that there is an appropriate pathway to Post 16 options and/or College. The Executive Headteacher has commented that "*this would not have been the case if students had remained in their own respective schools*".

38. If the proposal goes ahead, Cardiff Council would work with the Executive Headteacher and the staff from both schools to ensure that the transfer of all pupils is co-ordinated and supported. The Federation would have strategies in place to support all pupils and to minimise disruption to the pupils and their studies.

I chose to send my child to Glyn Derw High School, and now feel that I am being made to send my child to Michaelston Community College without choice in the matter.

39. If the proposal goes ahead, parents and pupils will be supported by the Federation in adjusting to the change of school site. The schools have been federated since September 2011 with some year groups of children from Glyn Derw already being taught on the Michaelston site since September 2014. The option to apply or transfer between the two respective organisations remains albeit both will be physically located together.
40. The location of any school can be changed subject to consultation and consistent with any school change of this type, should parents feel that they do not want their children to access their education in a particular location they can opt to apply for a place in a different school in another part of Cardiff. Any parents of Glyn Derw High School pupils that do not wish their child to transfer to the Michaelston Community College site, can contact Pupil Admissions to seek advice on other schools that may have vacancies within Cardiff.

Concerns about parking at the Michaelston Community College Site as the car park is already overcrowded

41. Whilst many schools do have parking provision, there is no formal requirement to provide a staff/pupil car park on school sites. Parking is an issue on many school sites and parking on the Michaelston Community College site will be managed as part of the Travel Plan referred to at paragraph 22-26.

Engagement with children and young people

42. Officers from the Youth Service ran sessions with pupils at Glyn Derw High School and Michaelston Community College to find out the thoughts of the pupils attending both schools regarding the proposal. Details of the consultation can be seen at Appendix [1]
43. As part of the process pupils were asked to vote on the proposal. Of the 169 pupils at Glyn Derw who voted, 40 were in favour of the proposal and 129 were against. Of the 311 pupils at Michaelston who voted, 124 were in favour and 187 were against.
44. Concerns raised by the pupils from both schools included: disruption to learning; level of support available for pupils at both schools; bullying/fighting; the need for transition activities if the proposal is progressed impact on behaviour at both schools; the additional time

needed for children to get to school; impact on attendance; the additional cost of transport and the need for free transport; standards of teaching; potential overcrowding on the Michaelston site; longer waiting times at lunchtime; the need to maintain separate classes; class sizes; uniform; start/finish times will need to be changed in order to allow additional time for pupils to get to school.

45. Additionally officers from the School Organisation Planning Team met with Year 5 and 6 pupils from Herbert Thompson Primary School, Hywel Dda Primary School, Millbank Primary School, Pencaerau Primary School, Trelai Primary School and Windsor Clive Primary School to involve them in the consultation process and to obtain their thoughts and views.

Views of Primary Pupils

46. The pupils were asked to identify both good and bad things about the proposal. Collectively, pupils from the six primary schools identified that the following points were good: Making new friends; saving money; better education; more subjects; better teaching; more Health Mentors; more resources/equipment, more storage.
47. Things that they listed as causes for concern were increased bullying; further to travel to school (for some pupils); too many pupils on site; teachers may not get along; potential parking costs; potential for increased bad behaviour and increased litter impacting upon both pupils and local residents.

Appraisal of views expressed

48. Many of the issues raised by the children and young people consulted on this proposal are consistent with other stakeholders including concerns around disruption to learning, traffic and transport, additional travel time, standards and class sizes and these have been addressed in the paragraphs above.
49. Additional issues raised by the pupils are set out below in bold italics and are appraised underneath, clarifying the rationale for decisions and plans for mitigation where appropriate:

Concerns around the level of support available to pupil and the need for transition activities.

50. The Federation will support Glyn Derw High School pupils with the transition across to the Michaelston Community College site to make sure that the transition is as smooth as possible for all pupils and staff and that the level of support available for pupils is appropriate to facilitate this.

Concerns around the impact of the proposal on behaviour

51. Glyn Derw and Michaelston Community College are already federated under one Executive Head. If the proposal goes ahead, school staff would ensure that support is put in place during the initial transfer so that any behavioural concerns can be addressed. As set out at paragraph 11 *“The Governors and Headteacher welcome the proposal to move to one site to secure the best possible environment for students and staff to be taught in and provide better outcomes”*.

Concerns around the impact of the proposal on attendance

52. If specific pupils are experiencing difficulties in attending school they would be referred by the school to the School Attendance Officer who would support the pupil and their family in adapting to the new environment.

Concerns around longer waiting times at lunchtime

53. The Council will work with both schools to ensure that appropriate arrangements are put in place to allow for the increased number of pupils who wish to access catering options on site.

School start/finish times need to be changed in order to allow for additional travelling time

54. School start/finish times are a schools matter and will be kept under review in order to respond effectively to any issues that arise as a result of the proposal if implemented.

Pupils would like to see changes to school uniforms

55. School uniform is a matter for the schools and the Federation. Changes have been made to unify those student groups from both schools that are already co-located on the Michaelston Community College site without families having to incur any significant costs. If the proposal is progressed to implementation the Governing Body will work with pupils representatives regarding the uniform.

Concerns that classes will be mixed

56. Class structure is a school issue and pupils will be allocated to classes taking account of a range of factors. From September 2014, all Year 10 pupils from the Glyn Derw High School site transferred across to the Michaelston Community College site. This move was to ensure continuity and stability for the Year 10 pupils whilst studying for their GCSE's. From September 2015, Years 10 and 11 will both be in residence on the Michaelston Community College site. To date, the transfer of those pupils studying for their GCSE's have been successful and it is expected that the transfer to the younger year groups will be equally effective.

Concerns that increased littering will impact upon both pupils and local residents

57. The Council will work with both schools to ensure that there are sufficient bins available on site and the school will work with pupils regarding the needs to maintain a clean environment both on and off the school site.

How would pupils be accommodated

58. Any adaptations to the Michaelston Community College site would be within the Department of Education: Area guidelines for mainstream schools Building Bulletin 103: April 2014 which sets out that the following facilities need to be included in any school:

Teaching space: internal/external
Storage
Halls, dining area
Toilets and personal care
Learning resource areas
Kitchen facilities
Staff and administration
Circulation, plant and internal walls

59. Indicative costs for the investment works required to allow for Glyn Derw High School to be co-located on the Michaelston Community College site are £450,000.

Reasons for Recommendations

60. To respond to the need to rationalise high school accommodation in the West of the city as part of maximizing educational outcomes.

Local Member Consultation

61. Members were consulted as part of the consultation process.

Legal Implications

62. Any proposal to relocate a school to another site which is not within one mile of the current site (by virtue of Schedule 2 of the School Standards and Organisation (Wales) Act 2013 falls to be considered as a regulated alteration to a school under Section 42 of the 2013 Act.
63. Section 48 of the 2013 Act requires that any proposal in respect of a regulated alteration must be consulted and subsequently published in accordance with the schools organisation code for the time being. The code contains a mixture of statutory guidance to which Authorities must have regard in exercising any power or decision under the Act and actual provisions with which the Authorities must comply.
64. Under the code the Authority is required to take into account certain factors in formulating proposals which includes paying particular attention

to the impact of the proposals on vulnerable groups including improvement of accessibility for disabled pupils

65. In addition to publication of the consultation document in hard copy and electronically on the Authority's website the code requires the document to be sent to certain statutory consultees. Consultees must be given at least 42 days to respond (with at least 20 of those being school days).
66. The consultation document is required to set out certain information prescribed by the code as well as complying with the generic public law requirements of appropriate consultation.
67. Consultation gives rise to the legitimate expectation that the outcome of the consultation will be considered in terms of determining the way forward. Therefore consultation is required to be undertaken:
 - when the proposals are at a formative stage (with no decision having been made);
 - on the basis that the consultation feedback will be properly considered and could change the proposals;
 - with the provision of sufficient information and time to facilitate expression of views by consultees and consideration of those views prior to making any decision on the proposals;
68. The report sets out the consultation process which has been adopted, the responses received and the basis on which the matters raised are or will be addressed.
69. A consultation report has to be produced which sets out amongst other things the issues raised by consultees and responses to those issues. The report has to be issued within 13 weeks, and proposals must be published by way of statutory notice after that and within 26 weeks, of the end of the original consultation period.
70. The Council also has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics
71. Protected characteristics are:
 - Age
 - Gender reassignment
 - Sex
 - Race – including ethnic or national origin, colour or nationality
 - Disability
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Sexual orientation
 - Religion or belief – including lack of belief

72. As such the decision on whether to proceed to publish intention to implement the proposal has to be made in the context of the Council's equality act public sector duties.
73. The report identifies that the Equality Impact Assessment has been updated to take into account the consultation and is appended at Appendix 3. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty.
74. The decision maker must have due regard to the Equality Impact Assessment in making its decision.
75. The decision maker must also have regard to certain other matters when making its decision as outlined in the Statutory Screening tool (including where appropriate a Strategic Environmental Assessment). The decision maker is therefore referred to the Screening Tool attached as Appendix 3.

Financial Implications

76. At its meeting on 26 January 2015 the Cabinet committee authorised officers to hold public consultation on a proposal to transfer Glyn Derw High School to the Michaelston Community College site from January 2016.
77. At the Cabinet meeting on 19 March 2015 a further report proposing a realignment of the 21st Century Schools Programme was presented to Cabinet, which included a proposal to establish a new build 11-18 years, 8 form of entry (8FE) high school to replace both Glyn Derw High School and Michaelston Community College from September 2018.
78. The affordability of the realigned Programme was subject to attracting additional Welsh Government grant, and the realigned Programme was considered by WG at their Capital Panel meeting in March 2015. The Authority was advised by WG on 20 April 2015 that an expanded Programme had been successfully approved in-principle, and that – subject to the submission of scheme specific Business Cases – WG would be content to provide additional Capital resources totalling £82.062 million, supporting £164.124 million of total investment.
79. Within this Programme envelope, the Capital budget for Glyn Derw / Michaelston has an allowance for the interim costs required to relocate Glyn Derw High School to the Michaelston Community College site. Indicative Capital costs – as per this report – are £450,000.
80. The 21st Century Schools Programme as a whole is limited to the approved level of investment, and therefore any scheme specific overspends can only be managed by underspends on other 21st Century Schools schemes. The affordability of any specific scheme relies upon the successful budget management of all schemes within the Programme.

81. The Cabinet report of 19 March 2015 set out the levels of Capital investment which may be incurred upon a given scheme, relative to the Business Case submissions. Currently no Business Case has been submitted for Glyn Derw / Michaelston, and therefore up to 5% of the gross scheme budget may be incurred prior to the first stage submission (Strategic Outline Case). The interim Capital investment requirements detailed within this report would not breach the 5% threshold.
82. The Financial Model also includes a Revenue provision for the transition proposals, for expenditure items such as removals and storage.
83. As set out within this report, each school is currently experiencing a number of challenges to its delegated budget. It is anticipated that operating on a single site, with reduced premises costs, will generate Revenue savings for one or both of the schools, and therefore for the Authority as a whole.

Traffic and Transport Implications

84. Traffic and transport implications will be considered as part of the Transport Assessment that will be required as part of the formal planning application and therefore until this is completed it will not be possible to predict the outcomes. The information from this assessment will inform any stipulations made as condition of planning consent should this proposal be permitted to proceed to implementation.
85. Under this proposal there are no plans to change the Council's policy on the transport of children to and from schools. Any pupils affected by these proposals will be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy for school children can be viewed on the Council's website (www.cardiff.gov.uk).

Admission Arrangements

86. There are no plans to change the Council's policy on the admission of children to schools as a result of this proposal.
87. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can also be viewed on the Council's website (www.cardiff.gov.uk)
88. The Council would implement this intake by authorising the admission of pupils in accordance with its published admissions criteria.

Equality Impact Assessment

89. The Initial Equality Impact Assessment has been updated following consultation and concludes that the proposals would not adversely affect a particular group in society. If the proposals were to proceed, further equality impact assessments would be undertaken including an

assessment at the design stage. The assessment is attached at Appendix 3.

Sustainability Assessment

90. A Strategic Environmental Assessment (SEA) of the proposals has been carried out in accordance with European Legislation. The assessment confirms that the proposals are compatible with the environmental objectives identified in the SEA of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme. If the proposals were to proceed, an environmental assessment would be carried out as part of the planning process.

Community Impact

91. There is a need to maximise educational outcomes within the West of Cardiff without impacting adversely on the community. The following are taken into account when considering a proposal: Public Open space, parkland, noise and traffic congestion. Officers will work with schools and any community groups to ensure that should the proposal proceed it would avoid negative impacts wherever possible.

RECOMMENDATIONS

The Cabinet is recommended to:

- 1 Authorise officers to publish a statutory notice to transfer Glyn Derw High School to the Michaleston High Community College site from January 2016.
- 2 Note that prior to implementation of the proposal a further report will be provided to the Cabinet providing details of any objections received, the proposed response to those objections and recommendations for implementation or otherwise of the proposal.

NICK BATCHELAR

Director

22 May 2015

The following appendices are attached:

Appendix 1 – Formal Responses to Consultation

Appendix 2 - Pupil Consultation Methodology & Record of Pupil Meeting reports

Appendix 3 - Statutory screening tool including Equality Impact Assessment and Strategic Environmental Assessment

The following Background Papers have been taken into account

Cabinet Report - School Organisation Planning: 26 January 2015



**Schools Programme
Record of
Pupils Meeting
Millbank Primary School
12.03.2015
2.15 pm to 3.15 pm**

**Present:**

Rosalie Phillips (Project Officer) and Laura Lloyd-Lewis (Project Officer)

Please note: The following is not a transcript but a contemporaneous note of the meeting.

No	Heading	Action
1.	Presentation	
	<p>RP opened the meeting, welcomed everyone and introduced Council officers.</p> <p>RP presented on the proposal of the secondary school provision in the West of Cardiff.</p> <p>The pupils watched a film which was proposed by the Youth Services which outlined the details of the proposal.</p>	
2.	Comments	
	<p>Officers discussed the pupils' likes and dislikes of the proposal.</p> <p>The pupils liked the proposal as it would be too crowded, lose pupils, facilities not as nice, have to leave earlier for school, have to walk further, have to catch a bus, overcrowded clubs, too busy at lunchtimes, more traffic and more bullying.</p> <p>The pupils disliked the proposal as it would mean more Post 16 provision, better buildings, more clubs and activities, better for the pupils and more friends.</p> <p>Pupils voted on the proposal. There were 22 pupils against the proposal and 3 in support of the proposal.</p> <p>Pupils asked the following questions:</p> <ol style="list-style-type: none"> i. about walking to school as they were concerned about the distance and the time it would take to get to school; ii. whether the Glyn Derw High building was safe; iii. will there be a new school; iv. are you going to demolish Glyn Derw High and Michaelston Community College. <p>Officers then explained that their responses will form part of the cabinet report for responses from the consultation.</p>	

No	Heading	Action
	As pupils had no questions the session ended.	



**Schools Programme
Record of
Pupils Meeting
Pencaerau Primary School
13.03.2015
9.30 am to 10.30 am**

**Present:**

Rosalie Phillips (Project Officer) and Laura Lloyd-Lewis (Project Officer)

Please note: The following is not a transcript but a contemporaneous note of the meeting.

No	Heading	Action
1.	Presentation	
	<p>RP opened the meeting, welcomed everyone and introduced Council officers.</p> <p>RP presented on the proposal of the secondary school provision in the West of Cardiff.</p> <p>The pupils watched a film which was proposed by the Youth Services which outlined the details of the proposal.</p>	
2.	Comments	
	<p>Officers discussed the pupils' likes and dislikes of the proposal.</p> <p>The pupils liked the proposal as it would be more iPads, more pupils, more opportunities, more technology, more friends, more clubs /activities and more places to go exploring.</p> <p>The pupils disliked the proposal as it would mean disruption for pupils, easier to keep them separate, more pollution, too many people in the dinner hall, more traffic, too far away, waiting longer for lunch, more bullying, the site would be too big and pupils could get lost and there would be too many people.</p> <p>Pupils voted on the proposal. There were 36 pupils against the proposal and 0 in support of the proposal.</p> <p>Pupils thought that more people could get to Glyn Derw High School.</p> <p>Pupils thought if there was a fire at the building there would be too many people to get out of the buildings.</p> <p>Officers then explained that their responses will form part of the cabinet report for responses from the consultation.</p>	

No	Heading	Action
	As pupils had no questions the session ended.	



**Schools Programme
Record of
Pupils Meeting
Trelai Primary School
23.03.2015
1:45pm to 2:45 pm**

**Present:**

Rachel Willis (Project Officer), Brett Andrewartha (Project Officer).

Please note: The following is not a transcript but a contemporaneous note of the meeting.

No	Heading	Action
1.	Presentation	
	<p>BA and RW opened the meeting, introduced themselves as Council Officers and welcomed everyone to the meeting.</p> <p>BA and RW took turns to present using the PowerPoint presentation on the following proposal for secondary school provision in the West of Cardiff:</p> <p>To transfer Glyn Derw High School to the Michaelston Community College site from January 2016. The schools would remain as schools in their own right, under their existing federation and would share accommodation.</p> <p>The pupils then watched a short film which was made by the Youth Service for SOP which outlined the details of the above proposal.</p>	
2.	Comments	
	<p>Officers discussed the pupils' likes and dislikes of the proposal and recorded their responses using post it notes and stickers.</p> <p>The pupils liked the proposal as it might mean pupils receive a better education, opportunities to meet different people, safer buildings, new equipment/ better computers, better electronics, bigger classrooms, rooms better used, wheelchair access, more teachers, better food, better accessibility, more sports equipment, share skills and ideas, better GCSE's, more subjects, better teaching, more support and better attendance. The issues which received the most stickers from pupils (and were therefore the most popular) were, in descending order :</p> <ol style="list-style-type: none"> 1. Better Education 2. More Subjects 3. Better Teaching <p>The pupils disliked the proposal as it might mean there would be more bullies, further to travel to school for some pupils, pupils might have to move home, there could be too many pupils, concerns about school uniform, teachers would have to get to know new pupils, disruption for current pupils at the Michaelston CC site,</p>	

No	Heading	Action
	<p>pupil disruption and bad behaviour, getting to know a new site, losing memories, fighting between pupils, moving back into troubled friendships, new rules to learn, different cultural issues, expensive for parents, long walk to school and tiredness for some pupils, pupils travelling further may be late for school, less choice. The issues which received the most stickers from pupils (and were therefore the most popular) were, in descending order:</p> <ol style="list-style-type: none"> 1. Bullies 2. Moving back into troubled friendships 3. Too many pupils <p>Following the interactive exercise above, officers then explained that their responses will form part of the cabinet report for responses from the consultation.</p>	



**Schools Programme
Record of
Pupils Meeting
Windsor Clive Primary School
24.03.2015
2pm to 3pm**

**Present:**

Rachel Willis (Project Officer), Rosalie Phillips (Project Officer)

Please note: The following is not a transcript but a contemporaneous note of the meeting.

No	Heading	Action
1.	Presentation	
	<p>RW and RP opened the meeting, welcomed everyone and themselves as Council Officers.</p> <p>RW & RP took turns to present using the PowerPoint presentation on the following proposal for secondary school provision in the West of Cardiff:</p> <p>To transfer Glyn Derw High School to the Michaelston Community College site from January 2016. The schools would remain as schools in their own right, under their existing federation and would share accommodation.</p> <p>The pupils then watched a short film which was made by the Youth Service for SOP which outlined the details of the above proposal.</p>	
2.	Comments	
	<p>Officers discussed the pupils' likes and dislikes of the proposal and recorded their responses using post it notes and stickers.</p> <p>The pupils liked the proposal as it might mean safer buildings, more teachers, more subject choice, more resources/equipment, better facilities, more health mentors, more clubs, opportunities for more friendships, better exam results and more storage. The issues which received the most stickers from pupils (and were therefore the most popular) were, in descending order :</p> <ol style="list-style-type: none"> 1. More Health Mentors 2. More resources/equipment 3. More storage 	M

No	Heading	Action
	<p>The pupils disliked the proposal as it might mean there would be increased traffic, more litter, cultural differences, fighting, bullying, disruption, over-crowding, cut jobs for teachers, extra pollution, further to travel, truancy/non-attendees, less room/storage. The issues which received the most stickers from pupils (and were therefore the most popular) were, in descending order:</p> <ol style="list-style-type: none"><li data-bbox="247 510 406 544">1. Fighting<li data-bbox="247 546 406 580">2. Bullying<li data-bbox="247 582 654 616">3. More litter/further to travel <p>Following the interactive exercise above, officers then explained that their responses will form part of the cabinet report for responses from the consultation.</p>	

CONSULTATION RESPONSE FORM (Secondary school provision in the West of Cardiff 2015)

Your views matter, please tell us what you think about the proposal by:

Completing and returning the accompanying questionnaire to the address given at the bottom of the form.

Completing the online response form at www.cardiff.gov.uk/21stcenturyschools

Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

Please note that all comments sent in writing or by email must contain the full name and full postal address of the person making the comments.

The closing date for responses to this consultation is 25 March 2015. Unfortunately no responses received after this date can be considered by the Council.

Consultation responses will not be counted as objections to the proposals. Objections could only be registered following publication of a statutory notice.

Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name, email address and address would be removed.

