CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD

CARDIFF
CAERDYDD

CABINET: MONDAY, 21 MARCH 2016 at 2.00 PM

A Cabinet Meeting will be held in the Ferrier Hall - City Hall on at 2.00 pm

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A G E N D A

Scrutiny Matters

1 To receive the Community and Adult Services Scrutiny Committee report entitled "How to reduce Crime and Disorder in the Night Time Economy in a time of Austerity" *(Pages 1 - 86)*

Leader

2 Wales Audit Office Corporate Assessment Follow On Report - Statement of Action *(Pages 87 - 108)*

3 Cardiff Capital Region City Deal *(Pages 109 - 138)*

Education

4 Creative Education Partnership *(Pages 139 - 144)*

5 School Catchment Areas *(Pages 145 - 300)*

6 School Organisation Planning: The provision of additional English-medium and Welsh-medium primary school provision in the Adamsdown and Splott Wards. *(Pages 301 - 530)*

Transport, Planning & Sustainability

7 Cardiff Central Transport Interchange *(Pages 531 - 544)*

PAUL ORDERS
Chief Executive

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scrutiny

A Report of the:

Community and Adult Services Scrutiny Committee

How to reduce Crime and Disorder in the Night Time Economy in a time of austerity

March 2016

CARDIFF
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The City and County of Cardiff

CONTENTS

CHAIR'S FOREWORD

The City Centre Night Time Economy is vital to Cardiff and we have a deservedly excellent reputation and proven record in ensuring the safety and well being of those who use and work in it. This relies on close working between a range of partners, many of whom are facing cutbacks in funding as a result of austerity.

At the request of South Wales Police, concerned about the actual and potential reductions in resources available to manage the Night Time Economy, Members decided to undertake this Inquiry. We have identified real concerns about the sustainability and security of funding for key Night Time Economy management services.

To address these concerns, we have taken a solution focused approach throughout the Inquiry, seeking to identify key areas, within the control of the Council and partners, that can be improved and funding mechanisms that can be secured. Our recommendations are informed by both the evidence we received from witnesses and our own desk based research looking at solutions used elsewhere in the U.K. to manage the Night Time Economy.

We believe, if the recommendations are accepted and implemented, that they will help to ensure Cardiff retains a vibrant and safe Night Time Economy, essential to our vision to be the most liveable Capital city in Europe.

I would like to thank all those who gave their time to speak with us, sharing their knowledge and experience. I would also like to thank my fellow members of the Task Group for their commitment in undertaking the Inquiry.

Councillor Mary McGarry
Chair, Community & Adult Services Scrutiny Committee

TERMS OF REFERENCE

- To take a solution focused approach to identifying how best to reduce crime and disorder in the Night Time Economy (NTE) in Cardiff in a time of reducing public and third sector resources, including:
    - Exploring the role of licensing, Business Improvement Districts (BID), Late Night Levy, taxi marshals, street pastors and Alcohol Treatment Centres:
    - Exploring partnership working and resource allocation associated with managing the Night Time Economy in Cardiff.

- To gather stakeholders views with regard to the above, including statutory partners, city centre business representatives, third sector organisations representatives and relevant Cabinet Members and Cardiff Council officers.

- To explore relevant best practice in external organisations and other local authorities, that is transferable to Cardiff, including the work of the South Wales Police and Crime Commissioner's Violent Crime Reduction team.

- To make evidence based recommendations to improve the reduction of crime and disorder in the Night Time Economy in Cardiff in a time of austerity.

Members of the Task & Finish Group were:

- Councillor Mary McGarry (Chair)
- Councillor Chris Lomax
- Councillor Eleanor Sanders[1].

[1] Cllr Sanders has a personal interest in this Inquiry, as she volunteers as a Street Pastor in Cardiff City Centre

HEADLINE FINDINGS

HEADLINE FINDINGS

HF1. Cardiff has a good reputation for effectively managing the Night Time Economy. This relies on an interlocking system of operational mechanisms delivered by statutory partners, the business community, the third sector and voluntary groups. These mechanisms are working, with violent crime and disorder reducing. However, the funding sources for many of these mechanisms are not secure and sustainable, with some under immediate pressure and unlikely to be available going forward.

HF2. There is no specific strategy for managing the Night Time Economy in Cardiff. At the same time, leadership responsibility for the Night Time Economy is spread across three Cabinet Member portfolios, several senior officers and various partnership groups. This has the benefit of being able to mobilise resources across a breadth of services to respond to issues. However, day to day work has tended to focus on land use planning, operational initiatives, dealing with events on the ground and developing a Business Improvement District. This is good work but none of it has focused on developing a framework for securing sustainable resources to manage the Night Time Economy both now and in the future, as Cardiff grows.

HF3. There is a clear need for an urgent conversation to identify and secure sustainable funding for the existing mechanisms, which clearly work. Resource pressures within statutory partners have led to a situation where partners are retreating into their silos, shrinking apart rather than shrinking together. The proposed Cardiff Business Improvement District will work to add to and enhance service provision but will not meet the shortfall in funding for existing services. It cannot be relied upon to ensure the future existence of street pastors and taxi marshals, of the Alcohol Treatment Centre and Operation Mistletoe, all of which are essential to ensuring that Cardiff city centre remains safe during the night time.

KEY FINDINGS

TACKLING ALCOHOL CONSUMPTION

KF1. Alcohol consumption in Cardiff mirrors national trends, in terms of binge drinking and pre-loading. A harm reduction approach is being taken to tackle alcohol consumption. However, health professionals believe more should be done to make it harder to consume alcohol, thereby improving public health and reducing crime and disorder. Members heard that the following examples of actions could be taken: minimum alcohol pricing, reducing alcohol sales and regulating drinking on trains and in taxis on the way into and out of Cardiff.

CRIME AND DISORDER

KF2. A&E attendance figures provide the most accurate overview of trends in violent crime. These show a decrease in violent crime in Cardiff city centre, due to prevention and early intervention mechanisms. However, overall crime has increased and there are regular incidences of Anti-Social Behaviour such as public urination. There are significantly fewer mass disorder incidences than in the past.

KF3. Professor Shepherd, a renowned expert in tackling violent crime and chair of Cardiff's Violence Prevention Group, believes that boredom is a key factor in violence and that there is a need to provide diversions, such as street entertainment, which have been seen to work in Cardiff in reducing violence in the night time economy.

VISION FOR CARDIFF

KF4. Cardiff is aspiring to be a Liveable City with a vibrant and safe Night Time Economy throughout the week and across the city, in neighbourhoods with a strong identity rather than focused solely in the city centre. This Inquiry heard that Cardiff needs to change the demographic of the city centre, to have more mixed venues which attract a wider range of clients.

PARTNERSHIP AND CROSS COUNCIL WORKING

KF5. There are a range of partnership groups in Cardiff involved in operationally managing the Night Time Economy, covering statutory partners, the voluntary sector and businesses. Partnership working is data driven and is used to deploy resources based on intelligence. Historically, partnership working has focused on planning, coordinating and implementing operational initiatives and mechanisms to manage Cardiff's Night Time Economy. Cardiff has a good reputation and track record in this area.

KF6. The Civic Summit held in September 2015 is an example of the ability in Cardiff for a range of partners to come together at short notice to respond to public concerns resulting from a sudden increase in sexual attacks of women at night time in the city centre and to collectively agree a range of operational actions.

KF7. However, there is a lack of leadership and strategic, proactive direction for the Night Time Economy. There is no mention of the Night Time Economy per se in key strategic documents, despite the specific issues flowing from the Night Time Economy and the need for specific solutions to address these issues. The partnership strategy, What Matters, and the Council's Corporate Plan focus on broad outcomes and the aim to be a Liveable City but there is no specific strategy for the Night Time Economy. This has led to a situation where partners are retreating into their silos.

OPERATIONAL MECHANISMS

KF8. Cardiff has a good reputation for effectively managing the Night Time Economy and for pioneering successful approaches and techniques, such as use of A&E data and use of plastic rather than glass. Operational mechanisms used in Cardiff are working, as evidenced by a reduction in violent crime, despite growth in footfall and an increase in events.

KF9. The Inquiry heard evidence about a range of operational mechanisms that complement one another and meet the needs of the Night Time

Economy. Witnesses stressed the importance of having a clean, well-lit environment as this helps to improve behaviours and reduce the opportunity for crime and disorder. Likewise, the visible presence of resources such as street pastors, taxi marshals and police help to prevent crime and disorder; these, coupled with real-time CCTV and radio communications, also enable resources to be targeted effectively at early intervention, preventing the escalation of crimes to more serious and violent crime and disorder.

KF10. The Alcohol Treatment Centre is seen as a highly useful resource helping to manage demand on A&E and support health promotion with those who use the service. More recently, it has also provided a safe space for people identified as potentially vulnerable in the Night Time Economy.

KF11. Members heard from several internal and external witnesses that a key strength of Cardiff's operational working is that it is data driven, which relies on the senior partnership analyst work. The data is used to inform decisions on the deployment of resources.

LICENSING

KF12. The Licensing Act 2003 means that there has to be a presumption to grant a licence unless evidence that doing so will have a negative impact on the licensing objectives set out in the Council's Licensing Statement. The Council revised its Licensing Statement in November 2015, with the aim of establishing more mixed venues rather than vertical drinking establishments.

KF13. Licensing is a key element in effectively managing the Night Time Economy as licensing conditions can be used to address negative impacts and can include conditions not to hold drinking games or 'carnage' events on the premises. Not all licensing applications are brought to Licensing Committee; where no relevant representations are received, licenses are automatically granted by officers, in accordance with the Licensing Act 2003.

KF14. There is recognition amongst statutory partners of the need to work together proactively to share evidence to support objections where it is believed a license would have a negative impact on licensing objectives. This could include meeting before a hearing of the Licensing Committee to 'peer review' evidence to ensure that licensing conditions are strongly worded to remove the negative impacts or to ensure evidence is strong enough to enable to Licensing Committee to refuse an application. It could also include meeting after a hearing to review lessons that need to be learned for future hearings.

RESOURCES

KF15. The status quo is positive, as demonstrated by views expressed regarding the success of existing operational and policy mechanisms. However, the Inquiry heard clear evidence that the status quo is being challenged by pressures on resources caused by cutbacks due to austerity and the increasing and changing nature of demands in the Night Time Economy. There are no specific budget lines for key elements of existing service provision and the status quo has come about through flexible resource use across the statutory, voluntary and business sectors. However, austerity is leading to reduced scope for organisations to be flexible in the use of resources.

KF16. The Night Time Economy is changing, which causes a change in the demand pattern for resources. South Wales Police highlighted that the traditional area of the Night Time Economy is widening and that this causes them concern that there may be subsequent pressures on their resources, in that the resources will be spread more thinly. Other witnesses highlighted that it was anticipated that the creation of a more mixed Night Time Economy would reduce demand pressures.

KF17. The Inquiry heard clear evidence of resource pressures in 2016/17, including:

a. Possible reduction in Council funding for taxi marshals and Operation Mistletoe;

b. the potential reduction in South Wales Police funding for Operation Mistletoe;
c. the lack of secure funding for Street Pastors (on an on-going basis)
d. the lack of secure funding for the Alcohol Treatment Centre (post 2016/17).

KF18. Some witnesses stated that some of the cutbacks implemented in 2015/16 have affected Night Time Economy service delivery, particularly with regard to CCTV operations and road closures.

KF19. Due to the nature of managing the Night Time Economy, a reduction in any partnership resource has a consequential impact on the other partners managing the Night Time Economy. There is a clear need for an open conversation to be had between the statutory, voluntary and business partners to discuss and agree how to 'shrink together not shrink apart'.

BUSINESS IMPROVEMENT DISTRICT- BID

KF20. Many witnesses saw a BID as a positive development for Cardiff, providing a mechanism to: enhance joint working amongst city centre businesses; enable conversations to take place on the aspirations for the city centre and the management of the Night Time Economy; address a range of issues, including community safety; and strengthening the governance of joint working amongst businesses. A BID could raise approximately £1M to £1.5M per annum.

KF21. The Inquiry heard that a BID will not be used to fund existing services but to add value to these, where businesses voted to do so. Crime and disorder issues are being discussed as part of the BID and the draft business case includes proposals to enhance the taxi marshal and street pastor service as well as street cleansing.

KF22. Many Night Time Economy businesses will be exempt from paying the BID as their rateable value falls below the threshold. However, the draft business case states that these businesses may take out voluntary membership of the BID and the BID will pay any Late Night Levy.

LATE NIGHT LEVY

KF23. A Late Night Levy raises monies from Night Time Economy businesses which is split 70:30 between the local Police Force and the local authority. The monies have to be spent on dealing with the consequences of the Night Time Economy. It is likely that the local authority element would be needed to meet the administrative burden. A legal agreement could ensure that the monies raised in Cardiff were spent in Cardiff by South Wales Police. A Late Night Levy could raise approximately £200,000 to £250,000 per annum, resulting in a ring-fenced £140,000 to £175,000 to be spent on Night Time Economy crime and disorder issues.

KF24. The Inquiry heard that there was limited support for a Late Night Levy in Cardiff. Concerns were expressed that it would apply across the whole of Cardiff rather than focus solely on the city centre Night Time Economy. A BID was seen by many as preferable, in that it would raise significantly more monies than a Levy and would deal with wider issues.

KF25. However, supporters of a Late Night Levy welcomed the fact that monies were ring-fenced to deal with crime and disorder issues arising from the Night Time Economy. Late Night Levies have worked elsewhere in England and have raised monies that have been spent on creative ways of tackling crime and disorder issues, such as paying for training and supporting student community patrol volunteers. In addition, a Late Night Levy could lead to a reduction in alcohol consumption, with consequential public health benefits and crime and disorder benefits, including a more manageable pattern of closing times.

OTHER RESOURCE MECHANISMS

KF26. The Inquiry found evidence of a number of mechanisms used elsewhere in the U.K. to find resources, not just BIDs or Late Night Levies, but mechanisms to reduce crime and disorder by tackling the root cause of much Night Time Economy crime and disorder, namely excessive alcohol consumption, as well as manage crime and disorder by using partner resources creatively.

RECOMMENDATIONS

This inquiry was undertaken to investigate how to reduce crime and disorder in the Night Time Economy in a time of austerity. The Inquiry has taken a solution-focused approach and our recommendations demonstrate this; if these are implemented, they will lead to improvements in cross-council and partnership working, identification of resources for existing services; and help to secure sustainable funding for essential existing services both now and in the future. The Inquiry has used the Welsh Government's draft 'Framework for Managing the Night Time Economy in Cardiff' as a guide and resource when setting these recommendations.

Effective communication, coordination and cooperation between all Community Safety agencies

R1. At a Cabinet Member level, identify a single Night Time Economy champion, to provide strategic and tactical leadership within the Council, covering the range of issues associated with the Night Time Economy including crime and disorder, and ensuring that the Council's legal responsibilities and duties are met.

R2. Ensure that the Night Time Economy Champion has lead responsibility for the development of the action plan that will be required in response to the Welsh Government's 'Framework for Managing the Night Time Economy in Wales'.

R3. Task officers to clarify the roles and responsibilities of the various partnership groups and meetings that take place and the relationship between those that take place under the remit of the Cardiff Partnership Board and those that take place under the remit of the Cardiff Business Improvement District, to ensure that strategic and tactical conversations take place at the right level and at the right time and that there is better clarity about joint decision making for all issues relating to Night Time Economy issues.

Identifying Secure and Sustainable Funding

R4. Task officers to work with existing operational delivery partners across the Night Time Economy to first, prepare an audit of existing resources which are input from a range of partners to meet the costs of managing crime and disorder in the Night Time Economy and secondly, identify those that are not secure, not sustainable, stretched and/ or have recently been reduced.

R5. Ensure that the Night Time Economy Champion takes the lead in holding an open conversation with all relevant partners on how to 'shrink together not shrink apart', by identifying and agreeing solutions to secure sustainable funding for the essential mechanisms that work in Cardiff, including: taxi marshals, street pastors, the Alcohol Treatment Centre and Operation Mistletoe.

R6. As part of identifying and securing sustainable funding for the essential mechanisms that work in Cardiff, task officers to implement a Late Night Levy, with a legal agreement between Cardiff Council and the South Wales Police and Crime Commissioner to make it transparent that the monies raised by the Levy will be spent in Cardiff on tackling Night Time Economy crime and disorder issues.

Working with Cardiff BID

R7. Task officers to ensure that all relevant sections of the Council involved in managing the Night Time Economy are involved in the conversations to develop and implement the Cardiff Business Improvement District.

R8. Continue to have strong and constructive conversations with the Cardiff Business Improvement District working group to ensure Night Time Economy issues are kept on the table so that proposals to add to and enhance service provision to tackle these issues appear in the final business case.

R9. Clearly acknowledge that the Cardiff Business Improvement District will not pay for existing Night Time Economy services, including those to tackle crime and disorder.

Tackle Alcohol Consumption

R10. Task officers to work with British Transport Police and taxi forums to develop and implement mechanisms to regulate drinking on trains and in taxis on the way into and out of Cardiff city centre.

R11. Task officers to work to support and encourage late night street entertainments as a way of addressing the boredom which can lead to crime and disorder in the Night Time Economy.

Make effective use of Licensing Powers

R12. Task officers to set out an awareness raising campaign to inform Members and partners about the Licensing Act 2003 and the limitations these place on the licensing function of Cardiff Council.

R13. Task officers to put in place a robust system to enable statutory partners to work together at an early stage to support objections where it is believed a license would have a negative impact on the Council's licensing objectives.

R14. Task officers to ensure Licensing Committee Members are informed that licensing conditions can be used to ensure premises do not hold drinking games or 'carnage' events.

R15. Task officers to ensure that high profile joint enforcement visits are undertaken between licensing authorities, Environmental Health, Fire Service and Trading Standards to check door supervisors, health and safety, fire prevention, noise nuisance controls and compliance with licensing conditions.

The Community & Adult Services Scrutiny Committee invites the Cabinet to accept the above recommendations and in their response, detail the work to be undertaken for those recommendations that are accepted and, if any recommendations are rejected, the reasons for this.

CORE ISSUES

1. The crux of this Inquiry is the unsettled picture of resources for managing the Night Time Economy in Cardiff and the impact that further cutbacks caused by austerity could have on the effectiveness of this process. The Inquiry has heard clear evidence that the status quo is positive, as demonstrated by views expressed re operational and policy mechanisms, detailed further on in this report, and by the reduction in violent crime and disorder in Cardiff city centre. However, the status quo has come about through flexible resource use which is no longer viable due to austerity cutbacks.

2. Members heard that the successful partnership approach taken historically in Cardiff is under threat because of austerity, with partners retreating into their own silos rather than working together collectively to design solutions. Members heard from several witnesses that the reduction in resources by any one actor will increase the pressures on all the other actors involved in Cardiff's Night Time Economy management. For example, a reduction in the local authority contributions increases the need for extra police resources and increases pressure on other agencies involved in Night Time Economy management. Likewise, if the Alcohol Treatment Centre was no longer available, pressures would increase consequentially on A&E, the Police, Street Pastors etc. Members also heard witnesses raise concerns about the unintended consequence of cuts, which could lead to declining behaviours and an increase in violent crime.

3. At the same time, Members heard that pressure on resources is increasing, with growing and changing demand in Cardiff's Night Time Economy. The overall footfall has increased, the number of events has increased and these are causing increased resource pressures. In addition, Members heard concerns expressed that the area of the Night Time Economy is widening with the Bierkeller, Tramshed and other venues outside the traditional Night Time Economy zone. South Wales Police

expressed their concerns that this causes pressures on their resources, as they have the same number of officers to cover a wider geographical area.

4. Currently there is excellent operational working, with evident goodwill amongst those that work together to deliver Night Time Economy management week in, week out. What is lacking is a strategic approach that joins up decision making about the way forward and plans for secure and sustainable resource provision. Whilst conversations are taking place about a Business Improvement District and Late Night Levy, these on their own are not sufficient to meet the resource needs. Meanwhile, partner organisations are proposing cutbacks in isolation from an overall plan.

5. Members recognise that there has to be constructive conversations between all partners about how to deal with the cutbacks in a collective way, to enable provision to shrink together not shrink apart, and to enable Cardiff to continue to benefit from a safe Night Time Economy. Members heard time and again of the need for long term sustainable resource funding and the need to be open about the cuts partners are facing and the consequences of these cuts.

BACKGROUND EVIDENCE

TACKLING ALCOHOL CONSUMPTION

6. The Inquiry heard that alcohol consumption in Cardiff is a big problem, albeit that it mirrors national trends, in terms of binge drinking and pre-loading. At a population level, data shows that 43% of Cardiff's adults drink more than the recommended amount of alcohol twice per week and 26% of Cardiff's adults binge drink every week.

Alcohol Consumption
2013-2014 - 43% of Cardiff's adults reported drinking above guidelines[2] on at least one day in the past week. This was above the equivalent figure for Wales of 41%, but had fallen from 44% for 2012-2013 (source: Welsh Health Survey).

2009-2012 - Welsh Health Surveys combined breakdown of alcohol consumption by age group, showing the proportion consuming alcohol above the guideline levels in Cardiff:
16-44 - 48%
45-64 - 51%
65+ - 25%
The comparative figures for Wales were 48%, 50% and 25% respectively.

Binge Drinking
2013-2014 - 26% of adults in Cardiff had reported binge drinking[3] on at least one day in the past week. This was down from 27% in the previous survey and compared to 25% for the whole of Wales (source: Welsh Health Survey).

2009-2012 - Welsh Health Surveys combined breakdown re binge drinking in Cardiff by age group:
16-44 – 33%
45-64 – 30%
65+ - 10%
These compared to 34%, 29% and 10% for Wales respectively.

7. The Inquiry heard from Cardiff and Vale University Health Board that pre-loading is a huge issue and leads to people being brought directly to the

[2] *Guidelines means men drinking more than 4 units a day and women drinking more than 3 units.*
[3] *Binge drinking means men drinking more than 8 units a day and women drinking more than 6 units. Figures are based on all adults (drinkers and non-drinkers)*

Alcohol Treatment Centre[4] by taxi, without having been into the Night Time Economy.

8. The Inquiry heard little evidence of drug misuse in Cardiff although the Cardiff Licensee Forum highlighted that drug use is an increasing problem and a bad combination when mixed with alcohol as it leads to some of the worst violence licensees have to deal with.

9. A harm reduction approach is being taken to tackling alcohol consumption[5], with education and awareness raising campaigns in schools, youth groups, universities, via all health professionals and via licensed premises, including the Millennium Stadium. Cardiff universities are actively participating in tackling excessive alcohol consumption.

Cardiff & Vale University Health Board – Tackling Alcohol Consumption:

- Working with the University to tackle the 'Carnage' concept, marketed at students. The University now requires students to sign a contract which means they can be sent down from university if they participate in these types of activities.
- Working with Student Union venues resulting in venues now having water on supply.
- Local campaigns with Millennium Stadium re public health messages.
- Targeted working on +55year group - local research has produced evidence of widespread problematic and harmful consumption levels of alcohol across this age band, which need to be addressed.
- Targeted work re younger people – building links with youth groups.
- Work with Professor Shepherd and A&E to get richer data regarding alcohol consumption.
- Alcohol Treatment Centre – provides direct response to issues in NTE, source of data and enables health promotion for example via wristbands which are given to patients.
- Drop in services in Riverside and street based work.
- Using 'Making Every Contact Count' campaign to ensure basic messaging on health given to all who are in contact with health professionals.
- Factual conversations with all parties involved – pubs, clubs, licensees, and partners – there is a willingness to work together, to build relationships and to deal with the issues.
- Education and awareness raising in schools - seems to be working as there are different attitudes emerging, with zero tolerance for drink driving and less tolerance for binge drinking.

[4] *Set up in the city centre to provide treatment directly and ameliorate pressures on A&E services*
[5] *'Cardiff & Vale Health and Wellbeing Board' - work stream for 'Reducing damaging alcohol consumption'.*

10. Health professionals told Members that they are interested in exploring other ways of reducing alcohol consumption by:
    - Reducing alcohol sales, for example via minimum alcohol pricing, and/ or reducing the number of premises selling alcohol and/or reducing hours able to buy alcohol;
    - Regulating drinking on the way into and out of Cardiff, on trains and in taxis, as this would reduce pre-loading and would reduce the amount of glass and bottles brought into the city centre.

11. With regard to minimum alcohol pricing, Members heard from the Director for Public Health that there is solid evidence that raising alcohol price affects patterns of alcohol consumption and so work is needed on persuading and influencing on this matter in relation to the Public Health (Wales) Bill going through at the moment.

12. The Inquiry heard clear evidence that the South Wales Police and Crime Commissioner's campaign 'Know the Score' worked to reduce alcohol consumption by raising awareness of the law with regard to serving people who are drunk or buying alcohol for people who are drunk . Members received the evaluation of the scheme, undertaken by Liverpool John Moores University, and heard clear support from many of the internal and external witnesses, including Cardiff and Vale University Health Board, Cardiff Licensee Forum and Professor Shepherd. The next iteration of the scheme is 'Drink Less: Enjoy more' which ran over the Christmas period 2015/16 and for the Rugby Six Nations 2016.

CRIME AND DISORDER

13. The Inquiry heard that changes to the way crimes are recorded over time means that it can be difficult to find a way to accurately identify trends over time. Cardiff has pioneered the usage of A&E attendance data to track trends in violent crime. This is because victims of violent crime will have to attend A&E for treatment and therefore attendance figures provide an accurate overview of trends. This approach is now cited as good practice by Welsh and UK Governments.

14. Overall, there are higher rates of anti-social behaviour and criminal offences in the city centre than is found across other wards in Cardiff, particularly at the peak times for the Night Time Economy (Friday and Saturday night into Sunday morning). Overall crime in the city centre has increased with rises in robberies, hate crime and mobile phone theft.

15. However, A&E attendances as a result of violent crime[6] in the city centre show a year on year decrease, from 80 per week in 2002 to 25 per week in 2015. As well as a decrease in overall numbers, there is also a decrease in the severity of the violence. Both of these are believed to be the result of the Police intervening earlier and preventing escalation into more serious violent crime. Operational mechanisms such as replacing glass with plastic and using CCTV and radio communications to enable more proactive policing have been instrumental in achieving the reduction.

South Wales Police

- serious assaults have reduced and this is seen as a direct result of the Cardiff After Dark initiative which has increased overall resource levels and has improved use of intelligence to deploy resources effectively
- less glass assaults – due to use of plastic during events
- less mass disorder – due to policing tactics used
- Increase in phone theft, due to increase in numbers of phones and people needing to report loss to qualify for insurance
- Increase in hate incidents, including abusive comments directed at NTE staff
- Increase in robberies
- Change in location of incidents – as more of city centre is covered by CCTV, incidences shift to areas where there is no CCTV (such as some car parks)

[6] *Violent crime includes public order offences, common assault and assault with injury*

16. The Inquiry heard that, in 2014/15 there were a total of 2,352 incidents of anti - social behaviour within the City Centre, such as public urination, with Street Pastors recording 870 incidences of public urination last year and almost 4,000 discarded bottles and glasses, which are potential weapons.

17. The latest data for Operation Mistletoe over the Christmas period 2015/16 shows that, whilst footfall in the city centre increased by 1 million compared to a normal month, there was no significant increases in reported violent crime with injury.

Key Operation Mistletoe Statistics 2015/16

Footfall for the month of December in the City Centre was 4.1 million.

Between 20.00hrs - 04.00am - footfall was measured at 750,000.

There were no significant increases in reported violent crime with injury. Figures are as follows:

Oct – 70 Violent Crimes.

Nov – 71 Violent Crimes.

Dec – 74 Violent Crimes (52.7% detections).

1st December 2015-3rd January 2016- Total 6 GBH assaults- reduction of 25% on last year, when there were 8 GBH assaults.

1st December 2015- 3rd January 2016 – 1456 calls in City Centre, 631 recorded crimes - decrease of 143 occurrences compared to last year.

Bleak Friday 18th December 2015

24 crimes - increase of 2 compared to last year.

New Year's Eve -

24 crimes - increase of 1 compared to last year.

Alcohol Treatment Centre

145 patients seen throughout December

'Bleak' Friday - assessed 17 patients

New Year's Eve - assessed 29 patients

18. Professor Shepherd highlighted to the Inquiry that, in his experience, boredom is a key factor in violence and that there is a consequent need to provide diversions, such as street entertainment (buskers) as these could have a positive impact by preventing boredom, reducing friction and tension and allowing the Police to monitor drunk people more easily.

VISION FOR CARDIFF

19. The Vision for Cardiff set out in the Corporate Plan 2015-17 is for Cardiff '*to be Europe's most liveable Capital City'*. In terms of this Inquiry, the Council's vision builds on the following Integrated Partnership Strategy, What Matters 2010-2020, shared outcomes: Cardiff has a Thriving and Prosperous Economy; People in Cardiff are Safe and Feel Safe; and People in Cardiff are Healthy.

20. The Inquiry heard from Councillor Bale, Leader of Cardiff Council, that Cardiff is aspiring to be a Liveable City with a vibrant and safe Night Time Economy throughout the week and across the city, in neighbourhoods with a strong identity rather than focused solely in the city centre. The aim is to establish more mixed venues, such as family venues, restaurants and different cultural offers rather than more vertical drinking establishments.

21. The Local Development Plan assists in the delivery of this vision by setting out the aim of diversifying the city centre, both in terms of economic potential and as a place to visit and live, with the Cardiff Central Enterprise Zone and Central Square cited as key developments to enable this:

    'To maximise the economic potential of the city centre of Cardiff as a major financial and service sector opportunity that builds upon its position next to a transport hub of national and regional significance and is readily accessible from all areas within the city and well connected to other UK cities.'

    'To maintain and enhance the vitality, attractiveness and viability of the city centre as a major retail and cultural destination and as a place to work, visit and live.'[7]

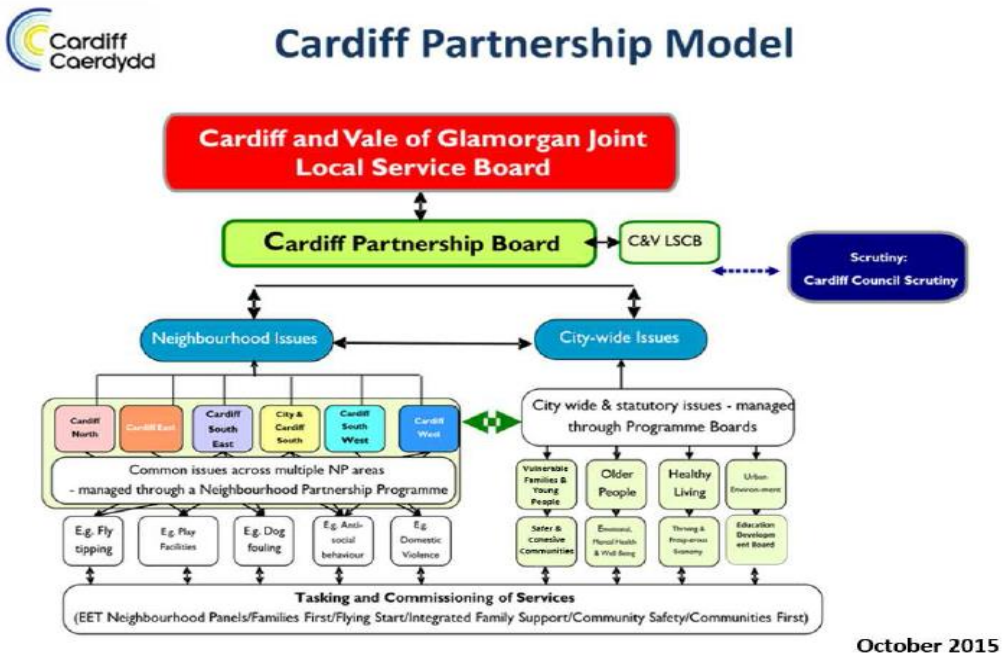
[7] Quotes taken from Cardiff Local Development Plan 2006-2026

22. The Council's Licensing Statement is another key mechanism to achieve a more diverse city centre, as it sets out the licensing objectives that the Council wishes to achieve. Cardiff Council's Licensing Statement was revised in November 2015 to encourage and promote mixed venues.

23. The Inquiry heard that Economic Development is helping to drive the creation of a more mixed Night Time Economy, with more family venues, restaurants and entertainments appealing to a wider range of clients, which in turn helps to attract more inward investment into Cardiff.

PARTNERSHIP WORKING

24. The Inquiry heard that Cardiff has a good reputation and track record for effective partnership working to operationally manage the Night Time Economy. There is, and has been for several years, a system of multi-agency partnership working, with a range of groups to enable this. The statutory partner groups feed up through the Local Service Board structure, known as the Cardiff Partnership Board.



25. The *What Matters* Partnership Strategy is implemented via a series of Programmes, with the 'Safer and Cohesive Communities Programme'

covering the work underway with regards to the Night Time Economy. This work includes planning, operational, coordination and implementation work and is data driven, with resources deployed based on intelligence. There is across the board recognition that this is a key strength to Cardiff's partnership working, which relies on the senior partnership analyst's work of collating data from a range of sources and using these to identify hot spots and trends.

26. There are also business partner groups, including the Business Improvement District task group, Business Crime Reduction Partnership, Cardiff Taxi Forum and the Cardiff Licensee Forum. Whilst these groups have separate aims and objectives, their overlapping memberships help build knowledge and relationships. The Business Crime Reduction Partnership has recently appointed a new manager; several witnesses highlighted that there was an opportunity for this manager to strengthen working on tackling crime and disorder in the city centre. Members heard from Councillor Bale, Leader of Cardiff Council, that '*Cardiff Council plays its part by supporting businesses in the development of the BID. This is a key part of being a cooperative council – enabling and supporting those affected to develop solutions that they want*.'

27. The Inquiry heard clear evidence that there is widespread recognition of the benefits of partnership working, in terms of understanding issues, finding solutions and utilising resources effectively. Members heard that partnership working has helped to increase the level of available resources and use of resources and led to initiatives which otherwise would not have happened e.g. Professor Shepherd's initiatives to use plastic rather than glass, to record and share A&E admissions data in a way that provides useful intelligence etc. South Wales Police highlighted that partnership resources support the work of the Police by enabling the Police to focus on its core role and helping Police to focus their activities. The representative from Cardiff Street Pastors highlighted that the *'partnership approach is vital to making the difference – we all play a part and so it is hard to distinguish one partner from another in determining how improved safety in Cardiff*'.

CROSS COUNCIL WORKING

28. The Corporate Plan 2015-17 reflects *What Matters* and includes the following outcomes: Cardiff has a Prosperous Economy; People in Cardiff are Safe and Feel Safe; and People in Cardiff are Healthy. There are no specific actions relating the Night Time Economy in the Corporate Plan 2015-17. Of the Directorate Delivery Plans, that sit beneath the Corporate Plan and set out how the Corporate Plan will be delivered, the Economic Development Directorate Plan contains one action relating to the Night Time Economy, namely: 'Progress proposals for a city centre Business Improvement District'.

29. The Inquiry heard that managing the Night Time Economy cuts across several Cabinet portfolios and Directorates due to the breadth and depth of services required. With regard to crime and disorder, this includes: Cllr Bale, Cllr Bradbury and Cllr De'Ath. Councillor De'Ath reassured the Inquiry that, as three Cabinet Members have responsibility for areas to do with the Night Time Economy, all three of them discuss the issues and then take them to the whole of Cabinet for a discussion and to agree a Cabinet view of issues which are cross-portfolio.

30. At an officer level, work to manage the Night Time Economy falls mainly into the Economic Development Directorate, Shared Regulatory Services and Resources, where officers with responsibility for Community Safety are based. Members heard from the Economic Development Director that quarterly meetings are held with the Chief Executive and relevant Directors, along with their equivalents from Health and the Police to discuss fundamental issues and ensure a regular dialogue with public sector partners.

31. The Inquiry was able to see evidence of the effectiveness of existing cross council working and partnership working in responding operationally to issues arising, by looking at the Civic Summit held in September 2015, following three sex assaults in the city centre. Representatives from Cardiff Council, South Wales Police, Cardiff Universities, public services and night

time economy businesses met to review work to keep people safe on a night out and ask what more could be done. Members heard that a number of key actions resulted, as set out below.

Key Actions from Civic Summit

- Expansion of student bus coverage
- Street Pastors every night for 10 days following attacks
- Taxis 'credit cards'
- Taxis mystery shoppers
- Expansion of Alcohol Treatment Centre safe zone
- Greater engagement with universities and partners involved in managing Night Time Economy.
- The radio issues were resolved
- Increased awareness of universities resources for students
- Increased awareness of PCC vulnerability training
- More door staff receiving PCC vulnerability training.

ISSUES IDENTIFIED WITH PARTNERSHIP AND CROSS COUNCIL WORKING

32. Members were struck by the lack of mention of the Night Time Economy per se in key strategic documents. Without prompting, most witnesses identified the value of the Night Time Economy to Cardiff, both in terms of jobs, income generation and attracting inward investment as well as increasing the cultural offer of Cardiff and boosting our reputation as a safe place to enjoy oneself. At the same time it is clear that there are specific issues flowing from the Night Time Economy and the need for specific solutions to address these issues. The effective management of the Night Time Economy is therefore not only a matter of concern for local residents and those involved in the Night Time Economy from a community and social well-being perspective but also for the overall economic well-being of Cardiff.

33. Despite this, Members could find no evidence of a strategic, proactive approach to drive the effective management of the Night Time Economy. There is effective operational management, to respond to specific events and to respond to emerging issues, as the Civic Summit demonstrates.

Much of this rests on the good work undertaken several years ago to establish Cardiff After Dark, Operation Mistletoe and the Violence Prevention Group. It seems to Members that much of the success of the current arrangements relies on the goodwill of hard working officers and volunteers across the statutory, business and voluntary sectors, a group of key individuals who use their experience to ensure that events are planned for and managed.

34. Members believe that the lack of a strategic, proactive approach has resulted in the situation now facing partners, of resources being salami sliced without an overall framework for reduction. Whilst the partnership strategy, What Matters, and the Council's Corporate Plan focus on broad outcomes and the aim to be a Liveable City, there is no strategy or action plan for the Night Time Economy. There are a plethora of groups and meetings that take place, but no mechanism that pulls all the strands together and no joining up of resource planning. In this landscape, it is easy to see how the situation has arisen whereby individual partners can put forward savings proposals which have a profound impact on other partners and on the overall ability to effectively manage the Night Time Economy.

35. Members were also concerned that there was a lack of read-across between the groups working under the What Matters 'Safer and Cohesive Communities' Programme and the more recent work to develop and establish a Business Improvement District in Cardiff. Whilst all witnesses were aware of the BID, this did not work in reverse as not all witnesses were aware of the Council's community safety responsibilities and duties. It seemed to Members that, in terms of planning for the future, the BID work had taken over somewhat from the Safer and Cohesive Communities Programme work, to the detriment of planning to ensure sustainable and secure resources are available to manage the Night Time Economy.

36. During the life of this Inquiry, the Welsh Government issued a consultation paper on 'A Framework for Managing the Night Time Economy in Wales'. Tellingly, Cardiff Council did not submit a response to this consultation. When Members enquired as to the reason for this, the response from each

area involved in managing the Night Time Economy was that they thought another section was responding. No one had taken the lead to check this or to ensure that a response was coordinated and delivered. Indeed, Members had the distinct impression that several senior witnesses were only aware of the consultation document once the Inquiry had brought it to their attention.

OPERATIONAL MECHANISMS

37. The Inquiry heard evidence of a range of operational mechanisms in place in Cardiff that assist in the effective management of the Night Time Economy. These include: Cardiff After Dark, which brings together Council resources, (such as street cleansing, road closures, taxi marshals, events and city centre management), with South Wales Police and Health resources alongside third sector partners; Operational Mistletoe which runs throughout the Christmas period and is an enhanced version of Cardiff After Dark; and operations held at specific times of the year, such as Hallowe'en, which is now the second busiest time of year for the Night Time Economy in Cardiff, after Christmas and New Year.

Operation Mistletoe
(Extract taken from What Matters Annual Review 2014/15)

Operation Mistletoe is a renowned annual initiative that brings together organisations including the Council, Police, Health authorities and Third Sector to respond to issues caused by increased numbers of shoppers and partygoers in the city centre over the festive period.

How Much Did We Do?	Is Anyone Better Off?
• Emergency triage facilities for those affected by alcohol. • Additional street cleansing efforts. • Extended Taxi marshalling. • Additional litter bins and toilet facilities. • Increased Street Pastor presence providing sandals and bottled water.	• 200 people were assisted by street pastors and used triage resources. Violence and injuries were minimised through early intervention. Use of plastic vessels reduced number of violent incidents. • Compared to the previous year there was a 55% reduction in violent crimes on Black Saturday, alongside a 39% reduction in criminal occurrences overall . • There was an 18% reduction in Public Order offences over the festive period, from 48 in 2013 to 39 in 2014. • Reported ASB decreased by 33%, from 223 in 2013 to 149 in 2014 • Cardiff's reputation as safe city to celebrate came out enhanced

38. South Wales Police highlighted that Operation Mistletoe works to prevent crime and disorder by increasing the amount of officers on duty, resulting in high visibility and resources to enable early intervention. This high visibility included an extra 6 Police Officers per day patrolling between the hours of 11am – 2am throughout December. On Bleak Friday, 70 officers worked in the City Centre - 35 of these were on cancelled rest days. On the following day 49 officer worked in the City Centre, of whom 35 were on cancelled rest days.

39. As well as the increased police presence, South Wales Police highlighted that the following elements helped make Operation Mistletoe 2015/16 a success:
    - Licensing Officers visiting Licenced Premises throughout December;
    - The promotion of the 'Know the score campaign', with staff actively visiting licensed premises;
    - Early intervention from Security Industry Authority staff with use of Evidential Breath Devices and the wearing of Body Worn Cameras;
    - Vulnerability Training for Security Industry Authority staff.

40. There are a number of resources available that are utilised during the above initiatives, including the following:

Resources Available to manage Cardiff's Night Time Economy
• South Wales Police
• Taxi Marshals
• Street Pastors
• Alcohol Treatment Centre
• Radio Communications
• Disc Database
• Real time CCTV
• Door and Security Staff at Licensed Premises
• Extra Street Cleansing

41. Members heard that Cardiff has a good reputation for effectively managing the Night Time Economy and for pioneering successful

approaches and techniques, such as the use of plastic rather than glass. South Wales Police and the Cardiff Licensee Forum both explained that, because Cardiff is seen as effective at managing the Night Time Economy, major chains are willing to trial operational mechanisms in Cardiff to see how they could best be rolled out elsewhere.

42. The Inquiry heard that operational mechanisms used in Cardiff are working, as evidenced by the reduction in violent crime, despite the growth in footfall and increase in events. Members heard that operational mechanisms work together – having a clean, well-lit environment helps to improve behaviours, as does having visible presence of street pastors, taxi marshals and police and support resources such as ATC, CCTV and radio net. Operational mechanisms are cost effective – prevention is less costly than dealing with incidents.

Taxi Marshals

43. With regard to Taxi Marshals, Members heard across the board recognition and support for the work of taxi marshals and consequent road closures.

Support for Taxi Marshals

'Taxi Marshals - help to ensure fewer problems at taxi ranks'

'Taxi marshals – really help and act as ambassadors – capable guardians re taxi queues, so cost money but the benefit is worth it'

'Taxi marshals – absolutely critical – have done street pastor nights when no taxi marshals and roads therefore not closed – absolutely hideous and dangerous beyond belief - drunks and cars do not mix. There would be no queuing system without taxi marshals – there would be U-turns all the time and people parking where they wanted to.'

'Taxi marshals – most positive influence - do a fantastic job and get involved physically when there are no Police or Police just on their way.'

44. The Inquiry took place at the time of consultation on possible budget savings for 2016/17. The consultation literature included proposed savings

from the Council withdrawing £122,000 funding for the taxi marshal service and the service being funded by non-Council sources of funding. Members sought assurance that the taxi marshal service would not be cut and Council funding would not cease until alternative sources of funding were secured, so that the existing level of taxi marshal service could be maintained in 2016/17. Members received an absolute commitment that the Council would continue to meet the costs of the existing level of taxi marshal service, (with the same number of staff covering the current number of hours on the current agreed days and events) if alternative sources of funding cannot be found. Members note that these alternative sources of funding potentially include the Business Improvement District, a Late Night Levy and sponsorship, all of which are being explored.

Street Pastors

45. The Inquiry heard that Cardiff Street Pastors started in 2008 to help deal with alcohol related violence; pastors would move from one incident to another, to help stop them escalating, by encouraging bystanders not to get involved in incident. Over the last seven years street pastors have built up good partnerships across the Night Time Economy, with businesses, taxi marshals, door staff etc. Now, the role focuses more on looking out for people who are vulnerable and helping to promote Cardiff as a safe place to come.

46. The Inquiry heard across the board support for the work of the Street Pastors, as set out below:

Support for Street Pastors
'Street Pastors help to reduce burden on statutory provision'
'Street Pastors are critical – we know what the NTE was like before they were in place and can see that they are needed to manage the NTE'
'Street Pastors – are capable guardians for the vulnerable and help to dissipate tensions, are cost effective because volunteers so virtually no cost to the tax payer. Their shift reports provide useful picture of problems we face.'
'Street Pastors – vital role identifying vulnerable people who can then be helped by ATC or by Police'

47. Members heard that the Street Pastors service has no long term financial stability – if the money runs out, the service will cease and it will be hard to start up again as people involved will have moved on to volunteer on other schemes they can help with and the trust will have gone. Members heard that there is a need for more than one funding source to decrease the service's vulnerability to cutbacks; preferably there would be a patchwork of funding across partners – Police, Health, Council etc. – supplemented by the fundraising that already takes place with pubs and clubs such as the Christmas Dinner. Without this, there are real concerns about the long term viability of the street pastor service.

Alcohol Treatment Centre

48. Members heard that the Alcohol Treatment Centre (ATC) is seen as a useful resource helping to manage demand on A&E, support health promotion and provide a safe space for people identified as vulnerable.

49. The ATC[8] is a unique nurse led centre working with partners from across Cardiff and the Vale to address alcohol related injury and disorder in the City Centre of Cardiff on a Friday and Saturday night and other nights identified by partners as potentially busy for A&E and Police via Night Time Economy coordinators. It is funded by the Welsh Government's Regional Collaboration Fund.

50. The Inquiry heard widespread support for the ATC which is seen to have made the following differences:

[8] *Information taken from Cardiff and Vale of Glamorgan Region - Regional Collaboration Programme Board -End of 2014/15 Project Report*

Key Benefits of ATC

- Police staff able to remain in city centre, without transporting clients to UHW for A&E - increased police presence provides public reassurance and calms tension.
- Ambulance staff reduced hand over times, freeing up resources
- Street pastors resource freed up as patients can be transferred to ATC
- Staff in the Emergency Unit have reported how much the improved atmosphere in the Emergency Unit has benefited their working environment and made the unit a less stressful place to work.

Radio Communications and Disc Database

51. The Inquiry heard that radio communication enables early intervention to resolve problems before they escalate and that the disc database enables sharing of information of known criminals to help prevent and tackle business crime. Cardiff Business Safe explained that they have over 200 radios attached to their network and the CCTV control room, which provides an invaluable mechanism in fight re crime and terrorism. Cardiff Business Safe highlighted the following:

Cardiff Business Safe Radio Net

- All security staff with radios are trained in how to use them and how to share information and spot issues.
- Organisations pay subscription for radios and disc database – this provides monies to pay off loan, subsidise free radios for services such as Street Pastors, and pay for other initiatives such as the new Business Crime Reduction Partnership manager.
- Currently, in the NTE, the following use Radio Net: most pubs/ clubs, the Alcohol Treatment Centre, Street Pastors, Ambulance, Probation, Youth Offending Team, some council areas such as Taxi Marshals and the CCTV control room.
- Currently, in Day Time Economy, also used by St John's Ambulance medics, store detectives, security staff, fast food outlets, and store control rooms such as John Lewis, M&S, TKMaxx etc.
- Hoping that British Transport Police will shortly join and share information on identified travelling offenders travelling to Cardiff
- CBS provides pro bono radios to NTE welfare workers, including Alcohol Treatment Centre, and Street Pastors; this is a key NTE resource provided free by Radio Net.

52. The Inquiry heard that radio communications is similar to real time CCTV is that it enables interventions to be made at an early stage before a situation deteriorates into serious assault.

Real Time CCTV

53. Members heard that real time CCTV is a key tool to manage the Night Time Economy effectively as it allows targeted interventions to prevent problems escalating:

'CCTV is the jewel in the crown of community safety in Cardiff – it is one of best mechanisms as 365days / 24 hours and good coverage across Cardiff city centre – enables early alert to Police to get to incidents before they escalate to violence. They do not work as a deterrent as people are too drunk to notice but they do act by spotting trouble early on and allowing this to be dissipated. Research shows that cities with CCTV have significantly lower A&E violence rates. Essential that we keep the CCTV as it currently is – same levels and same staffing, so that can respond in real time – research by the Violence Research Group (Cardiff University) evaluated CCTV usage and found evidence that it gets police officers to incidents earlier and more frequently than is the case without CCTV. CCTV staff can direct police on the ground…. Important lesson from the sexual attacks in September is the importance of CCTV in real time – some cities only have CCTV that records – not much use in stopping attacks.'

Professor John Shepherd, Chair, Cardiff Violence Prevention Group

54. Members heard concerns from several witnesses about the consequence of previous year's cuts in CCTV leading to staff operating the system who were either unfamiliar with the CCTV and/or the city centre street layout. This had caused problems when seeking CCTV coverage or seeking instructions of where to direct resources.

Door and Security Staff

55. Members heard that door and security staff in Cardiff's Night Time Economy contribute to the effective management of the Night Time Economy:

Door and Security Staff

- **South Wales Police** - supporting work by ensuring door and bar staff are properly registered, trained and contribute , for example via radio communications and by stepping in to assist appropriately … Some pubs and clubs now use bodycams e.g. Weatherspoons piloted this in Cardiff and have now rolled it out across their chain as they led to a reduction in violence.
- **Cardiff Licensee Forum** - door staff and security staff – they are properly trained and have ID – their role is not just on the door but inside, for example near toilets, so can spot those using drugs and shepherd them out without causing commotion in the premises.

Street Cleansing

56. The Inquiry heard that effective street cleansing is needed to remove potential weapons, such as bottles and broken glass. Councillor De'Ath highlighted the important role street cleansing teams play, with the figures showing that from 1 September- 30 October 2015 there were 635 empty bottles and glasses left on the street in Cardiff's city centre.

57. Witnesses from the Park Plaza, in Greyfriars Road, highlighted that there is a need to think about how street cleansing teams are deployed, as '*after the Ireland v France rugby match, Greyfriars Road was not cleaned early enough – they focused on St Mary's Street first but didn't clean Greyfriars Road till later on in the morning. This meant we had guests leaving in all the rubbish.'*

LICENSING

58. The Licensing Act 2003 means that there has to be a presumption to grant a licence unless there is evidence that doing so will have a negative impact on the licensing objectives, as set out in the Council's Licensing Statement. Cardiff Council's Licensing Statement was revised November 2015 and sets out that Cardiff Council is aiming to establish more mixed venues rather than vertical drinking establishments.

59. If no relevant representations are received, a licence is automatically granted, by officers, without application going to Committee. The Local Authority cannot set a target to reduce the number of licensed premises in the City as this is not allowed under the Licensing Act 2003 but it can use Licensing to improve the standards of public protection in licensed premises, via licensing conditions.

60. Licence conditions take 3 forms – those which are mandatory and therefore set out in legislation (such as door staff qualifications), those that are proposed by the applicant, and those that are imposed following relevant representations. Often, applicants speak to Police and Licensing officers prior to submitting an application and so have already included conditions in their proposals and therefore there are no reasons to impose conditions as the applicant's operating schedule covers all that is required. Members heard that it is possible to use licensing conditions to require premises not to hold 'carnage' events or drinking games.

61. Members heard that effective licensing is a key tool in managing the Night Time Economy. There is recognition amongst statutory partners of the need to proactively use licensing to encourage a more mixed Night Time Economy and of the need to work together to share evidence to support objections where partners believe a licence would have a negative impact on licensing objectives. There is an opportunity for Police, Public Health and Cardiff & Vale University Health Board to work together to share evidence, with the local authority, to ensure licensing objectives are met and that Licensing Committee receive clear evidence regarding those applications that will have a negative impact on the licensing objectives. Members heard that there are examples of where partners have worked together to undertake licensing enforcement and review, which has led to suspension and removal of licences.

62. Members heard debate about the usefulness of a Cumulative Impact Policy, known colloquially as a Saturation Zone. This requires applicants to demonstrate that there will be no negative cumulative impact on the Council's licensing objectives if their licensing application is granted.

Contrary to popular belief, where an applicant is able to demonstrate this, a licence has to be granted even though the application is within the Cumulative Impact Policy area.

Traffic Light System

63. Members heard that a Traffic Light system is used for licensed premises, with properties rated Red, Amber or Green. Green is used if there is no history of disorder or problems, Amber where there are some incidences of disorder or violence or problems with licensing requirements and Red is used for higher levels of disorder, violence and problems with licensing conditions not being met. Where a licensed premise is marked as Red, the manager has to have an Action Plan to address all the points of concern and show that the Action Plan is being implemented. If the Action Plan is not successfully implemented, the Police will issue written warning and if there is no improvement, the Police will take the case to the Licensing Committee and ask for the license to be removed. Members heard that, used this way, the Traffic Light System helps to ensure effective use of licensing powers to ensure safety in hot spot areas.

64. Currently there are 5 Red premises, 3 in the City Centre, out of approximately 780 licensed premises (including supermarkets and corner shops etc.).

RESOURCES

65. Currently, resourcing the management of the Night Time Economy relies on a patchwork of funding from Cardiff Council, South Wales Police and Crime Commissioner, Cardiff and Vale University Health Board, private sector resources, third sector and volunteer resources. Historically, there has been a flexible approach taken to resource use, with the focus being on problem-solving, for example by using slippage to pay for additional police officer cover on events nights.

Resources Currently Available

- Council provides funding for taxi marshals, street cleansing and towards Operation Mistletoe.
- PCC provides funding for South Wales Police, Know the Score campaign and Vulnerability training.
- Cardiff & Vale University Health Board provides A&E and Alcohol Treatment Centre, using Regional Regulatory Funding.
- Cardiff & Vale University Health Board provides office and secretarial support for Violence Prevention Group.
- Private sector resources are used to support the Cardiff Licensee Forum, the Cardiff Business Reduction Partnership, Radio Net and Street Pastors.
- Volunteer resources are used to run the Street Pastor service.

66. Members heard that, as there are often no separate budget lines for specific aspects of the Night Time Economy management, these elements are vulnerable in a time of austerity when overall cutbacks mean that there is less slippage available to be used. In addition, there is no secure funding in place for key operational tools including: Operation Mistletoe; Street Pastors; and the Alcohol Treatment Centre. During the life of the Inquiry, there was debate about the future funding of the taxi marshals, as set out at Point 44 above.

67. Members heard from several witnesses that the reduction in resources by any one actor will increase the pressures on all the other actors involved in Cardiff's Night Time Economy management. For example, a reduction in

the local authority contributions increases the need for extra police resources and increases pressure on other agencies involved in Night Time Economy management. Likewise, if the Alcohol Treatment Centre was no longer available, pressures would increase consequentially on A&E, the Police and Street Pastors etc. Members also heard witnesses raise concerns about the unintended consequence of cuts, which could lead to declining behaviours and an increase in violent crime.

68. At the same time, Members heard that pressure on resources is increasing, with growing and changing demand in Cardiff's Night Time Economy. The overall footfall has increased, the number of events has increased and these are causing increased resource pressures. In addition, Members heard concerns expressed that the area of the Night Time Economy is widening with the Bierkeller, Tramshed and other venues outside the traditional Night Time Economy zone. South Wales Police expressed their concerns that this causes pressures on their resources, as they have the same number of officers to cover a wider geographical area.

69. Members heard that the successful partnership approach taken historically in Cardiff is under threat because of austerity, with partners retreating into their own silos rather than working together collectively to design solutions to austerity. Members recognise that there has to be constructive conversations between all partners about how to deal with the cutbacks in a collective way, to enable provision to shrink together not shrink apart. Members heard time and again of the need for long term sustainable resource funding and the need to be open about the cuts partners are facing and the consequences of these cuts. Councillor Bale, Leader Cardiff Council, also highlighted that there is a need to look at how we can do things better to secure the agreed outcomes.

POSSIBLE RESOURCE SOURCES

70. Members heard that Cardiff Council has employed Mosaic Consultancy to explore the viability of establishing a Business Improvement District (BID) and to compare this with the Late Night Levy option. Theoretically, both of these can raise income that can be used towards meeting the costs of the Night Time Economy. In addition, this Inquiry looked at schemes undertaken elsewhere to tackle crime and disorder in the Night Time Economy, including in the other U.K. Core Cities and Local Alcohol Action Areas in England, and reviewed the Welsh Government consultation document, 'A Framework for Managing the Night Time Economy in Wales'.

BUSINESS IMPROVEMENT DISTRICT (BID)

71. This Inquiry heard strong interest in a Cardiff BID, from both Cardiff Council witnesses and from external witnesses, all of whom are either actively involved in work to develop a Cardiff BID or are aware of the work underway. Members heard that a BID would provide a focus and venue for discussions to take place on the aspirations for Cardiff city centre, with a mechanism to engage city centre businesses in one go and a clear framework for going forward. As part of this, a BID would cover discussions on community safety issues, including those associated with the Night Time Economy.

72. Members heard that a BID is led by the businesses located within the BID, with clear frameworks for governance, as these businesses pay for the BID via contributions based on the rateable value of their business. Most Night Time Economy companies will be exempt from BID as their businesses rateable value is lower than the rate set for BID payment of £25,000.

73. A Cardiff BID working group has been established and has prepared a draft business case which will be voted on by relevant businesses in June 2016. These businesses will decide whether or not a BID will go ahead and will decide how the monies generated by a BID will be spent. It is

anticipated that a Cardiff city centre BID will generate between £1 million and £1.5 million per annum.

74. The Inquiry heard explicit evidence that a Cardiff BID would not be used to fund services already provided within the city centre but could choose to add to and enhance existing services. Baseline Service Statements must be set out by all public bodies providing statutory services. Members were informed that *'Legally, a BID can only deliver over and above these existing services and part of the BID's role will be to make sure local public agencies are delivering against these statements.'*[9]

75. Members were informed that the draft business case for the Cardiff city centre BID aims to make Cardiff city centre more welcoming, vibrant and influential. As part of this, there are commitments to add to and enhance service provision as follows: work to invest in city centre entertainment; fund a dedicated cleansing and waste team to deal directly with business concerns; support a team of uniformed Cardiff Ambassadors; invest in the management of the evening and night time economy; strengthen business participation with crime reduction partnerships; support any new or improved business crime management initiatives; and add value to existing night time economy schemes, for example the Street Pastors and Taxi Marshalls.

76. The Inquiry clarified that the final business case will be determined by the businesses that are developing the BID; Cardiff Council cannot insist on the inclusion of community safety issues or any other issues. However, the Director for Economic Development highlighted that the Council would use its influence to persuade the Cardiff BID to address crime and disorder issues.

LATE NIGHT LEVY

77. The Inquiry heard that conversations on a Late Night Levy are happening alongside work on the BID – neither are ruled out albeit that a BID is seen

[9] *Email from Jonathan Day dated 16 February 2016, citing responses received from Mosaic Consultancy to queries raised by the Inquiry task group*

as preferable as it raises more money and has a wider remit, covering the Day Time Economy as well as the Night Time Economy and issues such as marketing and promoting Cardiff city centre.

78. Members heard that, whilst a Late Night Levy would not raise as much money as a BID, at between £200,000 - 250,000[10], the monies have to be ring-fenced to tackling crime and disorder issues related to the Night Time Economy. Legally, the Late Night Levy is split 70:30 between the relevant Police and Crime Commissioner and the relevant Local Authority, leading to between £140,000 and £175,000 being available to be spent on meeting the costs of managing crime and disorder in the Night Time Economy, with £60,000 - £75,000 available to the local authority to meet administrative costs of collecting the Levy.

79. Members heard concerns from some witnesses that all the Police and Crime Commissioner's monies may not be spent within Cardiff. However, Members heard that a legal agreement, such as a Memorandum of Understanding or a Service Level Agreement, could be used to ensure that monies raised by a Cardiff Late Night Levy were spent on Cardiff Night Time Economy crime and disorder mechanism; this has happened successfully elsewhere, such as in Newcastle.

80. Some witnesses told the Inquiry that the introduction of a Late Night Levy in other cities in England had led to some premises closing early, to avoid having to pay the Levy. There were concerns that the introduction of a Late Night Levy would damage the reputation of Cardiff and the existing good relationship with the licensee trade. There were also concerns that the Levy would apply across the whole of Cardiff, which would mean licensed premises operating late at night in suburban areas of Cardiff would be subject to the Levy. Some witnesses felt that this would not be fair as there are limited crime and disorder offences associated with these premises and it is likely that the majority of the monies raised by the Levy would be spent in the city centre; so suburban premises would pay a Levy but not receive a subsequent service.

[10] *Based on a conservative estimate, using payment patterns from existing LNL schemes elsewhere in the U.K.*

81. However, Members were not convinced that the introduction of a Late Night Levy would harm the reputation of Cardiff as Late Night Levies have been introduced in places such as Cheltenham, Islington, the City of London and Southampton without damaging their reputations. Experience from other cities that have introduced a Late Night Levy shows that there would still be an array of premises that would choose to operate after a Levy is put in place.

82. Members also heard evidence that it was not necessarily a bad thing if some premises closed early to avoid paying the levy as this would be likely to lead to a reduction in alcohol consumption, with a consequent likely reduction in crime and disorder. It would also lead to more staggered closing times, helping frontline services deal with those needing assistance, and reducing the volume of people at peak closing times.

83. Members also heard that Late Night Levy schemes can be used to encourage best practice self-regulation schemes, such as Best Bar None, Pubwatch and Reducing the Strength of alcohol schemes, by offering a reduction in the Levy for those premises that sign up and implement these schemes.

84. Members heard that it is possible to have both a BID and Late Night Levy in operation for the same area at the same time, as happens in Newcastle and Nottingham. However, witnesses explained that, in Cardiff, the aim is to achieve a BID first as it meets a wider range of Cardiff's needs. The draft Business Case for the BID references the Late Night Levy, highlighting that, whilst many Night Time Economy businesses will be exempt from paying the BID as their rateable value falls below the threshold, these businesses may choose to take out voluntary membership of the BID and the BID will then pay any Late Night Levy if one is introduced, as a benefit of the business choosing to become a BID member. In this way, businesses would not have to pay both a BID levy and a Late Night Levy.

OTHER SOURCES OF FUNDING

85. As part of the Inquiry, Members were keen to learn how other areas find resources to meet the costs of tackling crime and disorder caused by the Night Time Economy. Desk based research identified a range of sources, including BIDs, Late Night Levies, Community Safety Partnerships, individual partners such as local authorities, Police and Crime Commissioners, and local businesses. A summary of these are set out below, with further details provided in **Appendix A**.

Business Improvement Districts - there are over 200 BIDS across Great Britain – all the other 9 Core Cities have a city centre BID. There are lots of examples of BIDS directly contributing towards Night Time Economy activities such as taxi marshals and street pastors (e.g. Bedford, Ipswich, Weston Super Mare and Wolverhampton as well as Nottingham and Sheffield)

Late Night Levy - 2 Core Cities have a Late Night Levy (Newcastle and Nottingham), with Liverpool consulting on LNL at time of Inquiry. Other LNL are Cheltenham, Islington, City of London, Nottingham, Chelmsford and Southampton. Camden is considering whether or not to introduce a levy. Leeds and Bristol considered and decided not to introduce a levy.

Taxi Marshals - funding
Taxi firm - provides taxi marshal - Glasgow
Taxi users - self funding approach to taxi marshals- Norwich
Community Safety Partnership – Birmingham, Bristol, Glasgow
Council – Manchester, Ipswich (partial funding)
Businesses - fund taxi marshals – Leeds - via Businesses Against Crime in Leeds
Late Night Levy- Newcastle, Cheltenham
BID – Nottingham, Bedford, Ipswich (partial funding), Wolverhampton
Police – Brighton & Hove (not sure if still the case), Maidstone
PCC – Ipswich (partial funding)

Street Pastors – funding
Police - partially fund in Liverpool
Council – partially fund in Liverpool
Businesses fund street marshals – Leeds - via Businesses Against Crime in Leeds
Late Night Levy – Newcastle
BID - Nottingham
Volunteers – Manchester

86. In addition, desk based research identified a range of other solutions used elsewhere; further details on the local alcohol action areas are provided at Appendix B.

Student volunteers - University of Gloucestershire - in Cheltenham – uses student volunteers as student community patrols – Late Night Levy is used to fund recruitment and training.

Local Alcohol Action Areas – range of ideas including:

- **Responsible retailing** - Liverpool – develop a voluntary code for off licenses and supermarkets, Gravesham – reducing the strength campaign, Hastings reduce the strength.
- **Licensing** – Manchester – strong use of licensing/ regulatory tools and enforcement.
- **Enforcement** – Weston Super Mare -.high profile joint enforcement visits with Police, local authority, trading standards, food safety, licensing and environmental protection.

Other city centre schemes such as Purple Flag

Use of other legal powers – Public Space Protection Order to prevent public drinking (considered in Blackpool), Alcohol Exclusion Zones (Slough)

INQUIRY METHODOLOGY

M1. The Community and Adult Services Scrutiny Committee applies a project management approach to its inquiries; including mechanisms to consistently prioritise topics suggested for scrutiny, scoping reports and project plans. The aim of these is to ensure there is a dialogue with the services involved in the scrutiny process with the ultimate aim of improving overall service delivery and enabling effective scrutiny.

M2. Members held three meetings to hear from the following Council officer witnesses:

- Councillor Phil Bale – Leader, Economic Development and Partnerships
- Councillor Peter Bradbury – Cabinet Member (Community Development, Co-operatives & Social Enterprise)
- Councillor Dan De'Ath – Cabinet Member (Skills, Safety, Engagement and Democracy)
- Cllr Jacqueline Parry (Chair – Licensing Committee)
- Neil Hanratty- Director of Economic Development
- Jonathan Day – Economic Policy Manager
- Claire Hartrey – Licensing Group Leader
- Dave Holland – Head of Shared Regulatory Services
- Peter King – Senior Partnership Analyst Officer.
- Paul Williams – City Centre Manager

M3. Members also held two meetings to hear from the following external witnesses:

- Chief Inspector Dan Howe – South Wales Police (Partnerships)
- Inspector Chris Owen – South Wales Police (City Centre)
- Conrad Eydmann – Head of Partnership Strategy and Commissioning, Cardiff & Vale University Health Board
- Dr Sharon Hopkins – Director of Public Health

- Wayne Parsons – Senior Nurse, Alcohol Treatment Centre and A&E, Cardiff & Vale University Health Board
- Professor John Shepherd - Chair, Violence Prevention Group, Cardiff & Vale University Health Board
- Ashley Hopkins – Director, Cardiff Business Safe
- Keith Kimber – Cardiff Radio Net
- Nick Newman – Chair Cardiff Licensee Forum
- Gary Smith – Street Pastors.
- Margaret Waters - General Manager, Park Plaza, Greyfriars Road + Chair Cardiff Hoteliers Association
- Stephen Docking - Night Manager, Park Plaza, Greyfriars Road.

M4. Members also received a written submission from Simon Phillips, Chair of Cardiff Business Improvement District Task Group.

M5. In order to inform the Inquiry, desk-based research was undertaken into Late Night Levies and Business Improvement Districts operating elsewhere in England and Wales, as well as other mechanisms being used with regards to tackling crime and disorder in the Night Time Economy, including a review of Local Alcohol Action Areas in England. A review of the Welsh Government draft Framework for Managing the Night Time Economy was also undertaken and used to identify areas to explore with witnesses and via desk based research. The desk based research, coupled with evidence from internal and external witnesses, was used to identify suitable findings from the Inquiry.

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Cardiff Council - *What Matters Annual Review 2014/15*

Cardiff Council – *Corporate Plan 2015-17*

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Cardiff Council – *Statement of Licensing Policy 2016-2021 (November 2015)*

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Norwich City Council – *Cabinet Report 26 March 2014: Night Time Economy*

Police Foundation - *Policing the night-time economy, Stuart Lister, Centre for Criminal Justice Studies, University of Leeds*

Sydney – *Open Sydney – Future direction for Sydney at night – Strategy and Action Plan 2013-2030*

Sydney - *Sydney Night Time Economy: Cost Benefit Analysis A Report for the City of Sydney Council*

What Matters Safer and Cohesive Programme Board – *Programme ıntelligence Report – Night Time Economy*

What Matters Safer and Cohesive Programme Board – *Programme ıntelligence Report – A Report on Community Safety Issues within the City of Cardiff April 2015- June 2015*

What Matters Safer and Cohesive Programme Board – *Minutes 20.05.15*

What Matters Healthy Living Programme Board - *Programme Intelligence Report (Updated 7th September 2015)*

Welsh Government - *'A Framework for Managing the Night Time Economy in Wales'*

FINANCIAL IMPLICATIONS

The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications.

LEGAL IMPLICATIONS

The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without modification. Any report with recommendations for decision that goes to Cabinet / Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal power of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. standing orders and financial regulations; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

COMMITTEE TERMS OF REFERENCE

To scrutinise, measure and actively promote improvement in the Council's performance in the provision of services and compliance with Council policies, aims and objectives in the area of community and adult services, including:

- Public and Private Housing
- Adult Social Care
- Disabled Facilities Grants
- Community Care Services
- Community Safety
- Mental Health & Physical Disabilities
- Neighbourhood Renewal and Communities Next
- Commissioning Strategy
- Health Partnership
- Advice & Benefit
- Consumer Protection
- Older Persons Strategy

To assess the impact of partnerships with and resources and services provided by external organisations, including the Welsh Government, Welsh Government-sponsored public bodies, quasi- departmental non-governmental bodies and health services on the effectiveness of Council service delivery.

To report to an appropriate Cabinet or Council meeting on its findings and to make recommendations on measures which may enhance the Authority's performance in this area.

To be the Council's Crime and Disorder Committee as required by the Police and Justice Act 2006 and any re-enactment or modification thereof, and as full delegate of the Council to exercise all the powers and functions permitted under that Act.

APPENDIX A

Examples of schemes elsewhere in England to tackle NTE crime & disorder

Core Cities:

City	BID	Late Night Levy	Other
Birmingham	Yes - several[11]	No	Purple Flag Community Safety Partnership fund taxi marshals etc.[12]
Bristol	Yes - several[13]	Considered 2013/14 but not introduced	Community Safety Partnership fund taxi marshals etc.[14] Purple Flag
Cardiff	Considering	Considering	
Glasgow	Considering	No	Community Safety Partnership fund taxi marshals and Glasgow Taxis also provide a marshal.[15]
Leeds	Yes[16]	Considered 2013/14 but not introduced	Taxi marshals and street marshals funded voluntarily by businesses and partners[17] who work via BACIL – Businesses Against Crime In Leeds.[18]
Liverpool	Yes[19]	Considering – undertaken consultation	No information available re taxi marshals. Street pastors funded by Police and City Council. Purple Flag

[11] http://retailbirmingham.co.uk/projects/facewatch/
[12] http://birminghamcsp.org.uk/admin/resources/bcsp-annual-report-2014-15-final.pdf
[13] http://www.bristolshoppingquarter.co.uk/bid
[14] https://www2.bristol.gov.uk/committee/2015/sc/sc046/0416_8.pdf
[15] http://www.communitysafetyglasgow.org/what-we-do/improving-community-safety/city-centre-team/best-bar-none/nitezones/
[16] http://www.leedsbid.co.uk/
[17] Information taken from Leeds City Council Scrutiny Board Resources & Council Services – Late Night Levy report November 2013
[18] http://www.yorkshireeveningpost.co.uk/news/latest-news/top-stories/street-marshals-help-lower-leeds-city-centre-crime-rate-1-5342074
[19] http://www.liverpoolbidcompany.com/

Manchester	Yes[20]	Not in city centre	Consulting on LNL in Greater Manchester area of Stockport. Council fund taxi marshals Volunteer Street Angels Developing safe haven. Purple Flag
Newcastle	Yes[21]	Yes – since 2013[22]	Used LNL to pay for thermal cameras, smart cameras, safe haven with St John's, bar and nightclub scanners, taxi marshals, CCTV, street pastors and street cleansing.
Nottingham	Yes[23]	Yes – since 2014[24]	BID pays for street pastors, taxi marshals and street ambassadors. Provide funding of approx. £46,500 per annum for taxi marshals[25] Purple Flag
Sheffield	Yes[26]	No	BID pays for Safer City Centre team, additional PCSOs, additional ambassadors, Purple Flag

[20] http://cityco.com/heartofmanchester/
[21] http://www.newcastlene1ltd.com/
[22] http://www.newcastle.gov.uk/news-story/late-night-levy-introduced-friday
[23] http://nottinghambid.com/
[24] http://www.nottinghamcity.gov.uk/article/28324/Late-Night-Levy
[25] Information taken from: http://www.itsinnottingham.com/news/141/NOTTINGHAMS-TAXI-MARSHALS-HELPING-THE-LATE-NIGHT-ECONOMY/
[26] http://www.sheffieldbid.com/

Bedford[27]

'As part of its mission to keep Bedford town centre safe during the day and night, BedfordBID is the main funding partner for the High Street Taxi marshall scheme. Operating in partnership with Bedford Borough Council this scheme provides an important and valued service for both residents and visitors to the town.

Two marshalls are on duty each Friday night, and three marshalls on Saturday night, from 11.30pm to 4.00am. Their role is to ensure that only legal and registered hackney carriages and private hire vehicles are operating within the town centre, as well as maintaining an orderly queue for the taxis throughout the night.'

Brighton & Hove[28]

Taxi Marshals paid for by Sussex Police, following temporary gap when council withdrew funding.

Ipswich[29]

Taxi Marshal scheme funded by PCC, BID and local authority.

Maidstone[30]

Taxi marshals paid for by Police

Norwich[31]

First self-supporting scheme in England when launched in 2011. Those using taxi rank supervised by taxi marshalls asked to contribute £1 towards costs, then given a ticket which they can use in participating venues to receive £1 off drinks/ entry fee.

Weston-Super-Mare[32]

One of the BID priorities is community safety and a team of wardens have been employed to promote safety. A recent decision has been taken to change the wardens' shift patterns to provide more support during the night time economy."

Wolverhampton[33]

Recently extended taxi marshal scheme to cover payday weekends, paid for by Wolverhampton BID extending support by £95,000.

[27] Information taken from http://www.lovebedford.co.uk/taxi-marshals.php
[28] Information taken from: http://www.theargus.co.uk/news/10594071.Marshals_return_to_Brighton_and_Hove_taxi_ranks/
[29] Information taken from: http://www.suffolk-pcc.gov.uk/wp-content/uploads/2012/11/37-2014-Taxi-Marshals.pdf
[30] Information taken from: http://www.kentonline.co.uk/maidstone/news/police-have-been-praised-for-11449/
[31] Information taken from: http://www.eveningnews24.co.uk/motoring/relaunch_of_norwich_taxi_marshal_scheme_in_tombland_1_834942
[32] Information taken from: http://apps.n-somerset.gov.uk/cairo/docs/doc25533.htm
[33] Information taken from: http://www.expressandstar.com/news/2015/07/02/taxi-marshals-in-wolverhampton-for-paydays-weekends/

APPENDIX B

NIGHT TIME ECONOMY – WHAT CAN CARDIFF LEARN FROM THE LAAA PILOT AREAS/GOOD PRACTICE?

BACKGROUND

1. In February 2014, the Home Office awarded 20 areas Local Alcohol Action Area (LAAA) status. The project was set up to tackle the harmful effects of irresponsible drinking, particularly alcohol-related crime and disorder, and health harms.

2. These were areas in which local agencies, including licensing authorities, health bodies and the police came together with businesses and other organisations to address problems being caused by alcohol in their area. The project was funded up to the end of March 2015.

3. Work in the local alcohol action areas was focused on the key aims of:

- Reducing alcohol-related crime and disorder; and
- Reducing the negative health impacts caused by alcohol.

4. Underpinning both of these was the goal of promoting diverse and vibrant night-time economies. The areas were:

- Blackpool
- Croydon
- Doncaster
- Gloucester City
- Gravesham
- Greater Manchester
- Halton
- Hastings
- Liverpool
- Middlesbrough
- Newham
- Northamptonshire
- Nottinghamshire county
- Pembrokeshire
- Scarborough
- Slough Borough
- Southend on Sea
- Stoke on Trent
- Swansea
- Weston super Mare

5. The Home Office had stated that a report on the outputs and outcomes arising from this pilot in June 2015, but, to date, this has not been available. Therefore , this briefing aims to give Members an overview of what was achieved in each of these areas during the Pilot period and beyond. It is true to say that some information and data was easier to source than others and this is reflected in the amount of information presented on each LAAA pilot (see Appendix 1 for details). In areas such as Gloucester City, Pembrokeshire and Southend-on-Sea, no information was available, bar the launch publicity.

OVERVIEW

6. Much progress has been made by all of the LAAA areas, much of which was already in place or being worked towards prior to being awarded LAAA status. On the evidence that was available, areas such as Manchester and Liverpool have a wealth of experience and information in this area, with comprehensive strategic and operational plans in place.

7. Information was available on a wide range of topics in relation to this issue. The following aims to give Members an insight into some of the most popular themes arose across the LAAA information. They have been split into "operational" and "strategic" headings:

8. Operational

a) Town/City Centre Physical Improvements
9[34] of the LAAA areas made specific references to "designing- out" crime in their City/Town Centre, including improvements made to the infrastructure of the area, including better street lighting, engaging in "In Bloom" competitions etc – all of which were aimed at improving the look and attitude towards the area. Cleanliness of the area was also was a key operation required to improve perceptions of the area. Monitoring and surveillance equipment (such as CCTV) was also a key tool used.

b) Tackling Alcohol Related Crime , including Anti Social Behaviour
Operationally, dealing with crime and ASB was a key issue that initially needed to be put in place by all of the LAAAs. Targeted police operations to deal with street drinkers, pre-loaders and alcohol related ASB generally were in place, supported by a range of other key personnel.

c) Presence of key personnel
All of the LAAAs used a range of staff in their areas, all of which were there to assist in a range of roles. Street Pastors, Taxi Marshalls, ATC staff Police were all seen as key to ensuring that the area and people within it were safe.

d) Alcohol Treatment Centres
Liverpool, Manchester, Northamptonshire, Middlesborough, Slough and Swansea all stated that they had dedicated ATCs in place at key times – including events, at Christmas etc. Not all of these were in a central location, and this had an impact on the ambulance service, but whether in the Centre or at a hospital, a dedicated team were in place to take the pressure off A&E admissions.

e) Use of Innovative Measures
Northamptonshire stated that the use of breathalysers and cocaine torches were in place. Scarborough also used breathalysers, and is currently exploring the use of a drugs dog for random checks.