Your name: Mike James, Principal Cardiff Vale College
 Address: Cardiff & Vale College
 Unit 2 Dumbells Road, Cardiff
 Postcode: CF10 5FE
 Email Address: Mike.James@cave.ac.uk
 Date: 25/2/15

Please tell us whether you are responding as:

- 1. Parent
- 2. Pupil
- 3. Governor
- 4. Member of Staff
- 5. Local resident
- 6. Other (please specify)

<input checked="" type="checkbox"/>

site holder

02 MAR 2015

CONSULTATION RESPONSE FORM (Secondary school provision in the West of Cardiff 2015)

Do you support the proposal to transfer Glyn Derw High School to the Michaelston Community College site from January 2016?

Yes

No

If you do not support the proposal, please give your reasons together with any changes or alternatives that you would like to suggest.

fully support the proposal.

Do you wish to make any other comments?

The document proposal fully responds to the 21st Century Schools vision for Cardiff in the need to rationalise high school accommodation in the West of the City. This new approach will offer the school and community a far better eventual deal that is fully sustainable.

Thank you for your comments

Please tick the box below if you wish to be notified of publication of the consultation report

Please return this form to the School Organisation Planning Team, Room 219, County Hall, CF10 4UW by 25 March 2015.

Estyn response to the proposal to rationalise high school accommodation in the Cardiff West

Her Majesty's Inspectors of Education and Training in Wales have prepared this report.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body that is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortium, which deliver school improvement services to the schools within the proposal.

Introduction

The proposal is that Cardiff City Council:

- Transfer Glyn Derw High School to the Michaelston Community College site from January 2016. The schools would remain as schools in their own right, under their existing Federation, but would share the accommodation.

Summary

It is Estyn's opinion that this proposal is unlikely to improve the present standards of education provision in the area.

The proposal clearly demonstrates the authority's commitment to breaking the link between disadvantage and educational attainment. The proposal sets out arrangements that, if implemented, could reduce surplus places and address budget deficits and substandard accommodation at Glyn Derw High School and Michaelston Community College. However, the sharing of resources alone is not likely to result in the anticipated benefit of raising standards at each school. This is more likely to be achieved with improved arrangements for leadership and management at each school and with a clear focus on improving the standards of teaching. These factors are not addressed in sufficient detail in the proposal.

Description and benefits

The proposer has given a clear and succinct rationale for the proposal and has set out the limitations of the existing provision clearly. The expected benefits of the proposal appear to build well on existing federation arrangements between the two

schools. The benefits are clearly defined and link well to the stated purpose and rationale.

The proposer has outlined the expected disadvantages of the proposal and has identified ways that the impact of these can be minimised. In general, the financial risks associated with the proposal are set out clearly. However, the proposal has not been fully costed and the proposal document lacks detail of how the risks associated with this will be managed.

In general, the proposer has identified many of the potential benefits and disadvantages appropriately.

The proposer has considered a range of alternative options. They have appropriately shown the potential advantages and disadvantages of each option and the reasons for their preferred option. The proposer anticipates that the changes proposed will reduce premises costs, reduce surplus places and generate savings for one or both of the schools and Estyn believes that these are reasonable assumptions. It will centralise resources on one site with the intention of making the provision both efficient and sustainable.

Educational aspects of the proposal

The proposer has considered the judgements made in the most recent Estyn inspection reports for each school. They have also given appropriate consideration to the categorisation applied to each school by the Council's School Improvement Services provided by Central South Consortium (CSC). The CSC uses data on the percentage of pupils achieving level 2 in English and mathematics, the percentage achieving the core subject indicator and attendance when placing a school into a performance category. Using this data, the CSC judges both schools as underperforming, requiring intensive additional support to address significant weaknesses across a wide range of areas.

The consultation document does not provide a detailed analysis of how the proposal will address each school's underperformance other than through improving accommodation and reducing the budget deficit. There is no mention of improving arrangements for leadership and management or the standards of teaching at each school.

The report states that impact assessments in respect of equalities and the community have been completed. However, the report does not provide details of these. The Council anticipates that the proposals will not have a negative impact upon the Welsh language.

The report notes that traffic and transport implications will be considered as part of the Transport Assessment that would be required in order to achieve planning consent for building works should the proposals be implemented. Therefore it is

difficult to assess any impact upon learner travel arrangements for pupils of Glyn Derw should the school relocate to the Michaelstone site.

W15/19

Headteacher & Governors of Glyn Derw and Michaelston Community College consultation reponse

The Governors and the Headteacher welcome the proposal to move to one site to secure the best possible environment for students and staff to be taught in and provide better outcomes.

The Governing Body is keen to state that additional support will be required to make that transition as seamless as possible and hopes that the LA will work closely with the Headteacher to secure this goal.

The period of uncertainty will come to end with the announcement of the new school in the West, once this has been announced there needs to be investment in promoting the two schools to its community and Primary Cluster of school

Sent on behalf of the Chair Of Governors

Martin Matthews

Headteacher

Appendix 3

Cardiff Council Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - Equality Impact Assessment**
- **Welsh Government's Sustainable Development Bill**
- **Welsh Government's Statutory Guidance - Shared Purpose Shared Delivery**
- **United Nations Convention on the Rights of the Child**
- **United Nations Principles for Older Persons**
- **Welsh Language Measure 2011**
- **Health Impact Assessment**
- **Habitats Regulations Assessment**
- **Strategic Environmental Assessment**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: siadavies@cardiff.gov.uk. Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**



Statutory Screening Tool

Name of Strategy / Policy / Activity:	Date of Screening:
SCHOOL ORGANISATION PLANNING: SECONDARY PROVISION IN THE WEST OF CARDIFF	Update April 2015
Service Area/Section: Education & Lifelong Learning, Schools Organisation Planning	Lead Officer: Nick Batchelar
Attendees: Self assessment	
What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function	Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]
<p>Proposal:</p> <p>To transfer Glyn Derw High School to the Michaelston Community College site from January 2016. The schools would remain as schools on their own right but would share the accommodation.</p>	<p>Both Glyn Derw and Michaelston Community College are currently experiencing a number of challenges including surplus places, significant budget deficits, substandard accommodation and poor outcomes for pupils.</p> <p>Between them, the two schools had a combined surplus of 692 places at September 13. Pupil projections indicate that both schools will continue to have high levels of surplus places. The level of surplus has had a significant impact on the funding available to both schools and has contributed to a combined revenue deficit of c£1m across the two schools.</p> <p>At September 2014 there were 89 Year 10 pupils on roll at Glyn Derw High School and 110 on roll at Michaelston Community College in comparison to the 342 places available across the two schools. This is due to fall to 70 Year 10 pupils at Glyn Derw High School and 92 at Michaelston Community College in 2015. In order to overcome the challenges to providing Year 10 provision on two sites and to ensure pupils have access to the full breadth of the GCSE curriculum all Year 10 pupils have been taught at the Michaelston Community College site since September 2014.</p> <p>Additionally Post 16 provision has been centralised on the Michaelston Community College site to ensure that pupils have access to an appropriate range of options.</p>

Condition of existing buildings

The physical condition of the Glyn Derw High School premises is poor. Whilst some essential remedial work is being carried out to enable parts of the school to continue to function, disproportionate levels of expenditure would be required to bring the whole school up to modern standards. This is not an environment conducive to quality teaching and is deemed to be having a negative impact on learning and standards.

Accommodation at Michaelston College whilst not effectively supporting the delivery of the curriculum in some areas is deemed to be satisfactory.

The EC Harris survey which was part of a Welsh Government national exercise in 2010 summarised the premises as follows:

Glyn Derw High School

Overall condition: Category C – Poor. Exhibiting major defects and/ or not operating as intended.

Overall suitability: Category C – Poor. Teaching methods inhibited/ adverse impact on school organisation.

Overall rating: Red

Michaelston Community College

The Michaelston Community College premises were more suitable.

Overall condition: Category B – Satisfactory. Performing as intended but exhibiting minor deterioration.

Overall suitability: Category B – Satisfactory. Performing as intended, but does not effectively support the delivery of the curriculum in some areas

Overall rating: Amber

Quality and Standards

Quality and standards in schools in Cardiff are monitored by Estyn and the Local Authority (LA). In 2011 Estyn described outcomes for learners at Glyn Derw High School as unsatisfactory and outcomes for learner at Michaelston Community College as adequate.

Since the establishment of the Central South Consortium (CSC) in September 2012 the LA has commissioned the Consortium to support and enable improvement in Cardiff Schools.

In January 2014 the CSC placed both Glyn Derw High School and Michaelston Community College in Category D which is defined as underperforming school with significant weakness across a wide range of areas – requires intensive additional support.

The latest available categorisation from the Welsh Government's School Standards Unit provided data on the performance of the schools. Each school was compared with similar schools nationally. This translated into an overall score that placed the schools in one of five bands. Band 1 being the highest and band 5 the lowest. In 2013 Glyn Derw appeared in Band 4 and Michaelston in Band 5.

GCSE results for pupils at Glyn Derw for 1013/14 saw only 27.3% of pupils achieve grade A-C including English/Welsh and Mathematics, Michaelston results saw only 25.4% of pupils achieve A-C including English/Welsh and Mathematics.

Owing to the high levels of Free School Meals entitlement at both Glyn Derw High School and Michaelston Community College (check %) both schools are in receipt of additional funding in the form of the Pupil Deprivation Grant (PDG) which is intended to help reduce the impact of poverty on educational attainment.

Additionally both schools are part of the Challenge Wales Cymru initiative launched by the Welsh Government in May 2014 to improve the quality of teaching and learning. As part of the programme schools receive additional resources and expertise to undertake a programme of swift, sustained improvement.

Maintaining both schools on their existing sites does not allow for the full

benefits of these programmes to be fully realised.

In order to respond appropriately to the challenges faced by both of these schools a proposal has been developed to establish a new build 10FE high school to replace both Glyn Derw High School and Michaelston Community College from September 2018. The new school would be on the current Glyn Derw High School site in order to maintain the links between the secondary school and adjacent special schools. As part of the proposal the Michaelston Community College site would be disposed of with any capital receipt contributing towards the funding of the proposed new school included in the realigned 21st Century Schools Programme.

To allow for both schools to begin realising the benefits of this reorganisation as quickly as possible and to maximise the value of additional funding through the PDG and Challenge Wales Cymru programme, it is proposed that Glyn Derw High School is transferred to the Michaelston Community College site from January 2016.

Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:	
+	Positive contribution to the outcome
-	Negative contribution to the outcome
ntrl	Neutral contribution to the outcome
Uncertain	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
1.1	<p>People in Cardiff are healthy; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i> <i>vulnerable citizens and areas of multiple deprivation</i> <i>Addressing instances of inequality in health</i> <p>People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> 	x			<ul style="list-style-type: none"> See 1.2 below – encouraging walking, cycling and use of public transport
1.2	<p>People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> <p>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</p> <ul style="list-style-type: none"> <i>reducing environmental pollution (land, air, noise and water)</i> 	x		x	<ul style="list-style-type: none"> The buildings at Glyn Derw High School are rated C (Poor) for sustainability. Energy use is also inefficient as the buildings are under utilised due to the number of surplus places. This proposal would result in the pupils attending Glyn Derw High School being accommodated in buildings on the Michaelston site that have an overall rating of B for sustainability. There would be high utilisation rates and therefore more efficient energy use. The proposed scheme is to refurbish and reconfigure internal spaces and so there would be minimal impact on the external environment. The limited scope for parking would encourage walking and cycling to school. The proposed scheme is to refurbish and reconfigure internal

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
	<ul style="list-style-type: none"> reducing consumption and encouraging waste reduction, reuse, recycling and recovery 	x			<p>spaces and so there would be minimal impact on the external environment.</p> <ul style="list-style-type: none"> The buildings at Glyn Derw are rated C (Poor) for sustainability. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient. This proposal would result in the pupils attending Glyn Derw being accommodated in buildings on the Michaelston site that have an overall rating of B for sustainability. There would be high utilisation rates and therefore more efficient energy use. The proposed scheme is to refurbish and reconfigure internal spaces and so there would be minimal impact on the external environment. Not in scope as the proposed scheme is to refurbish and reconfigure internal spaces.
	<ul style="list-style-type: none"> encouraging biodiversity 			x	
	<p>People in Cardiff are safe and feel safe; Consider the potential impact on</p> <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse 			x	
1.4	<p>Cardiff has a thriving and prosperous economy; Consider the potential impact on</p> <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete 	x			<ul style="list-style-type: none"> The school provides employment. See 1.5 below. The benefits of federation should help reduce the number of school leavers Not In Education, Employment or Training. Consideration would be given to using local contractors and suppliers.
1.5	<p>People in Cardiff achieve their full potential; Consider the potential impact on</p> <ul style="list-style-type: none"> promoting and improving access to life-long learning in 	x			<p>The proposal is to build on the benefits realised through the federation of the schools and would provide opportunities to:</p> <ul style="list-style-type: none"> Further streamline policies and structures

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<p>Cardiff</p> <ul style="list-style-type: none"> raising levels of skills and qualifications giving children the best start improving the understanding of sustainability addressing child poverty (financial poverty, access poverty, participation poverty) the United Nations Convention on the Rights of a Child and Principles for Older persons 					<ul style="list-style-type: none"> Share good practice, preparation materials and resources Enhance opportunities for staff professional development Improved staff morale/decreased staff absence Improve social opportunities for pupils Maximise resources and professional expertise Support efficiency by providing an economy of scale for undertaking key activities Promote the broader welfare of pupils by offering potential for bringing together pastoral and other services to meet their all round needs Support school improvement Enhance opportunities for activities and the provision of a broad and balanced curriculum. Maximise the benefits accrued from National initiatives Foster a natural progression from school through to post 16 provision <p>Potentially the buildings could be used to deliver community provision including life-long learning activities outside of school hours.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out to identify any reasonable adjustments that could be made to improve the accessibility to the accommodation for Glyn Derw High School on the Michaelston College site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
1.6	<p>Cardiff is a Great Place to Live, Work and Play <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>promoting the cultural diversity of Cardiff</i> <i>encouraging participation and access for all to physical activity, leisure & culture</i> <i>play opportunities for Children and Young People</i> <i>protecting and enhancing the landscape and historic heritage of Cardiff</i> <i>promoting the City's international links</i> 			x	There are no registered historic assets on the Michaelston site. There should be no impact on the landscape as the proposed scheme is to refurbish and reconfigure internal spaces.
1.7	<p>Cardiff is a fair, just and inclusive society. Consider the potential impact on</p> <ul style="list-style-type: none"> <i>the elimination of discrimination, harassment or victimisation for equality groups</i> <i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i> <i>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</i> 			x	<ul style="list-style-type: none"> - See Equality Impact Assessment below and attached. - The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities. - Public consultation with relevant stakeholders.
<p>EQUALITY IMPACT ASSESSMENT (This is attached on page 13) Will this Policy/Strategy/Project have a differential impact on any of the following:</p>					
1.8	<p>The Council delivers positive outcomes for the city and its citizens through strong partnerships <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>strengthening partnerships with business and voluntary sectors</i> <i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i> 			x	N/A

SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):

Economic

- Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.
- The schools provide employment.
- Consideration would be given to using local contractors and suppliers.

Social

- There could be the potential for community use of school facilities outside of school hours.

Environmental sustainability

- The buildings at Glyn Derw are rated C (Poor) for sustainability. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient. This proposal would result in the pupils attending Glyn Derw being accommodated in buildings on the Michaelston site that have an overall rating of B for sustainability. There would be high utilisation rates and therefore more efficient energy use.
- The limited scope for parking would encourage walking and cycling to school.

2

WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:

As the proposal were to proceed, an equality impact assessment would be carried out to identify any reasonable adjustments that could be made to improve the accessibility to the accommodation for Glyn Derw High School on the Michaelston College site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?	x	
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

<p>Is a Full Strategic Environmental Assessment Screening Needed?</p> <ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 	Yes	<p>No X An SEA has been undertaken (attached)</p>
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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email biodiversity@cardiff.gov.uk

Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government's Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff's own integrated plan; "What Matters".*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*



<p>Policy/Strategy/Project/Procedure/Service/Function Title: Proposal to transfer Glyn Derw High School to the Michaelston Community College site from January 2016. The schools would remain as schools in their own right but would share the accommodation.</p>
<p>New/Existing/Updating/Amending Updating following Consultation</p>

<p>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</p>	
<p>Name: Janine Nightingale</p>	<p>Job Title: Head of Schools Organisation, Access & Planning</p>
<p>Service Team: Schools Organisation Planning (SOP)</p>	<p>Service Area: Education</p>
<p>Assessment Date: April 2015</p>	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

<p>To transfer Glyn Derw High School to the Michaelston Community College site from January 2016. The schools would remain as schools in their own right but would share the accommodation.</p>

2. Please provide background information on the Policy/ Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

<p>(What is the basis for the proposal?)</p> <p>Both Glyn Derw and Michaelston Community College are currently experiencing a number of challenges including surplus places, significant budget deficits, substandard accommodation and poor outcomes for pupils.</p> <p>Between them, the two schools had a combined surplus of 692 places at September 13. Pupil projections indicate that both schools will continue to have high levels of surplus places. The level of surplus has had a significant impact on the funding available to both schools and has contributed to a combined revenue deficit of c£1m across the two schools.</p> <p>At September 2014 there were 89 Year 10 pupils on roll at Glyn Derw High School and 110 on roll at Michaelston Community College in comparison to the 342 places available across the two schools. This is due to fall to 70 Year 10 pupils at Glyn Derw High School and 92 at Michaelston Community College in 2015. In order to overcome the challenges to providing Year 10 provision on two sites and to ensure pupils have access to the full breadth of the GCSE curriculum all Year 10 pupils have been taught at the Michaelston Community College site since September 2014.</p> <p>Additionally Post 16 provision has been centralised on the Michaelston Community College site to ensure that pupils have access to an appropriate range of options.</p>
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Condition of existing buildings

The physical condition of the Glyn Derw High School premises is poor. Whilst some essential remedial work is being carried out to enable parts of the school to continue to function, disproportionate levels of expenditure would be required to bring the whole school up to modern standards. This is not an environment conducive to quality teaching and is deemed to be having a negative impact on learning and standards.

Accommodation at Michaelston College whilst not effectively supporting the delivery of the curriculum in some areas is deemed to be satisfactory.

The EC Harris survey which was part of a Welsh Government national exercise in 2010 summarised the premises as follows:

Glyn Derw High School

Overall condition: Category C – Poor. Exhibiting major defects and/ or not operating as intended.

Overall suitability: Category C – Poor. Teaching methods inhibited/ adverse impact on school organisation.

Overall rating: Red

Michaelston Community College

The Michaelston Community College premises were more suitable.

Overall condition: Category B – Satisfactory. Performing as intended but exhibiting minor deterioration.

Overall suitability: Category B – Satisfactory. Performing as intended, but does not effectively support the delivery of the curriculum in some areas

Overall rating: Amber

Quality and Standards

Quality and standards in schools in Cardiff are monitored by Estyn and the Local Authority (LA). In 2011 Estyn described outcomes for learners at Glyn Derw High School as unsatisfactory and outcomes for learner at Michaelston Community College as adequate.

Since the establishment of the Central South Consortium (CSC) in September 2012 the LA has commissioned the Consortium to support and enable improvement in Cardiff Schools.

In January 2014 the CSC placed both Glyn Derw High School and Michaelston Community College in Category D which is defined as underperforming school with significant weakness across a wide range of areas – requires intensive additional support.

The latest available categorisation from the Welsh Government's School Standards Unit provided data on the performance of the schools. Each school was compared with similar schools nationally. This translated into an overall score that placed the schools in one of five bands. Band 1 being the highest and band 5 the lowest. In 2013 Glyn Derw appeared in Band 4 and Michaelston in Band 5.

GCSE results for pupils at Glyn Derw for 1013/14 saw only 27.3% of pupils achieve grade A-C including English/Welsh and Mathematics, Michaelston results saw only 25.4% of pupils achieve A-C including English/Welsh and Mathematics.

Owing to the high levels of Free School Meals entitlement at both Glyn Derw High School and Michaelson Community College (check %) both schools are in receipt of additional funding in the form of the Pupil Deprivation Grant (PDG) which is intended to help reduce the impact of poverty on educational attainment.

Additionally both schools are part of the Challenge Wales Cymru initiative launched by the Welsh Government in May 2014 to improve the quality of teaching and learning. As part of the programme schools receive additional resources and expertise to undertake a programme of swift, sustained improvement.

Maintaining both schools on their existing sites does not allow for the full benefits of these programmes to be fully realised.

In order to respond appropriately to the challenges faced by both of these schools a proposal has been developed to establish a new build 10FE high school to replace both Glyn Derw High School and Michaelston Community College from September 2018. The new school would be on the current Glyn Derw High School site in order to maintain the links between the secondary school and adjacent special schools. As part of the proposal the Michaelston Community College site would be disposed of with any capital receipt contributing towards the funding of the proposed new school included in the realigned 21st Century Schools Programme.