[34] Croydon, Liverpool, Manchester, Gravesham, Weston Super Mare, Blackpool, Middlesborough, Scarborough, Swansea

Strategic

There were a wide range of key themes that arose at strategic level. Liverpool and Manchester had detailed drug and alcohol strategies that linked closely with other key policies and strategies across a range of partners and stakeholders' plans. A summary of these documents are attached in Appendix 1. A full copy can be made available on request. In relation to broader key issues, these included:

a) Increases in Licensing and Enforcement Powers

8[35] of the LAAAs made specific references to changes they had made to increase their licensing and enforcement powers. Many had introduced a "traffic light" system to identify and deal with premises that were known "hot spots" for an array of issues in the area – ranging from underage sales, illegal activities (drugs, human trafficking etc) to those premises that continued to engage in practices such as selling to drunken customers etc. In Newham, they had particular problems with gun crime and drug use in a range of premises, and through increasing powers were able to close these premises quickly and no longer allow them to be used as clubs and pubs.

In addition, many of the areas had implemented a Saturation Policy as part of their Licencing Policy.

b) Multi- Agency Working Groups

Key to all of the LAAAs was the establishment of multi-agency working Groups. During the pilot period, many of the groups established smaller multi-disciplinary working groups to target particular areas of concern or focus. Within this sphere, the following were achieved by key partners and agencies working together:

- Mapping/Zoning of areas
- Data/Intelligence gathering and sharing
- Development of Awareness Campaigns, including dedicated websites & education materials for schools
- Workforce Development/Training

Further work that some LAAAs had undertaken included:

- Prevention and Early Intervention processes (Liverpool, Manchester, Halton, Northamptonshire)
- Strategies for Treatment and Recovery longer-term (Liverpool, Manchester, Gravesham, Halton, Scarborough)
- Support for Children, young people and families (Liverpool, Manchester, Halton)

c) Schemes/Awards/Initiatives

In addition to working towards the criteria set out by the Home Office, many of the LAAAs had also sought accreditation to best practice/nationwide schemes to further their commitment to working in this area. This included:

[35] Liverpool, Manchester, Gravesham, Halton, Northamptonshire, Weston Super Mare, Newham, Slough

- Doncaster (Best Bar None)
- Halton (PubWatch, Best Bar None)
- Northamptonshire (Purple Flag, Best Bar None)
- Weston Super Mare (Pub Watch)
- Middlesborough (Best Bar None)
- Slough (PubWatch)
- Swansea (Purple Flag)

d) <u>BIDS v Late Night Levy</u>

There was very little information available from LAAAs on whether they had implemented either a Late Night Levy or had decided on the BID approach.

- Liverpool – future objective to *"consider the use of available tools such as the possible introduction of Late Night Levy and Early Morning Restriction Orders".*
- Blackpool – *"increased police presence do require funds. One possibility for funding is the late night levy".*

- Weston-super-Mare - Business Improvement District. *"One of the BID priorities is community safety and a team of wardens have been employed to promote safety. A recent decision has been taken to change the wardens' shift patterns to provide more support during the night time economy."*

APPENDIX 1

LAAA PILOTS:

LIVERPOOL

Source: Draft Alcohol Strategy 2015-2020 – June 2015

Five key strategic aims. These are:

- Encouraging and supporting responsible attitudes and behaviours towards alcohol consumption (Prevention & Early Intervention);
- Delivering evidenced based, recovery focused treatment support to meet individual needs and reduce the effects on health caused by excessive alcohol consumption(Treatment & Recovery);
- Reducing the number of people who experience crime and disorder related to alcohol misuse (Community Safety);
- Protecting children, young people and their families from harm related to alcohol misuse (Protection);
- Ensuring via local licensing decisions and influencing of government policy that accessibility of alcohol is responsibly controlled (Control).

Key themes of activity have been identified and the Draft Strategy highlights key areas of improvement and achievements to date. This document is 40 pages long, and it is suggested that Members study this document for further information. The top line headings are as follows:

Changing attitudes towards alcohol (Prevention & Early Intervention)

Achievements include *Behavioural insight research; Social marketing programmes; Website development; Student Fayres and Workshops; Identification & Brief Advice*

Future Objectives:
Continue to develop systems to ensure robust and timely information and intelligence;
Implement consistent and evidenced based social marketing programmes;
Provide self -help information for individuals; Groups at risk of alcohol misuse and harm must receive targeted brief information, advice and support as the norm; promote and support the development and implementation of workplace alcohol policies and interventions; age appropriate, evidence based alcohol education is made available for children, young people and parents in a range of setting; Work in partnership with a range of educational establishments

Treatment & Sustainable Recovery

Achievements include *A new community based treatment system; Hospital Alcohol Liaison Service; Alcohol pathway development; Establishment of improved screening and assessment; Embedding of robust protocols; Innovative recovery approaches*

Future Objectives -
Regularly carry out an assessment of need for alcohol treatment and care interventions; Work to continue to deliver a community alcohol service; Continue to develop Hospital Alcohol Liaison Service; Define services for people with dual diagnosis; Strengthen detection of early liver disease and its treatment; Ensure integrated treatment pathways are in place throughout the treatment system; Ensure effective responses to vulnerable groups/individuals and those with complex needs; Provide high quality treatment for those within the Criminal Justice System; Ensure high quality aftercare is available; Continue to build an effective recovery community; Consider the option of including an Alcohol Recovery Centre within the Night Time Economy;

Addressing alcohol related crime (Community Safety)

Achievements include: *Designing out crime; High visibility policing; Taxi marshalling; Safer pubs and clubs; Say no to drunks; Seizure of illicit alcohol; Alcohol Treatment Requirement; Street drinking; 'There's No Excuse' campaign; Domestic Homicide Reviews.*

Future Objectives:
Continue to proactively manage the night time economy of the city centre utilising high visibility and early intervention policing; Explore options to reduce the number of vertical drinking establishments; Address the impacts of preloading in the night time economy; Continue to work with the Business Improvement District and with successful schemes such as Purple Flag; Examine options for developing further night time venues /events which are non-alcohol based; Ensure that interventions are available across all areas of the Criminal Justice System to support offenders; Continue to fund prevention services for young people; Enhance data collection and sharing; Consolidate partnerships with communities and existing neighbourhood infrastructure; Ensure there is a robust communication plan in place; Achieve a reduction in the number of families who experience domestic violence related to the misuse of alcohol; Increase referral of alcohol misusers who are also victims of domestic violence.

Supporting Children, Young People & Families (Protection)

Achievements include: *Families Agenda focus; Families Programme; Young person focused alcohol treatment support; Improved local evidence base; Addressing of underage sales of alcohol*

Future Objectives - Increase awareness and improve guidance relating to the harm of alcohol to the unborn child; Continue to provide alcohol and substance misuse education; Develop insight driven social marketing interventions; Develop parents understanding of the impact of their own alcohol use on their own children; Ensure that universal and targeted services working with children, young people and vulnerable adults are able to identify alcohol misuse; Provide access to high quality specialist treatment; Tackle the link between alcohol and sexual risk taking behaviour; Ensure robust links between young people, adult, community and criminal justice alcohol treatment pathways; Develop increased understanding and identification of parental alcohol misuse amongst staff working directly with children, young people and parents;
Ensure young people and adult alcohol treatment services identify and respond to safeguarding issues for children; Work with retailers to implement the *Challenge 25* intervention; Develop a targeted proxy purchasing approach; Develop a restorative justice approach to deal with under18s who attempt to buy alcohol.

Influencing the accessibility of alcohol (Control)

Achievements include: *Lobbying for changes to the pricing of alcohol products; Raising awareness of the impacts of alcohol advertising; Use of Cumulative Impact Policy (CIP); Responsible Authority liaison meetings; Working with the licence trade; Voluntary removal of super strength products*

Objectives: Review the Liverpool *Statement of Licensing Policy* in line with best practice; Consider the use of available tools such as the possible introduction of Late Night Levy and Early Morning Restriction Orders; review current Cumulative Impact Policies (CIP's); Continue to proactively manage new license applications of concern; Explore how health bodies and other responsible authorities can influence licensing under the Licensing Act.; ensure that licensed premises have information about the law, their responsibilities and good practice in the sale of alcohol; Identify irresponsible retail practice; Develop a voluntary code for off licenses and supermarkets; Continue to work with off and on licensed premises to prevent the selling of alcohol to drunks taking proactive action when necessary; Work with central government to develop clearer rules around knowingly selling alcohol to drunks; Work to influence government policy on the introduction of an appropriate Minimum Unit Price for Alcohol, more robust and transparent restrictions on alcohol advertising and the introduction of public health consideration as a 5th Licensing Objective.

MANCHESTER

Source: Alcohol Strategy 2014-2017

Headline outcomes

The Greater Manchester Alcohol Strategy has an overarching purpose to reduce demand on public services and address complex dependency issues through early intervention and prevention activity. In order to achieve this, it will seek to deliver three interlinked outcomes:

- reducing alcohol-related crime, antisocial behaviour and domestic abuse
- reducing alcohol-related health harms
- establishing diverse, vibrant and safe night-time economies.

Underpinning the above outcomes, the Strategy sets out a number of priorities, under broad headings. These are:

A platform for growth and reform

- Priority 1: Promoting the effective and consistent use of licensing/regulatory tools and powers to reduce demand, including through enforcement-based activities and wider voluntary agreements with the alcohol trade.
- Priority 2: Promoting consistent, appropriate and effective use of tools to address alcohol-related antisocial behaviour, including new measures within the Anti-Social Behaviour, Crime and Policing Act 2014.
- Priority 3: Ensuring that Greater Manchester leads the way on best practice alcohol marketing.
- Priority 4: Continuing to lobby government for national implementation of a minimum unit price.

Supporting Greater Manchester's growth

- Priority 5: Defining and supporting implementation of best practice approaches to reduce alcohol-related harm in Greater Manchester's night-time economies (NTEs).

Supporting public service reform and reducing demand

- Priority 6: Supporting the prioritisation of domestic abuse victims, promoting data sharing and new approaches as a part of Greater Manchester's programme to address complex dependency.
- Priority 7: Developing and evaluating interventions to address alcohol and wider substance misuse by offenders at the point of arrest, sentence and release.
- Priority 8: Prioritising activity that supports attitude and behaviour change among young people and their families, and challenges social norms.
- Priority 9: Ensuring consistency of best practice in the delivery/uptake of alcohol identification and brief advice.
- Priority 10: Supporting the development of local recovery organisations and networks, creating the conditions to maximise their role as community assets for reducing alcohol harm.

- Priority 11: Ensuring a collaborative and evidence-based approach to commissioning interventions that address alcohol dependence effectively.

CROYDON

Source: Report to Health And Wellbeing Board (Croydon) - 10 June 2015

In early 2014, a multi-agency LAAA Programme Board, led by public health, was set up in Croydon to oversee the local programme. It reported to both the Safer Croydon Partnership (SCP) and the Drug and Alcohol Action Team (DAAT) Board.

Through consultation with stakeholders in June 2014, Croydon identified the following three priorities for the LAAA programme;

- **Prevention.** To encourage sensible drinking habits in the estimated 50,000 adults who drink at increasing and higher risk levels through developing Croydon's alcohol IBA (Identification and Brief Advice) programme.
- **Partnership and communication**. To develop a multi-faceted partnership approach to reduced alcohol harms.
- **Data sharing**. To prevent alcohol related violent crime through sharing anonymized data between A&E (accident and emergency) services and the Safer Croydon Partnership.

Work stream sub groups were established for both the 'Prevention' and 'Partnership and Communication' themes, which will run to oversee the work programmes until April 2016.

The Croydon programme, so far, has achieved the following:

- Taken forward recommendations of Croydon's alcohol JSNA
- Built strong partnership and engagement
- Mapped Croydon's alcohol harm reduction initiatives
- Established multidisciplinary working groups
- Evidence based alcohol website tailored for Croydon established
- Coordinated multi-agency alcohol awareness campaigns
- Launch of pharmacy based alcohol IBA pilot
- Discussions underway for an alcohol IBA service in general practice
- Promoting workforce development
- Emerging Partnership for data sharing

GRAVESHAM

Source: Gravesham Borough Council, Licensing Committee, 4 March 2015

The Gravesham LAAA Delivery Plan took a holistic approach and recognised that whilst a fundamental part of the project was to address alcohol-related crime and anti-social behaviour (ASB), there were a number of other factors that contribute to both improving community safety more generally as well as how safe people feel. The Delivery Plan was formulated to ensure that as many of these factors were addressed as possible and took a staged and structured approach by concentrating efforts within 5 areas of focus:

- Prevention
- Control
- Treatment
- Public Perception and
- Communication

Actions and achievements arising from the project were:

Prevention

- Reducing the Strength Campaign
- Promotion of the G-Safe Safer Socialising Award
- Responsible Retailing training opportunity.
- Seasonal work (included initiatives such as campaigns to raise awareness of the dangers of drink-driving, promoting responsible drinking, the use of taxi marshalls on key dates over the Christmas and New Year period; the trialling of 'taxi hailing points; and working with Gravesend Street Pastors to provide support and assistance to potentially vulnerable people.

Control

- Enforcement Operation
- Review of Alcohol Control Zone signage
- Use of G-Safe (Town Centre Crime Reduction Initiative) Exclusions

Treatment

- Joint work with Crime Reduction Initiatives (CRI)
- Dealing with complex alcohol misuse clients

Public Perception and Diversification

- Enhancing the physical environment - Street lighting improvements; Gravesham in Bloom; • Repairing damage; Improving cleanliness
- Diversification – affordable cinema; Food trails; Promotion/marketing of evening and night-time venues; Encouraging business investment; Night-time economy meetings; Christmas events – Living Advent

Communication

- Work with Munroe and Fraser in developing a positive reputation as places to visit and in which to socialise. Good practice from other areas has been shared with Gravesham's Communications Team that took the lead on this aspect of the project.

HALTON

Halton developed 9 objectives for its Pilot scheme. Whilst Halton had presented its objectives clearly, it was true to say that some of the activities had (at the time of reporting) were still in development / to be implemented. Below are a list of the objectives and associated activities – where they have been completed, this will be stated.

Objective 1 - To transform the relationship the people of Halton have with alcohol

- Start a community conversation around alcohol – using an inquiry approach based on the citizen's jury model of community engagement – *completed.*
- Development of a coordinated alcohol awareness campaign plan that covers all ages and supports the local promotion of national alcohol awareness campaigns

Objective 2 - Increase awareness of the effects of alcohol on the unborn child

- Develop a social marketing campaign aimed at women of childbearing age to raise awareness of alcohol abstinence in pregnancy and foetal alcohol spectrum disorders (FASD) – *completed*.

Objective 3 - Support young people within Halton to delay onset of drinking, and reduce binge drinking

- Development of a school based social norms campaign around alcohol – *completed*

Objective 4: Develop alcohol treatment referral pathways

- Development of alcohol treatment pathways (in line with NICE guidance)

Objective 5: Ensure local licensing policy supports alcohol harm reduction agenda

- Review Halton Statement of Licensing Policy (SOLP) – *completed.*

Objective 6: Reduction in underage drinking and associated anti-social behaviour

- Development of joint alcohol reduction messages aimed at young people - *completed*
- Ensure the effective implementation of Operation Stay Safe - *completed*
- Explore the added value of Community Alcohol Partnerships (CAP)
- Prevention of under-age sales – *completed & review ongoing*

Objective 7: Work with licensed premises to adopt more responsible approaches to the sale of alcohol

- Further development and strengthening of local Pub Watch scheme - *completed*
- Further strengthening of Arc Angel Scheme (Cheshire Police scheme similar to Best Bar None) - *completed*
- Explore the possibility of voluntary agreements related to sales of high strength alcohol

Objective 8: Prevention of alcohol related domestic violence

- Prevention of alcohol-related domestic violence – *completed*

Objective 9: Create a more diverse and vibrant night-time economy

- Create a more diverse and vibrant night time economy - Local action plan developed; overnight self-assessment planned to assess current state of play in local area and priority areas for action
- Explore possibility of developing night time events/ venues in Halton which are non-alcohol based

NORTHAMPTONSHIRE

Source: Police and Crime Commissioner for Northamptonshire Report 2014/15

Five strands of activity are detailed below and were coordinated through the County Alcohol Harm Reduction group.

Alcohol Abstinence - The OPCC and Force led a 12 month voluntary sobriety bracelet pilot with the aim to tackle alcohol-related offending and gain evidence for a full application to the Ministry of Justice for Alcohol Abstinence and Monitoring Requirement status. The pilot has now concluded and a final evaluation is currently underway from the Institute of Public Safety Crime and Justice.

Purple Flag Kettering – Kettering Borough Council have led an initiative to improve the town centre and night time economy environment. Kettering Borough Council is currently awaiting the final decision from Purple Flag on if it has achieved Purple Flag status.

Frontline training to impact on health harms to the over-45s – Public Health have enabled over 800 professionals to be trained and 200 frontline police of-ficers have also received training.

Positive Licensing Action – Working with National Best Bar None, the Portman Group and local licensees we have launched a refreshed Best Bar None Scheme which now partners with the Northamptonshire Food and Drink Awards. The schemes aims to promote and reward responsible retailing within our counties pubs and clubs and enables the public to see a tangible measure of all that is good within our night time economy.

Alcohol Treatment Centre – Work has been taking place as part of the LAAA this year to pilot the application of an Alcohol Treatment Centre with health colleagues at EMAS to elevate the pressure alcohol-related injury and vulnerability has on public services on Friday and Saturday nights. The pilot aims to begin this summer and run for six months every pay day weekend in Northampton. The pilot will be evaluated before any further decisions are taken on the application of the treatment centre long term.

Source: Police & Crime Panel - Date of Meeting: April 20th 2015

Working together and Sharing Intelligence
An action plan has been in place in the City to deliver data sharing, based on the Cardiff Model, and a version of this model has been fully implemented since March 2015. This allows data to be used to analyse activity around licensed premises and in the longer term to target resources more effectively. In the County, similar progress has been made in relation to improvements in data sharing. Data is now received from EMAS, Kings Mill Hospital and Bassetlaw, and is used to map problems and visit venues. A long-term objective is to continue to improve the quality of data received, and to improve its use to target problem areas more specifically.

Community Alcohol Partnerships (CAP)
CAPs bring together a range of stakeholders and agencies to tackle the problem of underage drinking and associated anti-social behaviour. .CAPS have become successfully established in Mansfield and Ashfield, work is currently underway to establish similar multi agency networks in Newark and Worksop. The work of CAP includes developing best practice

concerning under-age drinking. The '*PASS - Proof of Age Scheme*' is an initiative promoted by the PCC and Nottinghamshire Police. The focus of this work is currently on increasing awareness and acceptance of the scheme with Licensees unfamiliar with the project. 'PASS' is now ACPO endorsed, so opportunity exists to advance assurance with the license and security trade.
Also aligned to CAP is a series of free training events offered to the 'on' and 'off' license trade. This work centres on responsible retail trading; delivered by a local legal business, sessions are due to take place week commencing 23rd March in Rushcliffe and Broxtowe before moving across the County.

Best Bar None
Best Bar None is a national scheme which aims to reduce alcohol related crime by raising the standards of the licensed premises. Businesses which meet all of the essential criteria are awarded the Best Bar None status. The scheme is well-established in the City, and is becoming successfully embedded in the County. Current reporting indicates in excess of 150 County and City premises benefitting from the scheme, raising standards in licensing management. A Best Bar None awards ceremony was held in December 2014, to mark the progress of the scheme and the contributions made by individual venues. This was a positive and well attended event, during which the Commissioner took part in the award ceremony.

Ending Alcohol Harm
The Drinkaware Campaign, "You wouldn't do it sober, you shouldn't do it drunk" which was launched in December 2014, focused on inappropriate sexual behavior while under the influence of alcohol. Using poster and film media within license premises and cinemas, the campaign brought in focus the issues affecting men and women whose judgment was affected by alcohol. Ending Alcohol Harm also included the pilot initiative of 'Club Hosts' at four venues across the City and County. The role of the Host was to identify and support customers at risk of acute signs of vulnerability from factors including alcohol. The evaluation of the campaign is due to be published later in the Spring 2015. The support provided by the PCC ensured the campaign was implemented across the whole of Nottinghamshire. The key focus of the Drinkaware campaign is to achieve behaviour change, and pending the outcome of the evaluation, this work may be extended to targeting alcohol related violence in the night-time economy.

Vulnerability Training
Following the above campaigns, a series of training programs has been delivered to the door staff across Nottinghamshire. This work involved use of video resources raising issues of vulnerability among those affected by alcohol. Learning from this work highlights further opportunity to improve the level of awareness in helping door staff broaden attitudes to vulnerability. It is the police intention to involve the Security Industry Association (SIA) locally in order to strengthen training on vulnerability in SIA accreditation.

Diversion and Prevention - Innovative Measures
The PCC's strategic action plan includes a number of innovative measures to support early intervention within the night time economy. This includes the use of cocaine torches and breathalysers in both the City and Mansfield. This practice has become embedded at a number of venues and received positive feedback from door staff who regard it as a legitimate tool on which to engage customers. When complimented by police powers such as the Section 35 Direction to Leave (Anti-Social Behaviour Act 2014), these tools support the strategic intent for early intervention to prevent harm from alcohol. Signposting is an important part of this work, and materials have been produced to provide information to customers to signpost to relevant alcohol support agencies.

WESTON-SUPER-MARE

SOURCE: REPORT TO THE COMMUNITY AND CORPORATE ORGANISATION POLICY AND SCRUTINY PANEL - 25 MARCH 2014

In 2013, violent crime in Weston-super-Mare town centre was at its lowest for 11 years.

However, despite accounting for only 3% of the North Somerset population, Weston-super-Mare town centre accounted for 37% of violent crime in North Somerset in 2013/13. Over half of this violent crime in Weston-super-Mare town centre could be attributed to the night-time economy. 30% of all violent crime in the town centre occurs between midnight and 4am on a Saturday and Sunday.

Equally, a quarter of all anti-social behaviour in North Somerset occurs in the town centre and has increased each year since 2010. By the end of February 2014 there had been a 4% increase in ASB incidents in the town centre financial year to date which followed on from a 3.5% increase in 2012/13.

A range of partnership initiatives have contributed to the downward trend in violent crime over the last 10 years. This has included closer working between CCTV and the Police and joint work between the Council and Police Licensing Teams.

Currently, the key activities which are in place in relation to the night-time economy are:

A night-time economy multi-agency problem solving group informed by regular detailed analysis of partnership data on the night time economy brings together officers from the Council, Police, Health, Fire Service who manage an action plan to identify and tackle issues within the night-time economy.

Licensing 'Responsible Authorities' are proactive in bringing premises to license review

A licensed premises 'traffic light' system has been developed which reflects the positive and negative impact of individual licensed premises within the local community. Factors which will be taken into account include premises links to police recorded incidents and hospital attendances. Where negative factors are identified and premises achieve a 'red' traffic light rating, multi-agency intervention to improve the management of that premises will intensify, including through a review of license conditions.

High-profile joint premises checks are undertaken by the Local Authority and the Police and include Trading Standards, Food Safety, Licensing and Environmental Protection teams. CCTV have direct radio links to premises in the Pubwatch scheme and to the Police to identify issues before they develop and help ensure resources are deployed effectively.

Weston-super-Mare is a Business Improvement District. One of the BID priorities is community safety and a team of wardens have been employed to promote safety. A recent decision has been taken to change the wardens' shift patterns to provide more support during the night time economy.

'Pinch points' have been identified and tackled including through targeting of resources and communications campaigns.

Weston-super-Mare has also recently been chosen by the Home Office as one of 20 Local Alcohol Action areas in the country. This means that our work to date has been recognised and we will be part of a network of Local Authority areas sharing best practice. It also means we will have Home Office support in implementing an action plan over the next 12 months which will help address persistent crime and disorder issues in the night time economy and promote a vibrant night-time economy.

Key elements of our plan for 2014/15 currently include:

- Review of the Licensing Policy – this will provide an opportunity to consider measures which ensure well-managed premises as well as measures which will help to promote a more family orientated town centre in the evening
- Development and roll out of the 'traffic light' scheme. This will bring together additional information about premises which will allow more intense work to ensure good management
- Dolphin Square re-development – this provides an opportunity to re-shape the night-time economy with new family-orientated leisure facilities in the town centre
- CCTV – extension of coverage to include the new Dolphin Square development
- Development of the Pubwatch scheme

BLACKPOOL

Source: Night Time Economy Working Group Report - August 2015

During the meetings to consider representations from interested parties, the working group identified the following:

1. High quality, well managed venues were a key factor in improving the perception of Blackpool and encouraging people to enjoy the night time economy in a responsible manner
2. Zones – Blackpool aims to have a mixed and vibrant nightlife and for this to work effectively there needs to be a quieter zone where families can eat and socialise separate from a more lively adult orientated area.
3. CCTV – a monitored CCTV system has a dual purpose. It assists the police in preventing and detecting crime and it also makes people feel safe
4. Street lighting
5. Taxi marshalls
6. First aiders in licensed premises – to reduce the burden on the ambulance service
7. Marketing
8. Funding

Zones

The working group identified in its interim report the need for effective zoning to provide a quieter area where families and groups could meet to socialise and a more lively area with late night bars. This is supported by the perceptions survey which highlights the need for quality family friendly establishments away from the lively late night drinking areas. To a certain extent this is already starting to happen with a café/eating area emerging around St John's, Cedar Square and Victoria Street with higher quality branded restaurants opening.

The creation of zones is not a simple process when you are dealing with an already established town centre as there are bound to be existing venues in the wrong area, however this is not a reason to start the process. Over time as the different zones become established and well known residents and visitors for example wanting to go to the late night bars will automatically go to that area. Any late night business in the incorrect zone will want to be where all of the trade is therefore there will be an incentive for it to move or to change its business model to adapt to the area it is in.

Quality of venues

Whilst there are a number of brewery led and national brands in Blackpool, there are a high number of businesses that are suffering from a lack of investment and appear to be being run on a shoestring. All venues need to be encouraged to operate to the same high standards

There is also the concern that the town centre saturation area may be stifling investment rather than encouraging it.

Anti-Social Behaviour

Many of the responses to the survey highlight the concerns about anti-social behaviour specifically arising from drunkenness, drug taking, street beggars and people trying to sell rag mags and similar publications. The Council are currently consulting on the creation of a Public Space Protection Order which can have the effect of prohibiting certain conduct for example drinking on the street. This order is aimed at trying to prevent the behaviour from

taking place to start with, but it also gives officers powers to deal with anti-social behaviour if it does occur.

Whilst many of the issues raised during the lifetime of the working group can be actioned by changes in policy, some for example CCTV and increased police presence do require funds. One possibility for funding is the late night levy.

A licensing authority may decide that a late night levy is to apply in its area.

When making a decision the licensing authority must consider:

- The costs of policing and other arrangements for the reduction or prevention of crime and disorder, in connection with the supply of alcohol between midnight and 6 am, and
- Having regard to the costs, the desirability of raising revenue to be applied in accordance with section 131.

CCTV

A manned CCTV system serves two purposes, assisting the police in identifying the perpetrators of crime and ant-social behaviour, as well as providing reassurance to members of the public. Whilst the system is already in place it is acknowledged that manning the CCTV room even on a part-time basis will involve securing sustainable funding either from the late night levy or another source. It does appear however to be an important factor in making people feel that they are safe when they come into the town centre so monitoring should be re-instated if the funding can be secured.

"Visible "Police" presence

The police are suffering from budget cuts as are local authorities, therefore, although desirable, the likelihood of police officers being available to create a visible presence in the town centre is low. Nevertheless responses from the survey indicate that a uniformed presence would have the effect of making people feel safer in the town centre so it is necessary to consider alternative options to the traditional police constable in uniform.

The Night Time Economy Working Group

Making positive changes can only be done on a multi-agency basis but this will only work if a coordinated approach is taken. Taking an overview of the work being done is outside of the remit of the Licensing Committee as it covers a variety of Council functions.

HASTINGS

Source: Safer Hastings Partnership Community Safety Plan 2014-17

A safe and vibrant evening economy remains key to the economic wellbeing and reputation of the town and sustaining reductions in public place violence remains a high priority.

In recent years the Taxi Marshall scheme, operating on Friday and Saturday nights in Havelock Road, has done much to reduce problems by overseeing and engaging with large numbers of intoxicated people queuing for taxi's.

The work of the Hastings Barwatch scheme was also commented on very favourably by the Home Secretary Teresa May on a recent visit to the town. The banning of those who have engaged in violent, disorderly or criminal behaviour in licensed premises continues to be a credible deterrent to such behaviour. We will therefore continue to seek funding to support these initiatives.

Following the successful application for Hastings to become one of only twenty Local Alcohol Action Areas nationally local partners will undertake a range of actions designed to reduced alcohol related crime & disorder. This will include targeted Police operations, alcohol education in schools and a range of measures to reduce the availability and supply of alcohol to young people.

Antisocial behaviour by street drinkers has been identified as a particular area of concern in certain parts of the town. We recognise that the behaviour of a relatively small group of individuals can have a disproportionate impact on the quality of life of the local community and the viability of businesses.

It is important to tackle the underlying causes of such behaviour and several new services to support those with substance misuse and mental health problems are starting in the first half of 2014. The SHP will seek to ensure that these services are coordinated and effectively work together.
The 'Reduce the Strength' scheme introduced in January 2014 limiting sales of beers, lagers and ciders to below 6.5 % Alcohol by Volume (ABV) will be reviewed In July 2014 and extended to other parts of the town if there is the evidence to support this.

Sussex Police plan to locate their Neighbourhood Officers in a base in the heart of Central St Leonards. This is intended to provide a more sustained presence in the area and enable them to work more closely with other front line services to increase public confidence and tackle those who are causing the most harm to themselves and the wider community.

MIDDLESBOROUGH

Source: Middlesborough Moving Forward Statement of Licensing Policy 2016 to 2021

In relation to the night time economy, the LAAA work established that:

- Footfall has decreased significantly over the last decade resulting in many licensees reducing staff numbers and seeing profit margins reduce.
- Drinking habits have changed, with many young people arriving in Middlesbrough Town Centre as late as midnight already intoxicated through cheaply purchased alcohol from off licensed premises.
- There is clear evidence of diversification of offer, which has had the effect of splitting the town centre, with the Southfield Road area attracting the 'older' clientele and Exchange Place remaining the domain of the 'younger' clientele.
- There is a distinct separation between the day and night time economies, very few people remain in the town after work or shopping, resulting in near empty streets between 6.30pm and 9.00pm.
- There is a lot of good work already taking place within the NTE. Boro Angels provide an exceptional service to the town and are highly regarded by professionals and those using the centre socially. Taxi Marshalls likewise play a vital role in reducing crime and disorder and promoting safe egress from the town.
- Perception is a key issue, with some people choosing not to socialise in Middlesbrough citing a fear of crime issues and a perception that there is a prevalence of youth dominated vertical drinking establishments. Interestingly those who work and socialise within Middlesbrough see the town differently. Boro Angels, who have walked the NTE for four years and whose volunteers cover the age range 21-60yrs, describe the town as being "a great place to be." Members of the University Student Union described the town as being a vibrant and friendly place.

Three Task Groups were established around three theme areas; Crime and Disorder, Health and Diversification and Perception, and key progress has been made in tackling crime and disorder, reducing the harm caused by alcohol and the public perception of the town. There are some clear links between the LAAA work and some licensing matters, primarily in relation to upholding the licensing objectives. Licensing Authority and Responsible Authorities have been key partners in establishing the work programmes of the task groups.

Crime and Disorder Task Group:

Review of crime within the NTE, focussing on 8 key areas, namely sexual offences, violence against the person, possession of offensive weapons, drug offences, criminal damage, theft, public order offences and ASB and to target resources, identify problem premises, hot spots and emerging crime issues.

Review of the way in which the Police manage the NTE by developing a closer working relationship with Door Supervisors, Licensees, the CCTV Control Room and Boro Angels to create a cohesive and better informed partnership and to influence a review of the resourcing of officers from the NTE to other areas of business without degrading existing service.

- Provision of Vulnerability Training to the NTE via a national training package which raises awareness of the duty of care to those at risk within the NTE.

- Provision of Police support to the CCTV Control Room to identify vulnerability and those who may become involved in crime or disorder and to direct the appropriate resources.
- The creation of a Community Messaging System to allow Police to send text messages to all those agencies operating within the NTE including the CCTV Control Room, Door Supervisors, Licensees and Boro Angels.
- Monthly meetings between Police and Door Supervisors, to share intelligence and increase awareness of issues that are occurring within Middlesbrough.
- Working closely with Teesside University in support of their Student Safety Group and helping to create the Safe Student Spaces and Safe Transport Schemes.
- Refreshment of the Best Bar None scheme which has received a very positive response from the trade, with a number of licensed premises demonstrating exceptional policies and procedures in relation to vulnerability, drugs, crime reduction, underage sales, counter terrorism awareness and responsible sale of alcohol.

Work Programme of the Health Task Group:

- Creation of an Alcohol Data Map, drawing upon the partners of the LAAA to data share which has enabled the Hospital Information Liaison Team (HILT) to create a number of "Health Maps" showing layers of data.
- Maximising the powers under the Licensing Act including utilising Cumulative Impact Policies. A Responsible Authorities Group shares intelligence and data to coordination of multi-agency reviews/representations.
- Provision of a Safe Haven facility operating within the NTE, staffed by Paramedics, Substance Misuse Nurses, Door Supervisor and supported by the Boro Angels, aiming to relieve peak time pressure on A&E, NEAS and Police.

Diversification and Perception Task Group:

The Licensing Policy makes a significant contribution to the development of a safe and successful night time economy which improves the public's perception about the Middlesbrough as a night time venue. In particular, by ensuring that licences are only granted to responsibly managed premises which uphold the licensing objectives, utilising the Cumulative Impact Policies to prevent the negative impact of high number of licensed premises and support diversification, all contribute positively to the public perception of Middlesbrough.

The development of the Safe Haven which is what provides reassurance on the support available for "vulnerable" adults, together with the support from the Boro Angels, Door Supervisors and other NTE workers.

SCARBOROUGH

Source: Scarborough, Whitby and Filey Night Time Economy Strategy and Action Plan 2013 - 2016

Castle/North Bay Wards
Castle Ward includes the Night Time Economy area and has the highest crime levels of any ward in North Yorkshire. During 2013/14 we have developed an integrated plan to address crime, disorder and ASB in the Castle/North bay wards. This has been a catalyst for significant levels of multiagency activity including the development of a co-located multi-agency prevention and enforcement team consisting of both voluntary and statutory agencies.

The joint prevention and enforcement team was created to enable more focus on creatively resolving issues in partnership, rather than as single organisations shifting responsibility between agencies. In particular to build better relationships with residents, proactively tackle anti-social behaviour and crime; improve the visible appearance of the area and to better safeguard and protect the vulnerable. The team works in partnership with local residents and the work of the team is part of a wider regeneration plan, being developed through the PSE, including improving the quality and management of housing in the area.

Two members of the team, the Community Safety and Safeguarding Manger and Police Sergeant started informally in August and the current multi agency team have been operational since 1 October 2013, the core team includes:

- North Yorkshire Police (dedicated Sergeant)
- Scarborough Borough Council: Community Safety Officers
- Scarborough Borough Council : Environmental Health Officer (Housing)
- Yorkshire Coast Homes
- North Yorkshire Fire and Rescue Safety Officer
- Yorkshire Ambulance Service
- Cambridge Centre (substance misuse treatment agency)
- Foundation Housing, including domestic abuse services

In addition a range of organisations have close links with the team and attend the twice weekly “briefings”, including the Family Intervention Team, Children’s Services, RSLs, the local primary school, Child Protection Midwife/designated nurses and the Domestic Abuse Co-ordinator. The multi-agency team includes the new joint initiative by North Yorkshire Police and the NY Fire and Rescue Service, which delivers in partnership a targeted early intervention advice and guidance for safety in and around the home.

The team take an evidence based approach, information and intelligence is shared and mapped and the team use a decision making model to inform actions. As with any proactive approach we would expect to see an increase in detection and positive disposals of crime and in the long term we would expect to see crime reduced in the area, but we believe it is too early for the impact of the team to be seen yet in the crime figures.

SLOUGH BOROUGH

Source: SLOUGH ALCOHOL STRATEGY 2015-2019

VISION

- Empowering people to make informed decisions about their alcohol consumption
- Working with local communities to prevent alcohol related crime and disorder
- Enabling a diverse and responsible local economy
- Protecting families from alcohol-related harms
- Improving the health of those who struggle with alcohol misuse

SLOUGH DRUG AND ALCOHOL TEAM

Slough's Drug And Alcohol Team (DAAT) provide a partnership based service for those with drug and alcohol related problems. The DAAT commissions several alcohol specific services, including an alcohol liaison team at Wexham Park Hospital and residential rehabilitation services. The DAAT have been heavily involved in a number of projects, including developing a smart-phone application (see *Figure 6*) to allow users to monitor and address their drinking behaviour, peer education sessions aimed at younger people and the distribution of 'What's in my glass?' merchandise in the borough.

COMMUNITY ALCOHOL PARTNERSHIP (CAP)

The Community Alcohol Partnership scheme is a scheme designed to bring together retailers, police, health, local authorities and other local stakeholders to address problems with underage drinking and associated anti-social behaviour. Currently Slough has a CAP scheme in place in the Langley area with plans in place to extend this across the borough. As part of this scheme school and retailer surveys are also being undertaken to assess the perceptions around alcohol use in the area. Retail staff are also receiving training under the scheme to improve their confidence in dealing with underage sales.

ALCOHOL EXCLUSION ZONES

Slough has several designated alcohol exclusion zones in force across the borough. These give local police the power to confiscate alcohol and intervene directly with problematic drinking.

PUB-WATCH

A 'Pubwatch' scheme is in place in Slough, established by licensees and supported by both police and the Council.26,27 The aim of Pubwatch is to promote best practice and establish a safer drinking environment in licensed premises across the country. There are four Pubwatch areas in the borough, each holding a monthly meeting.

STREET ANGELS

Slough Street Angels is a charity organisation which offers practical help and support to people in the town centre on Friday nights. This service is provided by trained volunteers from Slough's Christian community.

LOCAL ALCOHOL ACTION AREA

The aim of the Local Alcohol Action Area (LAAA) scheme is to address the effects of irresponsible drinking, specifically crime & disorder and health harms. A third objective is the diversification of the night-time economy. The scheme is government run and involves 20 local authorities across the country.

AIMS AND OBJECTIVES

The aims of this strategy are closely related to the Government's Alcohol Strategy, informed by local issues. Where possible, aims have been developed with reference to available evidence on effectiveness and return on investment from NICE and the World Health Organisation.28,29.

Ensure the development and implementation of Slough's Licensing Policy is informed by Slough's Alcohol Strategy and national best practice

- Work in partnership to develop responses to address the availability and affordability of alcohol
- Work in partnership with stakeholders to assess need, and plan strategies and programmes for changing behaviour and attitudes in relation to alcohol use and misuse
- Develop co-ordinated responses to alcohol where it features within situations of domestic abuse, crime and health service use (including mental health services)
- Improve data collection and sharing and use this to inform the development of targeted responses to address individuals, groups or areas contributing disproportionately to alcohol-related crime and disorder in the borough
- Review the potential of the 'Reducing the Strength' campaign
- Ensure retailer compliance with licensing legislation and responsible retail practise. Continue to use available tools and powers to address the illegal and irresponsible sale of alcohol by licensed premises.
- Ensure that licensed premises have information about the law, their responsibilities, and good practice in the sale of alcohol
- Ensure that licensed premises have training around selling to those heavily under the influence of alcohol and underage sales
- Promote and support responsible retailing through initiatives to recognise and reward good practice
- Improve perceptions of safety within the borough
- Raise awareness and reduce occurrence of proxy sales in Slough
- Evaluate the provision for legal appeal to licensing issues

SWANSEA

Source: swanseacitycentre.com

Purple Flag

The Purple Flag, a national award recognising a city's vibrant and safe night-time economy, is now proudly flying in the City Centre.

Equivalent to the Blue Flag awarded to top quality beaches, Swansea successfully gained the prestigious accolade in February 2015.
Purple Flag is an international initiative which is independently accredited by the Association of Town Centre Management working alongside the Purple Flag Advisory Board – a partnership involving central and local government, police, business and consumers.
It is the new gold standard that recognises great entertainment and hospitality areas at night in the same guise as Blue Flag is an indicator of a good beach and Green Flag a good park.
Swansea is the first city in Wales to achieve the standard, with Aberystwyth the only other Welsh location to hoist the flag.
Judges said Swansea had achieved a consistent rise in the number of people using the pubs, restaurants, cinemas and other entertainment venues in the City Centre after dark while at the same time enjoying a steady drop in crimes committed in the area.
As well as the excellent partnership working demonstrated by the Safer Swansea Partnership, which coordinated the application, the assessment team said they were particularly impressed with the Help Point facility situated in The Strand, which enables the public to be treated on site by qualified medical staff for minor injuries, illness or drink-related concerns.
They also praised the use of student volunteers from the University of Wales Trinity St David to give guidance and assistance to their peers at the Help Point and Drop-Off Point.
Other initiatives that received a glowing reference were the Swansea Street Pastors scheme http://streetpastors.org/locations/swansea/) and Taxi Marshalls (http://www.swanseabid.co.uk/safety-and-security.asp) who manage the taxi queues at night helping to get people home safely after an enjoyable evening.
For further information about Purple Flag, visit:
https://www.atcm.org/programmes/purple_flag/purple_flag_week/purple_flag_places//projects/

Key Messages for Purple Flag Day
Castle Square: Saturday 11 April 2015 10am-4pm

Swansea was awarded a Purple Flag on 10 February 2015. The award is a national accreditation scheme run by the Association of Town Centre Management that recognises excellent management of city centres at night. It is similar to the Blue Flag for beaches and Green Flag for parks and is backed by the government, police and business. Swansea is the only city in Wales to hold a Purple Flag and only one of a handful of places in the UK to hold all three flags.
Swansea nightlife isn't all about drinking!
The Purple Flag status confirms Swansea as a vibrant place to visit at night time with clean and safe environments, great bars and clubs, a variety of arts and cultural attractions and

excellent transport links. Achieving the Purple Flag status brings positive publicity to the city and encourages further diverse activities.
We would like to persuade more people to come to Swansea in the evenings, not just young people, but older people and families with young children. We want to make sure that they feel safe and that they are in a city that is clean, attractive and accessible. A city where they can have a good night out, not just in the local pubs and clubs, but at a wide range of activities including arts and culture, leisure, food and dining, education and events.
The Purple Flag Award is reassessed every year and all the partners involved are all committed to the scheme, so this is just the start of a number of improvements and initiatives to make Swansea a better place for its residents and visitors.
The Purple Flag event in Castle Square on Saturday will work as a taster of how we can work together for Purple Flag weekend on October 2/3/4, which will be a much larger, city-wide event.

- **The Aims of today's event are**
  To raise public awareness of the diversity of the city centre night time economy, – there is so much more on off than you think!
- To get feedback from the public on what they like to do on a night out in the city centre – Thousands of people already enjoy their own favourite Swansea night out – what's yours?
- To get feedback on what activities the public would like to be able to do on a night out in the city centre – what would you like to see more of?
- To provide a taster of the range of activities currently available in the city centre – music, dancing, food, cinema, theatre, activities, give it a go!

Plan of the Day
The businesses involved and what they are doing are below:
Our volunteers will have copies of a short questionnaire we've produced about Swansea nightlife – it's your chance to give feedback on your idea of a great night out in Swansea and what you think is missing currently. So stop them and tell them what you think!
CCTV Van Kids – of whatever size – can have a go on the controls of our mobile CCTV van and play the Safer Swansea CCTV competition. The race is on to find all the items on the list in the fastest time to win a prize from one of the businesses at the event.
The Safer Swansea vehicle is parked in the square as an information point for everything to do with Safer Swansea. Ask them any questions about how the partnership is making Swansea a safe place to be on a night out!
The Big Heart of Swansea will be there all day with details of the discounts available with the card in the city centre.
Swansea's Fluellen Theatre is doing three free mini Dylan Thomas Trails around Castle Square, an important place in Dylan's early life. The tours will Dylan's old haunts: the castle (site of the Evening Post, Dylan's first job), the fountain on Castle Square, the green by The Office (old Three Lamps) and the site of the original Kardomah Café near Monkey Bar. The tours are free – just congregate by the Castle and the guide will collect you from there. The tour guide is Fluellen`s Artistic Director, Swansea-born Peter Richards.
Times:

- 10.45am
- 11.10am
- 11.35am

The full Dylan Thomas Trail visits many more places round Swansea and usually takes approximately 2 hours and costs £10 so these free mini tasters are great value.
Revolution, like a growing number of bars on Wind Street, have dance nights, DJs and offer a full menu. Next Tuesday Revolution is launching a new menu and will be in the Square from 11am – 2pm providing tasters from this menu free of charge.
Like Revolution, Bambu have dance and music nights and their very own private karaoke booths. For the Purple Flag event they are setting up a mobile bar in the Square for the day, serving all kinds of delicious “mocktails” such as Pina Coladas, Strawberry Daiquiri, Hurricanes – all just as delicious but with no hangover!
We all know Las Iguanas are opening on May 11 right on Castle Square and although it’s too early to be giving out tasters (no working kitchens yet!) manager Dean and some of the staff will be in the Square giving out vouchers and menus to whet your taste buds for when they open their doors.
Swansea Market will have a stall with information about all the businesses there and delicious fresh Welsh cakes will be available all day.

STOKE ON TRENT

Source: Stoke Sentinel website –June 2012

ANTI-SOCIAL behaviour and street drinking has fallen in areas where alcohol restriction zones have been imposed.

Stoke-on-Trent City Council has reviewed the number of incidents reported to police in 12 of the areas across the city.

The figures show that, overall, anti-social behaviour calls to police in places covered by the bans fell last year.

But despite the success of the alcohol restriction zones (ARZs), budget cuts mean the authority can only afford to create one new zone in 2012/13.

There are 13 ARZs in Stoke-on-Trent, the first of which was introduced in the city centre in 2004.

Only 12 were included in the council's review, as the most recent – in Tunstall – only came into effect in March.

The council report reveals the number of anti-social behaviour reports made to Staffordshire Police in neighbourhoods with an ARZ from November 2010 to October 2011, compared to the same period the previous year.

It also compares the number of reports specifically about street drinking and rowdy behaviour over the same periods.

The review found that anti-social behaviour reports had fallen in nine of the 12 ARZs with 748 fewer incidents, a reduction of 21 per cent.

There were also 516 fewer incidents of rowdy behaviour and street drinking – also a 21 per cent fall.

The zone with the largest drop in both categories was Albert Square in Fenton.

There were 62 fewer anti-social behaviour reports – a 51 per cent reduction – and street drinking and rowdy behaviour fell by 34 incidents, or 48 per cent.

Alan Gerrard, pictured, aged 44, who runs Theartbay gallery in Albert Square, and also lives in Fenton, said: "There used to be a lot of drinking around the magistrates' court, which did put off potential customers.

"That doesn't happen as much now, and anything that can be done to minimise alcohol abuse in the public domain is worth doing."

An ARZ does not make it illegal to drink alcohol within the zone boundary, but gives police greater powers to confiscate alcohol and arrest people causing problems.

Prosecutions could result in a fine of up to £500.

In the period analysed, police have not issued any fixed penalty notices or made any arrests for breaching ARZs.

However, officers do not record when people are challenged and asked to hand over alcohol within the zones, so there are no statistics available on this.

In three ARZs – Bucknall and Townsend; Baddeley Green and Milton Park; and The Grum in Hartshill – anti-social behaviour reports increased.

But the only zone where street drinking and rowdy behaviour incidents increased was Baddeley Green and Milton Park.

Shaun Pender, Labour city councillor for Hartshill and Basford, said despite the figures the situation at The Grum had improved.

"The residents' association has held a number of events to get people involved in the park which has had a good effect."

It costs about £7,500 to create an ARZ, including paying for public notices, signs and printing.

The report, which will be considered by the city council's Licensing and General Purposes Committee today, indicates the authority has only budgeted for one new zone this financial year.

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CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD

CABINET MEETING: 21 MARCH 2016

WALES AUDIT OFFICE CORPORATE ASSESSMENT FOLLOW ON REPORT – STATEMENT OF ACTION

REPORT OF THE CHIEF EXECUTIVE

AGENDA ITEM: 2

PORTFOLIO: LEADER (ECONOMIC DEVELOPMENT AND PARTNERSHIPS)

Reason for this Report

1. To enable the Cabinet to consider a proposed Statement of Action in response to the recommendations made in the Wales Audit Office Corporate Assessment Follow On report of the City of Cardiff Council.

Background

2. The Auditor General for Wales must report an annual basis on how well Welsh councils, fire and rescue authorities, and national parks are planning for improvement in delivering their services. In addition, the Audit General must conduct a Corporate Assessment of every local authority in Wales once every 4 years. The Auditor General for Wales has powers to:

   - make proposals for improvement;
   - make formal recommendations for improvement;
   - conduct a special inspection and publish a report and make recommendations;
   - recommend to Ministers of the Welsh Government that they intervene in some way.

3. In March 2014, the Wales Audit Office undertook a Corporate Assessment of the Council which sought to assess if the Council was capable of delivering its priorities and improved outcomes for citizens. This assessment, which focused on performance in 2013/14, entailed reviews of key documents, interviews with Members and officers, focus groups, and observation at a broad range of meetings. The assessment also drew on the work of other Welsh inspectorates, such as CSSIW and Estyn.

4. On 1 September 2014, the Wales Audit Office published its findings in the form of a Corporate Assessment report, which was received formally by the Cabinet on 18 September 2014.

5. This report provided a critical assessment of the Council's performance. In summary, it concluded that:

"Fragmented leadership and management have meant that weak performance in key service areas has not improved".

6. In addition, the report identified a series of shortcomings, encompassing leadership behaviours, performance management, basic governance processes, and core organisational systems. The report echoed the critique of the previous Welsh Local Government Association- (WLGA-) led Corporate Peer Review, which concluded that an 'overhaul of the "business machine" of the Council' was required.

7. In May 2014 the Cabinet established a comprehensive Organisational Development Programme (ODP) which was designed to reshape the Council in response to a range of critical challenges, including the marked deterioration of the Council's financial position, demand-led pressures on services, and the inadequate performance of a number of statutory services.

8. The ODP brought together the key change projects that will help deliver more efficient council services and improve performance outcomes. The scope and scale of the programme reflected the absolute requirement for the Council to continue to move rapidly to new models service delivery that enables the effective management of current and future demand with vastly reduced resources. In doing so, it sought to address issues identified by the Welsh Local Government Association (WLGA)-led Corporate Peer Review and anticipated many of the observations of the Wales Audit Office's Corporate Assessment.

9. As a result, the Wales Audit Office report of September 2014 made one proposal for improvement:

"The Council ensures the implementation of its Organisation Development Plan resolves the range of issues identified in this assessment".

The report also committed the Wales Audit Office to carry out a follow-up visit in 2015 to determine whether the issues identified in the Corporate Assessment report had been satisfactorily resolved.

10. In July 2015, the Council's Organisational Development Programme was re-orientated to focus on a smaller number of priorities, and to ensure that the Council's transition to new ways of working proceeded at pace. It was also framed as the central component of the 'Make the Difference' staff engagement campaign to secure staff ownership of the drive to improve the organisation.

11. A follow-on visit to assess progress was undertaken by the Wales Audit Office in September 2015. In addition, two 'tracer reviews' were undertaken prior to the visit, which examined the decision making processes in relation to revisions to the Council's leisure services and its progress in taking forward alternative delivery models, and to revisions to the Council's waste strategy and associated arrangements.

12. The Wales Audit Office published its Corporate Assessment Follow On report on 26 February 2016. The report was received formally by the Cabinet on the 10 March 2016 and was considered by the Council's Policy Review and Performance Scrutiny Committee on 8 March 2016. It is also due to be considered by the Council's Audit Committee on 22 March 2016.

Issues

Report Findings

13. The Follow-On report concludes that:

> *"The Council has put in place better arrangements to support improvement and to address longstanding issues, but is now at a critical point in embedding them if it is to achieve a step change in delivering improved outcomes."*

14. The Wales Audit Office (WAO) reached this conclusion on the basis that:

> *"overall, the Council has responded positively to the Corporate Assessment findings, and put better arrangements in place to support improvement and address longstanding issues; and*
>
> *the Council is now at a critical point in ensuring that improved arrangements are embedded and implemented consistently and constructively across the organisation in order to achieve a step change in delivering improved outcomes."*

15. The report also identifies improved arrangements in financial planning, HR management, performance management, asset management, IT, and governance with the latter helping to promote a better culture of accountability and risk management.

16. The WAO report references the Estyn conclusion that overall, improvements in partnership working are contributing to better outcomes in schools, with key statutory performance indicators improving. However, the report notes, the Council has been less effective in working with partners to reduce exclusions and increase the proportion of young people who are engaged in education, employment or training.

17. The report also references the CSSIW Annual Review and Evaluation of the Council's Performance 2014-2015 in October 2015 which reported that:

    a. *The director for social services presents a clear picture of the challenges and areas of progress made within the directorate over the past year. The director also sets clear aims to deliver improvements over the coming year.*

b. *The Council is undertaking a strategic overview of services which is enabling the Council to begin to plan for changes within the department.*

18. The report contains one statutory recommendation and 14 proposals for improvement, which relate specifically to the following key areas:

- leadership & management;
- governance;
- performance reporting; and
- corporate enablers (including human resources, use of assets, financial planning processes; IT arrangements and information governance arrangements).

19. The single recommendation of the Wales Audit Office is that the Council must ensure that it addresses these proposals for improvement to deliver improved outcomes within the next 12 months.

Achieving the Step Change: the Council's Response

20. The Council strongly welcomes the WAO's assessment of progress over the last two years.

21. Organisational development work has focused on addressing fundamental issues: for example, setting the Council's strategic direction for the next three years; improving the governance of the organisation; reshaping council services to reflect severe financial pressures; placing alternative delivery mechanisms clearly on the Council's agenda; developing and implementing strategies for key corporate enablers, such as technology, land and property; bringing about a step change in staff engagement; and accelerating improvement in key services, such as education and social services.

22. While progress has been made, it is important to ensure that momentum is maintained. A comprehensive review of the ODP is being undertaken with a view to ensuring that key projects and initiatives reinforce the need to achieve a step change in delivering improved outcomes for citizens. Specifically, the review will:

- Provide an update on the Programme and map out the next steps for key projects and initiatives that are essential to improving the Council's financial resilience and service delivery performance in the medium term;
- Ensure all projects within the ODP have effective financial and performance management plans and measures in place; and
- Ensure that saving plans included in the medium term financial plan are directly linked to the ODP.

23. This will further reinforce the Council's ability to respond positively to the WAO's Proposals for Improvement. In this context, a brief overview of the areas highlighted by the WAO makes clear the extent to which there remains scope for improvement.

Leadership and Management

24. The report recognises that the Council's leadership and management have improved the culture of the organisation by promoting better engagement with members and staff and encouraging greater openness and self-awareness of the Council's weaknesses and strengths.

25. The recent staff and members' survey results highlight the potential for further engagement opportunities to be rolled out in the next twelve months.

26. In terms of staff, this will involve the roll out of the programme for engagement for 2016/17 with a strong emphasis on increased activity at directorate and team levels. Senior management roadshows; 'Have Your Say' sessions; back to the floor meetings for managers; staff briefings; and the Make the Difference social media campaign will continue to raise the profile of staff engagement and provide staff with a platform for engaging with management about the key issues facing the Council.

27. In terms of members, feedback from a survey conducted by the Communications team is being used to focus improvements in priority areas, such as the dedicated intranet pages, consolidated weekly updates and improving technology. This improvement will inform a continued programme of engagement with members for the next 12 months.

Governance

28. While the WAO acknowledges improvements to the governance of the Council, further steps will include a review of roles and responsibilities to ensure clear accountabilities in decision-making, a strengthening of the Member Development programme, a review of member support arrangements, and work between the Cabinet and scrutiny to further develop the Council's use of cross-cutting scrutiny. The work plan of the Standards and Ethics Committee includes actions to raise proactively the profile of the Cardiff Undertaking for Councillors and a concerted strategy to highlight the importance of appropriate Member conduct and behaviour.

Performance Reporting

29. While acknowledging the progress made, the application of performance management systems remains inconsistent across the Council with greater challenge and rigour yet to translate consistently into improved outcomes for citizens.

30. The Council recognises that the strengthening of performance reporting arrangements is of fundamental importance. Draft directorate delivery plans will be reviewed and challenged where it is considered that there are not enough SMART performance measures. Steps will be taken to standardise service planning arrangements, with a consistent approach being taken to the use of a balanced scorecard methodology across the Council.

31. More widely, the recommendations of the WAO report set a clear agenda for performance management-related initiatives that the Council needs to implement in the first three quarters of 2016/17. However, the implementation of these initiatives should not be seen in isolation from the wider needs of the organisation. In summary, there needs to be an integrated approach to the way in which the Council manages performance that recognises the interdependence of a variety of service management data.

Corporate Enablers

32. While recognising that the Council's corporate enabler functions have been strengthened the report finds that they are not yet working in a sufficiently cohesive way to provide the necessary strong core of support and challenge to help the Council drive service improvement.

33. The aim is therefore to adopt a joined up approach to financial and non-financial service performance, including the triangulation of budgetary, contract and cost driver information, with managers understanding the importance of managing this information in a proactive way to ensure services are effective, efficient and on track to meet the Council's strategic objectives.

34. This will require a much greater level of coordination between corporate support services, including the improvement and information governance teams, HR, finance, estates and ICT. In addition, the wider performance management community of the Council, including managers and directorate performance management leads, need to be working collaboratively in accordance with a clearly defined Cardiff approach to performance management.

35. With this in mind, the Performance Management Strategy of the Council will be reviewed and refreshed to ensure clarity around the Council's current processes for measuring, reporting and using performance information. Guidance on Personal Performance and Development Reviews (PPDRs) will also be strengthened with an emphasis on behaviours, as well as the achievement of objectives, and a strong emphasis on managers and supervisors conducting appropriate and supportive conversations with staff on a regular basis.

36. The revised Performance Management Strategy will be launched proactively to staff and will form a core theme of forthcoming staff engagement activity.

<u>Next Steps</u>

37. The Council will address as a matter of urgency the points identified by the WAO.

38. In response to the Corporate Assessment Follow On report, the Council must prepare a statement of action and proposed timetable within 30 days. The proposed Statement of Action is attached as **Appendix A** to this report.

39. Furthermore, the Council's Organisational Development Programme work will be reviewed and reshaped towards addressing the proposals for improvement contained within the WAO report. A report on this issue will be brought forward for consideration by the Cabinet in June 2016.

Reason for Recommendations

40. To enable the Cabinet to respond to the Wales Audit Office Corporate Assessment Follow On report within 30 days.

Financial Implications

41. There are no direct financial implications arising from this report. Any resource requirements resulting from the implementation of improvement actions will be found from within existing budgets.

Legal Implications

42. Relevant legal implications, deriving from the Local Government (Wales) Measure 2009, are referred to in the text of this report.

RECOMMENDATION

Cabinet is recommended to approve the Statement of Action in response to the recommendations made in the Wales Audit Office Corporate Assessment Follow On report.

PAUL ORDERS
Chief Executive
15 March 2016

The following appendix is attached:

Appendix A – Statement of Action

The following background paper has been taken into account:

Wales Audit Office Corporate Assessment Follow On Report, 26 February 2016
http://www.audit.wales/system/files/publications/Cardiff-CA-2016-English.pdf

APPENDIX A:

WALES AUDIT OFFICE CORPORATE ASSESSMENT FOLLOW ON REPORT – STATEMENT OF ACTION

The Council welcomes the Wales Audit Office's assessment of progress over the last two years, and recognises that, while progress has been made, momentum must be maintained to enable the Council to deliver improved services and better outcomes for the citizens of Cardiff.

R1: Recommendation

The Council must ensure that it addresses the proposals for improvement as set out in this report to deliver improved outcomes within the next 12 months

This Statement of Action has been developed in response to the single statutory recommendation of the Corporate Assessment Follow On report and addresses each of the 14 Proposals for Improvement identified by the Wales Audit Office. In addition, the Council will bring forward a report on the review and reshaping of the Council's Organisational Development Programme (ODP) for consideration by the Cabinet in June 2016.

Ref	Action	Timescale	Lead Officer(s)
R1	Undertake a review of the Council's Organisational Development Plan (ODP)	June 2016	Chief Executive

LEADERSHIP & MANAGEMENT

P1: Proposal for Improvement

Develop further engagement opportunities with staff and Members to consistently embed a constructive performance management culture across the organisation to help deliver improved outcomes.

The recent staff and members' survey results highlight the potential for further engagement opportunities to be rolled out in the next twelve months.

In terms of staff, this will involve implementation of the Programme for Engagement for 2016/17 with a strong emphasis on increased activity at directorate and team levels. Senior management roadshows; Have Your Say sessions; back to the floor meetings for managers; staff briefings; the work of staff ambassadors; and the Make the Difference social media campaign will continue to raise the profile of staff engagement and provide staff with a platform for engaging with management about the key issues facing the Council.

In relation to members, the results of a recent survey of members undertaken by the communication team is being used to focus improvements in priority areas, such as the dedicated intranet pages, consolidated weekly updates and improving technology. This will be consolidated into a Programme for Member Communications and Engagement.

The Council's Performance Management Strategy will be revised (see Proposal for Improvement 6) and launched proactively to staff and members, and represent a core theme of forthcoming engagement activity. Furthermore, the revised Strategy will focus specifically on engaging with and developing the Council's wider performance management community and with all Operational Managers. The workforce strategy strand of the Organisational Development Programme (ODP) will further ensure that engagement activities are integrated with ongoing work dealing with performance development reviews, learning and development, and workforce planning.

Ref	**Action**	**Timescale**	**Lead Officer(s)**
P1	Review and refresh of the Council's programme of staff engagement	April 2016	Chief Executive
	Development of a new programme for member communications and engagement	June 2016	Monitoring Officer

GOVERNANCE

P2: Proposal for Improvement

Clarify the roles and responsibilities within the Council's decision making framework. In particular:

a ensuring that meetings of the Informal Cabinet meetings are recorded appropriately;
b ensuring that the title and roles of Assistants to Cabinet Members' are applied consistently ensuring that their limited roles and responsibilities do not cloud any accountabilities;
c review the role and membership of Cabinet Advisory Groups to ensure that those members involved do not sit on any Scrutiny Committee responsible for scrutinising the same/similar issues; and
d ensure that a decision is made on the issue about whether to delegate executive decision-making to individual Cabinet Members.

The governance and engagement work-stream of the ODP will be reviewed and geared towards addressing areas of improvement identified by the Wales Audit Office (WAO), supporting further improvements in decision making, scrutiny, and public engagement.

A key focus will be on ensuring that roles and responsibilities are clarified to ensure clear accountabilities in decision-making.

Ref	Action	Timescale	Lead Officer(s)
P2a	Key action points from informal meetings of the Cabinet will be recorded by the Cabinet Office	May 2016	Monitoring Officer
P2b	Role description for Assistants to Cabinet Members will be included within the Council's Constitution and provided to all post-holders to assist in clarifying roles and responsibilities	July 2016	Monitoring Officer
P2c	Terms of Reference for Cabinet Advisory Groups will be agreed	July 2016	Monitoring Officer
P2d	Constitution Committee to undertake a further review of the volume and category of decisions taken by the Cabinet over the last 12 months and consider making provision within the Council's Constitution for executive decision-making to be delegated to individual Cabinet Members	September 2016	Monitoring Officer

P3: Proposal for Improvement

Further strengthen the Council's scrutiny function by:

a developing an approach to scrutinising cross cutting issues; and
b ensuring that any vacancies on scrutiny committees are filled quickly.

The Council's Improving Scrutiny report, which was jointly commissioned by scrutiny committee chairs and supported by the Centre of Public Scrutiny, proposed a range of improvement actions that are currently being implemented.

Arrangements to scrutinise cross-cutting issues have been developed by the Council, including:

- Joint meetings to scrutinise cross-cutting issues including: Social Services Reporting Framework; Community Hubs; Alternative Delivery Mechanisms; and Human Trafficking.
- Joint task and finish groups, for example to consider Community Infrastructure Levy.
- Joint scrutiny with neighbouring authorities on issues including Regulatory Services and the Central South Consortium Joint Education Service.

In September 2015 it was agreed that the Policy Review and Performance Scrutiny Committee would take lead overview role for scrutinising the work of Cardiff Partnership Board, with the other four Committees undertaking detailed scrutiny of Partnership Board work streams. The Policy Review and Performance Scrutiny Committee undertook a review of the What Matters strategy in January 2016.

Vacancies are allocated to political groups under political proportionality rules, are discussed on a monthly basis with Party Group Whips, and have been offered to other political groups and independent councillors.

Ref	Action	Timescale	Responsible Officer(s)
P3a	Implementation of the recommendations of the Improving Scrutiny Report	May 2017	Monitoring Officer
	Review of Scrutiny to be undertaken, with recommendations to be implemented from the start of the next political term	December 2016	Monitoring Officer
P3b	Appointments to vacancies on committees to be considered as a standing item on all council meeting agendas	May 2016	Monitoring Officer
	Examine reasons why vacancies exist on committees as part of the Annual Member Survey	May 2016	Monitoring Officer

P4: Proposal for Improvement

Ensure that all committee agendas, minutes and decision-logs are published in a timely manner on the Council's website, and increase the number of committees that are webcast.

The deployment of modern.gov has significantly improved the Council's publication arrangements. However, it is essential that the timeliness of publication of agendas, minutes and decision logs are reviewed frequently to address any areas of outstanding concern.

Webcasting facilities are in place in County Hall and in the City Hall Chamber, allowing some Scrutiny committee meetings and Full Council meetings to be webcast. Additional cameras and equipment will be provided in City Hall to allow Cabinet and other committees to be webcast.

Ref	Action	Timescale	Responsible Officer(s)
P4	All committee agenda, minutes and decision logs to be published in a timely manner	April 2016	Monitoring Officer
	Extend the webcasting of committee meetings to include one scrutiny committee meeting per month	December 2016	Monitoring Officer

P5: Proposal for Improvement

Enhance Member accountability by:

a **ensuring that the Standards and Ethics Committee plays a more proactive role in promoting and enforcing the Cardiff Undertaking for Councillors and supporting policies in relation to Member conduct and behaviour; and**

b **strengthening member development and learning programmes based on competency assessments to improve skills and understanding to enable them to undertake their roles more effectively; and**

c **determining what training should be considered essential for Members to discharge their role effectively.**

The Chair of Standards and Ethics Committee is committed to taking steps to raising proactively the profile of the Cardiff Undertaking for Councillors and to highlighting the importance of appropriate Member conduct and behaviour.

New Hearing Panel Rules will be adopted by the Standards & Ethics Committee for dealing with consideration of complaints made under the Council's Local Resolution Protocol. Training is in place for members of quasi-judicial Public Protection; Licensing and Planning Committees, which members must have attended before they can participate in these committees. Annual refresher training on the Code of Conduct and Information Governance has also been provided.

Democratic Services Officers will review Member training provision and agree a new programme to commence at the start of the new Council term in May 2017 and will also work with the WLGA on the development of new member induction information and training for 2017/18.

Ref	Action	Timescale	Responsible Officer(s)
P5a	Standards & Ethics Committee to publish biannual Member Briefings on the work of the committee, underlining the importance of the Cardiff Undertaking and member conduct and behaviour	August 2016	Monitoring Officer
P5b	Democratic Services Committee to review Member Development & Training and agree new approach and programme to commence in May 2017	December 2016	Monitoring Officer
P5c	Democratic Services Committee to agree essential training and frequency of training prior to start of new council term in May 2017	December 2016	Monitoring Officer

PERFORMANCE REPORTING

P6: Proposal for Improvement

Further strengthen performance reporting arrangements to support decision making by:

a **including SMART performance measures within directorate delivery plans, and ensure that these are reported to Cabinet and scrutiny to demonstrate progress;**

b **consistently using and reporting on a Red/Amber/Green rating for Corporate Plan commitment actions and Directorate Plan actions in quarterly reports provided to Scrutiny;**

c **mandating consistent service level plans; and**

d **prioritising key performance indicators (KPIs) where the Council will seek to demonstrate improved performance and outcomes.**

The Council accepts the WAO analysis that, despite the additional challenge and rigour introduced, the application of performance management systems remains inconsistent across the Council. This will be reflected in a refresh of the Council's Performance Management Strategy, which will be launched proactively to staff and members.

To further strengthen performance reporting arrangements draft directorate delivery plans will be reviewed and challenged where it is considered that there are not enough SMART performance measures, and steps will be taken to standardise service planning arrangements, with a consistent approach being taken to the use of a balanced scorecard methodology across the Council. The Directorate Delivery Plans should then be considered 'live' documents that the performance management community can work to support throughout the year, meaning further changes can be made as necessary.

Ref	Action	Timescale	Responsible Officer(s)
P6a	All Directorate Delivery Plans to include SMART objectives	April 2016	Head of Performance & Partnerships
P6b	Guidance on how actions should be Red/Amber/Green rated to be communicated to Improvement community	May 2016	Head of Performance & Partnerships
P6c	Service planning framework to be developed focusing on providing a robust and proportionate approach to collating, analysing and using performance information data not captured within Directorate Delivery Plans	October 2016	Head of Performance & Partnerships
P6d	A Balanced Scorecard approach that focuses on those KPIs which best measure the Council's performance and outcomes will be developed and implemented consistently across the Council	June 2016	Head of Performance & Partnerships

CORPORATE ENABLERS

P7: Proposal for Improvement

Adopt a more cohesive and co-ordinated approach to corporate enabler functions to better help the Council drive improvement.

The Council recognises the need to adopt a more cohesive and co-ordinated approach to corporate enabler functions to better help deliver improved outcomes. This will include a joined up approach to financial and non-financial service performance, including the triangulation of budgetary, contract and cost driver information, with managers understanding the importance of managing this information in a proactive way to ensure services are effective, efficient and on track to meet the Council's strategic objectives. This will require a much greater level of coordination between corporate support services, including the improvement and information governance teams, HR, finance, estates and ICT. Furthermore, the development of the refreshed Performance Management Strategy will not be seen in isolation from the wider needs of the organisation. An integrated approach to the way in which the Council manages performance will be introduced.

Ref	Action	Timescale	Responsible Officer(s)
P7	Refreshed Performance Management Strategy to focus on role of Corporate Enablers and make recommendations for improvement	September 2016	Head of Performance & Partnerships

P8: Proposal for Improvement

Further develop the Council's performance management arrangements by:

a enhancing the Council's performance management strategy to include guidelines timescales, processes and procedures to support a consistent approach; and

b increasing the level of performance management and challenge undertaken by the central performance team.

The Performance Management Strategy of the Council will be reviewed and refreshed to ensure clarity around the Council's current process for measuring, reporting and using performance information to drive improvement. In the delivery of the strategy (and before) the Improvement team will be supported to increase the level of challenge to Directorates.

Ref	Action	Timescale	Responsible Officer(s)
P8a	Update the framework element of the Performance Management Strategy to reinforce these areas before further development of the overall strategy	May 2016	Head of Performance & Partnerships
	Review and refresh the Performance Management Strategy	September 2016	Head of Performance & Partnerships

P8b	Improvement team to increase level of performance management and challenge	March 2016 onwards	Head of Performance & Partnerships

P9: Proposal for Improvement

Further develop the Council's Human Resource processes and strategies by:

a **strengthening the Council's staff appraisal process by including explicitly measureable objectives, capturing information on training on a corporate basis, and developing links to staff's future career aspirations to support workforce and succession planning; and**

b **further embedding the Council's workforce strategy and integrating this with financial and service planning.**

Cabinet agreed the Council's Workforce Strategy during 2015 which integrates workforce planning with financial and service delivery planning. In order to implement this strategy a 3-year Workforce Strategy programme is being taken forward as part of the ODP. This programme is divided into 5 Project areas: Performance Management; Learning and Development; Health and Wellbeing; Employee Voice; and Workforce Planning.

To support the '**Performance Management Project**' guidance around Personal Performance and Development Reviews (PPDRs) will be strengthened with an emphasis on behaviours, as well as the achievement of objectives, with a strong emphasis on managers and supervisors conducting appropriate and supportive conversations with staff on a regular basis. Setting SMART objectives will be a Corporate Objective for all managers 2016/17, and an e-learning module will be developed on SMART Objective setting to support this shift.

Under the **'Learning & Development Project'** the Council 'Academy Board' will oversee prioritises for workforce training corporately, including digital skills and the Cardiff Manager Programme will be extended to all managers at Grade 7 and below.

The **'Workforce Planning Project'** will focus on development of a process for succession planning across the Council, including development of Workforce Planning guidelines and toolkit including a technology based solution; development of profile information for service area use in financial and service planning; skills audit including essential skills; and the development of a strategy for the temporary, casual and agency workforce taking account of social inclusion and youth engagement.

Ref	Action	Timescale	Responsible Officer(s)
P9a	Deliver the Performance Management Project, including: • Development of e-learning module on SMART objective Setting • Setting SMART objectives is to be a Corporate Objective for all managers 2016/17	March 2017 March 2017	Chief HR Officer
	Deliver Learning & Development Project, including: • City of Cardiff Council Academy Board to oversee priorities for workforce training corporately • Cardiff Manager programme extended to all managers Grade 7 and below	March 2017 March 2017	Chief HR Officer
P9b	Deliver the Workforce Planning Project, including: • Development of process for succession planning across the Council • Development of Workforce Planning guidelines and toolkit including a technology based solution • Develop profile information for service area use in financial and service planning • Develop a strategy for the temporary, casual and agency workforce taking account of social inclusion and youth engagement	March 2018 January 2017 September 2016 March 2017	Chief HR Officer

P10: Proposal for Improvement

Complete the data capture exercise relating to the use of assets and develop a single system to hold appropriate asset management information.

An internal business case for new Corporate Asset Data Management (CADM) system has been developed including detailed business process mapping. Subject to approval of the business case, a new system will be implemented through the OD team, which could take up to 2 years to fully deliver.

Ref	Action	Timescale	Responsible Officer(s)
P10	Submit detailed business case to Investment Review Board for final approval	May 2016	Director – Economic Development
	Subject to approval from Investment Review Board, implement the new Corporate Asset Data Management system	May 2018	Director – Economic Development

P11: Proposal for Improvement

Ensure all outstanding actions from the Construction Excellence Wales review of the Council's building maintenance framework are completed.

An officer board was set up in May 2015 to take responsibility for monitoring and improving the performance of the building maintenance framework following the Construction Excellence Wales review recommendations. An action plan has been developed and a number of actions have already been completed.

Ref	Action	Timescale	Responsible Officer(s)
P11	Complete all outstanding actions from the Construction Excellence Wales review of the Council's building maintenance framework	March 2017	Corporate Director, Resources

P12: Proposal for Improvement

Further strengthen the Council's financial planning processes by:

a **developing more explicit links between the Medium Term Financial Plan and the Council's improvement planning arrangements;**
b **strengthening links between the Medium Term Financial Plan and service plans;**
c **ensuring that savings proposals owned by Directorates are linked to the Organisational Development Programme where relevant, are fully costed, and that delivery is driven by the Organisational Development Programme Board; and**
d **ensuring all budget savings plans are fully developed as appropriate with realistic timescales when the annual budget is set.**

The Council's Medium Term Financial Plan (MTFP) identifies a budget reduction requirement arising from funding reductions, inflationary and demand pressures. The 2016/17 Budget Report marks an improvement to the Medium Term Planning Process in that it identifies a draft solution to the budget gap for 2017/18 and 2018/19 with a clear direction of travel targeted for 2019/20.

The savings identified as part of this solution were identified as part of an exercise aimed at reshaping the Council's base budget in a way that considered statutory minimum levels of service, the Council's Reshaping Services Programme and Target Operating Model.

The Council's corporate plan, budget and MTFP are developed concurrently, and work is undertaken to ensure their compatibility and consistency. This will be further strengthened.

At a directorate level, as noted above, the Council's approach to identifying a solution for addressing the Medium Term budget gap was based on an exercise that was underpinned by the Council's Target Operating Model. The proposed solution for the medium term should therefore have close synergies with service plans.

Steps have also been taken to ensure that there are clear links between directorates' medium term savings proposals and the Organisation Development Programme's focus on accelerating the shift to online services, facilitating alternative delivery models, increasing revenue from commercial activity and reducing the Council's asset base. Issues arising from both the Organisational Development Programme and the development of budget strategy are considered at Senior Management Team (SMT) on a recurring basis.

In order to ensure that budget savings plans are fully developed with realistic timescales, a series of officer challenge session are held following submission of proposals in September. Due diligence considerations are continued throughout the budget setting process. Furthermore, in identifying savings proposals, directorates are required to indicate their planning status, residual and achievability risk along with mitigating actions, and to outline the next steps and key milestones to achieving the saving. They are also asked to outline impacts on capital programme, employee implications and severance costs to give a rounded view of the proposal's implications.

Enhancements have been made to this process as part of 2016/17 budget setting and directorates were requested by Finance to undertake regular review of the planning status of their proposals, with continued emphasis on moving towards a detailed planning stage. Regular updates on the planning status of proposals were supplied into SMT and Informal Cabinet to ensure ongoing momentum. This is evident in the increase in the percentage of budget proposals that were at detailed planning stage at the time of the 2016/17 Budget Report. A total of 90.5% were realised or at detailed planning stage, compared to 82.4% in the 2015/16 budget report.

A further improvement for 2016/17 is the inclusion within the Budget Report of proposals to fully address the Medium Term budget gap for 2017/18 and 2018/19, with a direction of travel set for 2019/20. Post budget setting, this will enable focus to move directly to development and challenge of proposals for 2017/18, with less time and effort during the early part of the year expended on a detailed target-setting exercise. This should enable directorates to move to a detailed planning stage much earlier in the process.

Ref	**Action**	**Timescale**	**Responsible Officer(s)**
P12a	Develop more explicit links between the MTFP and improvement planning arrangements as part of the 2017/18 budget process	December 2016	Corporate Director, Resources
P12b	Strengthen the link between the MTFP and service plans as part of 2017/18 budget preparation work	December 2016	Corporate Director, Resources
P12c	Review, as part of Budget Strategy, the opportunities to enhance linkages between savings proposals from Directorates and the ODP	July 2016	Corporate Director, Resources
P12d	Continue - and build upon - approach adopted for 2016/17 budget	March 2017	Corporate Director, Resources

P13: Proposal for Improvement

Further strengthen the Council's IT arrangements by:

a **further developing the draft Digital ICT strategy and formally agreeing this strategic vision for delivering digitally enabled services;**
b **deploying the Customer Relationship Management system fully to appropriate services across the Council;**
c **implementing the mobile scheduling and flexible working technologies where appropriate; and**
d **expanding the number and depth of ICT KPIs measured and reported, to cover the whole ICT service, and benchmark against public service comparators.**

The Council has made significant advances in shifting towards a 'digital first' model, and the Digital Strategy 2016-21 is due to be considered by the Cabinet on 19 May 2016. Mobile & Scheduling deployment to Care Workers is already live and flexible working technologies for Social Workers will soon be rolled out. Phase 1 of CRM is live in the contact centre with portal elements to be completed by April 2016.