To allow for both schools to begin realising the benefits of this reorganisation as quickly as possible and to maximise the value of additional funding through the PDG and Challenge Wales Cymru programme, it is proposed that Glyn Derw High School is transferred to the Michaelston Community College site from January 2016.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
3 to 11 years			
11 to 18 years	<p>Pupils benefit from federated schools occupying one site.</p> <p>Pupils attending Glyn Derw taught in buildings that are more suitable and in better condition</p>		
18 - 65 years			
Over 65 years			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Educational provision (Age 11-18)

The proposal is to build on the benefits realised through the federation of the schools and would provide opportunities to:

- Further streamline policies and structures
- Share good practice, preparation materials and resources
- Enhance opportunities for staff professional development
- Improved staff morale/decreased staff absence
- Improve social opportunities for pupils

- Maximise resources and professional expertise
- Support efficiency by providing an economy of scale for undertaking key activities
- Promote the broader welfare of pupils by offering potential for bringing together pastoral and other services to meet their all round needs
- Support school improvement
- Enhance opportunities for activities and the provision of a broad and balanced curriculum.
- Maximise the benefits accrued from National initiatives
- Foster a natural progression from school through to post 16 provision

Pupils attending Glyn Derw would be taught in buildings that are more suitable and in better condition:

Glyn Derw High School

Overall condition: Category C – Poor. Exhibiting major defects and/ or not operating as intended.

Overall suitability: Category C – Poor. Teaching methods inhibited/ adverse impact on school organisation.

Overall rating: Red

Michaelston Community College

The Michaelston Community College premises were more suitable.

Overall condition: Category B – Satisfactory. Performing as intended but exhibiting minor deterioration.

Overall suitability: Category B – Satisfactory. Performing as intended, but does not effectively support the delivery of the curriculum in some areas

Overall rating: Amber

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

The other high school serving the area is Mary Immaculate RC High School and it is not expected that this community school proposal would have any impact on Mary Immaculate as the school serves a Faith community.

Transport and traffic

Under this proposal there are no plans to change the Council's policy on the transport of children to and from schools. The Council's transport policy for school children can be viewed on the Council's website (www.cardiff.gov.uk).

The existing Michaelston Community College catchment area encompasses the area North-West of Cowbridge Road West and pupils within this catchment area reside up to 2.1 miles from the school site. As these pupils reside within the statutory 3 mile limit for home to school transport to the nearest appropriate secondary school, home to school transport is not provided.

The existing Glyn Derw High School catchment area encompasses the area South-East of Cowbridge Road West and pupils within this catchment area reside up to 2.3 miles from the Michaelston site. Pupils' resident within the Glyn Derw catchment would therefore not qualify for transport to the Michaelston site.

For those living very close to the Glyn Derw High School site, the walk to the Michaelston Community College site will be approximately 2.1 miles (distance from Glyn Derw HS to Michaelston CC) and will take approximately 45 minutes. The area is served by a regular bus service, with several buses (operated by Cardiff Bus) running from bus stops close to both the Glyn Derw School and the Michaelston Community College site.

Redeployment opportunities

There may still be a perception that redeployment opportunities could be affected by age. The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.2 Disability and Access

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment		x	
Physical Impairment		x	
Visual Impairment		x	
Learning Disability		x	
Long-Standing Illness or Health Condition			x
Mental Health			x
Substance Misuse			x
Other			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

Accessibility of the accommodation

If the proposal were to proceed, an equality impact assessment would be carried out to identify any reasonable adjustments that could be made to improve the accessibility to the accommodation for Glyn Derw High School on the Michaelston College site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

Transport

Transport for pupils with a disability would not be affected as it would be provided if required to meet the child's needs in accordance with the SEN Code of Practice.

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
N/A

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			
Maternity			N/A

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:

The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

If the proposal were to proceed, an equality impact assessment would be carried out to identify any reasonable adjustments that could be made to improve the accessibility to the accommodation for Glyn Derw High School on the Michaelston College site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

3.6 Race

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White		x	
Mixed / Multiple Ethnic Groups		x	
Asian / Asian British		x	
Black / African / Caribbean / Black British		x	
Other Ethnic Groups		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		x	
Christian		x	
Hindu		x	
Humanist		x	
Jewish		x	
Muslim		x	
Sikh		x	
Other		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer).

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		x	
Women		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women		x	
Heterosexual		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
(Fears that recruitment opportunities could be affected by sexual orientation) Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment. The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language		x	
Other languages		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

Language support

The proposal will not directly impact on the level of support provided as all support is dependent on the Education Improvement Grant which is reviewed and then renewed according to the results of the annual Needs Assessment Survey. The allocation of teachers and BTAs is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council's Accessibility Officer would be given the opportunity to comment on the scheme.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	See Generic over-arching actions below
Disability	
Gender	
Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	If the proposal were to proceed, an equality impact assessment would be carried out to identify any reasonable adjustments that could be made to improve the accessibility to the accommodation for Glyn Derw High School on the Michaelston College site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Rachel Willis

Date: April 2015

Designation: Policy, Equalities and Reports Officer	
Approved By: Michele Duddridge-Hossain	
Designation: SOP Team Manager	
Service Area: Education	

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council. For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

Environmental Report: Sustainability Appraisal (SA) Incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning proposal to transfer Glyn Derw High School to the Michaelston Community College site from January 2016 .

Background

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946, RWillis@cardiff.gov.uk

Proposal

To transfer Glyn Derw High School to the Michaelston Community College site from January 2016. The schools would remain as schools in their own right but would share the accommodation.

Both Glyn Derw High School and Michaelston Community College are currently experiencing a number of challenges including surplus places, significant budget deficits, substandard accommodation and poor outcomes for pupils.

Between them, the two schools had a combined surplus of 692 places at September 2013. Pupil projections indicate that both schools will continue to have high levels of surplus places. The level of surplus has had a significant impact on the funding available to both schools and has contributed to a combined revenue deficit of c£1m across the two schools.

At September 2014 there were 89 Year 10 pupils on roll at Glyn Derw High School and 110 on roll at Michaelston Community College in comparison to the 342 places available across the two schools. This is due to fall to 70 Year 10 pupils at Glyn Derw High School and 92 at Michaelston Community College in 2015. In order to overcome the challenges to providing Year 10 provision on two sites and to ensure pupils have access to the full breadth of the GCSE curriculum all Year 10 pupils have been taught at the Michaelston Community College site since September 2014.

Additionally Post 16 provision has been centralised on the Michaelston Community College site to ensure that pupils have access to an appropriate range of options.

Condition of existing buildings

The physical condition of the Glyn Derw High School premises is poor. Whilst some essential remedial work is being carried out to enable parts of the school to continue to function, disproportionate levels of expenditure would be required to bring the whole school up to modern standards. This is not an environment conducive to quality teaching and is deemed to be having a negative impact on learning and standards.

Accommodation at Michaelston College whilst not effectively supporting the delivery of the curriculum in some areas is deemed to be satisfactory.

The EC Harris survey which was part of a Welsh Government national exercise in 2010 summarised the premises as follows:

Glyn Derw High School

Overall condition: Category C – Poor. Exhibiting major defects and/ or not operating as intended.

Overall suitability: Category C – Poor. Teaching methods inhibited/ adverse impact on school organisation.

Overall rating: Red

Michaelston Community College

The Michaelston Community College premises were more suitable.

Overall condition: Category B – Satisfactory. Performing as intended but exhibiting minor deterioration.

Overall suitability: Category B – Satisfactory. Performing as intended, but does not effectively support the delivery of the curriculum in some areas

Overall rating: Amber

Quality and Standards

Quality and standards in schools in Cardiff are monitored by Estyn and the Local Authority (LA). In 2011 Estyn described outcomes for learners at Glyn Derw High School as unsatisfactory and outcomes for learner at Michaelston Community College as adequate.

Since the establishment of the Central South Consortium (CSC) in September 2012 the LA has commissioned the Consortium to support and enable improvement in Cardiff Schools.

In January 2014 the CSC placed both Glyn Derw High School and Michaelston Community College in Category D which is defined as underperforming school with significant weakness across a wide range of areas – requires intensive additional support.

The latest available categorisation from the Welsh Government's School Standards Unit provided data on the performance of the schools. Each school was compared with similar schools nationally. This translated into an overall score that placed the schools in one of five bands. Band 1 being the highest and band 5 the lowest. In 2013 Glyn Derw appeared in Band 4 and Michaelston in Band 5.

GCSE results for pupils at Glyn Derw for 1013/14 saw only 27.3% of pupils achieve grade A-C including English/Welsh and Mathematics, Michaelston results saw only 25.4% of pupils achieve A-C including English/Welsh and Mathematics.

Owing to the high levels of Free School Meals entitlement at both Glyn Derw High School and Michaelston Community College (check %) both schools are in receipt of additional funding in the form of the Pupil Deprivation Grant (PDG) which is intended to help reduce the impact of poverty on educational attainment.

Additionally both schools are part of the Challenge Wales Cymru initiative launched by the Welsh Government in May 2014 to improve the quality of teaching and learning. As part of the programme schools receive additional resources and expertise to undertake a programme of swift, sustained improvement.

Maintaining both schools on their existing sites does not allow for the full benefits of these programmes to be fully realised.

In order to respond appropriately to the challenges faced by both of these schools a proposal has been developed to establish a new build 10FE high school to replace both Glyn Derw High School and Michaelston Community College from September 2018. The new school would be on the current Glyn Derw High School site in order to maintain the links between the secondary school and adjacent special schools. As part of the proposal the Michaelston Community College site would be disposed of with any capital receipt contributing towards the funding of the proposed new school included in the realigned 21st Century Schools Programme.

To allow for both schools to begin realising the benefits of this reorganisation as quickly as possible and to maximise the value of additional funding through the PDG and Challenge Wales Cymru programme, it is proposed that Glyn Derw High School is transferred to the Michaelston Community College site from January 2016.

Key:

xx	= very incompatible; very negative effect
x	= incompatible; negative effect
✓	= compatible; positive effect
✓✓	= very compatible; very positive effect
0	= no links; neutral effect
?	= uncertain effects
DNA	= data not available

See table headers below: * Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA objective	Proposal to transfer Glyn Derw High School to the Michaelston Community College site from January 2016.		Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
	Rating	Do nothing			
1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff	✓		The buildings at Glyn Derw are rated C (Poor) for sustainability. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient. This proposal would result in the pupils attending Glyn Derw being accommodated in buildings on the Michaelston site that have an overall rating of B for sustainability. There would be high utilisation rates and therefore more efficient energy use.	x	The buildings at Glyn Derw are rated C (Poor) for sustainability. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient.
2. Reduce greenhouse gas emissions through: a) Energy efficient building design and disposing of poor quality surplus accommodation b) Promoting sustainable modes of transport and integrated transport systems	✓	X	a) This proposal would result in the pupils attending Glyn Derw transferring to accommodation on the Michaelston that has an overall rating of B (Good) for sustainability. There would be high utilisation rates and therefore more efficient energy use. b) An increase in the number of children attending the Michaelston site could increase the volume of traffic in the vicinity of the school. - Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood. - Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic,	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to transfer Glyn Derw High School to the Michaelston Community College site from January 2016.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<p>contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</p> <ul style="list-style-type: none"> - Management of access to the school site prior/during parent drop off and pick up times would help with health & safety. - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. - A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school. <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity.</p>		
Promote health and wellbeing by protecting and enhancing Public Open Space (POS) and improving access to POS	0	<p>As the open space in and around the school are not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value. There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.</p>	x	See comments next to SEA Objective 1 above
4. Minimise air, light and noise pollution associated with building development and traffic congestion	0	<p>a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works.</p> <p>b) To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. ▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme 	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to transfer Glyn Derw High School to the Michaelston Community College site from January 2016.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		which encourage parents to park further away from the school.		
5. <i>Protect and enhance biodiversity, flora and fauna</i>	0	There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
6. <i>Protect and enhance the landscape (habitats/visual amenities)</i>	0	There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
7. <i>Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems</i>	0	This would not be in scope as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i>	0	Achieved by making schools community focused - opening facilities to the public e.g. evening classes. If the proposal were to proceed, an equality impact assessment would be carried out to identify any reasonable adjustments that could be made to improve the accessibility to the accommodation for Glyn Derw High School on the Michaelston College site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to transfer Glyn Derw High School to the Michaelston Community College site from January 2016.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
9. Protect and enhance designated historic assets	0	There are no registered historic assets on the Michaelston site.	x	See comments next to SEA Objective 1 above

Conclusion

The proposal has been assessed to be compatible with the environmental objectives used to assess the goal and principles of the "21st Century Schools: A Strategic Framework for A School Building Improvement Programme" that underpin school organisation proposals.

The buildings at Glyn Derw are rated C (Poor) for sustainability. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient. This proposal would result in the pupils attending Glyn Derw being accommodated in buildings on the Michaelston site that have an overall rating of B for sustainability. There would be high utilisation rates and therefore more efficient energy use.

There should be minimal impact on the external environment as the proposed scheme is to refurbish and reconfigure internal spaces.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (Objective 4), measures to mitigate the effect are detailed.

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**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**



CABINET MEETING: 28 MAY 2015

LLANDAFF COMMUNITY POLL

REPORT OF THE CHIEF EXECUTIVE

AGENDA ITEM: 7

PORTFOLIO: SAFETY, ENGAGEMENT & DEMOCRACY (COUNCILLOR DAN DE'ATH)

Reason for this Report

1. To allow the Cabinet to consider what action the Council should take in response to the Llandaff Community Poll held on 9th April 2015.

Background

2. A Community Poll is a ballot of local government electors in a Community on a question or questions affecting that Community. The provision for Community Polls is made by law and is intended to allow local communities to express their views on a local issue. A Community Poll may be requested by electors at a Community Meeting (or by Community Councillors in an area with a Community Council), and if it is supported by 150 or 10% of the electors for the Community, the Council is legally obliged to comply with the request and hold a Community Poll.
3. At a Llandaff Community Meeting held on 16th March 2015, electors called for a Community Poll to be held on the following two questions ("Poll Question 1" and "Poll Question 2" respectively):

Poll Question 1:

"Should Cardiff Council re-open the Waungron Recycling Centre?" and

Poll Question 2:

"Should Cardiff Council reconsider the proposed housing developments in North West Cardiff in light of their potential impact on traffic volume, community facilities and the environment in Llandaff?"

4. In accordance with its legal obligations, the Council held the Llandaff Community Poll on 9th April 2015.

Issues

5. The result of the Community Poll is appended as **Appendix A**. Members will note that, in response to both questions (Poll Question 1 and Poll Question 2), the majority vote was 'Yes'.

6. The legislation provides that, where a majority of those voting at the Community Poll were 'in favour' of the Poll Question, and the Monitoring Officer has served notice to confirm that the Poll Question relates to the functions of the Council, the Council must respond in one of a specified number of ways.
7. On 27th April 2015, the Monitoring Officer served a notice to confirm that both questions, Poll Question 1 and Poll Question 2, relate to functions of the City of Cardiff Council. A copy of the Monitoring Officer's Notice is attached as **Appendix B** to this report.
8. The response now required from the Council is to perform one of the following actions in response to each Poll Question:
 - (a) Exercise the Council's functions so as to comply with the Poll;
 - (b) Consider, at a meeting of full Council, what action (if any) to take in response to the Poll;
 - (c) Initiate a public consultation exercise about what action (if any) the Council should take in response to the Poll;
 - (d) Hold a public meeting to seek views about what action (if any) the Council should take in response to the Poll;
 - (e) Initiate research to assist the Council to decide what action (if any) it should take in response to the Poll; or
 - (f) Refer the question of what action (if any) the Council should take in response to the Poll to a Scrutiny Committee with a request that the Scrutiny Committee reports back its conclusions to the Council.
9. The action must be taken within 2 months from receiving notice from the Monitoring Officer, that is, by no later than 27th June 2015.
10. After the 2 month period for action has expired, the Council is required to give notice to the Chair of the Community Meeting, describing the action it has taken and any further action proposed and to publish this notice on the Council's website for a period of at least 6 months.

Poll Question 1 (Waungron Road Recycling Centre)

11. In relation to Poll Question 1, Members will recall that this same question was raised in the recent Fairwater Community Poll (held on 5th March 2015), considered by Cabinet on 16th March 2015 and by full Council on 26th March 2015. The recommendation of Cabinet in response to this previous Poll, and subsequently approved by full Council, was to take no further action on the basis that the closure of Waungron Road Recycling Centre was part of the approved budget savings for 2014/2015, and there was no provision to allow for its re-opening in the 2015/16 budget. Further, it was noted that the budget proposals for 2014/15 and 2015/16 had been subject to full public consultation, rigorous scrutiny and debate.
12. As the call to re-open Waungron Road Recycling Centre cannot be achieved within the approved budgetary framework, this report recommends that the Llandaff Community Poll, Poll Question 1 should be

referred to full Council. Provided Members are satisfied that the decision to close Waungron Road remains reasonable and appropriate in all the circumstances, it is submitted that Cabinet should recommend to Council that no further action should be taken in response to Poll Question 1.

Poll Question 2 (Housing Developments)

13. In relation to Poll Question 2, it is noted that the housing developments in question form part of the deposit Local Development Plan (LDP), which the City of Cardiff Council, as local planning authority has a statutory duty to produce, pursuant to Part 6 of the Planning and Compulsory Purchase Act 2004. The LDP constitutes part of the Council's Policy Framework, which requires approval by full Council.
14. The deposit Local Development Plan was considered by full Council on 26th June 2014 (at the same Council meeting which also considered the Fairwater Community Poll held on 30th April 2014 calling for the Council not to adopt the LDP).
15. The Council on 26 June 2014 noted that, as local planning authority, it has a statutory duty to produce a local development plan and that the requirements and procedure for the preparation of the Plan (including public consultation arrangements), as statutorily prescribed, had been followed. On this basis, the Council on 26 June 2014 approved the submission of the deposit LDP to the independent examination process (and resolved that no further action should be taken in response to the Fairwater Community Poll held on 30th April 2014).
16. As part of the statutory LDP Examination process, Hearing Sessions have now been held and the Planning Inspectors are currently assessing the soundness of the submitted Plan. The Inspectors Report, with binding recommendations on the Council, is anticipated in Autumn 2015.
17. On the above basis, Cabinet is recommended to refer Poll Question 2 of the Llandaff Community Poll to full Council, with a recommendation that no further action should be taken in response to that Question.

Reason for Recommendations

18. To respond to the Llandaff Community Poll held on 9th April 2015 as appropriate, having regard to all relevant factors and the Council's statutory obligations.

Legal Implications

19. The law governing Community Polls is set out in the Local Government Act 1972, Schedule 12, Part V (as amended by the Local Government (Wales) Measure 2011) and the Parish and Community Meetings (Polls) Rules 1987). The relevant legal provisions are set out in the body of the report.

Financial Implications

In relation to Poll Question 1:

20. The setting of the budget is a Council decision. The decision to close Waungron Road formed part of the 2014/15 and 2015/16 Council budget decision. All costs associated with the reopening of Waungron Road need to be identified in order to inform the decision. In the event of a decision to reopen Waungron Road, then alternative savings or funding mechanism to the level of the costs required would need to be determined and established in order to ensure that the Council budget for 2015/16 remains balanced.

In relation to Poll Question 2:

21. There are no direct financial implications arising from this decision but consideration needs to be given as to the associated costs that may be incurred as a result of any alterations to the Plan.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Note the results of the Llandaff Community Poll held on 9th April 2015 (Appendix A to this report); and
2. Refer this matter to full Council, with a recommendation that, in response to the Llandaff Community Poll:
 - (i) Poll Question 1; and
 - (ii) Poll Question 2

No further action should be taken.

PAUL ORDERS

Chief Executive
22 May 2015

The following Appendices are attached

Appendix A - Declaration of Result of Poll, Llandaff Community Poll, 9th April 2015

Appendix B – Monitoring Officer’s Notice of Determination in relation to Llandaff Community Poll, dated 27th April 2014

The following Background Papers have been taken into account:

- Monitoring Officer’s Notice of Determination (Llandaff Community Poll), dated 27th April 2015
- Cabinet and Council reports on the Budget 2014/15 (February 2014), and Budget 2015/16 (February 2015)

- Cabinet and Council reports on the Fairwater Community Poll (5th March 2015), dated March 2015, 19th and 26th respectively
- Cabinet and Council reports on the Fairwater Community Poll (30th April 2014), dated June 2014, 12th and 26th respectively
- Cabinet and Council reports on the Local Development Plan, dated June 2014

Declaration of Result of Poll Datganiad Canlyniad y Bleidlais

Llandaff Community Poll Pleidlais Cymuned Llandaf

Appendix A

A Poll of the Local Government Electors of the Community of Llandaff was taken on 9 April 2015 on the following question:

Cynhaliwyd Pleidlais ymhlith Etholwyr Llywodraeth Leol Cymuned Llandaf ar 9 Ebril 2015 ar y cwestiwn canlynol:

Should Cardiff Council reconsider the proposed housing developments in North West Cardiff in light of their potential impact on traffic volume, community facilities and the environment in Llandaff?

A ddylai Cyngor Caerdydd ailystyried y datblygiadau tai arfaethedig yng Ngogledd-orllewin Caerdydd yn wyneb eu heffaith bosibl ar faint y traffig, cyfleusterau cymunedol a'r amgylchedd yn Llandaf?

I give notice that the number of votes recorded was as follows:

Hysbysaf bod nifer y pleidleisiau a gofnodwyd fel a ganlyn:

Question/Cwestiwn	Yes Dylai	No Na Ddylai
Should Cardiff Council reconsider the proposed housing developments in North West Cardiff in light of their potential impact on traffic volume, community facilities and the environment in Llandaff?	824	48
A ddylai Cyngor Caerdydd ailystyried y datblygiadau tai arfaethedig yng Ngogledd-orllewin Caerdydd yn wyneb eu heffaith bosibl ar faint y traffig, cyfleusterau cymunedol a'r amgylchedd yn Llandaf?		