Following a CIPFA benchmarking exercise on ICT KPIs an all-Wales SOCITM benchmarking package will commence in the new financial year, with a focus on reviewing ICT cost and quality performance over the previous year. Commencing in April 2016, a number of benchmarking exercises will be conducted through the course of the financial year.

Ref	Action	Timescale	Responsible Officer(s)
P13a	Digital Strategy 2016-21 to be considered by Cabinet	May 2016	Corporate Director, Resources
P13b	Initiate project to deliver phase 2 of the CRM	June 2016	Corporate Director, Resources
P13c	Roll out flexible working across the council for those workers who would benefit from delivering their services in a range of locations	December 2016	Corporate Director, Resources
P13d	Review the ICT additional performance reporting requirements and establish a revised basket of KPIs	March 2017	Corporate Director, Resources

P14: Proposal for Improvement

Further strengthen the Council's information governance arrangements by:

a **completing the outstanding actions from the Information Commissioner's Office audit on data protection and information confidentiality;**
b **increasing the level of staff completion of the Council's information confidentiality and data protection e-learning training programme;**
c **fully implementing the Electronic Records Management System across the Council;**
d **improving the Council's response rates against statutory targets in respect of data protection subject access requests and Freedom of Information Act requests; and**
e **completing a Caldicott principles into practice self-assessment.**

An Action Plan in response to previous Improvement Commissioner's Office audit is in place and progress is monitored by the Information Security Board on a quarterly basis.

An Electronic Document and Records Management System (ERDMS) has been established and a project is in place for delivery with 8 service areas.

Compliance with statutory timescales in respect of requests for information under the Subject Access provisions of the Data Protection Act (SARs) and Freedom of Information (FOI) requests has improved to 86%. A streamlined process and case management system has been introduced. Compliance where this is used is 89%, compared to 67% where it is not used. Compliance reports are presented as part of the Council's Quarterly Performance & Delivery Reports and to the Information Security Board.

Ref	Action	Timescale	Responsible Officer(s)
P14a	Continue to implement the Action Plan following most recent audit by the Information Commissioner's Office	March 2017	Corporate Director, Resources
P14b	Implement new Information Governance e-learning training programme	May 2016	Corporate Director, Resources
P14c	Rollout EDRMS to remaining users (circa 4000)	April 2017	Corporate Director, Resources
P14d	Seek approval to bring all SARs and FOI requests within the corporate responsibility of the Improvement and Information Team	September 2016	Corporate Director, Resources
P14e	Undertake a review of existing information governance monitoring arrangements to provide assurance that they appropriately reflect Caldicott principles	March 2017	Corporate Director, Resources

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CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD

CABINET MEETING: 21 MARCH 2016

CARDIFF CAPITAL REGION CITY DEAL

REPORT OF THE CHIEF EXECUTVE

AGENDA ITEM: 3

PORTFOLIO: LEADER (ECONOMIC DEVELOPMENT & PARTNERSHIPS)

Reason for this Report

1. The purpose of this report is to update Cabinet on the progress of the City Deal with the recent signing of a "Heads of Terms" document that outlines the principles for the detailed development of the deal.

2. The document was signed by local authority Leaders, Welsh Government Ministers and UK Government Ministers, on the 15 March, with a commitment to full implementation of the deal subject to appropriate approvals from participating Councils.

3. The Heads of Terms outlined in high level terms the financial aspects of the City Deal as well as other arrangements with regard to governance and scope. The detailed development of the deal will be the subject of further reports to the Cabinet and Council.

Background

4. Following the Glasgow announcement in the summer of 2014 it was clear that there was an opportunity for devolved nations to develop City Deals. The Council subsequently engaged with Glasgow and other members of the UK Core Cities network to discuss how Cardiff could explore the potential for its own City Deal. This in turn led to initial discussions with the UK Government to discuss proposals for developing a Cardiff City Deal.

5. As a result of these initial discussions the Council engaged Specialist Advisors to explore the potential to develop a proposition for Cardiff. As part of this work it was identified that there was a particular opportunity available to work with partners across the Cardiff Capital Region to develop a City Deal proposal based upon the city-region boundary that would provide a greater size and scope for the proposed City Deal.

6. On 18 March 2015 the Chancellor of the Exchequer announced in his Budget Statement that: *'We're giving more power to Wales. We're working on a Cardiff City Deal'*. The announcement effectively moved the

discussion about a potential City Deal for Cardiff on to the next stage with the Government offering to begin the formal process of negotiation.

7. Subsequently a *City Deal Implications and Next Steps* report was considered on 2 April 2015 where the Cabinet agreed:

   a) that 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.

   b) that 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.

   c) that authority be delegated to the Chief Executive to:

   - *identify a budget and to appoint Specialist Advisors to support delivery of a detailed City Deal proposal for Cardiff*
   - *commission a review of the Cardiff Business Council model to put in place appropriate arrangements to support a successful City Deal proposal.*

8. Following the April meeting regional partners were engaged as part of City Deal discussions. Through these discussions all nine additional local authorities in the Cardiff Capital Region made a commitment to contribute, on a pro-rata basis, towards a £500,000 fund to support the development of a City Deal proposal.

9. Local authorities then formed a City Deal Project Board consisting of the ten local authority Leaders to oversee the development of the proposal, with a Welsh Government observer also invited.

10. On 4 September 2015 the 10 Local Authority Leaders submitted a Position Statement to the Chancellor of the Exchequer outlining the vision for a City Deal for the Cardiff Capital Region, as well as providing further detail regarding proposed areas of intervention.

11. On 11 November 2015 the Cardiff Capital City Region made a headline submission for a £1.28bn City Deal to the UK Treasury, along with a letter of support from the First Minister, committing to principles and outlining plans for the development of a possible City Deal.

12. A further announcement was then made on the 25 November by the Chancellor of the Exchequer who said *"The Government is working with the Cardiff Capital Region and the Welsh Government to deliver an ambitious City Deal for Cardiff. The Spending Review announces an in principle commitment to contribute to an infrastructure fund for the Cardiff region."*

13. The *Cardiff Capital Region City Deal Update* report taken to Cabinet on the 10 December 2015 identified an outline schedule for the development of the City Deal as:

- **Week commencing 9 November 2015** - Letters to UK Government from CCR partner authorities and Welsh Government, committing to principles and outlining plans for development of deal details
- **25 November 2015** – Chancellor's Autumn Statement and Comprehensive Spending Review
- **December 2015 – March 2016** – Project identification and development
- **January – March 2016** – Further development of funding and financing principles
- **Spring 2016** – Chancellor's Budget Statement
- **Spring 2016** – Agreement of CCR City Deal Document

14. This timescale identified the critical point in the development of the City Deal as the signing of an agreement in spring 2016 in line with the Chancellor's Budget Statement.

15. In the Budget Proposals 2016/17 report that was agreed by Council on 25 February 2016, it was resolved that:

    "the City Deal Document referred to in paragraph 235 to 239 of the report be signed on behalf of the Council (on the understanding that the document will provide that it will be subject to the agreement of the Full Council). Pursuant to the City Deal Document the Council continues to work with the Cardiff Capital Region partner local authorities, UK and the Welsh Government to develop the final City Deal Agreements, and further reports on this matter be submitted to Council as appropriate to keep members appraised of developments."

    The report also noted that "*In developing the overall City Deal governance and investment programme it is also anticipated that a dedicated team will be put in place. It is proposed that local authorities make a contribution to the costs of putting this team in place."*

16. A negotiating team including the Leader of the Council, Councillor Andrew Morgan (Leader of Rhondda Cynon Taf County Borough Council) and Councillor Peter Fox (Leader of Monmouthshire County Council) have been acting on behalf of the region to refine the City Deal proposition. This has resulted in the City Deal that has been tabled.

17. The City Deal was subsequently signed in Cardiff on 15 March 2016 by the ten local authority Leaders, the First Minister of Wales, the Minister for Finance, the Secretary of State for Wales and the Chief Secretary to the Treasury.

Issues

18. The 'Heads of Terms' document outlines the parameters for the detailed development of the City Deal. The document outlines how the ten local authorities will work in partnership with the Welsh Government and UK Government to support economic growth. The key principles include:

- Establishing strong governance across the region through a Cardiff Capital Region Cabinet. Through this, the ten local authority Leaders will join up decision making, pool resources, and partner with business.
- A £1.229 billion investment in the Cardiff Capital Region's infrastructure through a 20-year Investment Fund. A key priority for investment will be the delivery of the South East Wales Metro, including the Valley Lines Electrification programme.
- The creation of a non-statutory Regional Transport Authority to co-ordinate transport planning and investment, in partnership with the Welsh Government.
- The development of capabilities in Compound Semiconductor Applications. The UK Government will invest £50 million to establish a new Catapult Centre in Wales. The CCR will also prioritise investment in research and development, and provide support for high value, innovative businesses.
- The creation of Cardiff Capital Region Skills and Employment Board (building on existing arrangements) to ensure skills and employment provision is responsive to the needs of local businesses and communities.
- A partnership between the Cardiff Capital Region and the Welsh Government to work with Department of Work and Pensions to co-design the future employment support from 2017 for people with a health condition or disability and/or who are long term unemployed.
- A Cardiff Capital Region Business Organisation to be established to ensure that there is a single voice for business to work with local authority leaders.
- A new partnership approach to housing development and regeneration between the Welsh Government and the Cardiff Capital Region. This will ensure the delivery of sustainable communities, through the use and re-use of property and sites.

19. Details are provided in the City Deal document that is attached to this report as Appendix A.

Cardiff Capital Region Governance

20. In order to progress enhanced regional working, and support the delivery of the investment fund, the City Deal document outlines proposals to establish a Cardiff Capital Region governance model that:

- complies with the existing statutory framework that exists in Wales to deliver this City Deal;
- strengthens and streamlines the existing governance and partnership arrangements across the Capital Region;
- improves business involvement in local decision making;
- provides confidence and assurance to both the UK and Welsh Government that the local authority leaders are making decisions which will drive economic growth across the Capital Region; and

- enables local authorities to explore with the Welsh Government alternative governance arrangements in the medium term.

21. Utilising the existing statutory framework the ten local authorities will establish a joint committee, to be referred to as the Cardiff Capital Region Cabinet. The authorities would delegate certain functions (a specified range of activities relevant to delivering the City Deal) to the joint committee to be carried out jointly by the authorities and on a collaborative basis. The joint committee would be underpinned by a comprehensive agreement between the authorities, which inter alia would set out the functions to be delegated to the committee and those matters which would be reserved to each authority for decision. This agreement will be subject to the Authority's approval.

22. The Cardiff Capital Region Cabinet, which will comprise of the ten participating local authorities, will provide the basis for initial decision making regarding the Investment Fund. In addition the Cardiff Capital Region Cabinet will be responsible for:

- management of the Cardiff Capital Region Investment Fund;
- additional devolved funding provided to the Capital Region;
- the Cardiff Capital Region Transport Authority;
- contracting with Transport for Wales on prioritised Metro projects;
- control over devolved business rate income above an agreed growth forecast, subject to Welsh Government agreement;
- strategic planning including housing, transport planning and land use;
- influencing skills and worklessness programmes;
- an inward investment and marketing strategy; and
- considering the scope for strengthening Capital Region governance further.

23. The Cardiff Capital Region will also establish proposals for an integrated Strategic Development Plan that incorporates housing and employment land-use with wider transport plans. The strategic plan will provide the underpinning blue-print for development across the city-region.

24. The Strategic Development Plan will form part of a hierarchy of land use plans comprising the National Development Framework prepared by the Welsh Government (due to be published in 2019), the Strategic Development Plan and the Council's Local Development Plan (LDP). The recently adopted LDP forms the statutory development plan for Cardiff and will inform the preparation of the first Strategic Development Plan.

25. To support the Cardiff Capital Region a Cardiff Capital Region Economic Growth Partnership will be established comprising business, higher education and local government. The partnership will be responsible for setting an overarching city-region economic development strategy, as well as monitoring and making recommendations to the Cabinet with regard to City Deal implementation. The partnership will have a specific role to provide advice on investment decisions. This will ensure the City

Deal and other interventions make an impact on economic growth and increase employment.

26. In addition an Independent Growth and Competitiveness Commission will be established, with a remit to examine the challenges and opportunities for economic growth and competitiveness and make recommendations for how the Cardiff Capital Region can achieve its full growth potential. The Commission will be jointly established by the ten local authorities that comprise the Cardiff Capital Region in consultation with the Welsh and UK Governments.

27. The document also outlines further regional governance arrangements relating to the transport and skills agendas.

Infrastructure Fund

28. The £1.229bn investment fund is one of the largest per capita individual City Deals to date. The UK and Welsh Governments are contributing £500 million and £503 million to this fund respectively, with the Welsh Government funding to be provided over the first seven years of the Investment Fund

29. In addition, £106 million has been committed from the European Regional Development Fund and the balance of £120 million will be the collective responsibility of the ten local authorities forming the Cardiff Capital Region.

30. The investment fund will comprise of £734 million allocated to South East Wales Metro (SEWM), with the balance (£495 million) allocated to other city-region schemes. The latter will be used to take forward a wide range of projects and schemes that support economic growth across the Cardiff Capital Region. Decisions on the prioritisation of these schemes will be taken by the Cardiff Capital Region Cabinet. Schemes taken forward could include: further transport schemes; investment to unlock housing and employment sites; and development of research and innovation facilities.

31. As part of this, the ten local authorities across the Cardiff Capital Region will develop and adopt an assurance framework for this Investment Fund. This will also need to be agreed by the UK and Welsh Government. By adopting the assurance framework prior to the commencement of the Investment Fund, the Cardiff Capital Region will ensure that schemes that are taken forward represent value for money and are underpinned by a robust business case development process. The funding allocated to the SEWM will be subject to a separate but equally robust assurance framework that will cover the wider Metro project.

32. The grant funding for the investment fund will be profiled over a 20 year period. Local authorities will be responsible for financing any capital investment in advance of receipt of the grant funding.

33. The Cardiff Capital Region will also be required to evaluate the impact of the Investment Fund in order to unlock funding that has not been pre-

allocated to the SEWM programme. This will be comprised of gateway assessments every five years. To underpin these gateway assessments, an independent review will be commissioned to evaluate the economic benefits and economic impact of the investments made under the scheme, including whether the projects have been delivered on time and to budget. This assessment will be funded by the Cardiff Capital Region, but agreed at the outset with the UK Government. The next five year tranche of funding will be unlocked if the UK and Welsh Governments are satisfied that the independent assessment shows the investments to have met key objectives and contributed to national growth.

34. In a scenario where a future Investment Fund Gateway is not achieved, leading to any reduction or cessation of City Deal grant, then it will be the responsibility of individual local authorities within the Cardiff Capital Region to manage the financial impact of this within their local authority budget, utilising reserves or surpluses as required.

35. To support borrowing costs, as well as to provide appropriate incentivisation and resource for greater regional collaboration, the Welsh Government has agreed to explore with the Cardiff Capital Region:

- the devolution of business rate income above an agreed growth baseline to provide funding for the City Deal programme;
- providing the ability to levy an infrastructure supplement;
- creating the option for the local authorities to use alternative finance sources; and
- removing conditions around some specific Welsh Government grants, to allow funding to be pooled at the regional level in areas such as school support and interventions that seek to address poverty.

Next Steps

36. Further work will need to be undertaken over forthcoming months to develop a comprehensive City Deal Agreement that will provide detail on how the Deal will operate and set out the steps for implementation. This will be subject to the agreement of each participating Council.

37. As part of these more detailed discussions there will be a need to ensure that governance arrangements that are put in place are supported by all participating local authorities.

38. Furthermore there will need to be agreement on areas of finance relating to the infrastructure fund. In particular there is a need to develop an agreement relating to how the local contribution to the Infrastructure Investment Fund will be allocated. Any capital costs incurred ahead of incoming grant as part of the City Deal will also require local financing to support the investment. Other City Deals have split these costs either by population, a ‘project on patch’ basis or a mixture of the two. Advice from specialist support suggests that if the share is decided by projects on patch, a decision must be made with regard to whether any funding agreed from central government is ‘top-sliced’ or not – i.e. central funds are earmarked first and foremost for truly regional projects.

39. Detailed agreement will also be required on the development of the prioritisation and assurance framework for the identification of projects as part of the investment programme. All projects proposed will also require a detailed business case to be produced.

40. Based on experience from other City Deals it is expected that it will take between 6 and 18 months for the full programme to be agreed and finalised.

41. In developing the overall City Deal governance and investment programme it is anticipated that a dedicated team will be put in place. It is proposed that local authorities make a contribution to the costs of putting this team in place.

42. Any final agreement on governance and financial implications of the City Deal will be brought to Council for approval.

Reason for Recommendations

43. To update Cabinet on the progress on City Deal, and to outline next steps in the process.

Financial Implications

44. The Heads of Terms document signed by the Council in conjunction with nine other participating local authorities, Welsh and UK Governments is intended to provide certainty and signals the commencement of more detailed work to develop a final programme of investment and to agree the governance arrangements that will oversee the approval and delivery of the investment fund.

45. Based on experience from other City Deals it is anticipated that the next phase of detailed work could take between 6-18 months to complete and will be funded by the ten local authority partners via contributions to the City Deal Partnership Budget. An initial budget of £500,000 was established earlier in the year and around £200,000 of this regional budget remains uncommitted at this time.

46. As outlined in the report a dedicated team will now need to be put in place to complete the next phase of works. The team will be supplemented by specialist external advice as required and therefore, it is anticipated that a further contribution will be required in 2016/17 subject to the agreement of partners. Cardiff's share will be met from revenue resources approved in the 2016/17 budget for this purpose. Any unused contributions will be returned to the Council.

47. The Heads of Term document outlines in high-level terms the overall size of the investment fund and provides an indication of the amount that will need to be met by the ten local authorities. The Heads of Terms document suggests that CCR partners will only be required to contribute towards the 'Other City-Region Schemes' element of the fund and will be

responsible for meeting the financial commitment associated with (i) 'Cost of Carry' (interest costs arising from timing differences associated with UK Government funding) and (ii) 'Local Authority Funding Share' (minimum of £120 million).

48. It addition, it should be noted that the continuation of UK Government's funding is subject to securing satisfactory 'Gateway Reviews' as part of the Investment Fund Assurance Framework adopted. Reviews are likely to be structured to occur at Years 5, 10 and 15. Therefore, funding from Year 6 onwards represents 'risk capital' as it will be subject to the agreed performance objectives being achieved at each of the Gateway stages.

49. A deal structured on this basis introduces a level of uncertainty, as CCR partners will be required to borrow risk capital upfront and meet the associated interest costs. Therefore, in the event that the agreed performance targets are not fully achieved, there is a risk that UK Government funding may be reduced or even cease. Under these circumstances any reduction will represent a further cost to CCR partners. In order to mitigate this risk, the projects selected will go through a detailed economic modelling assessment to inform the key discussions that will take place around performance measures. The final performance targets agreed will include a 'margin of safety', which will further reduce the risk of targets not being achieved.

50. The Investment Fund Assurance Framework will be developed by CCR Partners and approved by UK and Welsh Government. An independent panel is to be established to monitor compliance with the agreed framework.

51. As part of the work done to-date, Cardiff Capital Region (CCR) partners have carried out some high-level modelling to get an indication of the overall cost and profile associated with two elements described above (Cost of Carry and Local Authority Funding Share). However, detailed work on the 'Other City-Region Schemes' is yet to be completed, in advance of the final investment fund being agreed. Therefore the modelling carried out at this time is indicative and could change. Furthermore, the report outlines that CCR Partners are yet to agree the basis on which its financial commitment will be met by individual local authorities. This represents a key issue to be resolved as the different approaches e.g. basis of 'population', 'projects on patch' or a 'hybrid' of the two, could represent financial commitments that are significantly different at individual local authority level.

52. Other key variables that will impact on the overall cost and profile to be met by CCR Partners include; the profile of UK Government funding flowing into the fund, the annual net borrowing requirement, the borrowing term e.g. 20 years, interest rate at the time of borrowing and wider inflation assumptions.

53. For indicative modelling purposes only it has been assumed that CCR Partners share their financial commitment on the basis of population. On this basis Cardiff would be required to meet 23.5% of the overall CCR Partner cost. In addition, the modelling assumes a 10 year investment

programme, with UK funding and borrowing costs spread over a period of over 20 years. On this basis the financial commitment that CCR Partners would be required to meet totals around £279million over a 20 year period. Cardiff's share would amount to circa £65million. The indicative modelling is predicated on the investment fund commencing in 2016/17, on this basis annual debt peaks at around £25 million in financial year 2026/27 (Year 11), with Cardiff's debt peaking at around £6 million in that year. Cardiff's indicative commitment in 2020/21 (the final year of the Capital Programme approved in February) amounts to around £1.7 million. Furthermore, changes due to population growth would impact on the apportionment calculation if this was the agreed basis taken forward.

54. These are significant sums, therefore as key variables are agreed and the base case position established, other modelling techniques such as sensitivity analysis, scenario analysis, optimism bias etc. will also need to be introduced to provide an overview of the wider risk envelope associated with any base case established.

55. The Council's Capital Programme currently does not include any allocations in respect of a City Deal initiative and therefore any amounts required will represent a new commitment over and above the existing programme. Given the significance of the amounts likely to be involved at local authority partner level, 'affordability' and 'choices' will be key considerations for Cabinet in-light of other commitments being progressed by the council and the limited resources available, providing always that amounts approved remain prudent, sustainable and affordable.

56. As the City Deal proposal develops a further report will need to be presented to Cabinet on the emerging financial commitment as well as the associated risks and issues. The report will need to consider the any budget framework issues and as well as the impact on the council's Treasury Management Strategy. In this regard, matters will need to be reported to Full Council.

Legal Implications

57. The Cardiff Capital Region City Deal document outlines the proposed terms for the City Deal. As set out in the body of the report, further work will need to be undertaken over forthcoming months to develop the comprehensive legal documentation required to set out the detailed provisions in terms of how the City Deal will operate, the obligations that fall to each party and the detailed governance arrangements. A comprehensive agreement will be drawn up between the participating authorities and the final form of such agreement is subject to the agreement of each participating authority ('The Agreement').

58. In terms of the governance arrangements as between the 10 local authorities, the City Deal Document is premised on the authorities establishing a joint committee, to which the authorities would delegate certain powers. The joint committee would be referred to as the Cardiff Capital Region Cabinet. It is important to note that the City Deal document provides that the establishment of a Cardiff Capital Region

Cabinet will be the first step in the development of greater city-region governance across the Cardiff Capital City Region. The Agreement is intended to be structured such that it will enable the local authorities to explore with the Welsh Government alternative governance arrangements in the medium term. It is proposed that the Agreement will also allow for the possibility of additional functions and powers to be devolved to the Cardiff Capital Region Cabinet in the future. Accordingly, it will be important to ensure that the Agreement contains suitable provision for the Authority's approval to be sought to any alternative governance arrangement that may be proposed during the term of the City Deal.

59. The City Deal document refers to the establishment of a number of bodies (by way of example only, a Cardiff Capital Region Business Organisation) and as part of the detailed work over the forthcoming months, terms of reference for such bodies will need to be developed so that all are clear as to the roles and responsibilities of such bodies.

60. The City Deal document refers to the authorities seeking greater financial autonomy and flexibility and exploring with Welsh Government the potential for 'additional flexibilities'. Detailed legal advice will be required on this and the potential implications for the authority in obtaining such additional flexibilities.

61. As will be appreciated, a considerable amount of work will be required in terms of developing the Agreement and other legal documentation required to facilitate the City Deal.

62. In developing the detailed City Deal arrangements regard should be had to the carrying out of appropriate consultation and the Council's statutory equality duty.

63. The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties) – the Public Sector Equality Duties (PSED). These duties require the Council to 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'. The '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 and Religion or belief – including lack of belief.

64. All decisions taken by or on behalf of the Authority must:

- Be within the legal powers of the Authority and of the body or person exercising powers on behalf of the Authority.
- Comply with any procedural requirement imposed by law.
- Be undertaken in accordance with procedural requirements imposed by the Authority e.g. Authority procedure rules.
- Be fully and properly informed.
- Be properly motivated (i.e. for an appropriate, good and relevant reason).

- Be taken having regard to the Authority's fiduciary duty to its tax payers as elected members are trustees of the public interest and of its statutory purposes for which public powers are conferred on them. This general duty requires the Authority to act prudently and in good faith in the interests of those to whom the duty is owed.
- Otherwise be reasonable and proper in all the circumstances.

RECOMMENDATIONS

The Cabinet is recommended to:

1) note the content of the report and the City Deal document, which is attached as Appendix A to the report;

2) agree to receive further update reports as the detail of the City Deal is further developed;

3) recommend to Council that the report be noted and authority be delegated to the Chief Executive, in consultation with the Leader of the Council, the Corporate Director Resources and Monitoring Officer to conclude any interim arrangements necessary to facilitate the development of the final City Deal (including without limitation to the generality of the foregoing appointment of external consultants and any interim appointments that may be required), provided the requisite budget provision is available.

PAUL ORDERS
Chief Executive
18 March 2016

The following Appendix is attached:

Appendix A: Cardiff Capital Region City Deal

Cardiff Capital Region

City Deal

Executive Summary

1. Cardiff Capital Region has secured a deal worth £1.2 billion. Over its lifetime, local partners expect the City Deal to deliver up to 25,000 new jobs and leverage an additional £4 billion of private sector investment.

2. This City Deal will provide local partners with the powers and the resources to unlock significant economic growth across the Cardiff Capital Region. It is a deal that builds on the region's sectoral strengths, its high skill base and three successful universities. The City Deal also provides an opportunity to continue tackling the area's barriers to economic growth by: improving transport connectivity; increasing skill levels still further; supporting people into work; and giving businesses the support they need to innovate and grow.

3. This deal will also develop stronger and more effective leadership across the Cardiff Capital Region, enabling ten local authority leaders to join up decision making, pool resources and work more effectively with local businesses.

4. The Cardiff Capital Region City Deal includes:

- £1.2 billion investment in the Cardiff Capital Region's infrastructure. A key priority for investment will be the delivery of the South East Wales Metro, including the Valley Lines Electrification programme.
- Connecting the region. The Cardiff Capital Region will establish a new non-statutory Regional Transport Authority to co-ordinate transport planning and investment, in partnership with the Welsh Government.
- Support for innovation and improving the digital network. To develop capabilities in Compound Semiconductor Applications the UK Government will invest £50 million to establish a new Catapult Centre in Wales. The Cardiff Capital region will also prioritise investment in research and development and provide support for high value innovative businesses.
- Developing a skilled workforce and tackling unemployment. The Cardiff Capital Region Skills and Employment Board will be created (building on existing arrangements) to ensure skills and employment provision is responsive to the needs of local businesses and communities. The Cardiff Capital Region and the Welsh Government will work with the Department of Work and Pensions to co-design the future employment support from 2017, for people with a health condition or disability and/or long term unemployed.
- Supporting enterprise and business growth. A Cardiff Capital Region Business Organisation will be established to ensure that there is a single voice for business to work with local authority leaders.
- Housing development and regeneration. The Welsh Government and the Cardiff Capital Region commit to a new partnership approach to strategic planning. This will ensure the delivery of sustainable communities, through the use and re-use of property and sites.

Our signing of this document, subject to relevant council approvals, confirms our joint commitment to ensure full implementation of the Cardiff Capital Region City Deal proposed by: City of Cardiff Council; Blaenau Gwent County Borough Council; Bridgend County Borough Council; Caerphilly County Borough Council; Merthyr Tydfil County Borough Council; Monmouthshire County Council; Newport City Council; Rhondda Cynon Taff County Borough Council; Torfaen County Borough Council; and Vale of Glamorgan Council.

…… The Rt Hon Stephen Crabb Secretary of State for Wales	…… The Rt Hon Carwyn Jones First Minister of Wales	…… Cllr. Phil Bale Leader of City of Cardiff Council
…… The Rt Hon Greg Hands Chief Secretary to the Treasury	…… Jane Hutt Minister for Finance and Government Business Welsh Government	…… Cllr. Steve Thomas Leader of Blaenau Gwent County Borough Council
…… Cllr. M E J Nott OBE Leader of Bridgend County Borough Council	…… Cllr. Keith Reynolds Leader of Caerphilly County Borough Council	…… Cllr. Brendan Toomey Leader of Merthyr Tydfil County Borough Council
…… Cllr. Peter Fox Leader of Monmouthshire County Council	…… Cllr Bob Bright Leader of Newport City Council	…… Cllr. Andrew Morgan Leader of Rhondda Cynon Taff County Borough Council
…….. Cllr. Robert Wellington CBE Leader of Torfaen County Borough Council	…….. Cllr. Neil Moore Leader of Vale of Glamorgan Council	

Introduction

5. The Cardiff Capital Region is comprised of ten local authorities: Blaenau Gwent; Bridgend; Caerphilly; Cardiff; Merthyr Tydfil; Monmouthshire; Newport; Rhondda Cynon Taff; Torfaen; and Vale of Glamorgan. It is the largest city-region in Wales and accounts for approximately 50% of the total economic output of the Welsh economy, 49% of total employment and has over 38,000 active businesses.

6. The Cardiff Capital Region is an area where people want to live and work. With two cities (Cardiff and Newport) at its core, the region has seen significant regeneration and investment over recent decades. Cardiff, as the capital city, is now dynamic, fast growing and forecast to have a higher population growth rate over the next 20 years than any other city in the UK.

7. The area is home to a range of competitive business clusters with significant international and indigenous businesses across sectors such as: financial services; creative and digital industries; advanced manufacturing; life sciences; energy; and energy supply. These business clusters are serviced through a wide and supportive ecosystem. This ecosystem contains a thriving higher education sector which includes Cardiff University, Cardiff Metropolitan University and the University of South Wales..

8. However, despite these strengths, numerous challenges remain. Gross Value Added, which is a measure of goods and services produced in an area, is lower than all but one of the English Core City Regions. There are also connectivity issues across the region which makes it more difficult for people in Valley's communities to access economic opportunities.

9. Recognising these opportunities and challenges all the signatories to this deal are working together to realise the vision for the Cardiff Capital Region, which is to: *"work together to improve the lives of people in all our communities. We will maximise opportunity for all and ensure we secure sustainable economic growth for future generations".* This City Deal provides local partners with further powers and tools to realise this vision.

Key Elements of the Deal

Cardiff Capital Region Investment Fund

10. This City Deal sets out a transformative approach in how the Cardiff Capital Region will deliver the scale and nature of investment needed to support the area's growth plans. Central to this will be the development of a 20 year £1.2 billion Investment Fund, which the Cardiff Capital Region will use to invest in a wide range of projects.

11. Both the UK and Welsh Government are contributing £500 million to this fund respectively. The Welsh Government funding will be provided over the first seven years of the Investment Fund, from 2016/17 to 2022/23. The ten local authorities in the Cardiff Capital Region will contribute a minimum of £120 million over the 20 year period of the Fund. In addition, over £100m from the European Regional Development Fund has been committed to delivering the City Deal.

12. The Cardiff Capital Region believes investments in these areas will deliver up to 25,000 new jobs and bring forward at least £4 billion of additional investment from local partners and the private sector by 2036.

South East Wales Metro

13. A key priority, which the City Deal Investment Fund will support, is the delivery of the South East Wales Metro. The scheme has the potential to provide a significantly improved public transport system that will transform the way people travel around the region.

14. Given the importance of the Metro to the UK Government, Welsh Government and Cardiff Capital Region, a proportion of the Investment Fund will be pre-allocated to the delivery of this scheme. This pre-allocation focuses on both phases of the wider Metro scheme. These are:

    - The delivery of the Valley Lines Electrification programme. This City Deal re-confirms the continued shared ambition of both Government's and the Cardiff Capital Region to deliver this element of the wider Metro scheme. £325 million of the £1.2 billion Investment Fund has already been committed to the delivery of this scheme (£125 million from the UK Government, £94 million from the Welsh Government and £106 million from the European Regional Development Fund).

    - The delivery of the wider South East Wales Metro scheme. The Welsh Government will pre-allocate over £400m further funding from the Investment Fund to deliver the wider ambitions around the Metro scheme, which is the subject of ongoing design work. As part of this City Deal the Welsh Government commits to involving the Cardiff Capital Region in the co-design of the wider Metro scheme and in the procurement of a delivery organisation.

15. The Department for Transport will agree the arrangements for making the agreed contribution to the Valley Lines Electrification project with the Welsh Government. The

Welsh Government will agree with the local authorities the arrangements for managing the funding of the Metro scheme, and how it interacts with funding for additional Metro investments delivered through this City Deal.

Wider Investment Priorities

16. The remaining element of the Investment Fund will be used to take forward a wide range of projects and schemes that support economic growth across the Cardiff Capital Region. Decisions on the prioritisation of these schemes will be taken by the Cardiff Capital Region Cabinet. Schemes taken forward could include: further transport schemes; investment to unlock housing and employment sites; and development of research and innovation facilities.

Investment Fund Assurance Framework

17. The ten local authorities across the Cardiff Capital Region commit to writing and adopting an assurance framework for this Investment Fund. This will be agreed by the UK and Welsh Government. By adopting the assurance framework prior to the commencement of the Investment Fund, the Cardiff Capital Region will ensure that schemes that are taken forward (outside of the South East Wales Metro which will be subject to a separate assessment against an assurance framework) represent good value for money and are underpinned by a robust business case.

18. This assurance framework will be based on existing best practice from the UK Government and Welsh Government. In addition the framework will also draw upon any local best practice for managing investment decisions across the Capital Region. Key elements that the assurance framework will include are:

    - purpose, structure and operating principles of the framework;
    - arrangements to ensure value for money and effective delivery through strong project development, project and options appraisal, prioritisation, and business case development;
    - a description of the arrangements for supporting the effective delivery and implementation of projects and schemes, including relationships with delivery bodies; and
    - arrangements which enable effective and meaningful engagement of local partners and the public in the investment decisions taken and subsequent scrutiny of these decisions.

Investment Fund Gateway Assessments

19. Cardiff Capital Region will be required to evaluate the impact of the Investment Fund in order to unlock funding that has not been pre-allocated to the South East Wales Metro programme. This will be comprised of gateway assessments every five years. To underpin these gateway assessments, an independent review will be commissioned to evaluate the economic benefits and economic impact of the investments made under the scheme, including whether the projects have been delivered on time and to budget. This assessment will be funded by the Cardiff Capital Region, but agreed at the outset with the UK Government. The next five year tranche of funding will be

unlocked if the UK and Welsh Governments are satisfied that the independent assessment shows the investments to have met key objectives and contributed to national growth.

Local Authority Borrowing

20. Throughout the course of the City Deal programme the ten Cardiff Capital Region local authorities will be responsible for financing the capital investment programme. The difference in the profile between the proposed investment and the capital grant funding may require a local authority or authorities to borrow to fund any difference in expenditure and grant. The cost of any external borrowing is the responsibility of the relevant local authority or local authorities and is to be managed in accordance with prudential principles – it must be prudent, affordable and sustainable.

21. In a scenario where a future Investment Fund Gateway is not achieved, leading to any reduction or cessation of City Deal grant, then it will be the responsibility of individual local authorities within the Cardiff Capital Region to manage the financial impact of this within their local authority budget, utilising reserves or surpluses as required.

Additional Flexibilities

22. In order to deliver the Cardiff Capital Region's City Deal commitments and a longer-term economic strategy, the ten local authorities have requested greater financial autonomy and flexibility. As part of this City Deal the Welsh Government will explore with the Cardiff Capital Region:

    - the devolution of business rate income above an agreed growth baseline to provide funding for the City Deal programme;
    - providing the ability to levy an infrastructure supplement;
    - creating the option for the local authorities to use alternative finance sources; and
    - removing conditions around some specific Welsh Government grants, to allow funding to be pooled at the regional level in areas such as school support and interventions that seek to address poverty.

Connecting the Cardiff Capital Region

23. Transport has a key role in delivering economic growth and improving outcomes for people by connecting communities, business, jobs, facilities and services. However across the Capital Region there are significant congestion and transport capacity issues that need to be addressed. The City Deal Investment Fund and South East Wales Metro will make a significant contribution to improving transport connectivity.

24. In addition to this investment the Cardiff Capital Region will establish a new non-statutory Regional Transport Authority to co-ordinate transport planning and investment, in partnership with the Welsh Government. The Cardiff Capital Region Transport Authority will be responsible for:

    - pooled local transport resources;
    - regional planning for the local transport network;
    - working with Transport for Wales to ensure objectives for transport investment are aligned;
    - exploring the creation of a single integrated ticketing platform for public transport across the Cardiff Capital Region;
    - working in partnership with the Welsh Government to define the priorities of the South East Wales Metro concept and to support its delivery; and
    - working in partnership with the Welsh Government to promote the development of integrated aviation routes from Cardiff Airport and St Athan Enterprise Zone, to deliver economic benefit.

Investing in Innovation and the Digital Network

25. The Cardiff Capital Region has an aspiration to extend the "arc of innovation" that runs along the M4 corridor into the Cardiff Capital Region. Capitalising on the research strengths of the Region's three universities, the Cardiff Capital Region will designate an "Innovation District" that helps to: create and nurture new high growth businesses; increases investment in research and development; and provides the skills that businesses need now and in the future.

Developing the Compound Semiconductor Sector

26. To transform the UK's capability, and help position Cardiff as the European leader in Compound Semiconductor applications, the UK Government will invest £50 million to establish a new Catapult in Wales. This new Catapult will complement the work of other organisations in Wales who are already working in this important area, including the Compound Semiconductor Institute at Cardiff University and the Compound Semiconductor Centre, a joint venture between Cardiff University and IQE.

27. Recognising this opportunity, the Cardiff Capital Region will prioritise interventions that support the development of an internationally-competitive Compound Semi-Conductor cluster. Local partners believe that this will put the UK at the heart of an emerging global growth technology.

Innovation Investment

28. To accelerate the growth of innovation and facilitate investment in research and development, the Cardiff Capital Region will seek to prioritise:

    - mechanisms to support high growth sectors;
    - the development of new facilities and employments sites;
    - new approaches to public service delivery;
    - the Software Academy in Newport and related programmes across the Capital Region;
    - investment in intellectual property creation and commercialisation;
    - adding value and complimenting existing innovation support; and
    - developing a cyber-security academy with the University of South Wales.

Innovate UK

29. Innovate UK is now planning to increase its footprint and presence in Wales, in order to: raise the awareness and engagement in Innovate UK programmes and activities; to strengthen its links with business, universities and other key partners; and to work with the Welsh Government to promote and support innovation.

Data

30. Cardiff Capital Region commits to developing proposals for how better and more flexible use of data could be used to drive innovation across the public sector and within the wider economy. The Cardiff Capital Region will present a clear case to the

UK Government for how a different approach to the use of specific data would improve service delivery and would benefit particular groups.

The Digital Network

31. Innovation will also be a central theme within the Cardiff Capital Region's ambition to deliver an outstanding digital infrastructure and wider ecosystem to support economic growth. To continue to build on investments in next generation broadband, and the Region's reputation as one of the fastest growing tech hubs in the UK, the Cardiff Capital Region will prioritise:

    - exploring the case for direct international connectivity;
    - the mobile infrastructure across 4G and 5G technologies that add value to existing provision;
    - increasing Wi-Fi services across public transport;
    - digital solutions to solve the big problems, such as smart housing, citizen payments and open data challenges; and
    - facilitating collaboration between stakeholders to identify and exploit opportunities.