The number of ballot papers rejected by me was as follows:

Roedd y nifer o bapurau pleidleisio a wrthodwyd gennyf fel a ganlyn:

Reason/Rheswm	Number/ Nifer
(a) Want of an official mark/ <i>Angen marc swyddogol</i>	
(b) Voting both Yes and No/ <i>Pleidleisio am Ie a Na</i>	
(c) Writing or mark by which the voter could be identified/ <i>Ysgrifen neu farc lle gellir adnabod y pleidleisiwr</i>	
(d) Unmarked or void for uncertainty/ <i>Heb farc neu'n ddi-rym ar gyfer ansicrwydd</i>	2
(e) Rejected in part/ <i>Gwrthodwyd yn rhannol</i>	
Total/Cyfanswm	2

I therefore declare that the question is ~~*carried/not-carried*~~

*Rwyf felly yn datgan fod y cwestiwn wedi'i (*gario / heb ei gario*)*

Eligible Electorate <i>Etholwyr Cymwys</i>	Ballot Papers Issued <i>Nifer y Papurau Pleidleisio</i>	Turnout <i>Canran a Bleidleisiodd</i>
4078	874	7078 12.36

Dated 9 April 2015
Dyddiedig 9 Ebril 2015

Christine Salter
Returning Officer/Swyddog Canlyniadau

V

Declaration of Result of Poll *Datganiad Canlyniad y Bleidlais*

Llandaff Community Poll *Pleidlais Cymuned Llandaf*

A Poll of the Local Government Electors of the Community of Llandaff was taken on 9 April 2015 on the following question:

Cynhaliwyd Pleidlais ymhlith Etholwyr Llywodraeth Leol Cymuned Llandaf ar 9 Ebril 2015 ar y cwestiwn canlynol:

**Should Cardiff Council reopen the Waungron Recycling Centre?
A ddylai Cyngor Caerdydd ailagor Canolfan Ailgylchu Waungron?**

I give notice that the number of votes recorded was as follows:
Hysbysaf bod nifer y pleidleisiau a gofnodwyd fel a ganlyn:

Question/Cwestiwn	Yes Dylai	No Na Ddylai
Should Cardiff Council reopen the Waungron Recycling Centre?	853	20
A ddylai Cyngor Caerdydd ailagor Canolfan Ailgylchu Waungron?		

The number of ballot papers rejected by me was as follows:
Roedd y nifer o bapurau pleidleisio a wrthodwyd gennyf fel a ganlyn:

Reason/Rheswm	Number/ Nifer
(a) Want of an official mark/ <i>Angen marc swyddogol</i>	
(b) Voting both Yes and No/ <i>Pleidleisio am Ie a Na</i>	
(c) Writing or mark by which the voter could be identified/ <i>Ysgrifen neu farc lle gellir adnabod y pleidleisiwr</i>	
(d) Unmarked or void for uncertainty/ <i>Heb farc neu'n ddi-rym ar gyfer ansicrwydd</i>	2
(e) Rejected in part/ <i>Gwrthodwyd yn rhannol</i>	
Total/Cyfanswm	2

I therefore declare that the question is ~~*carried/not carried*~~
*Rwyf felly yn datgan fod y cwestiwn wedi'i (*gario / heb ei gario*)*

Eligible Electorate <i>Etholwyr Cymwys</i>	Ballot Papers Issued <i>Nifer y Papurau Pleidleisio</i>	Turnout <i>Canran a Bleidleisiodd</i>
7078	875	7078 12.36%

**Dated 9 April 2015
*Dyddiedig 9 Ebril 2015***

**Christine Salter
Returning Officer/Swyddog Canlyniadau**

LLANDAFF COMMUNITY POLL, 9TH APRIL 2015

MONITORING OFFICER'S NOTICE OF DETERMINATIONS

[Pursuant to paragraph 38B(3) of Schedule 12 to the Local Government Act 1972]

TO: THE CHIEF EXECUTIVE OF THE CITY OF CARDIFF COUNCIL

I hereby give notice of my determinations, made on 22nd April 2015, that the two questions in relation to which the Poll was taken, namely:

Question 1:

“Should Cardiff Council re-open the Waungron Recycling Centre?” and

Question 2:

“Should Cardiff Council reconsider the proposed housing developments in North West Cardiff in light of their potential impact on traffic volume, community facilities and the environment in Llandaff?”

Both relate to the functions of the principal council, the City of Cardiff Council.

The reasons for these determinations are as follows:

In relation to Question 1, the provision of household waste recycling facilities is a function of the City of Cardiff Council, as the waste disposal authority for Cardiff, pursuant to Part II of the Environmental Protection Act 1990.

In relation to Question 2, the housing developments in question form part of the Local Development Plan which the City of Cardiff Council, as local planning authority, has a statutory duty to produce pursuant to Part 6 of the Planning and Compulsory Purchase Act 2004.

Dated: 27th April 2015

Signed:



Marie Rosenthal
County Clerk and Monitoring Officer
Cardiff Council
Room 286, County Hall,
Atlantic Wharf,
CARDIFF CF10 4UW

**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**



CABINET MEETING: 28 MAY 2015

CARBON REDUCTION STRATEGY

REPORT OF DIRECTOR OF ENVIRONMENT

AGENDA ITEM: 8

PORTFOLIO: TRANSPORT, PLANNING & SUSTAINABILITY (COUNCILLOR RAMESH PATEL)

Reason for this Report

1. To approve the draft Carbon Reduction Strategy as attached as Appendix A to this report and supporting policies as attached to Appendix C.

Background

2. The Council currently spends approximately £10.4m on electricity and gas per annum on its activities and this is set to continue to rise in the medium to long term due to the increasing cost of these utilities.
3. These activities generate an equivalent of over 50,000 tonnes of CO2 emission.
4. The Council also pays a carbon tax based on its electricity and gas consumption per annum through the Carbon Reduction Commitment (CRC) Energy Efficiency Scheme.
5. In 2014/15 this cost the Council over £440k. This was a reduction on the previous year's CRC expenditure, due to the positive impact of previous carbon reduction and energy efficiency. However, the CRC Tax is set to rise year on year with RPI, in addition for the first time in 2015/16 the emissions arising from street lighting supplies must also be paid. The 2015/16 submission is therefore expected to be above £800k.
6. The Carbon Reduction Strategy has been produced to set the framework to manage our ongoing carbon emissions and energy efficiency activities. It sets a specific carbon reduction target that will assist in achieving wider national and local carbon reduction targets. These include:
 - a) UK Target - Climate Change Act 2008 - To help the UK reduce greenhouse gas emissions by at least 80% by 2050.
 - b) UK Target - 15% of the UK's energy demand is required to come from renewable sources by 2020.

- c) Welsh Government Target - A 40% reduction by 2020 compared to figures from 1990.
- d) The Council's EU Covenant of Mayors commitment to reduce carbon emission across the city.

Issues

- 7. An existing Carbon Management Plan was developed in 2005/06 to cover the period up to 2018. This committed us to reducing the carbon emissions arising from Council Activities by 60%. Significant progress has been made on this Plan and we are on track to achieve the 60% target, much of which has been supported by reductions in landfilling of waste strategies and increasing recycling as well as building retrofit for energy efficiency.
- 8. The newly developed Carbon Reduction Strategy is proposed to build on these outputs and to refresh the policy to take account of regulatory, operational and technical changes and opportunities that have arisen since the first strategy. The new policy will span from 2015/16 to 2022. The scope of the strategy is more focussed on electricity and gas consumption across the council's operations Estate. The strategy has been developed in consultation with the following directorates and groups: Facilities Management, Health and Safety, Projects Design and Development, Education and Life Long Learning, Health and Social Care, Sports Leisure and Culture, Arts and Theatres, Catering, Harbour Authority, City Services, Information and Communication Technology, Finance (procurement) and Environment.
- 9. The new Strategy focusses on emissions arising from the Council's direct operational activities. It complements other key carbon and energy policies and actions including:
 - a) Energy efficiency retrofit measures across the Council's housing estate
 - b) Major renewable energy generation schemes contained within the Energy Prospectus including Radyr Weir, Lamby Way Buildings and Solar Farm and activities to address fuel efficiency in the Council's vehicle fleet.
- 10. It is anticipated that through delivery of projects and initiatives identified within the Carbon Reduction Strategy that a 35% reduction in current carbon emissions associated with electricity and gas can be achieved by 2022 using 2013/14 as the new baseline year.
- 11. Four key strands have been identified which will contribute to reduction in carbon. These are:
 - a) Renewables - Renewable energy generation on council buildings
 - b) Invest to Save - Retrofit projects to our own estate of buildings including technologies such as insulation, LED lighting, building controls, boilers etc

- c) Design and Asset Management - Efficient use of our building assets including asset disposal and refurbishment
 - d) Good Housekeeping - Focussing on staff's behaviour to energy and ensuring buildings are operated efficiently.
12. The Strategy includes detailed policies and actions around each of these key strands. The Capital programme already includes provision for early actions, including the development of localised renewables on the roofs of Council buildings and other energy efficiency measures in parts of the estate. The Strategy has also analysed and identified a full range of other measures that will be developed and brought forward through the longer term up to 2022.
13. It should be noted that other schemes such as the Radyr Weir Hydroelectric project and the Lamby Way Solar Farm as invest to earn schemes are outside the direct scope of the Strategy but will also contribute to our wider carbon reduction ambitions. A wide range of projects and funding sources support both the Council's infrastructure such as: ReFIT- Council building retrofit of energy saving technologies, Arbed - housing insulation and Salix – Street lighting energy saving measures.
14. Each type of Council funded renewable energy investment requires a limited risk approach with a return above that which would be received as Gilt edged bonds at a risk free rate for example. The overall investments are decided upon via individual robust business case process that would also incorporate any timescale risks against subsidies such as Feed In Tariffs (FITs) or Renewable Heat incentives (RHI). However, it is also crucial that the right investment is made in the city's infrastructure to secure a sustainable energy management resilience for the City's future. As such further development plans are progressing that could include both shared investment and risk, propositions with other public bodies and the private sector as part of an Energy Prospectus for Cardiff. This approach will be the subject of a future report to Cabinet.

Scrutiny Consideration.

15. The strategy and policy documents were presented to Environmental Scrutiny on the 9th of December 2014.

Reason for Recommendations

16. Adoption of the strategy will:
- contribute towards Cardiff's One Planet aspiration
 - contribute towards the national and local carbon reduction and renewable energy targets
 - contribute towards Cardiff's energy resilience with less reliance on the grid for its energy
 - promote energy efficient behaviour of its occupiers and staff
 - help reduce the Council's operational costs

Financial Implications

17. The report provides details on potential short medium and long terms strategies in relation to Carbon reduction as well as potential savings that reducing carbon could generate. The Council's capital programme already includes allocations for retrofit, street lighting as well as energy reduction measures for Street lighting in residential and streets and principal roads. The report highlights that securing energy efficient projects often has a higher capital cost, but may be the cheapest over the expected lifespan of the project. The budget report for 2015/16 highlighted the revenue expenditure and capital expenditure pressures particularly in relation to affordability of additional borrowing. This carbon strategy report highlights significant potential capital expenditure implications of C £16m up to 2022, which equates to c £2.4m p.a.
18. Whilst the strategy makes a number of recommendations it is essential that the taking forward of schemes is undertaken following consideration of budget framework requirements, approval of robustly prepared and assessed business cases as well as consideration of the risks of affordability of any additional borrowing that may be required to be undertaken compared to alternative priorities for investment. Where significant, such business cases may need to be the subject of future Cabinet reports.
19. Opportunities for external funding should be sought where applicable and consideration of future long term use of assets considered before any approved investment takes place e.g. whether properties are planned to be retained, replaced or used in alternative ways. There needs to be clear linkages to any Property and Infrastructure asset management plans.

Legal Implications

20. The proposed recommendation, put simply, is to approve the draft Carbon Reduction Strategy.
21. Legal Services has not been involved in the preparation of the Strategy. The decision maker will need to be satisfied that the Strategy addresses all material factors, including legislative and government guidance (including Welsh Government guidance), that the same have been taken into account, that there has been adequate consultation with all those who may be affected by the Strategy and that their views have been taken into account. Legal Services has advised that this is addressed in the body of the report.
22. In considering this matter the decision maker must have regard to the Council's duties under the Equality Act 2010. Pursuant to these legal duties Councils must, in making decisions, have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are:
 - Age

- Gender reassignment
- Sex
- Race – including ethnic or national origin, colour or nationality
- Disability
- Pregnancy and maternity
- Marriage and civil partnership
- Sexual orientation
- Religion or belief – including lack of belief

23. Consideration should be given as to whether an equalities impact assessment(EQIA) is required, (including an updated assessment if there has been a time lapse since the assessment was carried out), to ensure that the Council has understood the potential impacts of the proposed decision in terms of its public sector equality duty.

RECOMMENDATIONS

Cabinet is recommend to approve the Carbon Reduction Strategy as the basis for ongoing energy saving and carbon reduction activity across the Council's Estate.

JANE FORSHAW

Director
22 May 2015

The following appendices are attached:

Appendix A: Draft Carbon Reduction Strategy (Executive Summary)
Appendix B: Draft Carbon Reduction Strategy (Detailed Report and Appendices)
Appendix C: Draft Supporting Policies



CARBON REDUCTION STRATEGY

THE CITY OF CARDIFF COUNCIL

CARBON REDUCTION STRATEGY

THE CITY OF CARDIFF COUNCIL

Executive Summary



Background

In 2005 the City of Cardiff Council (CCC) approved a Carbon Reduction Strategy which set a target of reducing carbon emissions from Council activities by 60% by 2018. At the start of that Strategy the Council's total emissions were 120,000 tCO₂e/annum. The 60% reduction ambition therefore gave a target to reduce to 48,000 tCO₂e/annum by 2018. The CO₂e emissions for 2013/14 were 50,931 tCO₂e/annum, meaning that we are well on course to meet the 60% target in advance of the 2018 timeframe.

Successful carbon management projects over the lifespan of the Strategy have included energy efficiency projects, such as LED lighting schemes, boiler replacement, heating controls, variable speed drive. Improved data collection and reporting have also been key features, including smart meter roll out to over 90% of the council's portfolio and implementation of the Carbon Culture platform which

reports on energy consumption in real time and has helped to identify opportunities to lower demand. Waste management also played a key role in the previous strategy, especially in activities to divert waste from landfill.

Recycling volumes have increased and residual landfill waste is now processed in a waste to energy plant, resulting in equivalent CO₂ emissions from landfill being avoided and landfill waste being used to generate electricity.

Following from the success of the 2005 Strategy, the 2015 Carbon Reduction Strategy has been prepared to provide updated targets for the next period up to 2021

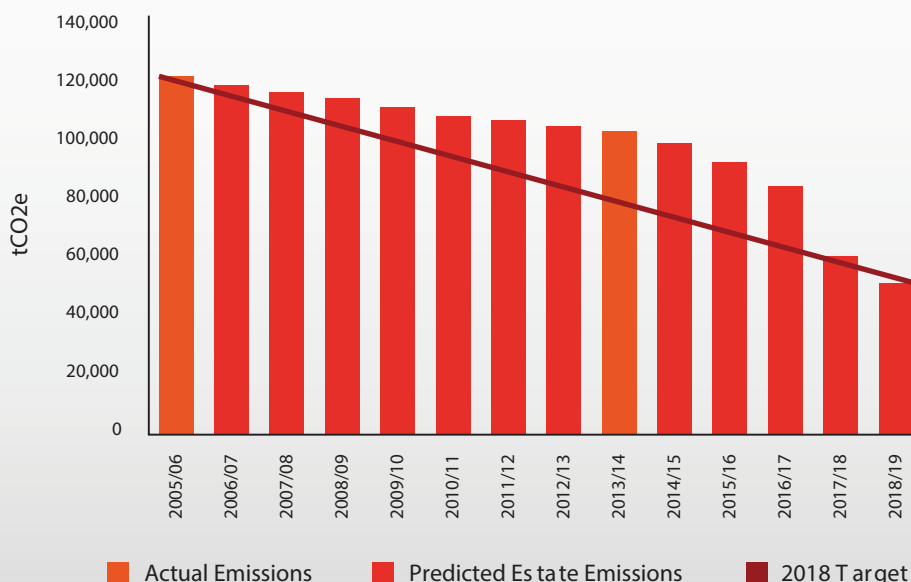
Key Strands

The new Strategy has re-focused the scope of new targets and places a sharpened focus on direct carbon

emissions that CCC is responsible for and in control of, specifically for the built estate and city infrastructure (street lighting, traffic lighting etc). It is also more directly focussed on reducing our energy costs, which currently stand at around £10m per annum.



Figure A - Absolute Carbon Emissions





> Executive Summary

The Strategy provides a framework and set of actions for achieving emission reductions and cost savings through the implementation of measures through 4 key strands. These include:

Good Housekeeping
Improved building management by building managers and occupiers.

Design and Asset Management
including improvement to the council's built estate and improved building rationalisation.

Invest-to-Save Projects
Including retrofit energy efficiency projects

Renewable Energy Generation Projects
Generation of on site renewable energy to reduce import of energy from the grid.



Figure B - CO2e Reduction Initiatives

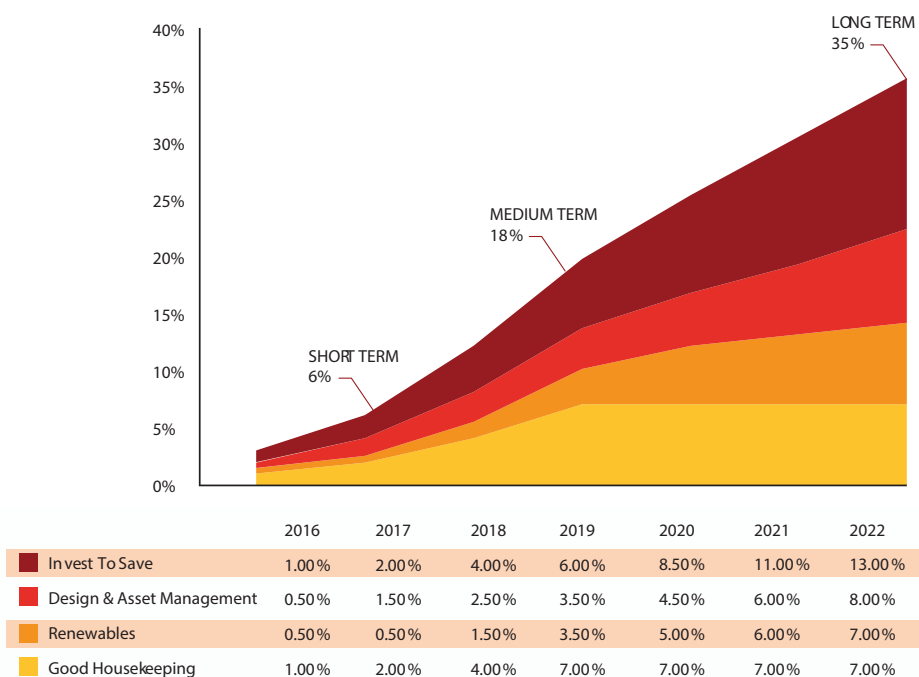


Table A – Summary of Initiatives

Initiatives	Cost Saving [£/year]	CO2e Savings [tCO2e/annum]	Cost [£]	Estimated Payback [Years]
Good Housekeeping	£0.945M	3,565 tCO2e (7%)	Absorbed current budget	Immediate
Invest to Save	£1.0M	6,621 tCO2e (13%)	£6.6M	6.4 years
Renewables	£1.03M	3,565 tCO2e (7%)	£9.5M	12.9 years
Asset Rationalisation	£0.625M	4,075 tCO2e (8%)	-	-
Total	£3.6M	17,826 tCO2e (35.0%)	£16.1M	-

CARBON REDUCTION STRATEGY

THE CITY OF CARDIFF COUNCIL

Executive Summary

Table B - Summary of Targets

	By Fiscal Year	Accrued Target	Strategy Focus
Short Term	2017	6%	Focus on implementing Good Housekeeping measures and develop invest to save initiatives funding and implement some small scale invest to save initiatives.
Medium Term	2019	18%	Complete invest to save initiatives, allocating 18% of the readily achievable target savings in the medium term with the remainder in the long term.
Long Term	2022	35%	Target the remaining invest to save initiatives, and allocate budget to implementation of renewable energy generation on the built estate.

The Strategy has been informed primarily with data collated in studies undertaken to identify energy inefficiencies and savings opportunities across the Council Estate.

A comprehensive list of potential interventions has been developed and this has been used to generate an implementation plan across the four key strands listed above. Some of these actions are already included as live funded projects in the Capital programme, or as "behaviour change" activities facilitated by the Energy team.

Short term funded proposals are supported by detailed business cases showing efficiencies and payback periods etc. It is anticipated that wider Action plan will be updated periodically to take account of lessons learned and emerging energy policies and technologies. Its longer term purpose will be to inform future carbon reduction actions and investments

throughout the period up to 2021. The graph on page 3 highlights the possible CO₂e reduction initiatives that could be implemented across the 4 activity strands.