Developing a Skilled Workforce and Tackling Unemployment

32. This City Deal will improve the co-ordination and delivery of skills and employment support across the Capital Region. It will help to increase the number of people moving into work (including those that have been out of work for a long time), increase the number of people undertaking an apprenticeship or other relevant skills provision and give people the skills they need to compete in a global employment market.

The Cardiff Capital Region Skills and Employment Board

33. To ensure skills provision is adapted to local economic and social needs and provides the best value for money, the Cardiff Capital Region will strengthen the existing Learning, Skills and Innovation Partnership. This will be re-launched in 2016 as the Cardiff Capital Region Skills and Employment Board.

34. The Partnership will represent a wide range of stakeholders, including: business bodies; higher and further education; local authorities and the Welsh Government. It will be responsible for:

    - Cardiff Capital Region's skills and worklessness strategy;
    - pooled local authority skills resource;
    - producing an annual regional plan for employment and skills. This annual plan, led by industry, will set out how both the existing skills needs of businesses and the Capital Region's future skills challenges will be addressed;
    - influencing and monitoring the delivery and impact of employment and skills programmes across the Region;
    - ensuring an industry led approach to the design and delivery of apprenticeship programmes meets the needs of both business and apprentices;
    - supporting the Welsh Government's "Curriculum for Wales, Curriculum for Life" plan, by encouraging closer alignment between future employer skills needs and education provision across the region; and
    - ensuring European Union funding investments in skills and employment add value and align with other programmes.

Work and Health Programme

35. Cardiff Capital Region and the Welsh Government will work with Department for Work and Pensions to co-design future employment support from 2017, for people with a health condition or disability and/or long term unemployed[1], many of whom are currently referred to the Work Programme and Work Choice.

36. The respective roles of the Department for Work and Pensions and Cardiff Capital Region in the co-design include:

[1] Long term unemployed is defined as claiming benefits for 24 months.

- Department for Work and Pensions setting the funding envelope; however Cardiff Capital Region and the Welsh Government can top up this if they wish, but are not required to.
- Cardiff Capital Region and the Welsh Government setting out how they will join up local public services in order to improve outcomes for this group.
- Department for Work and Pensions setting the high level performance framework, ensuring support appropriately reflects labour market issues. The primary aim will be to reduce unemployment and move people into sustained employment.
- Cardiff Capital Region (working with the Welsh Government) will have input into determining specific local outcomes that reflect their labour market priorities, however these outcomes should be complementary to the ultimate employment outcome. In determining any local outcome(s) Cardiff Capital Region and the Welsh Government will work with the Department for Work and Pensions to take account of the labour market evidence base and articulate how these will both fit within the wider strategic and economic context and deliver value for money.

37. Before delivery commences the Department for Work and Pensions, Cardiff Capital Region and the Welsh Government will set out an agreement covering the respective roles of each party in the delivery and monitoring of the support. This will include a mechanism by which each party can raise and resolve any concerns that arise.

38. The Department for Work and Pensions sets the contracting arrangements, including contract package areas, but should consider any proposals from Cardiff Capital Region on contract package area geography.

39. Providers will be solely accountable to the Department for Work and Pensions, although Cardiff Capital Region and the Welsh Government will be involved in the tender evaluation.

40. The Department for Work and Pensions and Cardiff Capital Region will develop a mechanism by which Cardiff Capital Region (working with the Welsh Government) can escalate to the Department for Work and Pensions any concerns about provider performance/reaching local agreements and require the Department for Work and Pensions to take formal contract action where appropriate.

Supporting Enterprise and Business Growth

41. The Cardiff Capital Region is committed to improving the co-ordination of local and national business support arrangements. This includes working in partnership with the Welsh Government to address identified barriers to growth, support spatial and sectoral priorities and to target emerging opportunities for driving economic performance.

The Cardiff Capital Region Business Organisation

42. Local partners recognise that ensuring there is a strong business voice to guide both the design and delivery of business support across the region will be critical.

43. Therefore working with public sector partners, the business community, and representative bodies, Cardiff Capital Region will establish a Cardiff Capital Regional Business Organisation. This organisation will provide a clear business voice that will influence and shape business support programmes. In creating the Board, a mapping and consultation process will be undertaken with existing advisory Boards operating within the Region. This will ensure roles and remits are complimentary and add value. The Board will be responsible for:

    - articulating the regional needs of business;
    - identifying regional priorities for existing business support services; and
    - designing future business support programmes.

44. Membership will be drawn from across a range of sectors and interests, including social enterprises and mutuals. A joint Confederation of British Industry, Federation of Small Business, Institute of Directors and South Wales Chamber of Commerce statement outlined the underlying principles for the Business Organisation. The final structure will be designed by the Cardiff Capital Region business community.

Integration of Local Business Support Services and Resources

45. To ensure that relevant business support and promotional activities are delivered at the Capital Region level, local resources will be aligned to create an Integrated Delivery Unit. This unit will deliver regionally significant aspects of economic development. This includes: business development; marketing; tourism; and inward investment.

46. The Integrated Delivery Unit, working in collaboration with the Welsh Government and the proposed Regional Business Organisation, will ensure that any new business support provision complements existing national initiatives. In addition, through this collaborative approach, the Welsh Government is committed to working with the Cardiff Capital Region to explore where existing business support provision can be built on or expanded, whilst avoiding duplication. A number of existing programmes (for example Business Wales, which offers a one stop shop advice and referral service to SMEs and Entrepreneurs) have already been designed through consultation with industry and have the potential to be aligned with identified regional needs and priorities.

47. Further to this, the Welsh Government is also committed to working in partnership with the Cardiff Capital Region to promote the area at a global level. As part of this, the Welsh Government will ensure greater levels of visibility with the Welsh Government's own overseas offices. In addition the Welsh Government will continue to work closely with UK Trade and Investment to ensure that its propositions are promoted and co-ordinated across the UK Trade and Investment overseas post network.

Housing Development and Regeneration

48. Delivering an increase in house building across the Cardiff Capital Region will help to address critical housing shortages especially for first time buyers and those unable to join the 'housing ladder'. House building is also a critical element of the economy as it: stimulates demand within the supply chain during construction and through purchases by the eventual occupiers; contributes to a more balanced regional planning framework; and is a major employer in its own right.

49. The City Deal presents a unique opportunity for the ten local authority areas to come together to develop and deliver a strategic approach to housing, regeneration and economic growth which will create an accessible, liveable, 'work-life integrated' and highly connected Capital Region. To support this ambition the Cardiff Capital Region will:

    - Commit to the development of a partnership between the Cardiff Capital Region and the Welsh Government to take a strategic and balanced approach to housing and regeneration, focussing development on where it is most needed – in a regional and coordinated way.
    - Ensure that new housing is linked to the delivery of sustainable and balanced communities, through the re-use of property and sites. Further, both the Welsh Government and Cardiff Capital Region will ensure that proposals to improve the efficiency and quality of the housing stock are aligned with other regeneration outcomes.
    - Establish a collective way of working, for example, through an asset development vehicle to progress speculative opportunities for potential Cardiff Capital Region regeneration ventures.
    - Develop an integrated public-private housing offer, with clarity over tenure, mix type, design and affordability with prototyping for 'settlements of the future'.
    - Utilise innovation in local procurement to secure supply chain benefits, local labour and other social clauses to maximise value.
    - Establish the delivery of renewable energy-led regeneration and housing programmes and ensure the principles of 'clean-tech' are anchored within physical development initiatives. This will contribute to ensuring 'future-proofing' and creation of new supply chain networks.
    - Engage the affordable housing sector providers in the region as one network. Working with Cardiff Capital Region this network will develop a regional "Housing Plus" strategy in which added value benefits such as training construction apprenticeships, energy resilience and job creation are clearly set out and adopted. This will provide a framework against which site regeneration schemes can be prioritised for investment.

50. In both the planning and delivery of new housing and regeneration projects, the Cardiff Capital Region will ensure that there is alignment to current Welsh Government programmes including Creating Vibrant and Viable Places – the Welsh Government's regeneration framework and increasing the supply and standards of housing.

Cardiff Capital Region Governance

51. The ten local authority partners of the Cardiff Capital Region City Deal have agreed to establish a governance model that:

    - complies with the existing statutory framework that exists in Wales to deliver this City Deal;
    - strengthens and streamlines the existing governance and partnership arrangements across the Capital Region;
    - improves business involvement in local decision making;
    - provides confidence and assurance to both the UK and Welsh Government that the local authority leaders are making decisions which will drive economic growth across the Capital Region; and
    - enables local authorities to explore with the Welsh Government alternative governance arrangements in the medium term.

Cardiff Capital Region Cabinet

52. Utilising the existing statutory framework, the ten local authorities will establish a Cardiff Capital Region Cabinet. The Cabinet will have the status of a Joint Committee and will be the ultimate decision making body in the governance structure.

53. The establishment of a Capital Region Cabinet will be the first step in the development of greater city-region governance across the Cardiff Capital Region. The Cabinet, which will comprise the ten participating local authorities, will provide the basis for initial decision making regarding the Investment Fund. In addition the Cardiff Capital Region Cabinet will be responsible for:

    - management of the Cardiff Capital Region Investment Fund;
    - additional devolved funding provided to the Capital Region;
    - the Cardiff Capital Region Transport Authority;
    - contracting with Transport for Wales on prioritised Metro projects;
    - control over devolved business rate income above an agreed growth forecast, subject to Welsh Government agreement;
    - strategic planning including housing, transport planning and land use;
    - influencing skills and worklessness programmes;
    - an Inward investment and marketing strategy; and
    - considering the scope for strengthening Capital Region governance further.

54. A comprehensive agreement will be drawn up between the participating authorities which will bind and commit each individual local authority and any successor authority (in the event of local government re-organisation) for such duration as is necessary to deliver the City Deal. The agreement will also allow for the possibility of additional functions and powers to be devolved to the Cabinet in the future.

55. The Cardiff Capital Region commit to reviewing the City Deal governance and exploring the future options for moving to even stronger and effective governance that is legally binding. The review will include consulting the Welsh Government and

the UK Government to identify actions needed to take forward future governance options.

Strategic Regional Planning

56. The Cardiff Capital Region, in partnership with the Welsh Government, will commit to the creation of an integrated strategic development plan that incorporates housing and employment land-use with wider transport plans. The strategic plan will provide the underpinning blue-print for development across the city-region.

Cardiff Capital Region Economic Growth Partnership

57. A Cardiff Capital Region Economic Growth Partnership will be established to bring together business, higher education and local government. The partnership would be responsible for setting the overarching city-region economic development strategy, as well as monitoring and making recommendations to the Cabinet with regard to City Deal implementation. The partnership will have a specific role to provide advice on investment decisions. This will ensure the City Deal and other interventions make an impact on economic growth and increase employment.

58. The Partnership's membership and terms of reference will be established using the best international practice such as the Danish Growth Forums, as well as the Local Enterprise Partnership model in England and the Economic Leadership Board established in Glasgow.

Independent Growth and Competitiveness Commission

59. The Cardiff Capital Region will establish an independent Growth and Competitiveness Commission to support the city region's economic and investment strategy. It will review activities related to the City Deal as well as wider economic and growth interventions.

60. The Commission's first task will be to review the evidence about the functional economic area and advise how best to generate Gross Value Added growth and support the ambitions of a dynamic capital region.

61. The Commission will be jointly established by the ten local authorities that comprise the Cardiff Capital Region in consultation with the Welsh and UK Governments.

62. The Commission will examine the challenges and opportunities for economic growth and competitiveness and make recommendations for how the Cardiff Capital Region can achieve its full growth potential.

Delivery, Monitoring and Evaluation

63. Cardiff Capital region will work with the UK Government and the Welsh Government to develop an agreed implementation, monitoring and evaluation plan in advance of implementation, which sets out the proposed approach delivery and evaluating the impact of delivery.

64. The Cardiff Capital Region City Deal will be monitored by the Joint Cabinet. The joint programme management team will provide the Cabinet, the UK Government and the Welsh Government with quarterly performance report that will:

- highlight City Deal successes;
- provide a performance narrative for each element of the City Deal against agreed implementation plan timescales;
- provide information on outputs and outcomes agreed;
- identify mitigating actions for projects and programmes that are not being delivered to agreed timescales.

65. The UK Government and Welsh Government will work with the Cardiff Capital Region to agree a timetable for the production of these reports and will convene regular progress meetings.

66. The Cardiff Capital Region commit to recognising the "City Deal" in promoting and branding investments made as a result of this Deal. This includes acknowledging the UK Government equally alongside other funding partners. The Cardiff Capital Region may wish to explore a single unique brand identity that represents the whole Capital Region area and all the partners involved in delivering the City Deal.

CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD

CABINET MEETING: 21 MARCH 2016

CREATIVE EDUCATION PARTNERSHIP

REPORT OF DIRECTOR OF EDUCATION AND LIFELONG LEARNING

AGENDA ITEM: 4

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this Report

1. To update Cabinet about the development of partnership between Cardiff Council, schools and the creative industries in Cardiff

Background

2. Cardiff is well placed to develop innovative partnerships between schools, businesses, universities and other bodies in the city. Such partnerships are already strengthening and there is considerable potential for further impact. In particular, the 'creative economy' is a priority area for the Welsh Government and is now one of Wales' fastest growing sectors. Recent statistics show the number of people working in this industry in Wales increased by 52% between 2005 and 2014, with nearly 50,000 people now employed by the sector; with much of the sector based in and around Cardiff.

2. The rationale for a partnership between education and the creative economy in Cardiff assumes:

   - Some of our communities need support to raise aspirations and create a culture of achievement and success, underpinned by a high quality education.
   - There is a need to develop the relationship between business and education so that young people leave education with the skills and competences to be work ready.
   - The growth in the creative economy in Cardiff presents an exciting opportunity to connect young people and their communities to a vibrant, dynamic and innovative sector.

3. Initial meetings have taken place between Cardiff Council and potential partners. The partnership is not exclusive. Other bodies will be encouraged to join as members. The partnership is first and foremost about partnering between any school in Cardiff and the sector. The

proposed "Founding Partners" are listed below and would commit to the Partnership Agreement. (see App 1) subject to Cabinet agreement to progress:

- BBC Wales
- Cardiff Council - Education and Economic Development
- Cardiff and Vale College
- Creative & Cultural Skills UK
- Amgueddfa Cymru / National Museum Wales
- Wales Millennium Centre
- University of South Wales

Issues

4. One ‘pathfinder school' will be identified to promote and pilot the partnership model. It is proposed this will be the new High School in the West, scheduled to open in September 2017 and moving to new purpose built premises in 2018.

5. This way of working is by no way exclusive to the pathfinder school, and is a model of partnership which could be replicated if successful, with other sectors in the regional economy eg Science, technology engineering.

Reasons for Recommendations

6. To create a partnership between Cardiff schools and the creative and cultural sector in the city that will enrich the curriculum and learning.

7. The partnership seeks to:

   - Put creativity at the heart of learning, developing problem solving, tenacity, resilience and innovation, and promoting creativity through links between schools and the creative economy.

   - Broaden horizons so all young people have the opportunity to fully engage in the cultural, social and economic life of Cardiff.

   - Ensure business and cultural activity fully reflects the changing face of Wales.

8. **Young People** will be inspired by opportunities designed to foster their creativity and develop their skills to be resilient, innovative and problem solving learners.

9. **Communities** will be empowered through meaningful projects and activities with employers and partners in the creative sector.

10. **The city** will be enhanced by a dynamic, creative economy underpinned by a vibrant education system.

11. Partners seek to develop a model which could be extended beyond Cardiff to the city region and wider across Wales.

12. The partnership will coordinate and promote a programme of education links available to schools in all phases across Cardiff. Employers from across the creative and cultural sector will be encouraged to become associate partners contributing to the education-creative economy programme and benefitting from the alignment and profile that the partnership will bring.

13. Learners in Cardiff will benefit from a rich curriculum which delivers ‘real world' learning opportunities. There will be a strong focus on competencies which will ensure young people are work ready, e.g. focus on communication; team working; flexibility; adaptability; and entrepreneurialism. Students will benefit from an improved understanding of the careers available within the sector to make more informed choices. There will be a bias towards innovation and problem solving, encouraging students to take managed risks and developing their confidence to enter a fast changing employment market. Partnership will promote awareness of the distinctiveness of Welsh identity, including the Welsh language, linked to Cardiff's past, current and future role as an international city.

Financial Implications

14. The Cultural Broker post will be funded via the Schools Organisation Financial Model, revenue stream. This will be temporary for two years and there will be no impact on the school's delegated budget.

Legal Implications

15. Chapter 1 of the Education Act 2002 facilitates the implementation by local authorities of innovative projects, such as this, that may contribute to the raising of standards in schools in Wales. This enables local authorities to apply for an exemption for any requirements of education legislation if necessary. No such application has been made for the purposes of the pilot as this project does not require it.

16. The report sets out proposals to set up a partnership with other bodies for the reasons set out in the report. Legal services are instructed that the partnership body is not intended to be a legal entity in its own right and is intended to be an informal partnership group and other members can join.

17. It is also understood that this is not a contract for services and apart from officer time, there will be no direct financial commitment associated with the partnership arrangements.

18. As part of those partnership arrangements the parties intend to enter into an informal agreement setting out how the arrangements will operate. In line with the recommendation this will be agree with the Director under delegated authority set out in this report.

19. In respect of the power to enter into the partnership agreement the client department should satisfy itself that it has the necessary powers to do so.

20. In respect of the West pilot scheme, legal services have been instructed that any further specific requirements will be subject to a separate decision report.

HR Implications

21. This report recommends the recruitment of a ‘cultural broker', who will be appointed to broker links between the pathfinder school and the businesses on the creative sector as part of the development programme for the new school within the Council's Schools Organisation team.

22. In line with Cardiff Council policies and procedures there will be a requirement for Trade Union consultation on the establishment of this post, for this post to be job evaluated and advertised internally in the first instance, in line with normal Council procedures.

RECOMMENDATIONS

Cabinet is recommended to;

1. approve in principle the setting up of partnership arrangements as detailed in this report.

2. Authorise the Director of Education and Lifelong Learning in consultation with the Interim Monitoring Officer to finalise the partnership arrangements including agreement of any terms of such partnership, members of the partnership and all ancillary matters.

Nick Batchelar
Director
15 March 2016

The following appendix is attached:

Appendix 1 - Draft Partnership Agreement

Appendix 1

PARTNERIAETH ADDYSG GREADIGOL: CAERDYDD
CREATIVE EDUCATION PARTNERSHIP: CARDIFF

Partnership Agreement

The Partnership aims to enthuse and inspire young people, supporting their educational achievement through rich and meaningful engagement with the creative economy.

It will:

- Put creativity at the heart of learning, developing problem solving, tenacity, resilience and innovation. Promoting creativity through links with the school and creative economy.

- Broaden horizons so all young people have the opportunity to fully engage in the cultural, social and economic life of Cardiff.

- Ensure business and cultural activity fully reflects the changing face of Wales.

Young People will be inspired by opportunities designed to foster their creativity and develop their skills to be resilient, innovative and problem solving learners. Communities will be empowered through meaningful projects and activities with employers and partners in the creative sector.

The City will be enhanced by a dynamic, creative economy underpinned by a vibrant education system.

Partners seek to develop a model which could be extended beyond Cardiff to the city region and wider across Wales.

[Signed/Organisational Logos]

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CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD

CABINET MEETING: 21 MARCH 2016

SCHOOL ORGANISATION PLANNING: SCHOOLS CATCHMENT AREA CONSULTATION

REPORT OF DIRECTOR OF EDUCATION AND LIFELONG LEARNING

ITEM: 5

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this Report

1. To inform the Cabinet of responses received following consultation on catchment area arrangements relating to English-medium and Welsh-medium primary and secondary school provision, to present an evaluation of the responses and to request that the Cabinet considers the recommendation to make changes to some catchment boundaries.

Background

2. The supply of and demand for school places, is under continual review within the context of school organisation planning to ensure a good match between the supply of and demand for places in each part of the Local Authority.

3. 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.

4. The Welsh Government School Admissions Code guidance includes the requirement to consult on school catchment areas where this is appropriate.

Catchment area consultations

5. As part of this review public consultation was undertaken between 02 February and 01 March on revising catchment area arrangements for the following schools:

6. English-medium Primary and Secondary Schools Catchment Area Consultation: Revised catchment area arrangements for:

Cantonian High School	Fitzalan High School

Kitchener Primary School | Lansdowne Primary School
Radnor Primary School | Severn Primary School

7. Welsh-medium Primary and Secondary Schools Catchment Area Consultation; Revised catchment area arrangements for:

Ysgol Gyfun Gymraeg Glantaf
Ysgol Gyfun Gymraeg Plasmawr
Ysgol Pencae

Consultation

8. Public consultations on the proposed catchment area changes were held between 02 February and 01 March 2016. Headteachers, Governors, parents and others in the local community were invited to respond to the consultations.

9. The consultation process involved the distribution of a letter and proposed catchment area map. Documents have been distributed to all relevant stakeholders. The document offered consultees the opportunity to comment on the proposals by post or e-mail.

10. Views expressed on paper or electronically, through the appropriate channels, have been recorded.

English-medium Primary and Secondary Schools Catchment Areas

11. At present Kitchener, Lansdowne, Radnor and Severn primary schools serve catchment areas that include parts of Canton, Llandaff and Riverside. The catchment area of these four primary school currently fall within the secondary school catchment area of Fitzalan High School.

12. Projections indicate that the demand for English-medium places from within the existing catchment area of Fitzalan High School will exceed the number of places available at entry to the school, whilst demand from within the existing catchment area of Cantonian High School is less than the school is able to accommodate.

13. The proposed changes to catchment areas seek to achieve a balance between the revised catchment areas of these high schools, and also between the catchment areas of Kitchener, Lansdowne, Radnor and Severn primary schools.

14. The proposal was that the boundary between the catchment areas of Lansdowne, Kitchener and Severn primary schools be amended such that:

- part of the existing Lansdowne catchment transfers to the catchment of Kitchener Primary School.
- part of the existing Kitchener catchment transfers to the catchment of Severn Primary School.

15. The remaining catchment areas of Lansdowne Primary School and Radnor Primary School would also transfer from the secondary school catchment area of Fitzalan High School to Cantonian High School.

16. A copy of the catchment area map details in the proposed catchment areas that would be implemented in September 2017 can be seen at Appendix 1.

Background

Demand for English-medium community secondary school places – existing catchment areas

17. The catchment areas of Cantonian High School and Fitzalan High School are, like other Community secondary schools in Cardiff, made up of a number of community primary school catchment areas.

Cantonian High School

18. The catchment area of Cantonian High School is made up of the primary school catchment areas of:

- Fairwater Primary School
- Pentrebane Primary School
- Peter Lea Primary School

19. The total number of places available at entry to Cantonian High School (the Published Admission Number) is 181. The combined number of places available at entry to the three community primary schools within Cantonian High School (the Published Admission Number) total 119.

20. The most recent verified Pupil Level Annual School Census (PLASC) data collated in 2015 indicated that the pupil population of primary school age within the catchment area of Cantonian High School totalled 1,297 pupils of which 733 pupils (56.5%) were attending English-medium community primary schools.

21. Table 1 below details the number of pupils resident in each of the primary school catchment areas within the Cantonian High School catchment area that are enrolled in English-medium community primary education.

Table 1: Number of pupils resident in each of the primary school catchment areas within the Cantonian High School catchment area that are enrolled in English-medium community primary education (PLASC 2015)

Year Group:	**6**	**5**	**4**	**3**	**2**	**1**	**Reception**
(Enters Sec Education)	2015	2016	2017	2018	2019	2020	2021
Catchment							
Fairwater	20	29	40	30	39	34	37
Pentrebane	26	32	23	38	48	34	44
Peter Lea	27	37	29	38	39	41	48
Total	**73**	**98**	**92**	**106**	**126**	**109**	**129**

22. Table 2 below sets out the projected demand for places at a community secondary school within each of the primary school catchment areas within the Cantonian High School catchment areas. These take account of the number of pupils enrolled in English-medium, Welsh-medium and faith education in each of the primary school catchment areas, and of the percentage of pupils transferring to community education in recent years.

23. For the purpose of clarity, the net loss of pupils to other sectors (e.g. to Faith schools, private education, schools in other Local Authorities) is also detailed.

Table 2: Number of pupils resident in each of the primary school catchment areas within the Cantonian High School catchment area projected to promote to an English-medium community school

Enters Sec Ed	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Catchment:							
Fairwater	17	23	31	21	29	23	26
Pentrebane	23	28	20	33	43	28	36
Peter Lea	26	38	28	35	36	39	49
Total	**66**	**89**	**79**	**89**	**108**	**90**	**111**
Catchment surplus	**115**	**92**	**102**	**92**	**73**	**91**	**70**
Projected net loss – Faith, private etc	7	9	13	17	18	19	18
As % of primary cohort promoting	90%	91%	86%	84%	86%	83%	86%

Fitzalan High School

24. The catchment area of Fitzalan High School is made up of the primary school catchment areas of:

- Grangetown Primary School
- Kitchener Primary School
- Lansdowne Primary School
- Mount Stuart Primary School
- Ninian Park Primary School
- Radnor Primary School
- Severn Primary School
- St Mary The Virgin Church in Wales Primary School

25. There is also an additional ‘shared area’ in Canton within which pupils are considered to live within the catchment areas of both Lansdowne and Radnor.

26. The total number of places available at entry to Fitzalan High School (the Published Admission Number) is currently 286. This will (subject to the approval of separate admission arrangements) increase to 300 places from September 2017 to reflect extension of the school.

27. The combined number of places available at entry to the seven community primary schools within Fitzalan High School (the Published Admission Number) currently total 405.

28. The most recent PLASC census data indicated that the pupil population of primary school age within the catchment area of Fitzalan High School totalled 4,745 pupils of which 2736 pupils (57.7%) were attending English-medium community primary schools

29. Table 3 below details the number of pupils resident in each of the primary school catchment areas within the Fitzalan High School catchment area that are enrolled in English-medium community primary education.

Table 3: Number of pupils resident in each of the primary school catchment areas within the Fitzalan High School catchment area that are enrolled in English-medium community primary education (PLASC 2015)

Year Group:	**6**	**5**	**4**	**3**	**2**	**1**	**Reception**	
Enters Sec Ed	2015	2016	2017	2018	2019	2020	2021	
Catchment:								
Grangetown	85	87	93	84	112	103	100	
Kitchener	80	86	74	69	103	87	77	
Lansdowne	37	42	36	43	35	33	40	
Mount Stuart	21	25	20	32	26	39	29	
Ninian Park	78	74	80	71	29	67	74	
Radnor	19	20	17	25	24	23	20	
Severn	32	47	28	38	45	44	47	
St Mary The Virgin*	9	11	10	12	10	17	4	
Shared area	0	5	4	5	2	5	2	
Total	**361**	**397**	**362**	**379**	**396**	**418**	**393**	

30. * Whilst St Mary The Virgin School has a discrete catchment area, pupils attending the school are enrolled in a Faith school and are therefore not included in the above data. The above data therefore reflects pupils resident within that geographical area but attending English-medium community schools e.g. Mount Stuart Primary, Grangetown Primary etc.

31. It is evident from the above table that the total number of pupils resident in each of the primary school catchment areas enrolled in English-medium community primary education exceeds the number of places available at entry to Fitzalan High School.

32. Table 4 overleaf sets out the projected demand for places at a community secondary school within each of the primary school catchment areas within the Fitzalan High School catchment area that are enrolled in English-medium community primary education. These take account of the number of pupils enrolled in English-medium, Welsh-medium and faith education in each of the primary school catchment areas and take account of the percentage of pupils transferring to community education in recent years.

Table 4: Number of pupils resident in each of the primary school catchment areas within the Fitzalan High School catchment area projected to promote to an English-medium community school							
Enters Sec Ed	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Catchment:							
Grangetown	71	74	79	77	108	107	110
Kitchener	65	72	62	57	81	72	65
Lansdowne	37	38	34	41	34	33	39
Mount Stuart	20	25	19	38	32	46	40
Ninian Park	63	61	66	59	58	54	64
Radnor	13	16	14	19	18	18	15
Severn	27	40	24	32	36	36	36
St Mary The Virgin*	19	21	19	20	14	26	6
Shared area	0	2	1	2	1	1	0
Total	**315**	**349**	**318**	**345**	**382**	**393**	**375**
Catchment deficit	**-29**	**-63**	**-18**	**-45**	**-82**	**-93**	**-75**
Projected Net loss	46	48	44	44	14	25	18
As % of primary cohort promoting	87%	88%	88%	91%	96%	94%	95%

33. It is evident when comparing PLASC pupil data that similar proportions of pupils in the Cantonian and Fitzalan catchment areas attend English-medium community primary schools (56.5% and 57.7% respectively) , and projections indicate that broadly similar proportions of pupils are expected to promote to English-medium community secondary schools.

34. However, the difference in size of the eligible population in the Cantonian and Fitzalan catchment areas (1,297 and 4,745 respectively), and in turn the numbers of pupils expected to promote to English-medium secondary schools is significant.

35. Taking into account the Published Admission Numbers (PANs) at each school, projections indicate:

- Approximately 3.4FE surplus capacity in September 2017, falling to 2.4FE surplus capacity in September 2019 at entry to Year 7 at Cantonian High School
- Approximately 0.6FE excess demand in September 2017, rising to 2.7FE excess demand in September 2019 at entry to Year 7 at Fitzalan High School.

36. Projections take account of pupils enrolled in schools and changes to populations over recent years and use a cohort survival model. The above projections do not include the additional demand for English-medium places (of up to 3FE) from proposed housing developments within the Fitzalan High School catchment area

37. Recent consultation on proposals for the Four Wards noted the projected shortfall of primary school places in Grangetown and to meet the expected yield from planned housing developments in the Butetown, Grangetown, Canton and Riverside areas including:

- Prospect Place, Grangetown
- International Sports Village, Grangetown
- Ely Mill (former Arjo Wiggins site), Canton
- West of Dumballs Road, Butetown
- Bessemer Fruit Market, Grangetown
- Gas Works site, Ferry Road, Grangetown
- Porth Teigr (Roath Basin), Butetown

38. Building works have resumed on the Prospect Place site and works have commenced on the ISV site. The timing of the commencement, completion and composition/ size of the dwellings in other developments remains unclear at this stage; however, based on information currently available the combined projected yield of these developments when completed amounts to a further 111 pupils per year group of which up to 83 pupils may wish to attend English-medium schools.

Entry to Secondary Education - September 2016

39. For entry to Year 7 to Fitzalan High School in September 2015, the Council received a total of **381** preferences by the published closing date of Monday, 30 November 2015. Following consideration of all the preferences received approval was given for the admission of the following **286** pupils in accordance with the Council's published admission arrangements: -

- **1** pupil who is looked after/previously looked after by a Local Authority (as defined by section 22 of the Children Act 1989)
- **5** pupils who are subject of a statement of Special Educational Needs
- **280** pupils who are resident within the catchment area on grounds of closest proximity of home address Fitzalan High School.

40. The Council has a duty to admit those children who are looked after/previously looked after by a Local Authority and those who are the subject of a statement of SEN.

41. The Council was not able to admit all children from within the catchment area that requested a place. In the first round of admissions, **47** children resident in the catchment area of the school, who applied by the closing date for preferences, were refused admission to the school.

Summary

42. Implementation of the proposed change would provide a closer match of the supply of and demand for places from 2017/18.

43. It is clear that from the above that if the status quo is retained and the proposal is not implemented that the number of children in the Fitzalan catchment who will not be able to gain a place at their catchment school

will increase over the coming years with those pupils furthest from the catchment from the school being most likely to be adversely affected.

44. This will result in an increased number of children being required to access high school provision in neighbouring English-medium catchments with many children required to travel in excess of 3 miles to their nearest local high school and therefore eligible for free home to school transport. This will have associated transport costs over an extended period to be met by the Council until the children concerned have left statutory education which will increase year on year until catchment areas change.

Responses received during the consultation period

45. In total 451 responses were received. Of these 14 were in support and 437 were in opposition. In addition a petition with 460 signatories was also received in opposition to the proposal. Formal responses received can be seen at Appendix 5.

46. A summary of the main views expressed and the Council's response are set out below. Views expressed by respondents are in bold italicised font with the Council's response following.

Consultation process and length

47. ***The time allowed for the consultation is too short and does not allow adequate time for people to make their views known given the amount of information that requires consideration by stakeholders.***

48. The consultation was undertaken in accordance with the requirements of the School Admissions Code, the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006 as it is a proposed change to the admission arrangements (rather than an alteration to a School which would be under the School Organisation Code and the School Standards and Organisation Act 2013.)

49. The School Admissions Code is not as detailed as the School Organisation Code in relation to consultation and although the principles are similar, the timescales are different and there is no requirement within the School Admissions Code to publish proposals or to consult parents. In line with the requirement of the School Admissions Code, admission arrangements must be consulted upon between 1 September and 1 March (and set by 15 April each year) in relation to the school year two years later – in this case 2017/18. There is no minimum consultation period, which there is in the School Organisation Code (42 days which is to include 20 school days.)

50. Reference in the School Admissions Code is made under paragraph 2.6 to bodies that the Admission Authority should consult where a significant change is proposed; this includes the Admissions Forum and

parents of children likely to be affected. This is made in the context of consulting on admission arrangements prior to their determination.

51. Parents of Pupils attending primary schools subject to catchment boundary changes (namely Radnor, Lansdowne, Severn and Kitchener) and parents of pupils in Years 7-11 at Cantonian and Fitzalan have each received hard copies of the document (sent out through schools).

52. Parents of children of primary school age, who are resident in the primary school catchment areas of Radnor, Lansdowne, Severn and Kitchener but attending other schools in Cardiff, have also received hard copies of the document (sent via post).

53. Parents of children of pre-school age, who are resident in the affected primary school catchment areas of Radnor, Lansdowne, Severn and Kitchener have also received hard copies of the document (sent via post).

54. Admission arrangements for other schools are unaffected by the proposed changes, however the Headteacher and Chair of Governors all schools in Cardiff were also advised of the consultation and e-mailed the weblink to the consultation document.

55. ***The material for consultation was not supplied in minority languages and therefore not all families would be able to engage meaningfully as not all would be able to understand the proposal put forward***.

56. The principle of consultation involves publishing full, clear details of the proposals and inviting responses from interested parties. The consultation showing the proposed changes to catchment areas was published on the website on 2 February 2016 in compliance with the School Admissions Code. The headteachers of schools directly affected by the proposed changes were informed on 1 February.

57. Hard copies of the map and address for views to be sent to, were sent to all children at these schools the following week, as well as parents of children not yet of school age, and parents of families who were resident in the areas but whose children attend other English Community schools. The proposal was also publicised on the Council's social media forums as is standard on Council consultations of this type. It has therefore been publicised by the Council consistent with established publicity methods.

58. The School Admissions Code refers to the use of catchment areas and in particular, states that they should be designed so that the boundary is reasonable and clearly defined, and states that admission authorities must make maps of the specified areas available. The proposals were supported by a clear map with colour coded clear boundaries.

59. Written material for the purpose of consultation meets the statutory requirements of being provided bilingually. The issue of providing this

information has been discussed with schools. The standard community languages form used by the service to support school organisation proposals was sent out as requested by specific schools. This form has enabled parents to state whether they wished to receive the catchment consultation information in their home language and translated responses were issued accordingly.

Quality of Education

60. ***Concerns were raised regarding the standard of education offered at Cantonian High School which is banded as a 'Red' school by comparison with that offered at Fitzalan High School which is banded as a 'Green' school.***

61. ***Concerns were raised with regard to the facilities at Cantonian High School and that they are not on par with those available at Fitzalan High School which means the schools cannot make the same offer.***

Welsh Government School Categorisation

62. It is recognised that the National School Categorisation banding for Fitzalan High School are currently higher than for Cantonian High School. However, both provide comprehensive education for their pupils and appropriate measures are in place to support each in the areas identified for their improvement.

63. The main purpose of the WG School Categorisation is to identify which schools are in the most need of support. The system ensures that, in partnership with local authorities and consortia direct support and resources are directed to improve the school system and as a result raise standards and performance in Wales.

64. The system is about providing support and encouraging collaborative improvement by putting schools into a position that enables them to identify the factors that contribute to their progress and achievement, or what areas to focus on to achieve further development.

65. The categorisation colour shows the level of support a school needs – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support). Each school will receive a tailored programme of support, challenge and intervention based on their category to develop their strategies for leadership and teaching and learning.

66. Cantonian High School is receiving support from the Central South Consortium (CSC) and is making significant and continued progress under this support.

67. Additionally, Cantonian High School is part of the Welsh Government Challenge Cymru initiative under which the school is receiving additional resources and expertise over and above the CSC support to

undertake a programme of swift, sustainable improvement. The school is judged to be making good progress to date.

Estyn

68. Cantonian High School was last inspected in February 2015. The school's performance was judged to be adequate with prospects for improvement judged to be unsatisfactory.

69. Fitzlan High School was last inspected in September 2010. The school's performance was judged to be good with prospects for improvement judged to be good.

70. Following the Estyn inspection of Cantonian High School, the Local Authority took action to strengthen governance at the school and to secure improvement in the quality of education provided.

71. Cantonian High School has made improvements against all recommendations as set out in the Estyn inspection in February 2015. It is the view of the Local Authority and the CSC this progress made is expected to continue and this will be recognised in future inspections and bandings.

72. It is recognised that at this stage the view of the professional advisors involved with the school is yet to be endorsed by external inspectorate bodies. An Estyn revisit is expected to take place in coming months and the LA is confident the improvements made at the school in terms of standards of leadership, quality of teaching and the outcomes of children will be recognised.

73. The view with regard to the facilities at the respective schools is acknowledged. Both schools are being considered for reorganisation and investment as part of the Band B 21st Century Schools programme as it is recognised that in order to support the continued improvement at both schools they will need enhanced facilities. The prioritisation with regard to which schools the LA would invest in has been discussed with Welsh Government Officers. However the programme has not yet been confirmed with regard to value and borrowing mechanisms.

74. If a Band B submission were to be agreed in the future concerning Cantonian and Fitzalan High, facilities would be equitable between the two schools enabling enhanced provision for both their learners.

Community Cohesion

75. ***Concerns have been raised that changes to the catchment area would have an adverse impact on the community cohesion because the diversity of pupils attending Fitzalan High School would be reduced. It is argued that to date children have had the experience of a multi-cultural, multi-lingual, multi-faith and socially diverse education that is reflective of their community and that***

this proposal would be detrimental to the affected schools, the communities and the children if it were to be implemented.

76. Populations do not remain static and residential areas can change over time, often relatively quickly. In Cardiff there are high levels of in migration and established migration networks with people from a diverse range of different ethnicities, religions, faiths, social backgrounds and cultures coexisting in a relatively compact geographical area. Parts of the city have greater densities of particular minority ethnic and/or socio-economic groups than others. Each school is required to take account of these differences and educate their pupils effectively in line with their needs.

77. Fitzalan High School is one that benefits from a pupil intake which covers a range of different ethnic groups (57) (PLASC 2016) and has a spectrum of socio-economic areas within its local catchment area. It has demonstrated its ability to improve standards and provide a good standard of education and pastoral care for the wide range of pupils attending the school.

78. Cantonian High School has also demonstrated its ability to cater to a wide spectrum of learners and in recent years the school has seen a rapid increase in the number of minority ethnic learners including those with English as an additional language. Pupils access a diverse range of education experiences based on a multi faith multi-cultural and multi-language curriculum. In addition Cantonian caters effectively for a range of pupils with additional learning needs and provision for pupils with Special Educational Needs (SEN) is recognised as astrength of the school.