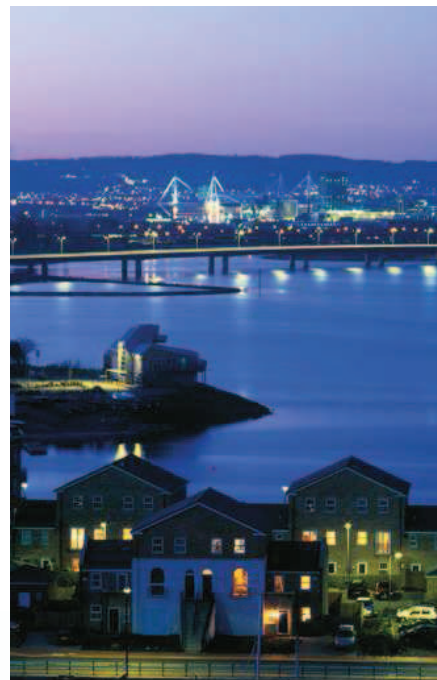
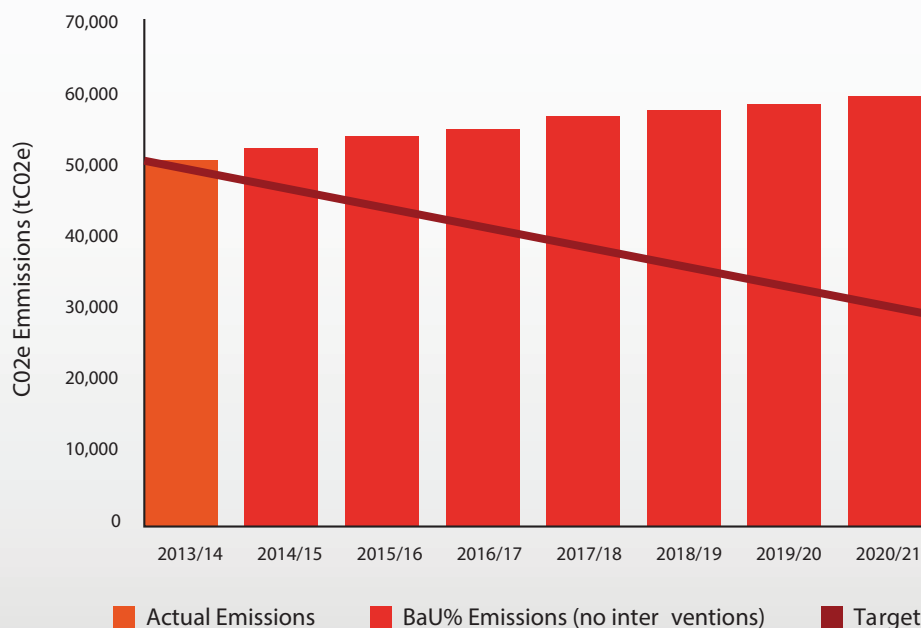


Figure D - Implementation Plan Utility Cost Projections



CARBON REDUCTION STRATEGY

THE CITY OF CARDIFF COUNCIL

> Introduction

Function

This Carbon Reduction Strategy details the existing and future commitment of The City of Cardiff Council (CCC) to manage and reduce energy consumption and resultant carbon dioxide equivalent (CO₂e) emissions. Historic CO₂e emission data are analysed with future projections to 2020 to review the impact on future targets. Financial and CO₂e emission reduction option evaluation demonstrates a proposed plan to ensure carbon targets are not missed, to manage future CO₂e emissions, rising carbon taxes and utility costs. This document integrates

issues relating to energy and carbon management to provide a formal document for future update. This document focuses on what are referred to as Scope 1 and Scope 2 CO₂e emissions:

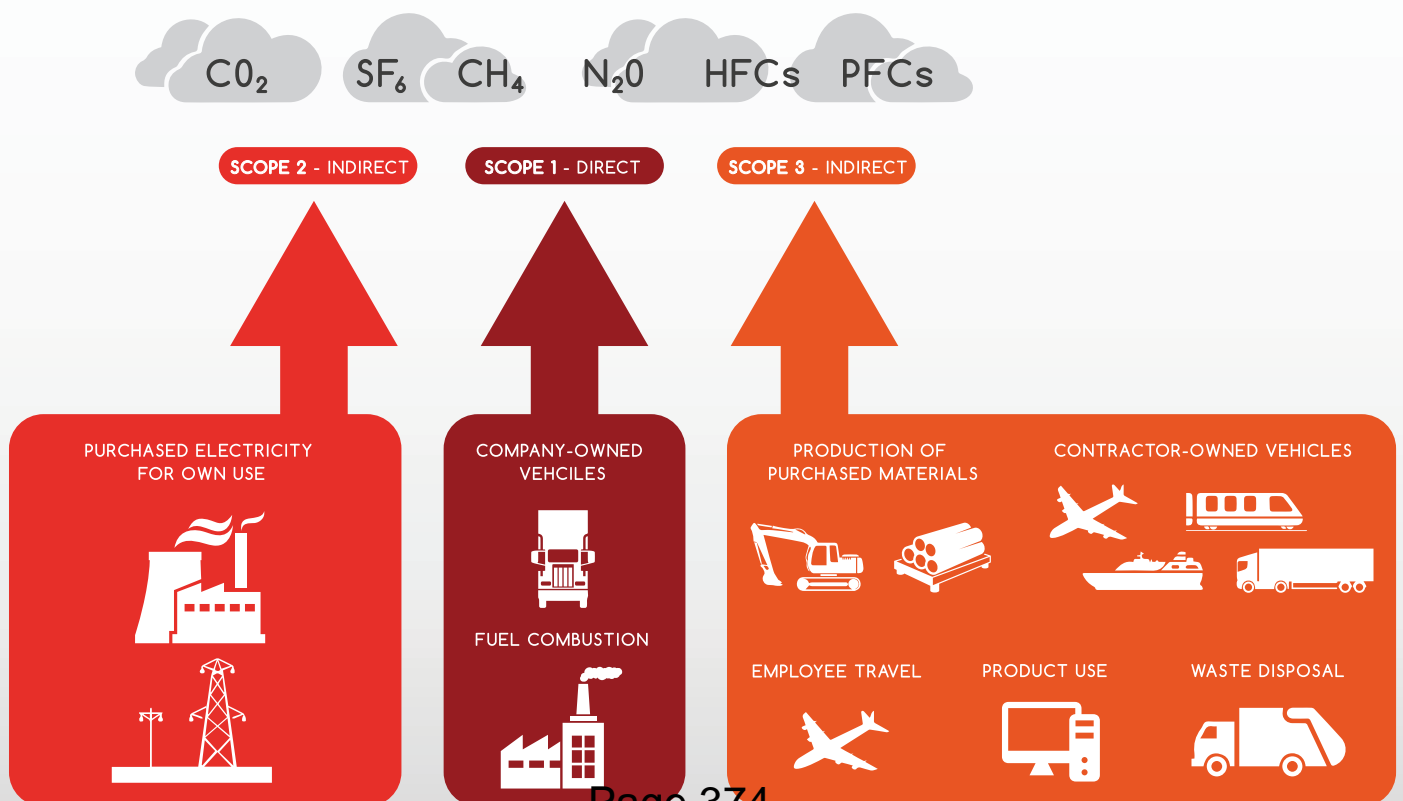
This document focuses on what are referred to as Scope 1 and Scope 2 CO₂e emissions:

- Scope 1 emissions are defined as direct CO₂e emissions which occur from sources owned or controlled by CCC, for example CO₂e emissions from combustion in owned boilers. (Only scope 1 emissions from buildings shall be considered within this report, as emissions from fleet vehicles are measured within separate reporting).

- Scope 2 CO₂e emissions are defined as those arising from the generation of purchased electricity consumed by CCC.

- Scope 3 CO₂e emissions are defined as indirect emissions generated as a consequence of the CCC activities e.g. business travel (excluding use of company vehicles) commuting, and international travel. Scope 3 CO₂e emissions are excluded from this report.

Figure 1 GHG Protocol Classification of CO₂e Emissions





> Introduction

The figures presented in this report are all in terms CO₂e taking into account emissions of Green House Gases GHGs other than carbon dioxide (CO₂) (namely, methane and nitrous oxide) during the combustion of the fuel, in the case of natural gas and fuel oil, or during the generation of electricity at UK power stations.

Report Format

Section 2 considers aspects of governance and monitoring in relation to carbon management and who will have responsibility for delivering the Strategy.

Section 3 presents the drivers of the Carbon Reduction Strategy and a review of the current approach to CO₂e reduction, including strategic objectives and targets.

Section 4 and 5 presents robust baseline data on CCC energy use and resulting CO₂e emissions and projections to 2020.

Section 6 presents the financial and CO₂e evaluation for reduction measures and the cost benefit analysis.

Section 7 is the proposed implementation plan to meet the targets, including considerations of how the plan will be financed and strategic enabling actions that CCC will take.

City of Cardiff Council Background Information

The City of Cardiff Council (CCC) is the governing body for the city of

Cardiff. CCC is committed to doing all it can, within practical, economic and technical limits to reduce greenhouse gas emissions resulting from its activities. Furthermore it aims to use its role as an exemplar to positively encourage emission reductions in the wider community.

The council owns and operates a number of properties across the county including schools, offices, leisure and housing plus highways and transport (street lighting & traffic signals).

Summary of Previous Studies

A summary of previous energy/carbon reduction studies are summarised within Appendix A of this Strategy.

Carbon Trust:

- Carbon Management Energy Efficiency Report – Phase 1, Lighting Implementation Study

City of Cardiff Council:

- Commercial Buildings Solar Scheme
- School Buildings Solar Scheme
- RE:Fit
- LED Street Lighting Feasibility 2014

CO₂e Emission Factors

Table 1 CO₂e Emission Factors that have been used within this report are based on 2013/14 Guidelines from the Carbon Reduction Commitment (CRC) Energy Efficiency Scheme. This reflects the councils internal reporting.



Figure D - Implementation Plan Utility Cost Projections

Fuel	Carbon Factor	Source
Gas	0.1836 kgCO ₂ e/kWh	CRC Energy Efficiency Scheme Order: Table of Conversion Factors 2013/14 – Jan 2014
Electricity	0.5410 kgCO ₂ e/kWh	CRC Energy Efficiency Scheme Order: Table of Conversion Factors 2013/14 – Jan 2014

> Governance and Progress Monitoring

The City of Cardiff Council is committed to continual improvement of its environmental performance to minimise adverse effects on the environment, following the principles embedded in sustainable development and the Green Dragon environmental management system. The council actively encourages responsible environmental practice by its suppliers, contractors and partners. The Council has a strong commitment to sustainability and carbon saving, most recently committing to it in their previous carbon reduction strategy document. This set challenging targets for reducing its carbon emissions for council buildings and municipal waste by 60% in 2018 (from a 2005-06 baseline).

By creating and adopting a number of initiatives, the council has been consistently reducing their energy consumption since 2005/06. The creation of "carbon management" systems have been of great benefit to the council, enabling sophisticated automatic metering that allowed for the central collection of electronic data as well as a programme of retrofit energy reduction projects. CCC can now provide robust energy information which can be quickly and efficiently analysed and interpreted. The Energy Management team currently provide energy reporting to Directorates and the council's Green Dragon environmental management system.

This incorporates annual energy saving targets for specific buildings (County Hall, City Hall, Wilcox House, Global Link, Cardiff Castle, Pentwyn Leisure Centre, Western Leisure Centre, Central Library, Maindy Pool & Track). The energy saving target is monitored by the council's environmental management steering group on a bi-annual basis and is reported annually in the council's Environmental Statement. This Environmental Statement focuses on CO2 emissions from the whole Council estate, street lighting, fleet transport, grey fleet and staff travel. The Environmental Statement is signed off by the Director of Environment and is available to the public. Carbon Reduction Commitment reporting is undertaken and sent to the Environment Agency on an annual basis for the built estate. This excludes housing and landfill.

The Salix Recycling Fund aims to increase capital investment in energy efficient technologies across the public sector. It is a ring-fenced fund with capital provided by Salix, and matched by the partner Cardiff Council, to be spent on energy saving projects. The financial savings delivered by the projects are returned to the fund allowing further spending on front line services, hence the term 'Recycling Fund'. £200,000 is committed in the council's recycling fund.

There is a budget allocated for energy reduction in schools. Funding for energy reduction initiatives is sought allocated on an adhoc basis. There is currently no internal process for delivery of identified projects.





> Overview of the Carbon Reduction Strategy



Carbon Management Strategy Drivers

The UK agenda on CO₂e reduction, as established by the Climate Change Act 2008 and the associated targets to reduce CO₂e emissions by 34% by 2020 and 80% by 2050 against 1990 levels, are increasingly being reflected in both legislative and fiscal policy. At a pragmatic level the need to reduce CO₂e emissions will increasingly be required both to reduce costs as fuel prices and associated taxes rise, and to protect the organisations reputation by demonstrating the ability to deliver on the carbon reduction agenda.

Targets

As highlighted in section 4.1 the current carbon Strategy runs to 2018 with a target of 60% CO₂e emission reduction from non-domestic buildings and municipal waste from 2008 with figures reported as absolute.

Reputation

There is a reputational risk if CCC does not take further steps to set and work towards challenging targets, proactively managing its environmental impacts and communicate challenges and achievements to all members, staff and the public.

Welsh Government Aspirations

In May 2009, the Welsh Government (WG) released the 'One Wales One Planet' report; in it the Government sets ambitious targets to reduce Wales's CO₂e footprint.

The Climate Change Strategy further details requirements to achieve CO₂e reduction. The document sets a 3% year on year reduction in CO₂e from the transport, residential and public sector. The 3% target refers to improvements in Scope 1 and 2 CO₂e emissions to all buildings under ownership, and to tackle Scope 3 CO₂e emissions at some unspecified time in the future.

In keeping with its aim to be an exemplar of sustainability performance, the Carbon Reduction Routemap will enable the Council to develop a new Carbon Management Strategy and targets in line with best practice across the public sector.

Utility Costs

The effects of volatility and increases in utility costs will have a dramatic effect on CCC's future finances. This Strategy details measures to protect CCC from utility cost variations by reducing energy demand, providing security of supply and flexibility of onsite energy generation for new technologies.

Variations in utility costs are outside CCC control and there is considerable uncertainty in future years. The table below provides an indication based on a range of percentage increases.

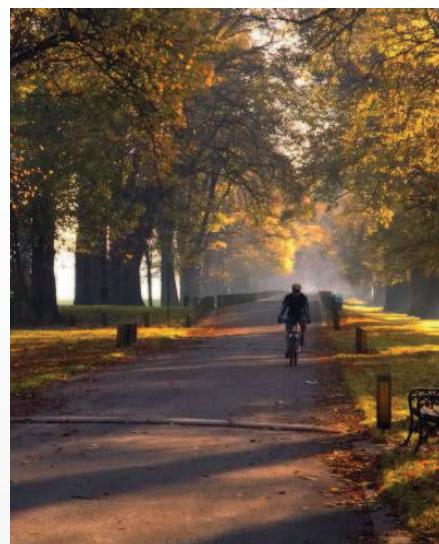


Table 2 Utility Cost Projections (Based on 2013/14 Utility Costs)

Utility Rate	Current 2013/14	+25% 2020	+ 50% 2025	+75% 2030
Estimated Cost	£10.4 M	£13.1 M	£15.7 M	£18.3 M

CARBON REDUCTION STRATEGY

THE CITY OF CARDIFF COUNCIL

> Overview of the Carbon Reduction Strategy



The Carbon Reduction Commitment Energy Efficiency Scheme (CRC EEC)

The Carbon Reduction Commitment (CRC) was updated as part of the UK Government's Spending Review in 2010 and now referred to as the CRC Energy Efficiency Scheme (CRC EEC). The scheme provides a financial incentive to reduce emissions by placing a price on CO₂e emissions. Annually from April 2012, the council was required to 'buy' CO₂e allowances for every tonne of CO₂e forecasted to be emitted as a result of its stationary energy use in the following 12 months.

CRC taxes have recently entered phase 2 and will be charged at £16.40/t CO₂e

which is expected to rise further in future years. The following table provides estimated financial cost based on a range of projections.

Of particular note is that all energy consumed via passive unmetered supplies will become liable for CRC charges from 2014/15 onwards. This will result in the council's street lighting and traffic signals being included within the scheme, which have significant costs (as added into fields in Table 3 with a * symbol)

Planning Guidance

Formerly Wales-wide Planning Guidance required all non-residential buildings to achieve BREEAM 'Very Good' but also the mandatory energy credits for BREEAM 'Excellent' when constructed as a new build, or refurbishment. However with the introduction of the new Part L 2014 regulations, which are devolved from England, alone are deemed sufficiently challenging to remove this guidance. Therefore BREEAM is no longer mandatory, but the regulations themselves will be significantly more challenging than in the past.

CCC currently have limited plans for increasing its portfolio of properties and refurbishment, therefore each

opportunity will be carefully assessed against the new building regulations.

3.2.6 Building Regulations
Welsh Building Regulations have been devolved from the rest of the UK Building Regulations as of July 31st 2014, and represent a significant improvement over the previous 2010 regulations (typically requiring a reduction in carbon emissions of between 15-20%).

Devolution of Building Regulations in Wales is widely seen as a mechanism to speed up the reduction of carbon emissions in Wales even further and address WG's aspirations for all new buildings to be CO₂e zero in the future.

Table 3 - CRC EEC Projections (Based on 36,504 tCO₂e – 2013/14 CO₂e Emission)

CRC Rate	£12/tCO ₂ e 2013/14	£16.4/tCO ₂ e* 2014/15	£26/tCO ₂ e*	£36/tCO ₂ e*
Estimated Cost	£438,044	£811,255	£1,286,137	£1,780,805



> Energy

Energy Metering

CCC utilise software that includes metering connections for the majority of utility meters across the estate. This allows utility consumption to be monitored accurately and remotely. The purpose of the SystemsLink software is to collect energy data at individual building level, for display and manipulation by users both on and off site. The system is also used for billing validation purposes.

Energy Performance and Display Energy Certificates

As part of the UK's compliance to the EU's Energy Performance of Buildings Directive (EPBD), Energy Performance Certificates and Display Energy Certificates are now required to be displayed in all public buildings over

500m2 floor area. As of January 2015 it will be mandatory to include buildings above 250m2. Energy Performance Certificates (EPCs) and Display Energy Certificates (DECs) have been mandatory since October 2008.

EPCs provide the calculated asset energy performance rating of a new building, meaning the performance of the building fabric, plant equipment and lighting. An EPC is required on construction, sale or rent of a building.

DECs provide the measured operational energy rating. They are produced annually using actual energy consumption and are presented with results from previous years. DECs are primarily intended to be displayed within public buildings though they may be displayed in private buildings voluntarily.

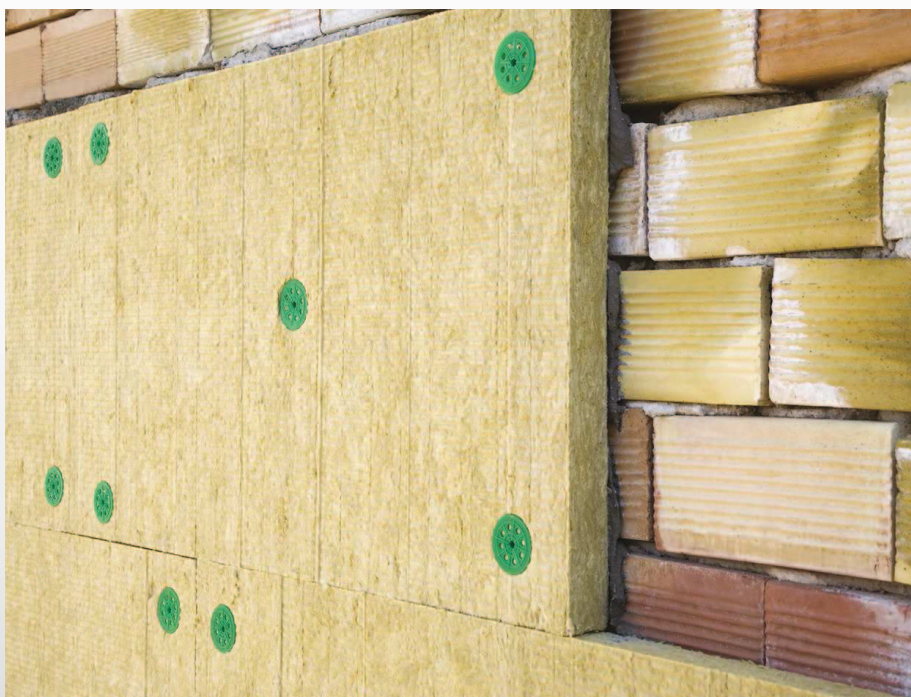
Planned Maintenance

At present:

- There is a reactive maintenance programme
- Funding is committed to a backlog maintenance programme
- There is a limited medium to long term planned preventive maintenance programme due to budget constraints.

Funding is committed to reactive maintenance all related to health and safety, DDA, other legal compliance and business continuity. There is little resource to reduce energy consumption and improve environmental comfort. Furthermore there are:

- Large elements of reactive maintenance - mostly due to consequence of having so many properties and range of directorates
- Longstanding issues of continuity – i.e. staff movement between buildings/ directorates



CARBON REDUCTION STRATEGY

THE CITY OF CARDIFF COUNCIL

> CO2e Emission Data

Introduction

This section provides analysis of the energy used by CCC from the financial year 2013/14, and the CO2e emitted from the energy used. The figures for energy used have been converted to CO2e emissions using the Guidelines from the Carbon Reduction Commitment (CRC) Energy Efficiency Scheme so that they will match the councils current internal reporting (refer to section 1.7). The carbon emission baseline has been updated accordingly to these factors so that a fair comparison can be made.

Energy and Absolute CO2e Emissions

The following issues are highlighted from the data analysis;

- Energy consumption is fairly equal between gas and electricity, however due to higher carbon emissions and utility costs this shows the greater impact of electricity consumption in Figure 3 and Figure 4.



Table 4 CCC Summary 2013/14

	Gas		Electricity		Total
Energy (kWh)	70,596,860	50.1%	70,184,151	49.9%	140,781,010
CO2e (tCO2)	12,962	25.4%	37,970	74.6%	50,931
Utility Costs	£2.6 M	24.7%	£7.9 M	75.3%	£10.4 M

Figure 2 Energy Consumption 2013/14

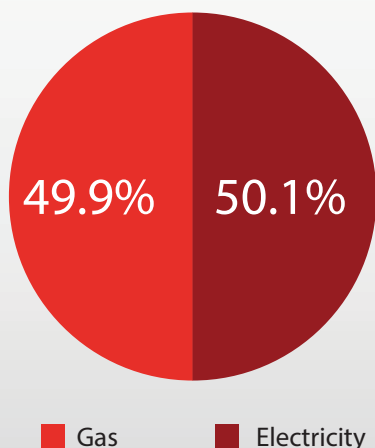


Figure 3 Absolute CO2e Emissions 2013/14

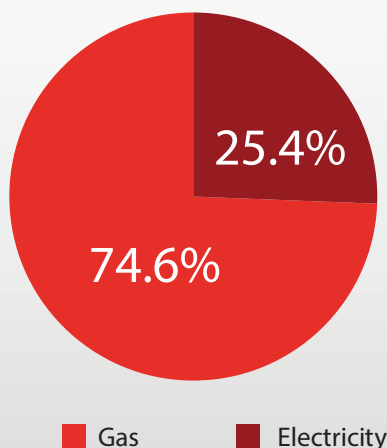
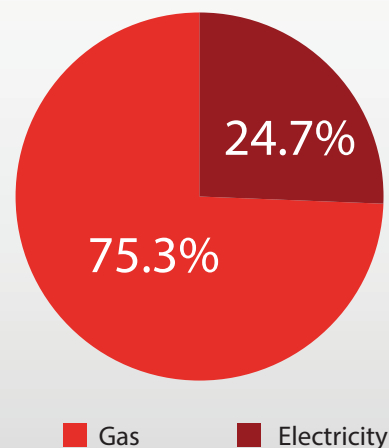


Figure 4 Utility Costs 2013/14





> CO2e Emission Data

Current CO2e Emissions

Based on the 2013/14 financial year the total CO2e emissions for the estate are 50,931 tCO2e (see Table 4). It is clear that prioritising carbon reducing measures addressing electricity consumption will yield the greatest carbon emission savings and utility cost savings.

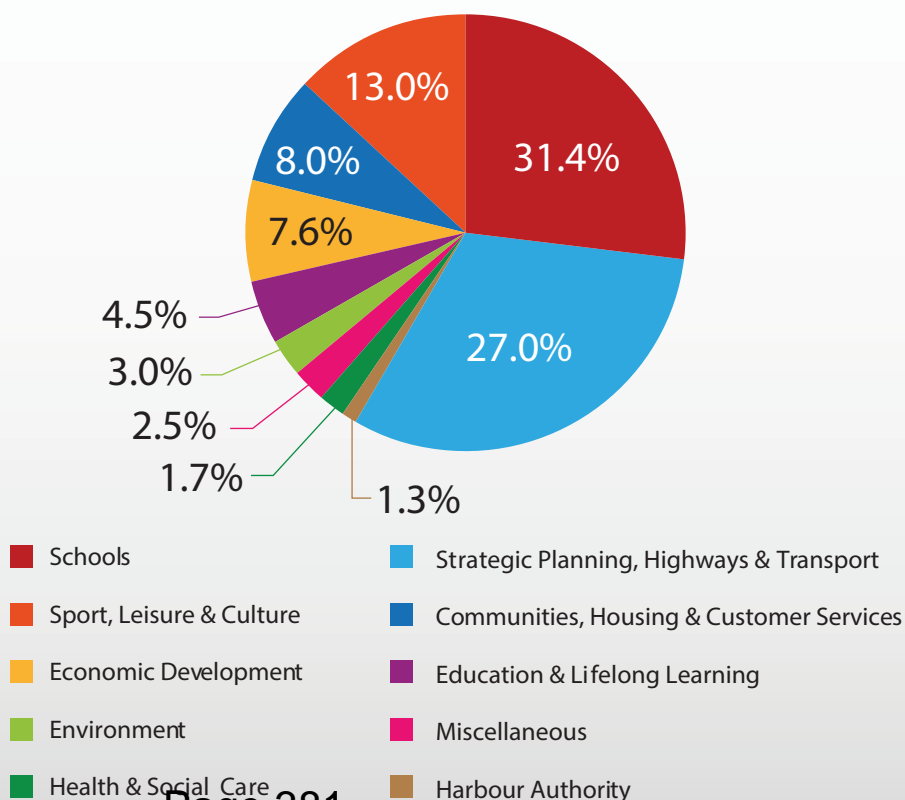
Table 5 and Figure 5 demonstrate that Schools are the biggest carbon consuming directorate, however the top 4 directorates alone cover over 75% of the overall carbon emissions. Active targeting of these directorates will yield the highest carbon savings. It should be noted that CCC employ an Energy Awareness Officer for Schools due to the high energy consumption and future area to concentrate on. The "Miscellaneous" directorate has been created based on summarising the carbon totals for supplies which do not relate to the council's regular directorate structure.



Table 5 CCC Summary of Carbon Emissions by Directorate 2013/14

Fuel	Total tCO2	Total
Schools	15,970	31.4%
Strategic Planning, Highways & Transport	13,755	27.0%
Sport, Leisure & Culture	6,618	13.0%
Communities, Housing & Customer Services	4,092	8.0%
Economic Development	3,850	7.6%
Education & Lifelong Learning	2,284	4.5%
Environment	1,551	3.0%
Miscellaneous	1,291	2.5%
Health & Social Care	847	1.7%
Harbour Authority	675	1.3%
Total	50,931	

Figure 5 Carbon Emissions by Directorate 2013/14



CARBON REDUCTION STRATEGY

THE CITY OF CARDIFF COUNCIL

> CO2e Emission Data

Further analysis of the data in Table 6 highlights that the number one source of carbon emissions is street lighting across the city, followed by County Hall and City Hall.

Figure 6 shows that the Top 3 buildings / meters represent 30%, Top 10; 40% and Top 20; 50% of all CCC carbon emissions. Again, active targeting of these sites is likely to achieve the highest carbon savings.

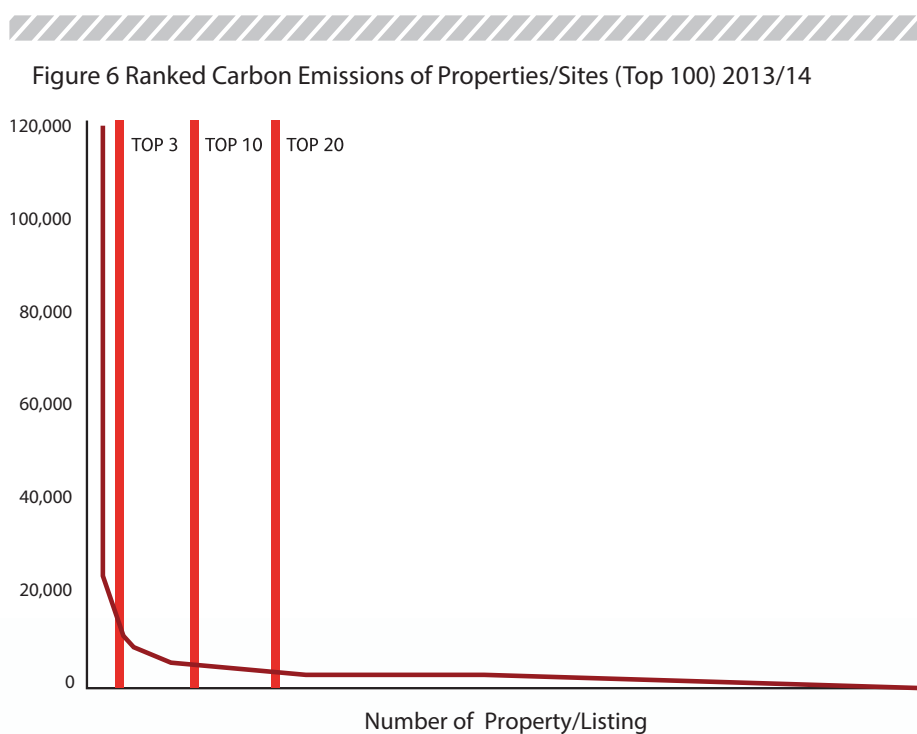


Table 6 Top 10 Carbon Emissions by Site

Site Name	Electricity CO2e (tCO2)	Gas CO2e (tCO2)	Total Carbon Emissions (tCO2)	Total
1 Street Lighting (All)	11,836	0	11,836	23.2%
2 County Hall	2,105	287	2,392	4.7%
3 City Hall	661	526	1,187	2.3%
4 Traffic Signals (All)	1,127	0	1,127	2.2%
5 Fitzalan High School	517	376	894	1.8%
6 St David's Concert Hall	573	289	863	1.7%
7 Lamby Way Cleansing Depot	788	22	810	1.6%
8 Cardiff International White Water Centre	679	44	723	1.4%
9 Western Leisure Centre	376	185	561	1.1%
10 Radyr Comprehensive School	355	190	545	1.1%



> Assessment Against Baseline and Targets

Scope 1 and 2 CO2e Emission Performance

The CO2e energy emission in 2005/06 from CCC representing building and street lighting was a net 40,800tCO2e/annum. This figure has not been re-profiled to account for updates in CO2e conversion factors as original source calculations are unavailable.

Figure 7 shows the 2005/06 breakdown of carbon emissions for the council. Of particular note is that the majority of emissions were recorded from landfill waste, however the council has more direct control over the emissions from buildings, vehicles and street lighting.

As mentioned in Section 3.2, the current carbon management plan runs to 2018 with 60% target reduction from 2005/06 energy emissions.

CCC should be commended for its approach since the implementation of the original Strategy as the improved standard of smart metering means that emissions can now be calculated with great accuracy. This has held particular importance for CRC's and group utility contracts. Furthermore a number of high profile, high energy schemes such as the White Water Rafting Centre and New Central Library have been added to the portfolio of properties. Therefore it is believed that the 2013/14 carbon emissions data is the most accurate set of figures to re-profile and reassess the council's performance.

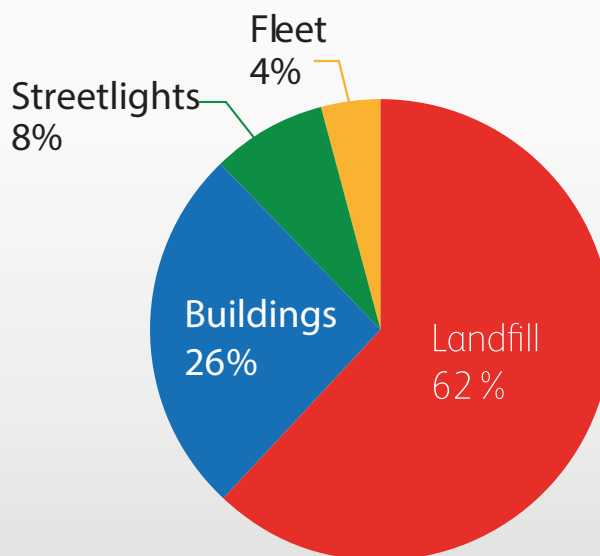
Current Project CO2e Emissions

Completed projects will also have an impact on absolute CO2e emissions for the estate. The following list summarises some of the key projects completed/in progress since the 2008 plan:

- LED Lighting Installations
- Building Insulation Programme
- Heating Controls Programme
- Variable Speed Drives – Pumps & Fans
- Lighting Controls in Council Buildings
- IT projects – virtual servers, blade servers, extreme PC's
- Lamby Way Landfill Gas CHP
- In-vessel composting facility
- Automatic Meter Reading
- Voltage Optimisation Installations
- Heating Controls in Demountable Classrooms
- Biomass feasibility/implementation

- Energy Awareness Campaigns
- Detailed Energy Auditing of largest energy consumers
- New Build – Beacon Project
- Low Carbon Building Performance Standard
- Heating Controls Audit
- School Pool Hall Energy Improvements – Pool covers, Ventilation, Heating plant

Figure 7 2005/06 Carbon Reduction Strategy Summary of CO2e (Source: "Cardiff Council 60% Carbon Reduction Strategy")



Total = 120,000 tonnes CO2

> Assessment Against Baseline and Targets

Electrical Grid Decarbonisation

The effects of decarbonisation of the electrical grid (the assumed reduction of the UK average CO₂e emissions for electricity over time, as power generation shifts away from fossil fuels towards nuclear power and renewables) will potentially have a dramatic effect on CCC CO₂e emissions as 80.9% of the CO₂e emissions are related to electrical consumption. The Government Low Carbon Transition Plan forecasts a 22% reduction in grid electricity CO₂e emissions by 2020, which would reduce grid electricity CO₂e emission factor to 0.42198 kgCO₂e/kWh. Based on 2013/14 consumption and CO₂e emissions, this would reduce CCC absolute CO₂e emissions by 8,353 tCO₂e, equivalent to 16.4% reduction. In the short to medium term, grid decarbonisation is unlikely to assist CCC in achieving its target without further intervention. The power generation of the UK electrical grid is outside the control of CCC and there is considerable uncertainty over the pace at which grid decarbonisation will be achieved.

Business as Usual Projections

Projecting Business as Usual (BaU) into the future is challenging due to the various factors. The projections include changes in the CO₂e emissions due to current projects (as detailed in Figure 6). Furthermore, the BaU includes 2% year on year increase in CO₂e emissions due to increased electrical load from new equipment and energy intensive activities. This is based on historic increases in energy use without intervention to reduce energy consumption.

New Developments

There are at least two new developments currently being planned that will see the estate grow:

- Splott Hub (this is replacing an existing facility)
- Eastern High School

Currently these developments have been excluded from the BaU projections.

The projections will be updated for any plans for further new developments as this will directly impact on the associated emissions from the estate.

BaU Projection Summary

Figure 8 and Figure 9 provide projections of absolute CO₂e emissions of the Estate to illustrate the impact and the challenges it poses to CCC in meeting the target of 35% by 2022.

Figure 8 BaU CO₂e Emission Projections

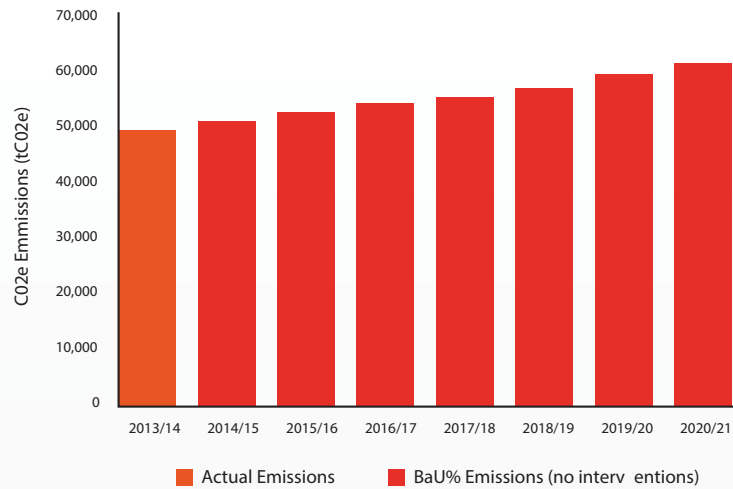
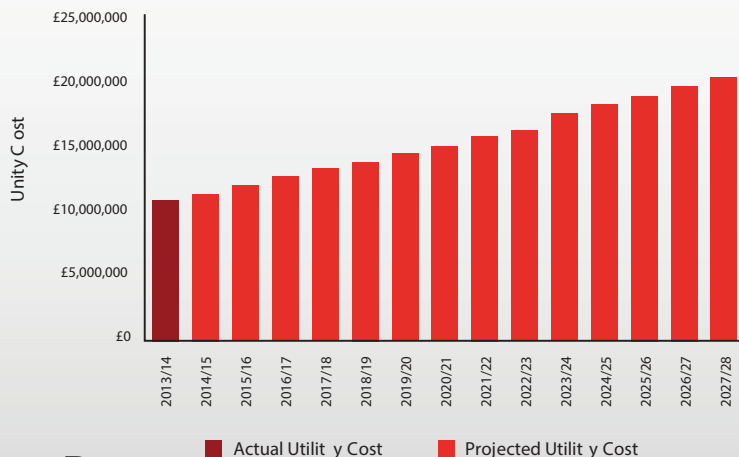


Figure 9 BaU Utility Cost Projections



> Financial and CO2e Reduction Option Evaluation

Introduction

An energy hierarchy with clear stages will be followed to provide a structured approach to reduce energy consumption and CO2e emissions.

Minimizing energy consumption for buildings can be accommodated by driving down energy demand through passive building design and operation techniques prior to focusing on energy efficient plant and controls, in doing so challenging existing conditions and solutions.

Simple solutions are often best as complex initiatives are not easily understood by the building's users consequently having little impact. A holistic approach will be adopted to lower energy consumption by incorporating consequential improvements to buildings prior to installing energy saving measures and utilising renewable technology options.

The options considered within this section are split into demand side and supply side initiatives;

- Demand side initiatives reduce the demand for energy in the CCC's facilities, and
- Supply side initiatives to reduce the carbon intensity of the energy used.

The list is not exhaustive and will be developed during the life of this Carbon Reduction Routemap.

Estate/Building Level Strategy

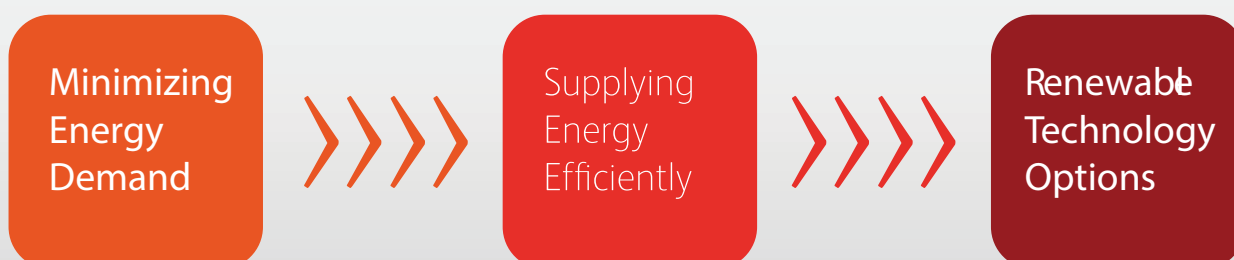
The following section deals with targeted measures that could impact upon the top 5 carbon emitting properties as presented in Table 6. It is hoped that this strategy could be applied to further sites to identify areas to focus on.

1 – Street Lighting

Street lighting is covered in a separate report and covers the replacement of current high energy lighting on the council's strategic routes only. Considerable savings are possible with replacement of high efficiency LED fittings and the installation of dimming equipment. Once operational they are estimated to provide savings of 3,451 tCO2e each year representing a saving of 6.8% per annum of the overall estate.



Figure 10 Energy Hierarchy



> Financial and CO2e Reduction Option Evaluation



2 – County Hall

County Hall is the largest single property on the estate and has significant energy consumption for gas and electricity. Furthermore analysis of the server room loads indicates they are responsible for a constant 70kW electrical baseload. This is approximately 14% of the overall carbon emissions. This can be seen in Figure 11.

benchmarks indicates the consumption of natural gas is much better than the benchmark, whereas the electricity is much worse as shown in Table 7. Further analysis has not been possible as limited sub metering is non-existent .

Analysis of the performance of the building against standard CIBSE

Figure 8 BaU CO2e Emission Projections

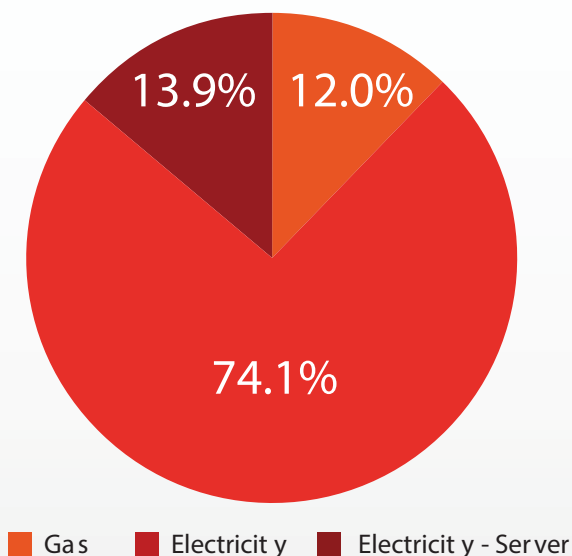


Table 7 County Hall Performance Against CIBSE Benchmark

	County Hall kWh/m2	CIBSE Benchmark kWh/m2	Performance
Gas	62.2	120	51.9%
Electricity	155.1	95	163.3%

> Financial and CO2e Reduction Option Evaluation



3 – City Hall

City hall is a large Edwardian building completed in 1904, and contains several grand halls and council chambers. The building contains many open and closed plan offices with 300 regular occupants. Figure 12 shows there is a fairly even split between carbon emissions for gas and electricity.