79. In its document 'Getting Along Together: A Community Cohesion Strategy for Wales' the term "community cohesion", is used by the Welsh Government to describe '*how everyone in a geographical area lives alongside each other with mutual understanding and respect, where every person has the equal chance to participate and has equal access to services. It is about integration, valuing difference and focusing on the shared values that join people together. It conveys a sense of acceptance and integration and of developing shared values. It is also concerned with supporting communities to be resilient when problems and tensions arise*", (Welsh Assembly Government 2009 Getting Along Together: A Community Cohesion Strategy for Wales).

80. Potentially more important than the ethnic mix of pupils is the way the school provides for its pupils and supports their understanding of themselves and each other as part of wider society. Much research has been done in the area of 'community cohesion' and how schools foster positive relations amongst their different pupil populations with guidance produced in both Wales and other parts of the UK designed to support this. As set out in the aforementioned document '*Schools directly support local community cohesion by providing children and young people with strong and positive messages to encourage mutual understanding and respect…Schools can promote respect for local*

cultural history and work to build respect for cultural, ethnic, religious and linguistic diversity amongst the school community' (Ibid).

81. In Wales, the curriculum for all maintained schools promotes the spiritual, moral, cultural, development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Furthermore all schools have a duty to eliminate all forms of discrimination and to promote equality of opportunity and good relations between people of different groups.

82. Taking all factors into account there would be a full expectation that both Cantonian and Fitzalan High Schools would provide effective and appropriate education to all children and young people attending.

Health and Safety, logistics and 'local schools for local children'

83. ***A range of stakeholders have raised concern regarding the safe routes to school for children travelling from Canton to Fairwater to attend Cantonian (particularly with regard to crossing the A48), along with the increased travel distance for some pupils to get to school.***

84. ***Furthermore some also suggested that the proposal would result in increased vehicular use and/or polluting modes of transport.***

85. ***Respondents have raised that as part of its 21st Century Schools Programme Cardiff Council has consistently committed to providing 'local schools for local children' with respondents stating that this proposed change to catchment areas is inconsistent with this aim.***

86. Should the proposal be implemented projections indicate that the number of pupils in the Lansdowne and Radnor catchments attending English-medium secondary schools amounts to c2FE (60 pupils per year group).

87. The majority of pupils affected by the change would remain within 1 mile of Cantonian High School, and a significant proportion would be resident within 0.5 miles of the school.

88. Over half of the secondary school pupils in this area presently commute to Welsh medium schools or faith schools, the majority of which attend Ysgol Plasmawr (Fairwater) or The Bishop of Llandaff CW High School (Llandaff). Ysgol Plasmawr is significantly further for any pupils in the affected area and The Bishop of Llandaff CW High School would also be further for all but a small proportion of addresses within the affected area. Many pupils attending these schools walk to school and it is expected that the number of pupils that are affected by the proposal and who are both further from their local secondary school and also opting to use more polluting forms of transport would be few.

89. Should the proposal be implemented, pupils in Llandaff, Grangetown and Butetown would likely continue using existing forms of travel. Should the proposal not be implemented, pupils in the Canton, North Grangetown and Llandaff would likely continue using existing forms of travel.

90. Projections indicate that many pupils in South Grangetown and Butetown (i.e. those resident within the Fitzalan High School catchment area, but furthest from the school) would be unable to gain admission to the school. Those pupils would reside more than 2 miles from the next nearest English-medium secondary school (Willows High School). Some pupils would reside in excess of 3 miles from a local English-medium secondary school and would therefore also qualify for free home to school transport.

91. Siblings of children already in Fitzalan would continue to get priority to attend the school and all parents and therefore families with more than one child on high school would not be in a position of transporting children to two separate schools as a direct result of this proposal.

92. Traffic and transport officers have been consulted as part of this process and confirmed that the road crossings are suitable for the increased number of children that would potential walk to school if this proposal were to be implemented. The School Transport Team are able to advise regarding safe routes to school for families from their residence to their school.

Summary

93. The LA is confident that standards of education at Cantonian High School have improved and will continue to do so. It is recognised this view is yet to be endorsed by external inspectorate bodies and because of this there remains a public perception that there is a difference in the quality of education between the two schools. This perception is expected to change once there is published information available publically regarding the improvements made and standards being realised at Cantonian High School.

94. Whilst both schools are being considered for reorganisation and investment as part of the Band B 21st Century Schools programme, the programme has not yet been confirmed and therefore it is recognised that a greater measure of certainty over future investment strategy for both schools is not currently available.

95. Were changes to catchment areas not to be made, there would remain significant concerns regarding the increasing numbers of children that will not be able to access their catchment school along with increased transport costs over a sustained period to enable them to access secondary education.

96. In the event of catchment area applications exceeding the number of places available, it is those children living furthest from the school that are least likely to secure a place. In the case of Fitzalan High School, the current secondary school catchment area arrangements disadvantage those families applying for secondary school places for their children in the parts of the catchment area furthest from the school (including South Grangetown and Butetown) where the distance to alternative English-medium high school provision would be greatest.

97. The next nearest secondary schools to pupils in these areas, namely Cathays High School and Willows High School are each more than 2.5 miles from addresses in Grangetown and Butetown. Demand for places from within the catchment area of each of these schools is also projected to rise in future, which is evidenced by the expansion of primary school provision serving these areas in recent years.

98. However, in view of the above factors, it is on balance deemed advisable to defer consideration of changes to catchment relating to Cantonian and Fitzalan High Schools until the impact of improvement at Cantonian is evidenced in annual performance results and there is greater certainty about the future investment strategy for both schools.

Welsh-medium Primary and Secondary Schools Catchment Areas

99. At present Ysgol Pencae serves a catchment area that includes parts of Canton, Fairwater, Llandaff and Riverside. The catchment area of Ysgol Pencae falls entirely within the secondary school catchment area of Ysgol Gyfun Gymraeg Plasmawr.

100. At present Ysgol Pencae serves a catchment area that includes parts of Canton, Fairwater, Llandaff and Riverside. The catchment area of Ysgol Pencae falls entirely within the secondary school catchment area of Ysgol Gyfun Gymraeg Plasmawr.

101. Projections indicate that the demand for Welsh-medium places from within the existing catchment area of Ysgol Gyfun Plasmawr will exceed the number of places available at entry to the school from September 2017, whilst demand from within the existing catchment area of Ysgol Gyfun Gymraeg Glantaf will be less that the school is able to accommodate.

102. It is therefore proposed that the catchment area of Ysgol Pencae transfers from the catchment area of Ysgol Gyfun Gymraeg Plasmawr to the catchment area of Ysgol Gyfun Gymraeg Glantaf. The proposed changes seek to achieve a balance between the revised catchment areas of each of the schools.

103. A copy of the catchment area map detailing the proposed catchment areas that would be implemented in September 2017 can be seen at Appendix 2.

Background

Demand for Welsh-medium community secondary school places – existing catchment areas

104. The catchment areas of Ysgol Gyfun Gymraeg Glantaf and Ysgol Gyfun Gymraeg Glantaf are, like other Community secondary schools in Cardiff, made up of a number of community primary school catchment areas.

Ysgol Gyfun Gymraeg Glantaf

105. The catchment area of Ysgol Gyfun Gymraeg Glantaf is made up of the primary school catchment areas of:

- Ysgol Glan Ceubal
- Ysgol Glan Morfa
- Ysgol Melin Gruffydd
- Ysgol Mynydd Bychan
- Ysgol Gymraeg Pwll Coch
- Ysgol Y Wern

106. The total number of places available at entry to Ysgol Gyfun Gymraeg Glantaf (the Published Admission Number) is 240. The combined number of places available at entry to the six community primary schools within Ysgol Gyfun Gymraeg Glantaf (the Published Admission Number) total 283.

107. Table 5 below details the number of pupils resident in each of the primary school catchment areas within the Ysgol Gyfun Gymraeg Glantaf catchment area that are enrolled in Welsh-medium community primary education.

Table 5: Number of pupils resident in each of the primary school catchment areas within the Ysgol Gyfun Gymraeg Glantaf catchment area that are enrolled in Welsh-medium community primary education (PLASC 2015)

Year Group:	**6**	**5**	**4**	**3**	**2**	**1**	**Reception**
(Enters Sec Education)	2015	2016	2017	2018	2019	2020	2021
Catchment:							
Glan Ceubal	23	18	16	26	21	25	30
Glan Morfa	21	18	27	30	36	28	32
Melin Gruffydd	44	45	51	48	50	42	51
Mynydd Bychan	25	18	24	21	31	31	25
Pwll Coch	24	50	41	51	57	54	60
Y Wern	53	57	54	50	66	68	70
Total	**190**	**206**	**213**	**226**	**261**	**249**	**268**

108. Table 6 overleaf sets out the projected demand for places at a Welsh-medium community secondary school within each of the primary school catchment areas within the Ysgol Gyfun Gymraeg Glantaf catchment areas. These take account of the number of pupils enrolled in English-medium, Welsh-medium and faith education in each of the primary

school catchment areas, and of the percentage of pupils transferring to community education in recent years.

Table 6: Number of pupils resident in each of the primary school catchment areas within the Ysgol Gyfun Gymraeg Glantaf catchment area projected to promote to a Welsh-medium community school							
Enters Sec Ed	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Catchment:							
Glan Ceubal*	23	18	16	26	21	25	30
Glan Morfa	19	16	22	25	28	21	22
Melin Gruffydd	42	43	49	45	46	39	47
Mynydd Bychan*	25	18	24	21	31	31	25
Pwll Coch**	25	48	38	47	51	48	52
Y Wern	50	54	52	48	63	65	65
Total	**184**	**197**	**201**	**212**	**240**	**229**	**241**
Catchment surplus/ deficit	**56**	**43**	**39**	**28**	**0**	**11**	**-1**
As % of primary cohort promoting	97	96	94	94	92	92	90
Projected net loss – EM, Faith, private etc	6	9	12	14	21	20	27

*Catchment area changes prevent CSR being calculated; projection assumes 100% pupils retained
**2 Year Weighted Average Cohort Survival Model used, as recent catchment area changes prevent 3 Year CSR being calculated

109. For the purpose of clarity, the net loss of pupils to other sectors (e.g. to English-medium schools, Faith schools, private education, schools in other Local Authorities) is also detailed.

Ysgol Gyfun Gymraeg Plasmawr

110. The catchment area of Ysgol Gyfun Gymraeg Plasmawr is made up of the primary school catchment areas of:

- Ysgol Coed-y-Gof
- Ysgol Creigiau
- Ysgol Gwaelod Y Garth
- Ysgol Gymraeg Nant Caerau
- Ysgol Pencae
- Ysgol Gymraeg Treganna

111. The Ysgol Gyfun Gymraeg Plasmawr catchment also includes an additional area including parts of Taffs Well and Nantgarw which was part of the Ysgol Gwaelod Y Garth catchment area until September 2015.

112. The total number of places available at entry to Ysgol Gyfun Gymraeg Plasmawr (the Published Admission Number) is currently 180. The combined number of places available at entry to the six community

primary schools within Ysgol Gyfun Gymraeg Plasmawr (the Published Admission Number) currently total 265.

113. Table 7 below table details the number of pupils resident in each of the primary school catchment areas within the Ysgol Gyfun Gymraeg Plasmawr catchment area that are enrolled in Welsh-medium community primary education.

Table 7: Number of pupils resident in each of the primary school catchment areas within the Ysgol Gyfun Gymraeg Plasmawr catchment area that are enrolled in Welsh-medium community primary education (PLASC 2015)

Year Group:	**6**	**5**	**4**	**3**	**2**	**1**	**Reception**
Enters Sec Ed	2015	2016	2017	2018	2019	2020	2021
Catchment:							
Coed Y Gof	58	53	61	62	74	80	67
Creigiau	19	18	20	18	19	15	17
Gwaelod Y Garth	17	9	11	10	14	21	17
Nant Caerau	17	18	40	30	36	42	36
Pencae	29	26	24	25	29	25	35
Treganna	51	52	70	68	65	74	83
Total	191	176	226	213	237	257	255

114. Table 8 below sets out the projected demand for places at a Welsh-medium community secondary school within each of the primary school catchment areas within the Ysgol Gyfun Gymraeg Plasmawr catchment area that are enrolled in Welsh-medium community primary education. These take account of the number of pupils enrolled in English-medium, Welsh-medium and faith education in each of the primary school catchment areas and take account of the percentage of pupils transferring to community education in recent years.

Table 8: Number of pupils resident in each of the primary school catchment areas within the Ysgol Gyfun Gymraeg Plasmawr catchment area projected to promote to a Welsh-medium community school

Enters Sec Ed	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Catchment:							
Coed Y Gof	54	47	53	50	58	61	49
Creigiau	19	18	20	18	19	15	17
Gwaelod Y Garth	17	9	11	10	14	21	17
Nant Caerau	16	16	37	26	31	34	30
Pencae*	29	26	24	25	29	25	35
Treganna**	50	51	65	64	60	68	80
Total (in County only)	**185**	**161**	**210**	**193**	**211**	**224**	**228**
Catchment surplus/ deficit	**-5**	**19**	**-30**	**-13**	**-31**	**-44**	**-48**
Projected Net loss	6	15	16	20	26	33	37
As % of primary cohort promoting	97	91	93	91	89	87	89

*Catchment area changes prevent CSR being calculated; projection assumes 100% pupils retained
**2 Year Weighted Average Cohort Survival Model used, as recent catchment area changes prevent 3 Year CSR being calculated

Combined Ysgol Gyfun Gymraeg Glantaf and Ysgol Gyfun Gymraeg Plasmawr demand

115. Table 9 below sets out the projected demand for places at a Welsh-medium community secondary school in the existing catchment areas of Ysgol Glantaf and Ysgol Plasmawr.

Table 9: Number of pupils resident in within the existing Ysgol Glantaf and Ysgol Plasmawr catchment areas projected to promote to a Welsh-medium community school							
Enters Sec Ed	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Catchment:							
Glantaf	184	197	201	212	240	229	241
Plasmawr	185	161	210	193	211	224	228
Combined demand	**369**	**358**	**411**	**405**	**451**	**453**	**469**
Combined Catchment surplus/ deficit	**51**	**62**	**9**	**15**	**-31**	**-33**	**-49**

116. Table 10 overleaf sets out the projected demand for places at a Welsh-medium community secondary school in the existing catchment areas of Ysgol Glantaf and Ysgol Plasmawr.

Table 10: Number of pupils resident in within the proposed Ysgol Glantaf and Ysgol Plasmawr catchment areas projected to promote to a Welsh-medium community school							
Enters Sec Ed	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Catchment:							
Glantaf	184	197	225	237	269	254	276
Plasmawr	185	161	186	168	182	199	193
Combined demand	**369**	**358**	**411**	**405**	**451**	**453**	**469**
Combined Catchment surplus/ deficit	**51**	**62**	**9**	**15**	**-31**	**-33**	**-49**

Summary

117. Implementation of the proposed change would provide an improved balance in the supply of and demand for places from 2017/18.

118. It is acknowledged that the combined projected demand for places from within the Ysgol Gyfun Gymraeg Glantaf and Ysgol Gyfun Gymraeg Plasmawr catchment areas exceeds the combined number of places available at entry from September 2019; however, the admission arrangements that may be required beyond the 2017/18 intake can not be consulted on at this time.

119. Projections indicate that the city-wide demand for places at entry to Year 7 will in time exceed the overall supply between the three Welsh-medium secondary school Ysgol Glantaf, Ysgol Plasmawr and Ysgol Bro Edern and detailed proposals to meet this growing demand will be brought forward at the appropriate time. The timing of this will be determined in part by the progress of planning applications for housing sites including the strategic sites planned for North West Cardiff (each within the existing catchment area of Ysgol Plasmawr) and North East

Cardiff (partially within existing catchment area of Ysgol Glantaf, and largely within the catchment area of Ysgol Bro Edern).

Responses received during the consultation period

120. In total 368 responses were received. Of which 87 were in support and 281 were in opposition to the proposal, whilst in addition a pupil petition with 471 signatories was received objecting to the proposal. Formal responses received can be seen at Appendix 6.

121. A summary of the main views expressed and the Council's response are set out below. Views expressed by respondents are in bold italicised font with the Council's response following.

122. ***Concern expressed as to whether projected growth of pupil numbers at Glantaf (particularly in relation to two of its feeder schools – Glan Ceubal and Pwll Coch) has been taken fully into account and that the authority is planning places in the secondary sector in a strategic way which looks beyond the short-term scenario forecast for 2017.***

123. The proposed change to the catchment areas of Ysgol Plasmawr and Ysgol Glantaf has been drawn up to provide each with a sufficient pupil population, whilst retaining sufficient space to allow for the projected pupil numbers within its catchment area that would be admitted to the school in future years.

124. ***Concern expressed that moving Ysgol Pencae to the Glantaf catchment area would have an adverse effect on the socio-economic fabric of Plasmawr and would also have far-reaching implications for the wider demographic of Welsh-medium secondary provision in Cardiff. The proposal to move the high performing and affluent catchment of Ysgol Pencae out of Ysgol Plasmawr would run the risk of reinforcing the status of Ysgol Glantaf, as a centre of excellence for aspirational parents, to the detriment of both Ysgol Plasmawr and Ysgol Bro Edern.***

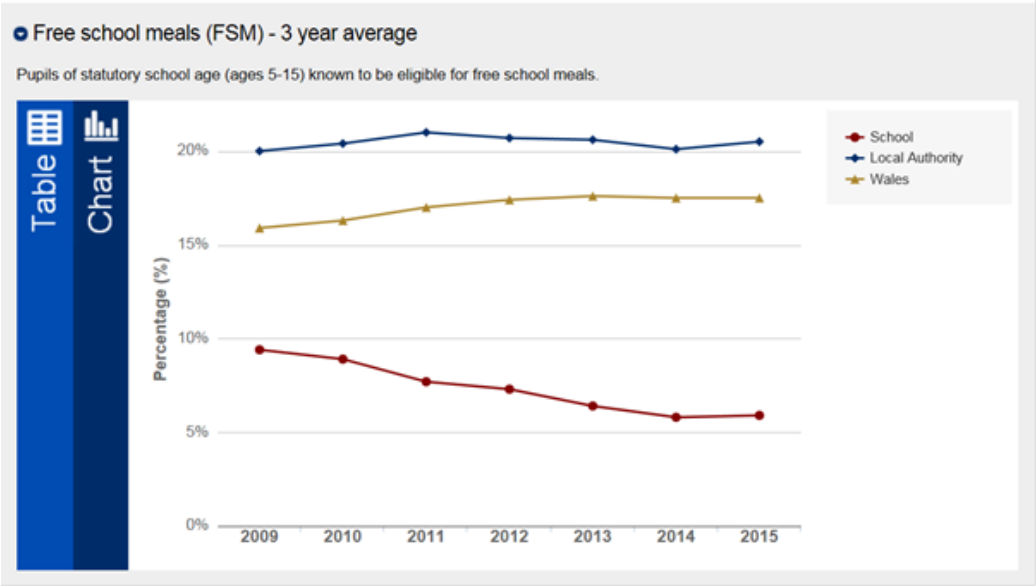
125. The commonly used benchmark dataset employed to compare the relative deprivation of the pupils enrolled at schools is that of pupil in receipt of Free School Meals (FSM).

126. There are 5 national benchmarking groups for secondary schools based on the proportion of pupils in receipt of FSM; <8%, 8-16%, 16-24%, 24-32% and >32%.

127. The Wales and Cardiff averages for proportion of pupils in receipt of free school meals in the secondary sector are 17.5% and 20.5% respectively.

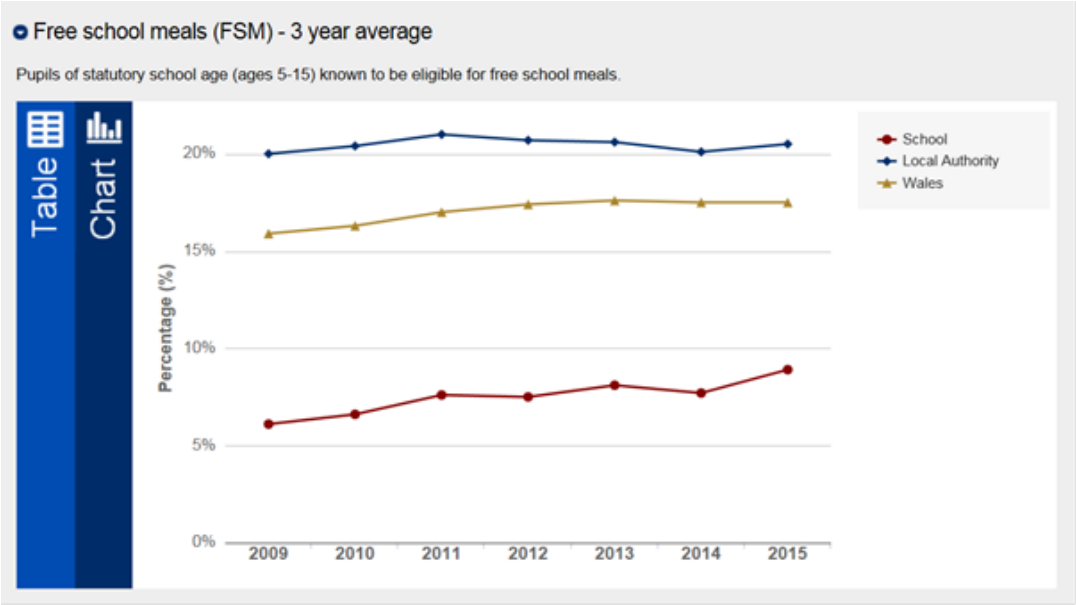
128. The below table indicates that the proportion of pupils of statutory school age attending Ysgol Gyfun Gymraeg Plasmawr who are in receipt of FSM has fallen in recent years to 6.9% (benchmark group 1).

Ysgol Plasmawr – pupils in receipt of FSM



129. The proportion of pupils of statutory school age attending Ysgol Gyfun Gymraeg Glantaf who are in receipt of FSM has increased in recent years to 9.8% (benchmark group 2).

Ysgol Glantaf – pupils in receipt of FSM:



130. The proportion of pupils who are currently in receipt of FSM is lower than that expected to promote to Ysgol Glantaf and Ysgol Plasmawr in the future.

131. Table 11 overleaf indicates the proportions of pupils in receipt of FSM attending each of the Welsh-medium or bilingual schools that are located within the secondary school catchment areas, which is considered by schools as indicative of the future 'feed' of pupils to each of the secondary schools.

Table 11: Number of pupils enrolled and percentage of pupils in receipt of free school meals in primary schools that fall within the catchments of Ysgol Glantaf and Ysgol Plasmawr		
School attended	**NOR**	**Percentage in receipt of FSM**
Creigiau Primary School*	189	3.6%
Ysgol Gymraeg Coed-Y-Gof	351	25.4%
Ysgol Gymraeg Nant Caerau	160	26.9%
Ysgol Gymraeg Treganna	451	3.5%
Ysgol Gynradd Gwaelod Y Garth Primary School*	194	4.8%
Ysgol Pencae	207	3.4%
Existing Ysgol Plasmawr catchment schools	**1552**	**11.0%**
Ysgol Glan Ceubal	62	37.1%
Ysgol Glan Morfa	168	28.6%
Ysgol Gymraeg Melin Gruffydd	411	4.1%
Ysgol Gymraeg Pwll Coch	449	8.5%
Ysgol Mynydd Bychan	200	7.5%
Ysgol Y Wern	446	5.2%
Existing Ysgol Glantaf catchment schools	**1736**	**9.4%**
Ysgol Plasmawr catchment schools - removing Y.Pencae	**1345**	**12.2%**
Ysgol Glantaf catchment schools - adding Y.Pencae	**1943**	**8.8%**

*NOR reduced to reflect proportionate WM cohort in dual stream school; FSM % not adjusted (i.e. retained at % recorded in PLASC)

132. Table 11 above table indicates that, when considering the combined totals of pupils attending Welsh-medium primary school in receipt of FSM, the proportion of primary age pupils in receipt of FSM in the Plasmawr catchment would increase from 11.0% (existing configuration) to 12.2% (if Ysgol Pencae were removed). The proportion of primary age pupils in receipt of FSM in the Glantaf catchment would reduce from 9.4% (existing configuration) to 8.8% (if Ysgol Pencae were removed).

133. Table 12 below indicates the proportions of pupils in receipt of FSM attending any Welsh-medium or bilingual school residing within each of the primary and secondary school catchment areas.

Table 12: Number of pupils attending Welsh-medium or bilingual primary schools in each primary catchment area that fall within the catchments of Ysgol Glantaf and Ysgol Plasmawr, and percentage of pupils in receipt of free school meals		
Catchment area – pupils attending any WM or bilingual school	**NOR**	**Percentage**
Creigiau Primary School	248	4.8%
Gwaelod Y Garth Primary School	99	6.1%
Ysgol Gymraeg Coed-Y-Gof	455	18.9%
Ysgol Gymraeg Nant Caerau	219	25.6%
Ysgol Gymraeg Treganna	463	2.6%

Ysgol Pencae	193	3.1%
Existing Ysgol Plasmawr catchment	**1677**	**10.6%**
Ysgol Glan Ceubal	159	20.1%
Ysgol Glan Morfa	192	29.7%
Ysgol Gymraeg Melin Gruffydd	331	2.1%
Ysgol Gymraeg Pwll Coch	337	11.0%
Ysgol Mynydd Bychan	175	5.7%
Ysgol Y Wern	418	5.0%
Existing Ysgol Glantaf catchment	**1612**	**10.2%**
Ysgol Plasmawr catchment - removing Y.Pencae	**1484**	**11.6%**
Ysgol Glantaf catchment - adding Y.Pencae	**1805**	**9.4%**

134. Table 12 indicates that, when considering the combined totals of pupils attending any Welsh-medium primary school who are in receipt of FSM, the proportion of primary age pupils in receipt of FSM in the Plasmawr catchment would increase from 10.6% (existing configuration) to 11.0% (if Ysgol Pencae were removed). The proportion of primary age pupils in receipt of FSM in the Glantaf catchment would reduce from 10.2% (existing configuration) to 9.4% (if Ysgol Pencae were removed).

135. The above data takes account of all pupils in the primary sector in 2015. It is possible to conclude that the proportion of pupils in receipt of free school meals is very similar under the existing configuration and the proposed configuration; each data set for Ysgol Glantaf and Ysgol Plasmawr falling at the lower end of the 8-16% FSM benchmark.

136. It is likely that each school will admit an increased proportion of pupils in receipt of FSM in future years whether or not the proposed change is implemented, and each data set would remain significantly below the Wales and Cardiff averages.

137. ***Catchment areas should take account of the medium to long term rather than seeking an easy short term, taking account of the growth in Welsh medium education and the Local Development Plan.***

138. ***The proposal is only a short term solution, as pupil numbers will grow with the implementation of the Local Development Plan (LDP).***

139. Please see paragraphs 117 and 121 above.

140. ***The socio-economic mix of the schools would be affected. Transferring Pencae from the Plasmawr catchment to the Glantaf catchment would be to the detriment of Plasmawr because Glantaf would have a much higher proportion of affluent catchment schools and Plasmawr would have more struggling catchment schools leading to polarised schools.***

141. ***The ability of Ysgol Plasmawr to market Welsh-medium education to parents will be reduced if the proposal goes ahead.***

142. Please see paras 123 – 134 above

143. ***Exam standards at Plasmawr will fall due to having pupils from more deprived areas. There could be a long term detrimental effect on Plasmawr which could have a negative effect on sixth form provision in the long term.***

144. Figures for the percentage of pupils who have reached the expected level in the Key Stage 2 Core Subject Indicator demonstrate the outcomes for Year 6 pupils in each primary school. Within the Ysgol Plasmawr catchment area, the school with the highest percentage of FSM pupils is Ysgol Nant Caerau, which has 100% of pupils attaining the expected level. Across the two Welsh-medium secondary catchment areas, the school with the lowest attainment in the Core Subject Indicator is Ysgol Glan Morfa, which has 78.9%. Ysgol Glan Morfa is within the Ysgol Glantaf catchment area.

145. ***Ysgol Plasmawr's budget will be affected and this could lead to redundancies.***

146. School budgets are primarily funded by formula funding mechanism which uses pupil numbers as its main driver. Any increase or decrease in pupil numbers at individual schools would need to be reflected in the revenue budget of the school.

147. The proposals will ensure a fairer and more equitable distribution of funding between mainstream schools within the Cardiff area. It is anticipated that the numbers of pupils at Plasmawr will remain at present levels therefore it is not expected that there will be any negative impact on the school's budget.

148. ***Ysgol Pencae parents have been committed to Ysgol Plasmawr over the years and have provided vital parental involvement, which would be lost were the school to transfer to the Ysgol Glantaf catchment area.***

149. The Council acknowledges and values the positive contribution that parents and families make to their children's schools. It is anticipated that the parents and families of children attending Ysgol Plasmawr and its catchment primary schools will continue to contribute toward the success of the school and support the ongoing development of Welsh-medium education as part of the wider school community.

Siblings

150. ***Pupils that currently have siblings in Ysgol Plasmawr may end up having to attend a different school to their siblings.***

151. ***Some pupils may have to make a decision about whether to attend high school with their siblings or with their friends.***

152. Pupils with older siblings at Ysgol Plasmawr will be able to state a preference for a place at the school in line with the Council's Admissions Policy. A parental preference will be complied with wherever possible. However, should a school be fully subscribed, the Council's oversubscription criteria takes account of older siblings being in attendance during the academic year to which the application relates.

153. Furthermore, the Council's school admissions policy includes the following criterion, which in fact gives priority over pupils who would remain resident in the reduced Ysgol Plasmawr catchment area:

154. "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) in the City of Cardiff that the older sibling was living at the time of the original application."

155. This criterion would assist such parents with siblings already in attendance at Ysgol Plasmawr.

Safe routes to schools

156. ***Some parents expressed concern about the safety of the route their child would have to take to school were they to attend Ysgol Glantaf rather than Ysgol Plasmawr.***

157. ***Travelling to Ysgol Glantaf would be more dangerous for children currently living close to Ysgol Plasmawr, as they would have to cross several busy roads.***

158. Consideration has been given to the routes that pupils would be required to use when travelling to and from school.

159. The most distant residential addresses within the Ysgol Pencae catchment area would 1.1 miles from Ysgol Glantaf. The proposed catchment area changes would, in the majority of cases, reduce the walking distances for the pupils to their catchment area school.

160. Children who are resident within the Ysgol Plasmawr catchment area but outside of the Ysgol Pencae catchment area and who currently attend Ysgol Pencae will remain residing within the Ysgol Plasmawr catchment area.

Consultation process/information

161. ***The consultation document did not provide enough information to make such an important decision.***

162. The principle of consultation involves publishing full, clear details of the proposals and inviting responses from interested parties. The consultation showing the proposed changes to catchment areas was published on the website on 2 February 2016 in compliance with the School Admissions Code. The schools who were directly affected by the proposed changes were informed on 1 February and they informed the children/parents at their schools.

163. Hard copies of the map and address for views to be sent to, were sent to all children at these schools the following week, as well as parents of children not yet of school age, and parents of families who were resident in the areas but whose children attend other Welsh-medium Community schools. The proposal was also publicised on social media, It has therefore been widely publicised.

164. The School Admissions Code refers to the use of catchment areas and in particular, states that they should be designed so that the boundary is reasonable and clearly defined, and states that admission authorities must make maps of the specified areas available. The proposals were supported by a clear map with colour coded clear boundaries.

Impact on Welsh Language

165. ***The proposed changes could significantly reduce the percentage of children from Welsh speaking families transferring to Ysgol Plasmawr. This could affect the school's 'language landscape' potentially creating a situation which will impact on the wider use of the language making it harder for the children who want to, to use Welsh in the yard and socially within the school and with co-pupils outside of school.***

166. The Council has considered the future development of Welsh medium education in its Welsh in Education Strategic Plan 2014-2017. The continued growth in demand for Welsh-medium education will continue to impact positively on the development of the language in the wider community

167. It is not anticipated that the proposed changes will impact on pupils' ability to engage socially through the medium of Welsh.

168. The Welsh Government Welsh Medium Strategy 083/2010 sets out a strategic aim of ensuring that all learners develop their Welsh-language skills to their full potential and encourages sound linguistic progression from one phase of education and training to the next.

169. The majority of the pupils transferring to Ysgol Plasmawr from its partner primary schools have levels of Welsh language fluency that allow them to access both the full curriculum and social opportunities in and out of school.

170. The Strategy document notes that "*Analysis of the linguistic data following through cohorts of learners over the last ten years clearly indicates that there is a discontinuity in linguistic progression between Key Stage 2 and Key Stage 3. Currently 15% of learners across Wales do not progress in their study of Welsh (first language) from Key Stage 2 to Key Stage 3*."

171. Were the proposal not to be implemented some children currently resident within the catchment area of Ysgol Plasmawr, would be unable to attend their Welsh-medium secondary catchment school. A clear risk of not providing a balance in the supply of and demand for Welsh-medium places is that the proportion of pupils not progressing from KS2 to KS3 could potentially increase and were this to be the case potentially have a negative impact on the wider use of the language.

Reasons for Recommendations

172. To approve changes to English-medium and Welsh-medium primary and secondary school catchment areas in order to achieve a balance between the supply of and demand for school places.

Legal Implications

173. A catchment area is part of a school's admissions arrangements. Where a Local Education Authority (LEA) propose to revise the catchment areas for an existing school the LEA must publish and consult on those proposals in the same way as any other admission arrangements. The Local Education Authority must have regard to Section 89 of the School Standards and Framework Act 1998, the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, and the Education (Relevant Area for Consultation on Admission Arrangements) Regulations 1999 which requires Admission Authorities to consult and determine school admission arrangements annually. The regulations set a timescale for the consultation and determination of admission arrangements. Where a local authority plan to establish a catchment area for a new school they must also have regard to the New School (Admissions) (Wales) Regulations 2006.

174. Any proposals must be the subject of full and fair consultation and regard must be had by the Executive to the responses before a final decision is taken.

175. 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.

176. 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 a lack of belief

177. 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.

178. The report identifies that an Equality Impact Assessment has been carried out and is included in the Statutory Screening Tool at Appendices 3 and 4. 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 is public sector equality duty. The decision maker must have due regard to the Equality Impact Assessment in making its decision.

179. The Council also has to comply with the relevant legislation in relation to the Welsh language. The Council was issued with a Compliance Notice on 30 September 2015 with the Welsh Language standards it must comply with under the Welsh Language (Wales) Measure 2015, the date for compliance with these standards is 30 March 2015. Until that date, the Council's Welsh Language Scheme 2014 (which was agreed under the Welsh Language Act 1993) and which states "The council is committed to mainstreaming Welsh into key policies and will assess the linguistic consequences of all new policies and initiatives, by using the Policy Integration Toolkit and/or Equality Impact Assessments (Appendix C), and will make sure that those new or updated policies and initiatives conform to the commitments given in this scheme." This report considers the Welsh language impact and complies with this requirement. The Council has also considered Welsh in Education and formed the Welsh in Education Strategic Plan for April 2014 to March 2017 which compiles with the Welsh Government guidelines.

Financial Implications

180. School budgets are primarily funded by formula funding mechanism which uses as its main driver pupil numbers. Any increase/reduction in pupil numbers will increase/reduce the budget share of that individual school.

181. Any financial implications of changing transport provision would need to be identified and considered though the Medium Term Financial Plan, as appropriate.

Human Resources Implications

182. The changes to the catchment area of Ysgol Plasmawr should not impact greatly on staffing as pupil numbers are expected to remain at similar levels. However, the enlarged catchment area for Ysgol Glantaf along with the projected increased pupil numbers may require additional staff to be recruited to the school.

183. A requirement to recruit additional staff will create new employment opportunities and HR People Services will support the school and the Governing Body with this process. Where the school has adopted the Council's Redeployment and Redundancy Policy, new employment opportunities would need to be considered as redeployment opportunities for staff on the school redeployment register.

184. A Human Resources Framework is in place for school reorganisations which provides the basis for managing the human resources issues associated with School Organisation Planning. In line with this, HR People Services will encourage the leadership and Governing Bodies of both schools to consider their staffing requirement and structure in advance of any change being implemented.

Traffic and Transport

Proposed English-medium secondary school catchment area changes: Cantonian/Fitzalan

185. There is currently an existing 20mph speed limit on Fairwater Road, which includes speed cushions. It is recommended that these are replaced with full width speed tables, enhanced signage and a tabled zebra crossing as part of a School Safety Zone.

186. An initial assessment suggests that in order to improve the pedestrian access from the Canton area to Cantonian High school the following improvements will be required.

- New pedestrian school gates required on Doyle Avenue and on Kenilworth Court
- New controlled pedestrian crossing facilities on St Fagans Road
- Existing crossing facilities on Western Avenue to be reviewed and upgraded if necessary.
- As part of the new development on the Ely Paper Mill site, a new controlled crossing will be provided on Cowbridge Road West.

187. All addresses within the catchment areas of Cantonian High School are within 3 miles of the site, and therefore no pupils resident in the catchment area of the school wishing to attend an English-medium community secondary school would qualify for free home to school

transport. This is only provided for secondary age pupils who live three or more miles from the nearest appropriate catchment area school.

188. In the event the proposals were to proceed, discussion would be held with the Commercial bus operators in the area to review current commercial services.

189. The reduction of the Fitzalan High School catchment area is expected to reduce the Council's overall liability towards providing school transport in the short to medium term. This would enable increased numbers of pupils in south Grangetown and Butetown to attend the school; this would not happen without implementing the proposed catchment change.

190. Cardiff Council School Transport section would be able to provide families with advice on safe walking routes to school based on individual home addresses.

191. In the event the proposed catchment area changes are not implemented there is an expectation that there will be increased eligibility for free home to school transport and therefore greater costs for the Council to provide this service. Projected costs associated with transporting pupils from Grangetown to the next nearest secondary school, assuming that all pupils are able to be admitted to one school. These are set out in the table below.

Table 13: Cumulative transport costs in the event no catchment area change is made.

	Year of entry					
	2016	2017	2018	2019	2020	2021
Qualifying pupils	10	24	33	55	71	93
Transport required	1 x Minibus	1 x coach	1 x coach	1 x coach	1 x coach,	2 x coach
					+ 1 x minibus	
Cumulative cost (academic years)	**£17,100**	**£45,600**	**£74,100**	**£102,600**	**£148,200**	**£205,200**

Proposed English-medium primary school catchment area changes

192. The proposed catchment area changes to the Kitchener, Lansdowne and Severn Primary School catchment areas will increase the walking distances for some pupils, and decrease distance for some others; however, the increases or decreases would be minimal (less than 0.4 miles).

193. In summary, it is likely there would be no change to school transport costs should the proposed changes be implemented or not implemented.

Proposed Welsh-medium secondary school catchment area changes: Ysgol Plasmawr/ Glantaf

194. The proposed catchment area changes to the Ysgol Gyfun Gymraeg Plasmawr and Ysgol Gyfun Gymraeg Glantaf catchment areas would increase the walking distances for some pupils, and decrease distance for some others. The maximum increase in walking distance, for those pupils resident in closest proximity to Ysgol Gyfun Gymraeg Plasmawr, would be approximately 1.1 miles. All pupils within the area proposed to transfer live within 1.1 miles of Ysgol Gyfun Gymraeg Glantaf.

195. Should the proposed catchment area changes not be implemented it is likely pupils in parts of Creigiau and Pentrych would be unable to attend Ysgol Gyfun Gymraeg Plasmawr and would be expected to attend the next nearest secondary school, namely Ysgol Gyfun Gymraeg Glantaf.

196. These pupils currently qualify for free home to school transport to Ysgol Gyfun Gymraeg Plasmawr and should the proposal be implemented would qualify for free home to school transport to Ysgol Gyfun Gymraeg Plasmawr. In summary, it is likely there would little change to school transport costs should the proposed changes be implemented or not implemented.