Table 8 demonstrates the flaws behind current benchmarking standards as it appears the building has good

performance against current CIBSE benchmarks, however considering the age and usage it is quite challenging to fit against a standard benchmark (“office” has been used as the current DEC).

Therefore it is recommended that the most ideal measurement of performance would be to look at the historical trend in carbon emissions for the building in order to generate potential areas of savings.

Figure 8 BaU CO2e Emission Projections

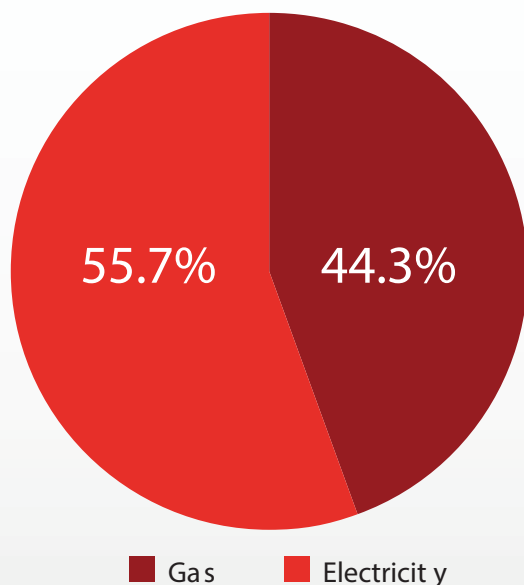


Table 8 City Hall Performance Against CIBSE Benchmark

	City Hall kWh/m2	CIBSE Benchmark kWh/m2	Performance
Gas	114.3	120	95.2%
Electricity	48.7	95	51.3%

> Financial and CO2e Reduction Option Evaluation

4 – Traffic Signals

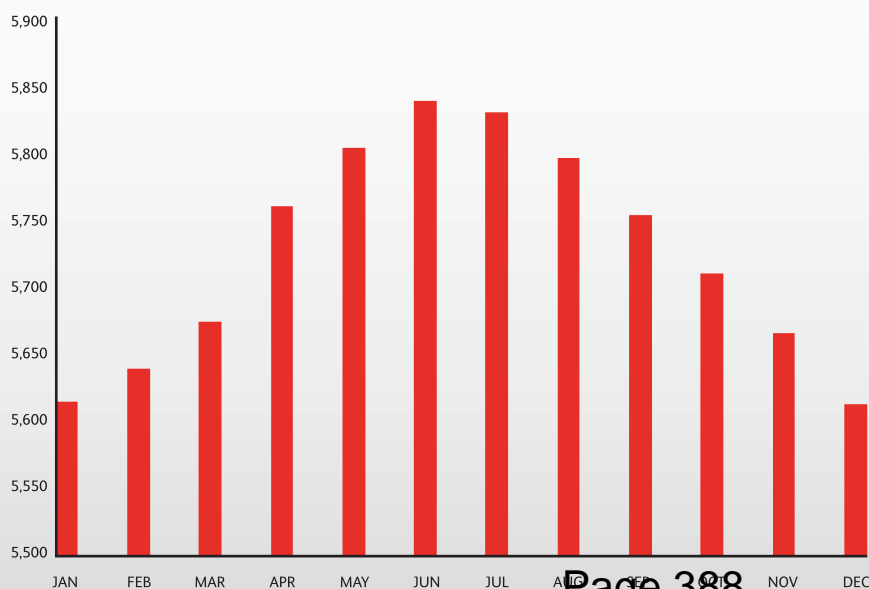
Traffic signals play a vital role in the county's infrastructure in helping aid traffic movement. Currently the energy consumption is recorded via passive meter, and therefore like the street lighting has been exempt from CRC charges. This will change from 2014/15 onwards and add significant charges for CCC.

As it is passively metered, limited information is available on what is supplied via this connection. However analysis of the monthly data in Figure 13 demonstrates that energy consumption actually appears to rise in the summer months. This has been confirmed with the signals team that this is due to signals needing to be brighter during the day, and hence with more natural light in summer it results in the profile as shown.

However further investigation into the profile is warranted as the profile is created artificially for the energy company. Whereas comparison with other metered traffic signals data indicates a flatter profile for the year. Furthermore switching to higher efficiency signals (such as LED) could lead to further savings.



Figure 13 Traffic Signal Energy Consumption per Day 2013/14 (normalised)





> Financial and CO2e Reduction Option Evaluation



5 – Fitzalan High School

Fitzalan high school is the 5th highest carbon emitter within the estate and fairly represents the performance of a number of schools across the county. Due to the age of the building stock and central boilers, most school buildings typically tend to be around the standard CIBSE benchmark performance for natural gas consumption, which is the case here.

Electrically the benchmark is significantly exceeded, and in the majority of

cases this is usually due to increasing technological demands of the school, such as a requirement for more ICT equipment.

The performance of the building is clearly visible in Table 9 and Figure 14. Further investigation into sub metering and energy auditing is recommended in order to assess where potential savings may be found.

Figure 14 Fitzalan High School CO2e 2013/14

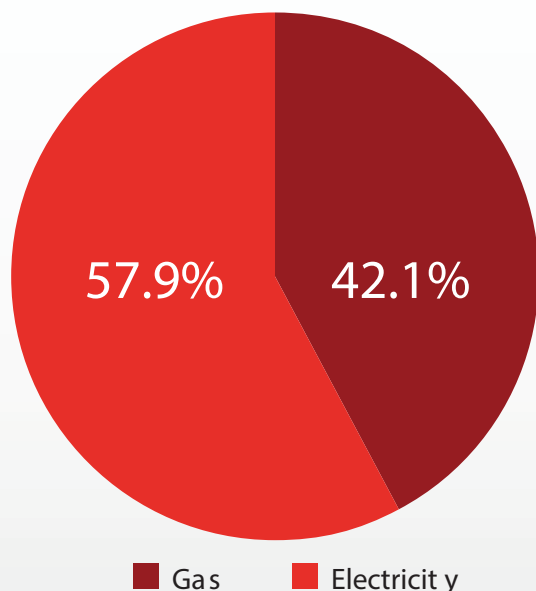


Table 9 Fitzalan High School Performance against CIBSE Benchmarks

	Fitzalan High School kWh/m2	CIBSE Benchmark kWh/m2	Performance
Gas	137.9	150	91.9%
Electricity	64.3	40	160.8%

› Demand Side Initiatives

Good Housekeeping

Completing Good Housekeeping initiatives will be prioritised to minimise energy consumption prior to focusing on Invest to Save measures.

Brief descriptions of what initiatives would involve is as follows:

- Carbon Culture

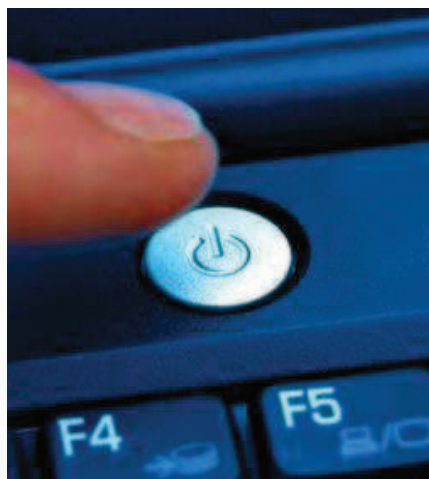
- Energy awareness – current material is excellent, but staff engagement is noted as limiting. New initiatives to be adopted to encourage staff awareness and accountability

- Improved accountability between directorate heads – use data gathered within this report to show overall context and encourage improvement
 - Communication with users – can often feel like users are struggling to comprehend data, why not present success stories
 - Office equipment policies – cut down on individual fridges, portable electric heaters and personal fans

- Targeting of Metering Consumption
 - CCC has setup robust IT solutions to monitor energy consumption data across our sites in real time. The next step will be to analyse this data on a regular basis and identify properties not performing as well as they can.

- IT “Switch Off”

- Proposed scheme to deploy software to all council PC equipment to ensure they automatically shut down outside office hours.
- There will be some cost to this scheme, but it is hoped that it could be grouped into existing IT budgets



Implementing Good Housekeeping initiatives should be absorbed within current operational budgets but require human intervention to realise CO2e savings. Indirect costs including resourcing and raising awareness are excluded from the cost of implementation of initiatives but fundamental to achieve successful impact.

Targeting and monitoring monthly utility information will focus attention on Good Housekeeping. Small power equipment use in the buildings should be rationalised and energy awareness campaigns should prioritise this through implementation of competitions and user feedback.

A Good Practice Case Study for Applying Monitoring and Targeting System is included within Appendix C to demonstrate opportunities and results.

Table 10 Good Housekeeping Initiatives

Good Housekeeping Initiatives (Applies to all buildings unless noted)	Cost Saving [£/year]	CO2e Savings [tCO2e/annum]	CO2e Savings [%/annum]	Electrical Savings [kWh/year]	Gas Savings [kWh/year]	Capital Cost [£]	CO2e Savings per £ [tCO2/£]	Payback [Years]
Carbon Culture Platform	£681,200	3,297	6.5%	5,614,732	1,411,937	-	-	Immediate
Targeting metering consumption	£392,100	1,908	3.7%	2,807,366	2,117,906	-	-	Immediate
IT Switch Off	£153,600	741	1.5%	1,369,680	0	-	-	Immediate
Total	£1,226,900	5,945	11.7%	13,321,621	3,529,843	-	-	Immediate



> Invest to Save Initiatives

Energy Efficiency Invest to Save Initiatives

This section of the report presents a series of Invest to Save initiatives which could be undertaken for the buildings. These initiatives would see the buildings realise economical operational energy savings as well as carbon emission savings.

The invest to save initiatives are based on CCC provided report info, including:

- RE:FIT
- Building Controls Programme
- Waste to Energy
- LED Lighting Refurbishment
- Street Lighting Scheme

Future District Heating Scheme

During the reporting period initial proposals for a citywide energy from waste district heating scheme were received. Currently the plant is under construction and is expected to be active from November 2014, with a surplus thermal load of 20MW expected.

Council properties being considered for the network are:

- County Hall
- New Central Library
- Old Central Library
- St Davids
- New Theatre

Details on the system costs are limited at present, but CCC will review the scheme as more detail becomes available. Costs are typically 10% below natural gas, although they are expected to closely follow increasing cost trends with energy prices into the future. Carbon savings are unknown currently, but on similar schemes around the UK (such as Sheffield) the carbon saving over natural gas is around 25% which would represent a significant reduction if adopted at these properties.

Financial and carbon savings could be made long term by utilising the scheme. Furthermore practical considerations to take are:

- Planned future uses of the properties
- Location of current boilers and servicing strategy within each building

- Available plant space
- Routing of new pipework within each building
- Supply from existing boiler back into the grid

Backlog Maintenance Invest to Save Initiatives

It is highlighted that backlog maintenance investment would not be financed or managed through the carbon management plan as these works have prolonged payback periods, but are required to maintain business continuity of the estate. Completion of backlog maintenance will allow opportunities for energy efficiency improvements which will be reflected in a reduction of the estate absolute CO₂e emissions.

Table 11 Energy Efficiency Invest to Save Initiatives

Good Housekeeping Initiatives (Applies to all buildings unless noted)	Cost Saving [£/year]	CO ₂ e Savings [tCO ₂ e/annum]	CO ₂ e Savings [%/annum]	Electrical Savings [kWh/year]	Gas Savings [kWh/year]	Capital Cost [£]	CO ₂ e Savings per £ [tCO ₂ e/£]	Payback [Years]
RE:FIT	£362,100	1,765	3.5%	2,420,673	2,482,919	£2,063,408	0.0009	5.7
Building Controls Programme	£1,332,400	6,491	12.7%	9,123,940	8,471,623	£3,000,000	0.0022	2.3
Waste to Energy	£58,600	295	0.6%	0	1,604,432	£360,000	0.0008	6.1
LED Lighting Refurbishment	£293,300	1,415	2.8%	2,615,953	0	£5,096,369	0.0003	17.4
Street Lighting Scheme	£715,400	3,451	6.8%	6,379,685	0	£7,128,000	0.0005	10.0
Total	£2,761,900	13,418	26.3%	20,440,651	12,558,974	£17,647,777	0.0008	6.4

CARBON REDUCTION STRATEGY

THE CITY OF CARDIFF COUNCIL

> Supply Side Initiatives

Existing Infrastructure

Currently there are no plans to modify or develop the existing infrastructure around the sites.

Renewable Technologies

The following section provides a brief overview of renewable technologies that could be considered for further detailed feasibility for CCC. It is recommended that Good Housekeeping and Invest to Save Initiatives are implemented prior to focusing on Renewable Technologies.

- PV panels could be integrated into existing systems and benefit from Feed in Tariff (FiTs) to generate income for annual electrical generation.

*Please note payback periods for PV are dependent on funding streams (and include interest from borrowing – as per the standalone reports).

Design & Asset Management

Design & asset management has been assumed based on several schemes (which shall not be named for security purposes). Estimated savings are estimated to be in the region of 7.6% of the overall estate.

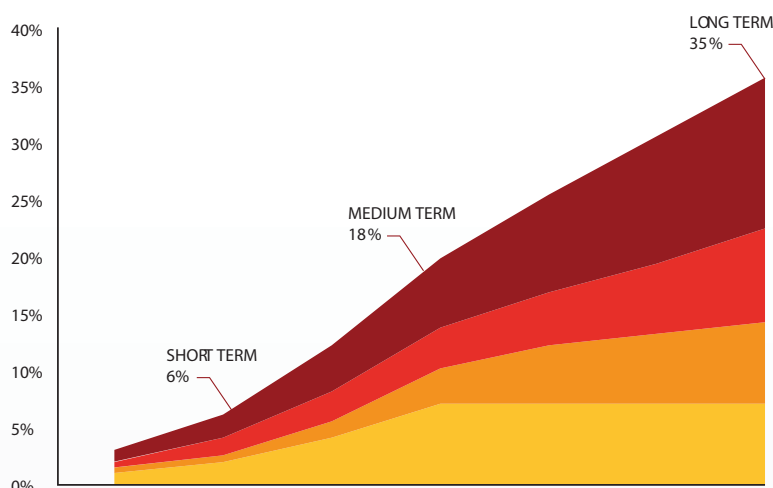
This figure only includes the rationalisation property, it does not include the addition of new property and target projections which will be updated for any plans of new developments. This will directly impact on the associated emissions from the estate.

Financial and Carbon Reduction Option Evaluation Summary

Savings are demonstrated graphically to highlight the possible CO₂e reduction initiatives for the buildings that could be implemented for the existing estate in Figure 15.



Figure 15 CO₂e Reduction Initiatives



	2016	2017	2018	2019	2020	2021	2022
Invest To Save	1.00%	2.00%	4.00%	6.00%	8.50%	11.00%	13.00%
Design & Asset Management	0.50%	1.50%	2.50%	3.50%	4.50%	6.00%	8.00%
Renewables	0.50%	0.50%	1.50%	3.50%	5.00%	6.00%	7.00%
Good Housekeeping	1.00%	2.00%	4.00%	7.00%	7.00%	7.00%	7.00%



Table 12 Renewables Technologies Summary

	Cost Saving [£/year]	CO ₂ e Savings [tCO ₂ e/annum]	CO ₂ e Savings [%/annum]	Electrical Savings [kWh/year]	Cost [£]	CO ₂ e Savings per £ [tCO ₂ /£]
	£1,046,600	5,049	9.9%	9,333,147	£13M	0.0004
(vi) Commercial Non-Schools Buildings Solar PV	£491,800	2,373	4.7%	4,385,641	£7M	0.0003
	£1,338,400	7,422	14.6%	13,718,788	£20M	0.0004



> Supply Side Initiatives

Recommended Path

As shown in Figure 15 from all of the projects considered within the Strategy there is a potential saving of 32% from 2013/14 carbon emissions for the built estate and city infrastructure (street lighting, traffic lighting etc). The implementation plan will consist of the following:

- 7 year plan to run from 2015/16 until 2022
- Single phase
- Absolute target of 35%
- Equivalent to 5% per year average saving target



Implementation Timeline

The following targets will be followed:

Short Term	2017	6%	Focus on implementing Good Housekeeping measures and develop invest to save initiatives funding and implement some small scale invest to save initiatives.
Medium Term	2019	18%	Complete invest to save initiatives, allocating 18% of the more readily achievable target savings in the medium term with the remainder in the long term.
Long Term	2022	35%	Target the remaining invest to save initiatives, and allocate budget to implementation of renewable energy generation on the built estate.

> Implementation Strategy

Implementation Strategy Summary

This section details how the implementation plan will need to be financed to achieve CO2e emissions reduction, including strategic enabling actions required to complete the plan.

Financing The Strategy

The projection below highlights how the absolute reduction in CO2 emissions could be attained through CO2 emissions reduction interventions. This will reduce utility costs and carbon taxes and protect CCC from risk of increasing fuel prices and associated taxes rise, while protecting institutional reputation by delivering on the carbon reduction agenda.

Currently, the extent to which CO2e reduction can be implemented is constrained by the annual budget available for such measures. It is recommended that in order to achieve this target budget allocation should be set as a minimum of £2.4M (excluding VAT and professional fees) until 2022. The budget allocation should cover the intervention measures highlighted within this report.

The following targets are recommended:

- Short Term (2017) – focus on implementing Good Housekeeping measures and develop invest to save initiatives funding.
- Medium Term (2019) – Complete invest to save initiatives. It would be advisable to allocate 18% of the more readily

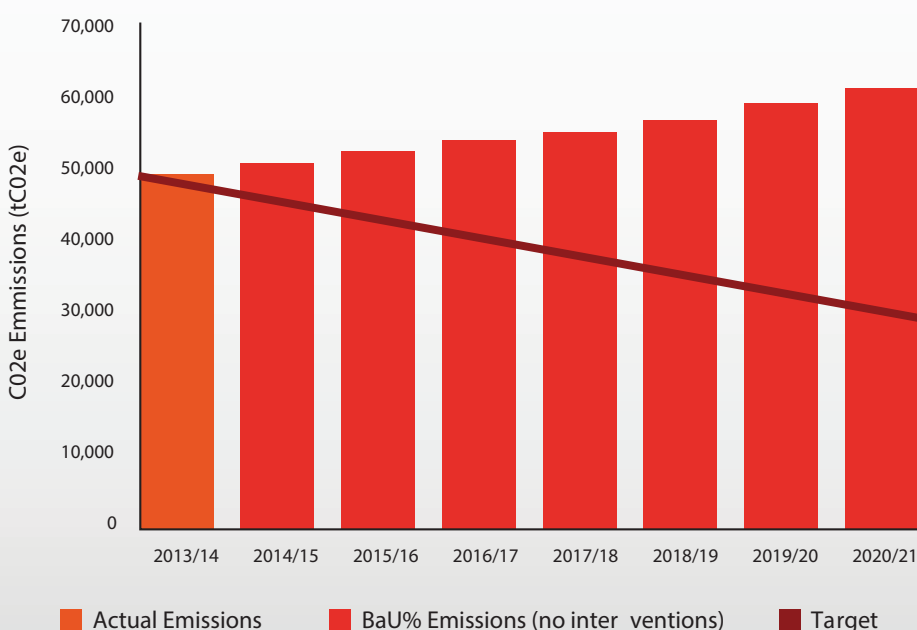
achievable target savings in the medium term with the remainder in the long term.

- Long Term (2022) - Target the remaining 14% on the invest to save initiatives, and allocate budget to renewable energy.

The capital cost of the interventions exclude inflation/other cost increases during the period. If these initiatives are addressed the following business case would be demonstrated;

- Total utility cost value at stake estimated £4.8M/annum
- Good Housekeeping 3,565 tCO2e (7%) CO2e emissions reduction - (no cost/ absorbed within current budget)
- Invest to Save 6,621 tCO2e (13%) CO2e emissions reduction - £6.6M cost
- Renewable Technologies 3,565 tCO2e (7%) CO2e emissions reduction - £9.5M cost
- Design & Asset Management 4,075 tCO2e (8%) CO2e emissions reduction.

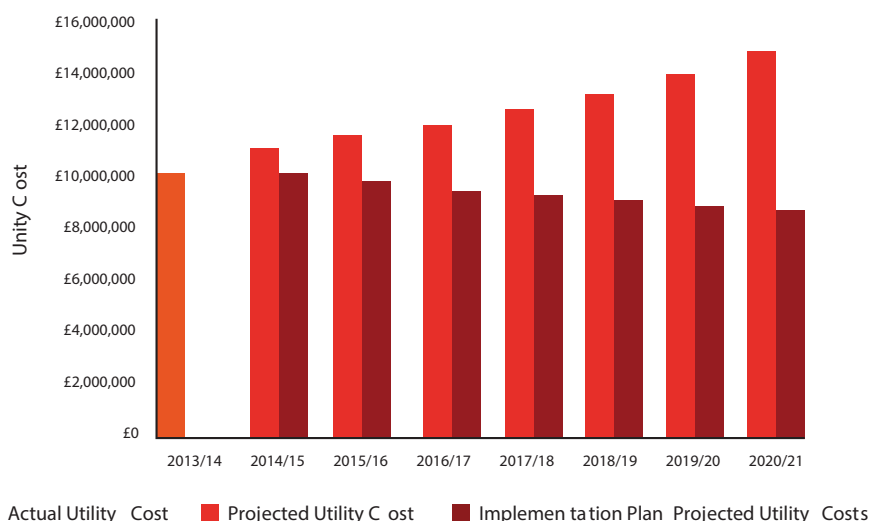
Figure 16 Implementation Strategy CO2e Emission Projections





> Implementation Strategy

Figure 17 Implementation Roadmap Utility Cost Projections – Scenario A



It is recommended that the finance budget should be ring fenced for sustainability items to ensure initiatives can be funded. Due to timescales of opportunities to complete initiatives, it is further recommended that finance reserves rather than losses should be utilised to ensure funds are available at key periods during the year.

Strategic Enabling Actions

A number of strategic actions will be required in order to implement CO2e reduction opportunities.

Behaviour Change & User Engagement

Significant opportunities to reduce energy use through behaviour change are highlighted within this report. Critical success for any successful behaviour change intervention is ensuring CO2e reduction is a key priority for all through a network of champions. This is likely

to have a far greater impact than if the message were to be conveyed by an external group and would require regular updating to inform the users and public use of the buildings.

Marketing campaigns and details within member/staff inductions are recommended to rejuvenate interest, increase awareness and education.

Procurement

The focus of procurement should be developed for life cycle costs for projects and procurement of equipment including minimum energy efficiency ratings. It is recommended that this is initiated with policies for white goods to ensure minimum energy ratings are achieved.

In general Capital Expenditure (CAPEX) is often considered a major weighting during procurements. However experience has shown the most energy efficient projects will often have a higher CAPEX but over the expected life cycle of the

project will often be the cheapest. The Council acknowledges that Life Cycle Cost needs to be given higher consideration to facilitate carbon reduction.

Monitoring and Feedback

Automatic Monitoring and Targeting (AMT) is one of the most cost-effective measures for energy demand reduction. However, AMT will only make savings if action is taken in response to exception reports, and in response to progress reports identifying a deviation from targets.

The success of an automated metering system is dependent on the quality of the information and processes implemented to act on the information received. The following recommendations will be prioritised;

- Ensure meters are installed correctly with consistent signal.
- Maximise software capabilities.
- Develop Metering Protocol to ensure that all metering information for new/refurbishment projects are in accordance with software requirements.
- Lessons learnt from current installation need to be developed and documented.
- Protocol will also need to be developed from building level to tackle major energy consumers within the building and development of metering tree(s).

Additional metering without intervention will not reduce energy consumption and year on year reduction will be challenging without focus on reducing energy consumption.

> Implementation Strategy

Maintenance Contracts

CCC has a number of contracts in place with maintenance contractors. It is recommended that all of these contracts should be reviewed to ensure that part of the CCC scope involves highlighting opportunities for additional energy efficiency improvements, both within and outside our core discipline, and ensuring that these are reported back to the Energy Team and other relevant teams. Opportunities to rationalise use of small power equipment could be addressed and enforced through the PAT testing system.

Repairs and Maintenance Activities

CCC's Facilities Management (FM) have a programme of on-going planned repair and replacement works, covering items such as replacement of boilers that have reached the end of their working life. There is an opportunity for the FM team to review whether the proposed performance or specification of the replacement items could be enhanced. Life cycle cost could be integrated into evaluation and not only CAPEX.



› Cooling Policy

Management of carbon emissions is central to the aims of The City of Cardiff Council's carbon reduction strategy.

Air conditioned buildings typically use twice as much energy as naturally ventilated buildings as additional energy is required for the refrigeration of air and to power the pumps and fans that circulate the cooled air through the building.

Providing cooling has a significant impact on the environment and is expensive both in terms of capital and running costs, as well as greatly increasing carbon emissions. It is the policy of the Council to avoid comfort air conditioning where fresh air, odour removal and the limitation of high temperatures can be accomplished by natural ventilation.

Procedure for Cooling

Building users shall be responsible for:

- Passive ventilation – opening windows and ensuring free flow of air where appropriate
- Wearing suitable clothing in hot and cold weather
- Reporting any faults with ventilation and areas where there is overheating

The following notes will help to maintain temperatures in the summer months whether passive or mechanical cooling is provided:

- The heating and cooling systems in a space must never operate at the same time

- All windows and doors must be kept closed in air-conditioned areas
- Use opening windows and doors to try create a through-flow of fresh air – where appropriate (i.e. do not compromise the building fire strategy)
- Adjust blinds to keep out direct sunlight
- Appropriately use high/low level windows, grilles or trickle vents to ensure beneficial airflow is created – on the forecast hottest days priority should be given to opening the windows early in the day.
- The need for cooling can be reduced by switching off electrical equipment and lighting when not needed
- Do not use a supplementary heater to compensate for an overcool room
- Use personal fans appropriately (i.e. Council owned fans) – it should be noted that personal fans do not cool spaces – they heat them up due to the fan motor, however they have perceived cooling effects due to the flow of air on skin.

Where cooling is installed the

following criteria should be observed

- System designed to maintain an internal temperature of a minimum of 22°C and shall be activated at 25°C.
- System controlled via the Council's Building Energy Management System (BEMS) and interlinked with the heating to avoid both systems being in conflict with one another.



› Refurbishment and Design Policy

Regulations

The City of Cardiff Council will conform to all requirements of the building regulations regarding new build and refurbishment projects and ensure that all agents acting on our behalf do the same. Regulations provide the basic legislative requirements for energy performance. It is often more appropriate to measure standards using benchmarking systems. The Council aims to exceed the regulatory standards where possible.

Approach to Design

The City of Cardiff Council has a defined approach to design which is laid out in the following sections to ensure energy use is a key consideration.

- Evaluate the main criteria and drivers for the refurbishment or new build such as implementing a good working environment, improved space utilisation etc.
- Estimate how energy will be used in the building type including a thorough assessment of the equipment and small power that will be installed
- Consider how the use of the building may change in the future
- Minimise energy demand through choice of fabric, shape and configuration of a building
- The importance of air tightness
- Efficient building services
- Whole life assessment

• Sustainable Procurement

- Use of renewable technologies where appropriate
- Consider the operation of the building and post occupancy assessments.

Energy Performance

Within each new building or refurbishment project the Council shall consider energy performance in use of the premises and act to provide the most efficient solutions based on the building requirements.

Energy Performance Indicators such as kWh/m²/yr are used as energy consumption benchmarks, furthermore it is recommended energy consumption is estimated via CIBSE TM:54.

Targets will be put in place for all new build and refurbishment projects. Targets for refurbishment projects will depend on the scope of the works. For example, any lighting project should include targets for maximum lighting energy and maximum lux levels.

Electric Heating

Direct electrical space heating should be precluded for all Council buildings with the exception of:-

- Temporary buildings (e.g. demountables on hire for <2 year period.)
- Small extensions that comprise one or two Individual rooms attached to or within an occupied building that is otherwise unheated.
- Sites that have sufficient electrical capacity and/or no gas available.

Commissioning

A holistic approach to commissioning should be taken to ensure that the whole building is commissioned, not just individual items of equipment. A commissioning plan should be developed at design stage to ensure that necessary metering and monitoring is installed to allow the required commissioning process to be assessed.

The commissioning process should be agreed at the commencement of the process and shall occur at stages throughout the project as elements of the project are completed, not just at the end of the project. Seasonal commissioning should be implemented as standard to ensure efficient year round operation.

Post Occupancy Surveys

The reassessment of buildings once occupied is a key step in understanding how the effective actions taken in designing or refurbishing the building have been. Reviewing buildings to ensure that they continue to perform as predicted and that they are updated, or adapted, as circumstances change is one area of best practice which the Council intends to develop further.

Use of Resources

As some materials become scarcer, it is important to minimise their use. Those tendering for contracts should be asked to prioritise the use of materials that have no scarcity (for example, FSC timber) and to identify any high risk materials, for which a risk management plan would be required.



› Refurbishment and Design Policy

Amounts of energy and water used during construction shall also be required to be minimised and monitored during the construction process. Those tendering for contracts should be asked to establish what priority organisations they would give this.

Sub-metering

New build projects shall comply with Part L of the building regulations which enforces the installation of sub meters as part of the construction. Refurbishment projects shall ensure that where appropriate, sub meters are installed to aid the long term performance of the building.

Sustainability In Use

Consideration shall be given not just to the environmental impact of the construction itself, but of the building once it is in use. By installing facilities that are more energy and water efficient, such as low flush toilets, and biomass boilers, the environmental impact of the building once it is inhabited can be minimised.

FACILITY	EFFICIENCY DEVICE	RESOURCE USE AFFECTED	IMPACT
TAPS	Outlet devices, e.g. sprays and aerators	Water (and energy)	Up to 80 % reduction
	Flow regulators	Water (and energy)	Reduce the water flow to 3.5, 5 or 6 litres/min
	Cartridges (in single lever mixer taps)	Water (and energy)	32 % less water than a standard tap when in full flow and 72 % less when in low flow
WCS	Dual flush	Water	Up to 50 % less water per flush
	Leak-free siphon	Water	Prevents loss through leakage
	Delayed action inlet valve	Water	Saves 25 %
	Rain/grey water recycling	Water	100 % reduction of fresh water use
URINALS	Waterless	Water	100 % reduction
LIGHTING	LEDs	Energy	90 % less than incandescents
	Intelligent lighting system that uses natural light e.g. sun tubes	Energy	Varied
	Motion sensors	Energy	Can be 50 % or more (varies by room use)
	Light sensors	Energy	Can be up to 50 %
HEATING	Thermostatic radiator valves	Energy	25 % of heating bill
	Combined Heat and Power	Energy	Minimum 10 % energy savings



› Energy Policy

In order to achieve the long term objectives and annual targets the City of Cardiff Council will:

Energy Management

- Monitor and Target energy savings for individual buildings
- Conduct Building Energy Audits to identify and quantify potential energy saving measures
- Develop an annual programme of energy saving measures justified by projected financial savings/carbon reductions emissions.
- Coordinate with Council's Green Dragon Environmental Standard

Energy Budget

- Set and track annual energy budgets
- Recharge energy costs to companies operating within Council premises

Energy Procurement

- Endeavour to procure energy from green, clean or renewable resources, by balancing cost and environmental impacts through the procurement process.

Maintenance Programmes

- Aim to have maintenance programmes in place to meet or exceed legal compliance
- Develop plans for the improvement and up rating of the building services site infrastructure.

New Developments/Major Refurbishment Works

- Promote energy efficient design in all new build and refurbishment works
- Ensure refurbishment and new build projects meet requirements of the Energy Policy
- Ensure procurement rules fall into line with Energy Policy so that conflicts of technologies/manufacturers are reduced

Energy Awareness

- Market the value of energy efficiency and good energy performance across the Council via the "Carbon Culture" web platform
- Provide energy management training to staff who are critical in the process of managing energy consumption within the Council
- Maintain a programme of staff energy awareness and regular publicity campaigns targeting improvements in good energy housekeeping by means of a network of Energy Co-ordinators in all Departments and Buildings.



› Heating Policy

The City of Cardiff Council aims to ensure everyone who uses their buildings are comfortable and able to undertake their roles effectively, whilst being conscious of energy consumption.

By implementing this policy Cardiff Council commits to providing suitable thermal comfort to its building users thereby reducing on-going energy cost, consumption and carbon emissions.

Recommended Temperatures

It is Cardiff Council's policy to ensure that buildings are conditioned to their designated internal temperature during core occupancy time; these range from 16°C-24°C. This is in line with the Health and Safety Executive's guidance. Cardiff Council will heat spaces to a maximum of 21°C and cool spaces to a minimum of 21°C.

Please note that not all buildings are serviced in the same manner, and as Cardiff is considered a temperate climate many buildings do not require mechanical cooling, instead relying on passive ventilation such as openable windows. Care should be taken to ensure the passive ventilation strategy compliments the heating strategy through the winter period. Typically this will mean keeping windows closed in winter.

Heating Schedules

The majority of Cardiff Council buildings are controlled by a Building Energy Management System (BEMS). These are programmed by Energy Management to operate flexible heating time periods to match differing occupancy patterns. Outside of core occupation times, all buildings default to a frost protection setting with temperatures set between 10 and 12°C.

Heating time schedules are agreed with the Estates Managers, Facilities Managers or Site Responsible Officers of the buildings to achieve the best balance between the need to provide comfortable working conditions and the requirement to conserve energy.

Requests for alternate heating/cooling schedules should be made through the Facilities Management Service Desk and approved by Energy Management.

Out of Hours Heating

In general, Cardiff Council does not provide out of hours (weekend/evening) heating for its schools and offices. However, out of hours heating can be requested through Energy Management who will assist in accommodating the need.

Holiday Period Heating

During public holidays (including school holidays within schools) heating time schedules will default to frost protection. Alterations to these defaults can be requested through each building's Estate Manager.

Prohibited Equipment

Electric space heaters and portable air conditioning are strictly prohibited. These units can interfere with building controls calibration, which can result in under/overheating of spaces. Any exceptions must be approved in writing by the Facilities Management Operational Manager.



› Heating Policy

Temperature Ranges:

The following temperatures should be adopted for the heating season (September to May with an outside temperature threshold of 14°C)

- All other public buildings (not covered below) including offices 19°C (Fuel & Electricity (Heating) (Control) (Amendment) Order 1980)
- Classrooms 18°C (The Education (School Premises) Regulations 1999)
- Special needs classrooms 21°C (The Education (School Premises) Regulations 1999)
- Classrooms for nursery children 21°C (The Education (School Premises) Regulations 1999)
- Low activity areas in schools 21°C (The Education (School Premises) Regulations 1999)
- Corridors and sports halls in schools 15°C (The Education (School Premises) Regulations 1999)
- Gymnasium 16°C (Carbon Trust Guidelines)
- There are no guidelines for residential homes, hostels and general accommodation but the Council will aim for 22°C as a standard temperature

Swimming Pools

Swimming pools consume significant amounts of energy but a balance has to be made between energy consumption and swimmer comfort. Therefore the following temperature ranges are recommended by the Institute of Sports and Recreation Management ISRM and Pool Water Treatment Advisory Group:

Water Temperature:

- Competitive swimming, diving, fitness swimming, training 27°C ±1°C
- Recreational swimming, adult teaching 28°C ±1°C
- Leisure waters 29°C ±1°C
- Children's teaching 30°C ±1°C
- Babies, young children, disabled and infirm 31°C ±1°C
- Hydrotherapy 30°C to 35°C
- Spa Pools 30°C to 40°C

Air Temperature:

The air temperature of the pool hall should normally be maintained at the same level as the water temperature or no more than 1°C above or below, however it is recommended that air temperatures over 30°C should generally be avoided



› IT Policy

Procurement Policy

This policy outlines the procedures that must be in place to achieve benefits to the IT staff and users and to ensure the purchase, delivery and installation of IT equipment is coordinated successfully.

Software and Hardware Purchasing Guidelines:

The IT Department is the sole authority for placing orders for IT software and hardware on behalf of the Council. All IT related purchases require approval and relevant authorisation prior to requisition. All IT related hardware and software will be specified by the IT department. Hardware and software cannot be purchased without approval by the IT department.

Desktop / Laptop Provision

The council shall not over specify equipment. High-spec PCs with large screens and fast processors use more energy and therefore running costs shall always be part of the decision making. All new equipment has shall have robust energy saving features meeting at least energy star performance specifications. Purchasing guidelines are to be reviewed annually, and updated if necessary.

When hardware needs to be replaced due to operational needs, newer more energy-efficient varieties are to be investigated before purchasing. Regular energy auditing is recommended for desktop PCs and

monitors, so that less energy intensive models can be used as replacements. Of particular note is the replacement of older LCD monitors with less energy intensive LED monitors.

There is a trend towards multi-monitor setup (typically 2 monitors) in many offices as it has been shown to improve productivity, and this will increase energy consumption if implemented. In all cases the most energy efficient option shall be evaluated and taken, for example a single widescreen monitor may be able to deliver the same productivity benefit of having 2 monitors, but consume less energy overall.

Desktop / Laptop End of Life

When replacing equipment, particularly PCs and laptops, rather than disposal of the equipment for recycling the council will seek to operate a scheme where the equipment can be sold to members of staff in exchange for a charity donation. Equipment shall be wiped of all sensitive data, which is already a standard end of life procedure, and it will be clear to staff that there would be no further IT support.

Turn off and power down

The council shall seek to minimise the amount of time equipment is switched on when not required. At its most basic this will involve adjusting the appropriate settings in software/hardware when the devices are first procured. Ongoing

maintenance shall ensure these settings are still being adhered to. Automatic power down software shall be rolled out across the council, to ensure non-essential workstation's are switched off outside of typical operating hours.

Server Room Environment

Cooling, power and UPS provision is controlled centrally via the Building Management System. Only members of maintenance staff are allowed to alter settings on any such equipment. The recommended server room temperature cooling setpoint shall be 26°C, with provision to extend this further in line with manufacturer's recommendations.

Server rooms shall be inspected periodically to ensure efficient flow of cool air throughout the room, and the elimination of 'hot spots' shall be prioritised.



› Lighting Policy

Internal Lighting

Staff at all levels shall be involved in making savings and this shall be achieved by notification at staff briefings, placing stickers above light switches and posters around the building. Cleaning staff shall be advised to turn off unnecessary lights, as they are often the last people to leave a building.

Lighting is essential for providing a pleasant and productive working environment so it is important to keep windows, skylights and light fittings clean. Staff shall report failing lamps and so that the FM team can replace them promptly. This will help maintain the desired light output and, in turn, provide a safer working environment. Controls are to be kept in good working order by ensuring timers are set to match occupancy hours and that occupancy sensors are clean.

Daylight is the only freely available light source. Well controlled daylight should provide a space with the best possible lighting effect, greater user comfort and with zero cost or CO2 emissions.

The council shall upgrade any standard incandescent lamps to energy saving compact fluorescent (CFL) lamps or LEDs, which consume less energy and last much longer. Blackened, flickering, dim or failed tubes shall be replaced with triphosphor coated fittings, which provides a more natural, brighter light

for the whole life of the tube.

Where possible LEDs shall be implemented before high fluorescent lighting is installed, and available solutions shall be evaluated on an annual basis (due to rapid change in technology/capital costs).

Lighting shall be controlled in each space to avoid any lighting being left on unnecessarily. The automatic lighting controls should include the following methods and be commissioned correctly to give the maximum benefit from the systems.

- Movement sensor – occupancy control
- Time clock – timed schedule
- Light sensor – daylight linking.

Lighting levels and daylight factor shall be designed in line with CIBSE Lighting Guide (no.7) for offices and other lighting guides where appropriate.



› Small Power Policy

The Council shall ensure that members of staff do not use their own equipment (in particularly personal fans, fridges, electric heaters and kettles) within council buildings. There are potential safety issues if personal equipment is used because the equipment would not have a Portable Appliance Test (PAT) certificate and energy consumption will be unrecorded. This policy empowers FM / Estate Managers and Site Responsible Officers to confiscate personal electric equipment unnecessarily consuming energy in a premises. Any exceptions must be approved in writing by the Facilities Management Operational Manager.

Typically personal fans and electric heaters are introduced by staff due to perceived lack of environmental control within their workspace. Further guidance is provided in the heating and cooling policy documents, but in general staff shall be directed to speak to their local FM team, Estate Managers or Site Responsible Officer to advise if there are temperature issues which shall allow the council to react appropriately.

In place of kettles and fridges the council shall provide kitchenettes with appropriately controlled (i.e. time clock controlled) water boilers/chillers, and efficient white goods (such as fridges/freezers). Where possible time switches shall be adopted on all small equipment to ensure equipment is switched off outside of typical hours and weekends.

In replacement of end of life equipment/white goods, the council shall adopt a policy of replacement procurement of goods with a minimum of 'A' rating.

The council shall incorporate standby mode control in lifts within their larger buildings. The addition of PIR presence detectors shall ensure fans and lighting within the lift cars shall be switched off when the lift car is unoccupied for long periods of time.

IT equipment is considered separately in the IT policy documentation.



› Utility Procurement Policy

The City of Cardiff Council recognises the significant impact made upon the environment, local community and economy derived from the way in which it procures utility services, and therefore will comply with the requirements for the EC Utilities Directive (EC 2004/17) in the fair selection of utility providers.

The City of Cardiff Council procure electricity and gas through the Welsh Purchasing Consortium contract. Procuring on such a large basis encourages best value. Additional benefits include ensuring compliance through the Carbon Reduction Commitment (CRC), improved data accuracy for reporting and centralised bill validation.

All new supplies will be added to these corporate contract and pre-existing supplies currently off contract will continue to be migrated. The council will endeavour to obtain the best available utility rates for its properties, and consider procurement of 'green' electricity wherever possible.

As the council have pulsed energy meters to the majority of its properties, and utility data available on an hourly basis, this data will be used to obtain the most accurate quotes from utility providers.

On new build and refurbishment projects robust estimates of annual peak, minimum and total consumption shall be produced by the

design team to assist the council in seeking the most accurate quotes from utility providers. Estimates shall be created in accordance with CIBSE TM:54 and assessment of similar estate properties where applicable.