197. 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). In order to improve the pedestrian access and reduce vehicle speeds in the vicinity of Ysgol Gyfun Gymraeg Glantaf a School Safety Zone is required on Gabalfa Road, this will include signage, speed tables and a zebra crossing.

198. An initial assessment suggests that pedestrian crossing improvements may also be required from the Radyr Court Road area.

199. All addresses within the Ysgol Pencae catchment area,that would transfer to the Ysgol Glantaf catchment areas, are within 3 miles of the Ysgol Glantaf site, and therefore no pupils resident in the Ysgol Pencae catchment area wishing to attend an English-medium community secondary school would qualify for free home to school transport. This is only provided for secondary age pupils who live three or more miles from the nearest appropriate catchment area school.

200. No fee-paying school transport would be provided from the Ysgol Pencae catchment area to Ysgol Gyfun Gymraeg Glantaf as all pupils living within this area live within three miles walking distance of each school. Discussion will be held with the Commercial bus operators in the area to review commercial services although it is unlikely that any

changes would be made to the existing routes to divert via any of the school proposals above.

201. The reduction of the Ysgol Gyfun Gymraeg Plasmawr catchment area is expected to reduce the Council's overall liability towards providing school transport in the short to medium term. This would enable increased numbers of pupils in catchment to attend the school; this would not happen without implementing the proposed catchment change.

202. Cardiff Council School Transport section would be able to provide families with advice on safe walking routes to school based on individual home addresses.

203. 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).

Statutory Screening Tool/Equality Impact Assessment

204. The Statutory Screening Tool has been completed and includes the Equality Impact Assessment for the English medium School proposal as at Appendix 3. The Equality Impact Assessment for the Welsh Medium school proposals is included as at Appendix 4. It has been concluded that there would be no adverse impact on a particular group in society with either proposal.

RECOMMENDATION

The Cabinet is recommended to:

1. authorise Officers to carry out a review of options for secondary provision in the area concerned, in order to better match supply and demand and to secure consistently high standards of education provision.

2. not proceed currently with changes to the English-medium high school catchments of Fitzalan High School and Cantonian High School and associated English-medium primary school catchment areas.

3. approve the proposed changes to the Welsh-medium high school catchment areas of Ysgol Plasmawr and Ysgol Glan Taf through transfer of Ysgol Pencae catchment from Ysgol Plasmawr to Ysgol Glan Taf catchment to take effect from September 2017.

NICK BATCHELAR
Director
15 March 2016

The following appendices are attached

Appendix 1 – Catchment area map detailing the proposed catchment areas that would be implemented in September 2017 (English-medium).

Appendix 2 – Catchment area map detailing the proposed catchment areas that would be implemented in September 2017 (Welsh-medium)

Appendix 3 – Statutory Screening tool English-medium Catchment Changes

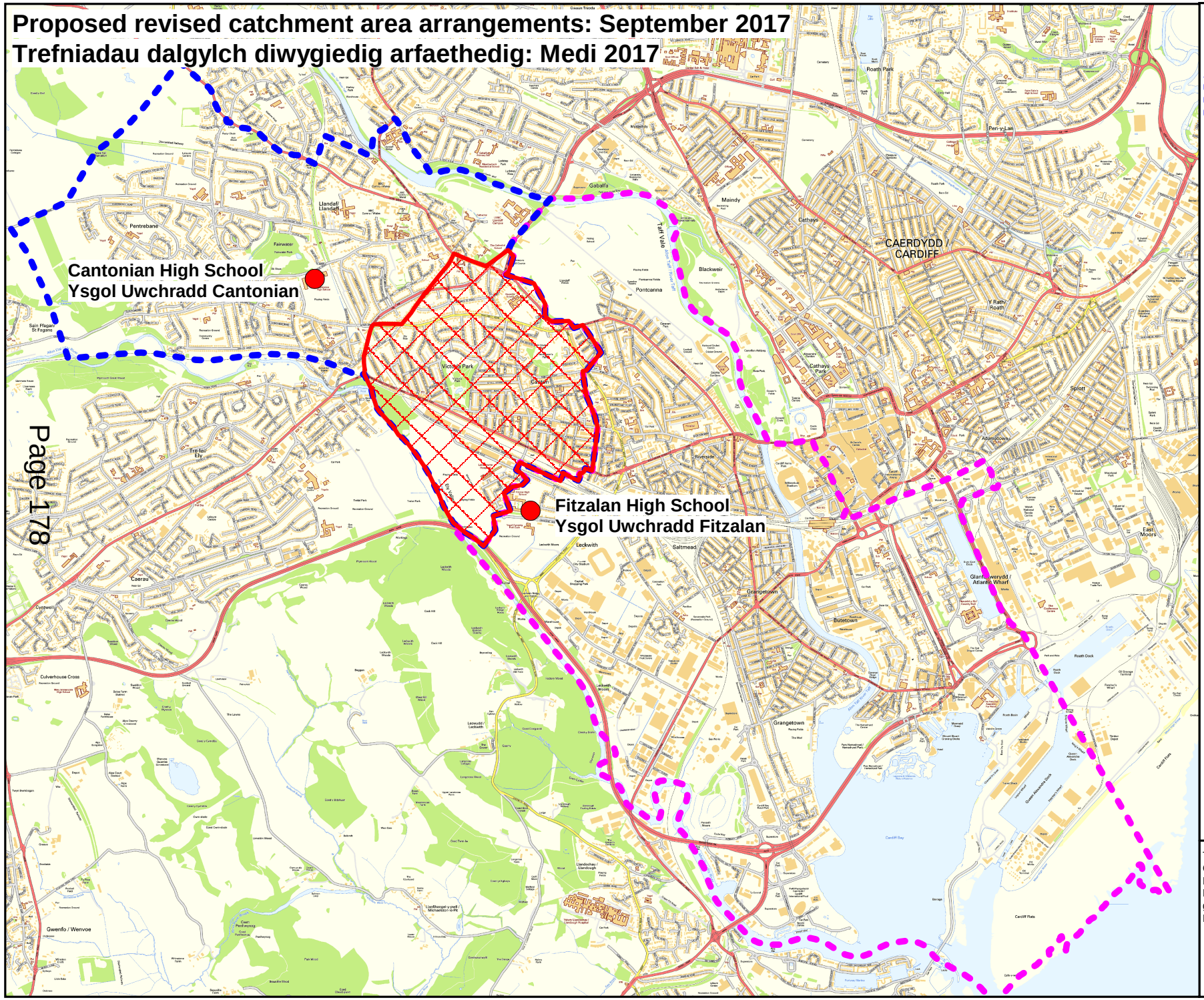
Appendix 4 - Statutory Screening tool Welsh-medium Catchment Changes

Appendix 5 – Formal responses English-medium Catchment Changes

Appendix 6 – Formal responses Welsh-medium Catchment Changes

Proposed revised catchment area arrangements: September 2017
Trefniadau dalgylch diwygiedig arfaethedig: Medi 2017

Appendix 1



Existing Cantonian High School catchment area

Dalgylch presennol Ysgol Uwchradd Cantonian

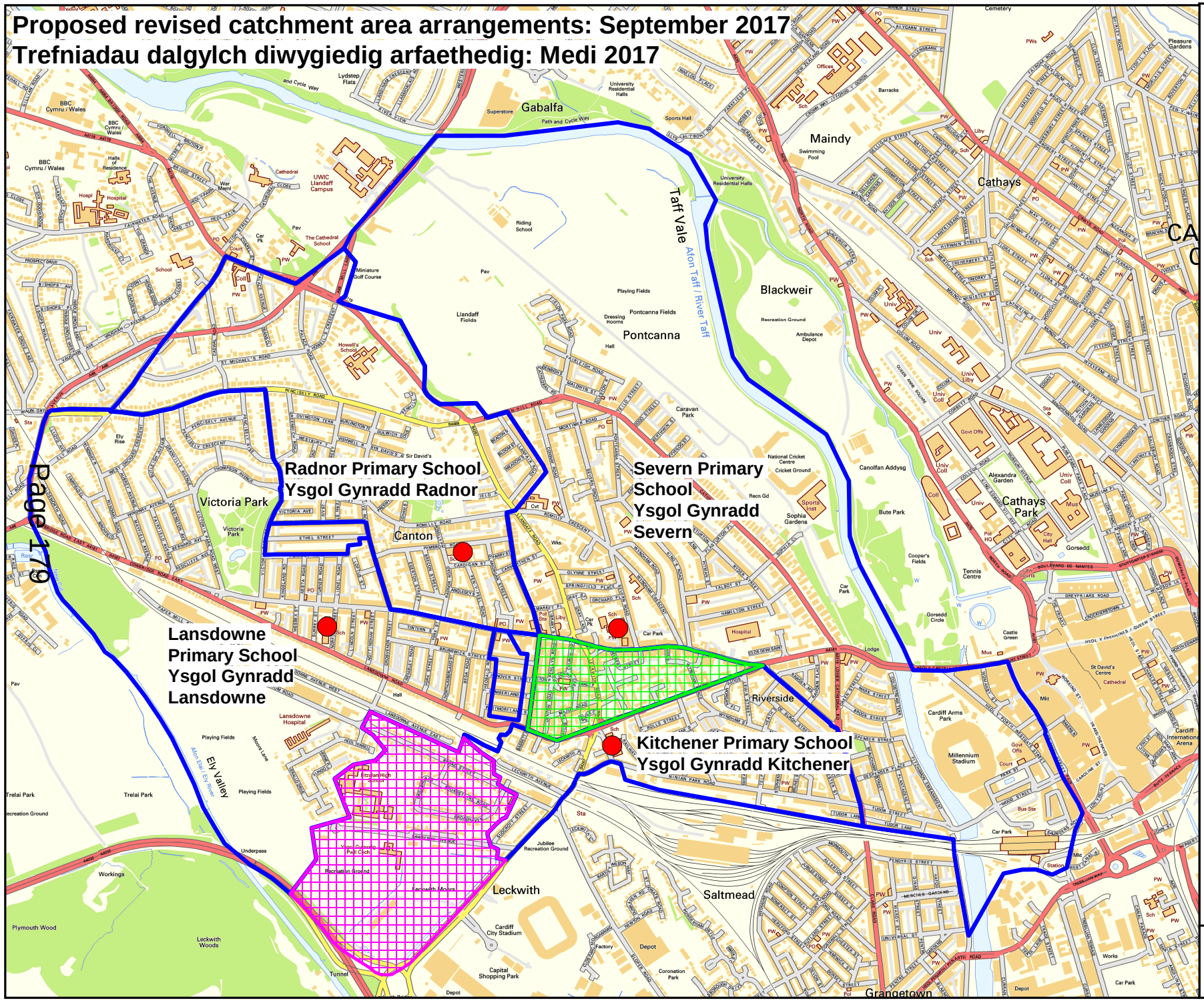
Area proposed to transfer from the Fitzalan High School catchment area to the Cantonian High School catchment area

Yr ardal y cynigir ei throsglwyddo i ddalgylch Ysgol Uwchradd Fitzalan o ddalgylch presennol Ysgol Uwchradd Cantonian

Proposed Fitzalan High School catchment area

Dalgylch arfaethedig Ysgol Gyfun Fitzalan

Proposed revised catchment area arrangements: September 2017
Trefniadau dalgylch diwygiedig arfaethedig: Medi 2017



Appendix 1

Existing catchment area boundaries of Kitchener, Lansdowne, Radnor and Severn primary schools - proposed to be retained

Ffiniau dalgylchoedd presennol Ysgolion Cynradd Kitchener, Lansdowne, Radnor a Severn – cynigir eu cadw

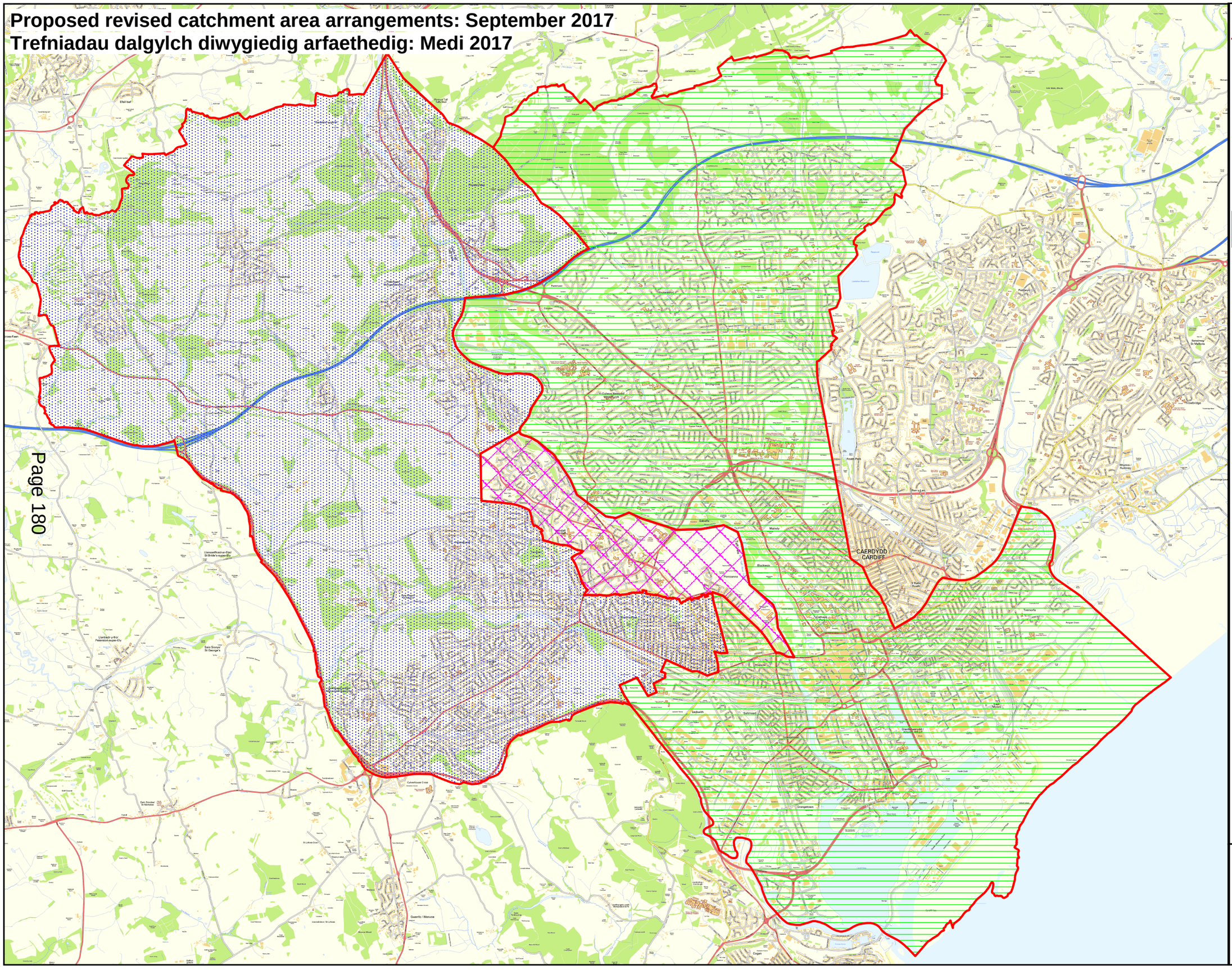
Area proposed to transfer from the Lansdowne Primary school catchment area to the Kitchener Primary School catchment area

Yr ardal y cynigir ei throsglwyddoi ddalgylch Ysgol Gynradd Lansdowne o ddalgylch presennol Ysgol Gynradd Kitchener

Area proposed to transfer from the Kitchener Primary school catchment area to the Severn Primary School catchment area

Yr ardal y cynigir ei throsglwyddoi ddalgylch Ysgol Gynradd Kitchener o ddalgylch presennol Ysgol Gynradd Severn

Proposed revised catchment area arrangements: September 2017
Trefniadau dalgylch diwygiedig arfaethedig: Medi 2017



Appendix 2

Existing Welsh-medium secondary school catchment area boundaries

Ffiniau presennol dalgylchoedd ysgolion uwchradd Cymraeg

Existing Ysgol Gyfun Gymraeg Glantaf catchment area

Dalgylch presennol Ysgol Gyfun Gymraeg Glantaf

Existing Ysgol Pencae catchment area - proposed to transfer from the Ysgol Gyfyn Gymraeg Plasmawr catchment area to the Ysgol Gyfun Gymraeg Glantaf catchment area, from September 2017

Dalgylch presennol Ysgol Pencae - cynigiwyd i'w drosglwyddo o ddalgylch Ysgol Gyfyn Gymraeg Plasmawr i ddalgylch Ysgol Gyfun Gymraeg Glantaf, o fis Medi 2017

Proposed Ysgol Gyfun Gymraeg Plasmawr catchment area

Dalgylch arfaethedig Ysgol Gyfun Gymraeg Plasmawr

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: English-medium Primary and Secondary Schools Catchment Area Consultation: - Cantonian High School -Fitzalan High School - Kitchener Primary School - Lansdowne Primary School - Radnor Primary School - Severn Primary School	**Date of Screening:** January 2016
Service Area/Section: Education	**Lead Officer:** Janine Nightingale
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.]**
Proposal: Changes to catchment areas are proposed that seek to achieve a balance between the revised catchment areas of Fitzalan High School and Cantonian High School, and also between the catchment areas of Kitchener, Lansdowne, Radnor and Severn primary schools.	At present Kitchener, Lansdowne, Radnor and Severn primary schools serve catchment areas that include part of Canton, Llandaff and Riverside. The catchment areas of these four primary schools currently fall within the secondary school catchment area of Fitzalan High School. Projections indicate that the demand for English-medium places from within the existing catchment area of Fitzalan High School will exceed the number of places available at entry to the school, whilst demand from within the existing catchment area of Cantonian High School is less that the school is able to accommodate. The impact of this as numbers continue to rise, and in the event no changes are made, would be that those children furthest from Fitzalan High School would be least likely to succeed in securing a place in their catchment school. Projections indicate that the demand for English-medium places from within the existing catchment area of Kitchener Primary School will exceed the number of places available at entry to the school, whilst demand from within the existing catchment area of Severn Primary School is less that the school is able to

	accommodate. The impact of this as numbers continue to rise in the event, and no changes are made, would be that those children furthest from Kitchener Primary School would be least likely to succeed in securing a place in their catchment school The Council wishes to reduce this uncertainty in the admission arrangements that has caused difficulties both for parents and schools in the area. The changes proposed therefore seek to achieve a balance between the catchment areas of the named primary and secondary schools.

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

Please use the following scale when considering what contribution the activity makes:		
+	Positive	Positive contribution to the outcome
-	Negative	Negative contribution to the outcome
ntrl	Neutral	Neutral contribution to the outcome
Uncertain	Not Sure	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	Un-Crtn	
1.1	**People in Cardiff are healthy;** *Consider the potential impact on* • *the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,* • *vulnerable citizens and areas of multiple deprivation* • *Addressing instances of inequality in health*			x		**Secondary catchments:** Projections indicate that the number of pupils in the Lansdowne and Radnor catchments attending English-medium secondary schools amounts to c2FE (60 pupils per year group). **Should the proposal be implemented** the majority of pupils affected by the change would remain within 1 mile of Cantonian High School, and a significant proportion would be resident within 0.5 miles of the school. There may be a small increase in the number of pupils in the Canton area (those in close proximity to the Fitzalan site) choosing more polluting forms of travel. Over half of the total secondary school age pupil population in this area presently commute to Welsh medium schools or faith schools. The majority of these attend Ysgol Plasmawr (located in Fairwater) or The Bishop of Llandaff CW High School (located in Llandaff). Many pupils attending these schools walk to school and it is expected that the number of pupils that are affected by the proposal and who are both further from their local secondary school and also opting to use more polluting forms of transport will be few. Should the proposal be implemented pupils in Llandaff, Grangetown and Butetown would likely continue using existing forms of travel.
	People in Cardiff have a clean, attractive and sustainable environment; *Consider the potential impact on* • *the causes and consequences of Climate Change and creating a carbon lite city*				x	
	• *encouraging walking, cycling, and use of public transport and improving access to countryside and open space*			x		
	• *reducing environmental pollution (land, air, noise and water)*	x				

	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	
						Should the proposal not be implemented, pupils in the Canton, North Grangetown and Llandaff would likely continue using existing forms of travel. Projections indicate that, based on the current catchment area arrangements, many pupils in South Grangetown and Butetown (i.e. those resident within the Fizalan High School catchment area, but furthest from the school) are the least likely to gain admission to Fitzalan High School. Those pupils would reside more than 2 miles from the next nearest English-medium secondary school (Willows High School). Some pupils would reside in excess of 3 miles from a local English-medium secondary school and would therefore also qualify for free home to school transport. In summary, implementing the proposal would most likely have a positive effect as a result of a net reduction of pupils using polluting modes of travel, compared to not implementing the proposal. **Primary catchments:** The proposed revision of primary catchments to achieve a better match between supply and demand should minimise the outflow of pupils to schools in other catchment areas and therefore encourage walking and cycling to and from school. All pupils would still retain the right to express a preference for admission to any of the schools concerned.
	• *reducing consumption and encouraging waste reduction, reuse, recycling and recovery*					N/A
	• *encouraging biodiversity*					N/A
1.3	**People in Cardiff are safe and feel safe;** *Consider the potential impact on* • *reducing crime, fear of crime and increasing safety of*					N/A

	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	
	individuals • *addressing anti-social behaviour* • *protecting vulnerable adults and children in Cardiff from harm or abuse*					
1.4	**Cardiff has a thriving and prosperous economy;** *Consider the potential impact on* • *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*					N/A
1.5	**People in Cardiff achieve their full potential;** *Consider the potential impact on* • *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				**Secondary catchments:** The transfer of catchment areas (Radnor and Lansdowne Primary Schools) is not expected to have a detrimental impact on the numbers of children attending Fitzalan High School as there is significant demand in excess of supply from within catchment. As such the school will continue to benefit from the current levels of per pupil funding and therefore the range of subjects offered together with the specialisms of staff to offer a comprehensive range of subjects would not be affected. The transfer of catchment areas into the Cantonian catchment from Fitzalan will increase the number of children likely to attend Cantonian. An increased number of children will result in increased funding for Cantonian High School (based on the per pupil funding allocation) thereby allowing for a greater range of subjects and staff specialists which would improve the offer to existing and future pupils at the school. Both schools offer a full and comprehensive education to their pupils and work together with other schools as part of the 14-19 partnership offer across Cardiff.

	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	
						Primary catchments: Each of the primary schools concerned is highly subscribed or fully subscribed. The proposed revision of primary catchments to achieve a better match between supply and demand should minimise the outflow of pupils to schools in other catchment areas, and allow more pupils in the Canton area to attend a local school.
1.6	**Cardiff is a Great Place to Live, Work and Play** *Consider the potential impact on* • *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		In the event the proposal were to proceed to implementation all schools concerned would continue to have a mixed intake of pupils. Whilst proportions may change students will continue to benefit from the full complement of cultural and education experiences they have received to date, the proposed change does not impact on the quality of education nor limit the offer specific to cultural diversity, physical activity, leisure or culture offered by each school.
1.7	**Cardiff is a fair, just and inclusive society.** Consider the potential impact on • *the elimination of discrimination, harassment or victimisation for equality groups*			x		All schools have appropriate policies in place to deal with any issues that present and have a duty to ensure discrimination of any of the equality groups is not tolerated.
	• *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				The consultation process is compliant with the Welsh Government admissions code intended to engage stakeholders with the views put forward as part of this intended to inform the decision making specific to the proposed change.
	EQUALITY IMPACT ASSESSMENT *Will this Policy/Strategy/Project have a* ***differential impact*** *on any of the following:*					*Please give details/consequences of the differential impact (positive and negative), and what action(s) can you take to address any negative implications?*

	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	
	• **Age** (including children and young people aged 0-25 and older people over 65 in line with the United Nations Conventions)	x				See 1.1. and 1.2 **Children with siblings attending a school affected by catchment area change:** There would not be an impact on younger siblings resident within Cardiff attending the same school as their older siblings if a school were to become part of another catchment area: Oversubscription criterion 1a: "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) in the City of Cardiff that the older sibling was living at the time of the original application." This would not apply to siblings living outside of Cardiff. However, pupils resident outside of Cardiff would retain the right to express a preference for admission to any school in Cardiff.
	• **Disability**			x		Catchment changes could result in a child living closer or further away from their local school. Pupil transport needs are assessed on an individual basis. Catchment changes do not require a pupil to change schools if the school they currently attend becomes part of another catchment area. Reasonable adjustments to adapt school premises are made in order to meet the needs of applicants to schools. Otherwise,

	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	
						children are directed to attend alternative provision.
	• **Gender Reassignment**					N/A
	• **Marriage & Civil Partnership**					N/A
	• **Pregnancy & Maternity**					N/A
	• **Race**			x		Catchment changes would not have a differential impact upon one particular ethnic group as educational provision is available to all irrespective of race.
	• **Religion/Belief**			x		Community school catchment proposals do not affect the catchments of faith schools. All schools directly affected by the proposed changes are community schools and are taught in line with the relevant national curriculum for their age including personal, social health education and religious education.
	• **Sex**					N/A
	• **Sexual Orientation**					N/A
	• **Welsh Language**					N/A
	The Council delivers positive outcomes for the city and its citizens through strong partnerships *Consider the potential impact on* • *strengthening partnerships with business and voluntary sectors* • *the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings*					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):

The proposed changes to the catchment areas are intended to have a positive impact by seeking to allow a greater proportion of children to attend their local catchment area school, and providing families applying for school places in each catchment area with a reasonable expectation of admission to their local catchment area school.

The current secondary school catchment area arrangements are disadvantaging those families applying for secondary school places for their children in the parts of the catchment area furthest from Fitzalan High School (including South Grangetown and Butetown) where the distance to alternative English-medium high school provision would be greatest and where there are high proportions of families on low incomes.

The proposed changes would mean a fairer distribution of secondary school places albeit it is acknowledged that for some children living in very close proximity to the Fitzalan High School site there could be increased travel distances to their catchment school. All pupils directly affected by changes would be under 2 miles from Cantonian High School and safe walking routes are available, many of which are already used by children accessing the faith and Welsh-medium schools serving the locality.

It is recognised that the school bandings for Fitzalan High School are currently higher than for Cantonian High School. However, both provide comprehensive education for their pupils and appropriate measures are in place to support each in the areas identified for their improvement. Whilst noted in the summary, the bandings are not a material factor in the equality impact assessment process as all children impacted by the proposal will have equal access to education appropriate to their age and stage of development regardless of all protected characteristics and take into account Cardiff's 7 citizen focussed outcomes and therefore are not set out in the Equality Impact Assessment appraisal above.

The current primary school catchment area arrangements are disadvantaging those families applying for primary school places for their children in the parts of the catchment area furthest from Kitchener Primary School.

The proposed changes would mean a fairer distribution of primary school places and provide better assurance for parents in being able to attend their local catchment area school.

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

The proposed changes to catchment areas are at the point of consultation with stakeholders. Once the outcome of this process is known and in the event any negative impact being substantiated appropriate consideration of mitigation would be undertaken.

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? ▪ **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

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.*

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.**

CARDIFF
CAERDYDD

Statutory Screening Tool

Name of Strategy / Policy / Activity: Welsh-medium Primary and Secondary Schools Catchment Area Consultation: - Ysgol Gyfun Gymraeg Glantaf - Ysgol Gyfun Gymraeg Plasmawr - Ysgol Pencae	**Date of Screening:** January 2016
Service Area/Section: Education	**Lead Officer:** Janine Nightingale
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.]**
Proposal: Changes to catchment areas are proposed that seek to achieve a balance between the revised catchment areas of Ysgol Gyfun Gymraeg Glantaf; Ysgol Gyfun Gymraeg Plasmawr and Ysgol Pencae.	At present, Ysgol Pencae serves a catchment area that include parts of Canton, Fairwater, Llandaff and Riverside The catchment area of Ysgol Pencae falls entirely within the secondary school catchment area of Ysgol Gyfun Gymraeg Plasmawr. Projections indicate that the demand for Welsh-medium places from within the existing catchment area of Ysgol Gyfun Gymraeg Plasmawr will exceed the number of places available at entry to the school from September 2017, whilst demand from within the existing catchment area of Ysgol Gyfun Gymraeg Glantaf will be less than the school is able to accommodate. It is therefore proposed that the catchment area of Ysgol Pencae transfers from the catchment area of Ysgol Gyfun Gymraeg Plasmawr to the catchment area of Ysgol Gyfun Gymraeg Glantaf. The proposed changes seek to achieve a balance between the revised catchment areas of each of the schools.

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

Please use the following scale when considering what contribution the activity makes:		
+	Positive	Positive contribution to the outcome
-	Negative	Negative contribution to the outcome
ntrl	Neutral	Neutral contribution to the outcome
Uncertain	Not Sure	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	Un-Crtn	
1.1	**People in Cardiff are healthy;** *Consider the potential impact on* • *the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,* • *vulnerable citizens and areas of multiple deprivation* • *Addressing instances of inequality in health*			x		**Should the proposal be implemented** the majority of pupils affected by the change would remain within 1 mile of Ysgol Gyfun Gymraeg Glantaf, and a significant proportion would be resident within 0.5 miles of the school. There may be a small increase in the number of pupils in the Fairwater area (those in close proximity to the Plasmawr site) choosing more polluting forms of travel. Less than half of the total secondary school age pupil population in this area presently commute to English medium schools or faith schools. The majority of these attend Cantonian High School (located in Fairwater); Fitzalan High School (located in Leckwith) or The Bishop of Llandaff CW High School (located in Llandaff). Many pupils attending these schools walk to school and it is expected that the number of pupils that are affected by the proposal and who are both further from their local secondary school and also opting to use more polluting forms of transport will be few. Should the proposal be implemented pupils in Cathays and Gabalfa and some parts of Canton; Fairwater; Llandaff North and Riverside would likely continue using existing forms of travel.
1.2	**People in Cardiff have a clean, attractive and sustainable environment;** *Consider the potential impact on* • *the causes and consequences of Climate Change and creating a carbon lite city*				x	
	• *encouraging walking, cycling, and use of public transport and improving access to countryside and open space*			x		
	• *reducing environmental pollution (land, air, noise and water)*	x				

	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	
						Should the proposal not be implemented, pupils in Llandaff and other parts of Canton; Fairwater and Riverside would likely continue using existing forms of travel. In summary, implementing the proposal would most likely have a positive effect as a result of a net reduction of pupils using polluting modes of travel, compared to not implementing the proposal. **Primary catchment:** The proposed revision of the primary catchment of Ysgol Pencae to achieve a balance between the revised catchment areas of Ysgol Gyfun Gymraeg Glantaf and Ysgol Gyfun Gymraeg Plasmawr should stabilise the supply to cater for the demand for Welsh-medium school places in the affected areas and therefore encourage walking and cycling to and from school. **All parents of pupils would still retain the right to express a preference for their child's admission to any of the schools concerned.**
	• *reducing consumption and encouraging waste reduction, reuse, recycling and recovery*					N/A
	• *encouraging biodiversity*					N/A
1.3	**People in Cardiff are safe and feel safe;** *Consider the potential impact on* • *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*					N/A
1.4	**Cardiff has a thriving and prosperous economy;** *Consider the potential impact on* • *economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)*					N/A

	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	
	• *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*					
1.5	**People in Cardiff achieve their full potential;** *Consider the potential impact on* • *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				**Secondary catchments:** The transfer of catchment area (Ysgol Pencae) is not expected to have a detrimental impact on the numbers of children attending Ysgol Gyfun Gymraeg Plasmawr as there is significant demand in excess of supply from within catchment. As such the school will continue to benefit from the current levels of per pupil funding and therefore the range of subjects offered together with the specialisms of staff to offer a comprehensive range of subjects would not be affected. The transfer of catchment area into the Ysgol Gyfun Gymraeg Glantaf catchment from Ysgol Gyfun Gymraeg Plasmawr will increase the number of children likely to attend Ysgol Gyfun Gymraeg Glantaf. An increased number of children will result in increased funding for Ysgol Gyfun Gymraeg Glantaf (based on the per pupil funding allocation) thereby allowing for a greater range of subjects and staff specialists which would improve the offer to existing and future pupils at the school. Both schools offer a full and comprehensive education to their pupils and work together with other schools as part of the 14-19 partnership offer across Cardiff. **Primary catchments:** The proposed revision of the primary catchment of Ysgol Pencae to achieve a balance between the revised catchment areas of Ysgol Gyfun Gymraeg Glantaf and Ysgol Gyfun Gymraeg Plasmawr should stabilise the supply to cater for the demand for Welsh-medium school places in the affected areas and therefore encourage walking and cycling to and from school.

	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	
1.6	**Cardiff is a Great Place to Live, Work and Play** *Consider the potential impact on* • *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		In the event the proposal were to proceed to implementation all schools concerned would continue to have a mixed intake of pupils. Whilst proportions may change students will continue to benefit from the full complement of cultural and education experiences they have received to date, the proposed change does not impact on the quality of education nor limit the offer specific to cultural diversity, physical activity, leisure or culture offered by each school.
1.7	**Cardiff is a fair, just and inclusive society.** Consider the potential impact on • *the elimination of discrimination, harassment or victimisation for equality groups*			x		All schools have appropriate policies in place to deal with any issues that present and have a duty to ensure discrimination of any of the equality groups is not tolerated.
	• *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				The consultation process is compliant with the Welsh Government admissions code intended to engage stakeholders with the views put forward as part of this intended to inform the decision making specific to the proposed change.
	EQUALITY IMPACT ASSESSMENT *Will this Policy/Strategy/Project have a* ***differential impact*** *on any of the following:*					*Please give details/consequences of the differential impact (positive and negative), and what action(s) can you take to address any negative implications?*
	• **Age** (including children and young people aged 0-25 and older people over 65 in line with the United Nations Conventions)	x				See 1.1. and 1.2 **Children with siblings attending a school affected by catchment area change:** There would not be an impact on younger siblings resident within Cardiff attending the same school as their older siblings if a school were to become part of another catchment area:

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	
					Oversubscription criterion 1a: "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) in the City of Cardiff that the older sibling was living at the time of the original application." This would not apply to siblings living outside of Cardiff. However, pupils resident outside of Cardiff would retain the right to express a preference for admission to any school in Cardiff.
• **Disability**			x		Catchment changes could result in a child living closer or further away from their local school. Pupil transport needs are assessed on an individual basis. Catchment changes do not require a pupil to change schools if the school they currently attend becomes part of another catchment area. Reasonable adjustments to adapt school premises are made in order to meet the needs of applicants to schools. Otherwise, children are directed to attend alternative provision.
• **Gender Reassignment**					N/A
• **Marriage & Civil Partnership**					N/A
• **Pregnancy & Maternity**					N/A
• **Race**			x		Catchment changes would not have a differential impact upon one particular ethnic group as educational provision is available to all irrespective of race.

	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	
	• **Religion/Belief**			X		Community school catchment proposals do not affect the catchments of faith schools. All schools directly affected by the proposed changes are community schools and are taught in line with the relevant national curriculum for their age including personal, social health education and religious education.
	• **Sex**					N/A
	• **Sexual Orientation**					N/A
	• **Welsh Language**					The demand for Welsh Medium education has been conducted in accordance with regulations made under Section 86 of the School Standards and Organisation (Wales) Act 2013 and takes into consideration the Welsh-Medium Education Strategy incorporating a focus on the sustainability of Welsh medium provision in the local 14-19 network and wider area to promote access to availability of Welsh medium courses in post-16 education.
1	**The Council delivers positive outcomes for the city and its citizens through strong partnerships** *Consider the potential impact on* • *strengthening partnerships with business and voluntary sectors* • *the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings*					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):

The proposed changes to the catchment areas are intended to have a positive impact by seeking to allow a greater proportion of children to attend their local catchment area school and providing families applying for school places in each catchment area with a reasonable expectation of admission to their local catchment area school.

The current secondary school catchment area arrangements are disadvantaging those families applying for secondary school places for their children in the parts of the Ysgol Pencae catchment area furthest from Ysgol Gyfun Gymraeg Plasmawr (including parts of Fairwater; Llandaff and Riverside) where the distance to alternative Welsh-medium high school provision would be greatest and where there are high proportions of families on low incomes.

The proposed changes would mean a fairer distribution of secondary school places albeit it is acknowledged that for some children living in very close proximity to the Ysgol Gyfun Gymraeg Plasmawr site there could be increased travel distances to their catchment school. All pupils directly affected by changes would be under 2 miles from Ysgol Gyfun Gymraeg Glantaf and safe walking routes are available, many of which are already used by children accessing the faith and English-medium schools serving the locality.

Both Ysgol Gyfun Gymraeg Glantaf and Ysgol Gyfun Gymraeg Plasmawr provide comprehensive education for their pupils and appropriate measures are in place to support each in the areas identified for their improvement. All children impacted by the proposal will have equal access to education appropriate to their age and stage of development regardless of all protected characteristics and take into account Cardiff's 7 citizen focussed outcomes.

The proposed changes would mean a fairer distribution of secondary school places and provide better assurance for parents in being able to attend their local catchment area school.

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

The proposed changes to catchment areas are at the point of consultation with stakeholders. Once the outcome of this process is known and in the event any negative impact being substantiated appropriate consideration of mitigation would be undertaken.

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? ▪ **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

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:

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- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*

Governing Body
Fitzalan High School
Lawrenny Avenue
Cardiff

25/2/16

Dear Nick Batchelor,

Response to Cardiff Council's proposal to change school catchment areas for Fitzalan High School

On behalf of the Governing Body of Fitzalan High School, we are writing to place on record our strong opposition to the proposed catchment changes impacting Fitzalan High School, and other schools within the Canton area. In considering our response to this consultation, we are mindful of the key aims of Cardiff Council's 21st Century School Programme, and our objections are outlined in detail below.

The 21st Century School programme says that the Council's strategy will be to:

1. Make sure schools are in the right place, are the right size, are funded appropriately and are 21st Century buildings with excellent and fit for purpose ICT facilities
2. Provide efficient and effective integrated services, join together Infant and Junior schools and establish secondary schools which deliver a comprehensive 14-19 curriculum
3. Focus on reducing known links between disadvantage and educational achievement
4. Meet the growing need for Welsh-medium provision across Cardiff for mainstream and Special Schools and deal with surplus places
5. Promote collaboration, networking and the development of 'Learning Communities'
6. Place schools at the heart of their communities with a shared responsibility for all children and young people in the area
7. Drive up standards in education through the use of new technology and innovative teaching methods

The key recommendations of the Programme will:

1. Reduce surplus places and generate savings which will be reinvested in education
2. Create additional Welsh medium places
3. create additional places in a small number of English-medium primary schools to meet the growth in population
4. Reduce backlog maintenance costs significantly
5. Create 3-11 primary provision for all schools in Cardiff
6. Upgrade secondary and primary schools to meet 21st century standards in teaching and learning
7. Provide efficient sustainable schools in line with Cardiff's Carbon Lite Strategy
8. Extend the opportunities for combining schools and where appropriate integrated services to strengthen the community focus of schools

Fitzalan High School understands and supports the rationale for this programme, but believes strongly that the current proposals for re-organisation of catchment areas run directly counter to the Council's own stated objectives, as outlined below:

Make sure schools are in the right place, are the right size, are funded appropriately and are 21st Century buildings with excellent and fit for purpose ICT facilities

Fitzalan High School is located within the community of Canton and has since it was established, served the 'Four Wards' of Canton, Riverside, Grangetown and Butetown. There is a clear geographical, community and cultural rationale for this established catchment area. In previous school re-organisation consultations the Council has itself explicity and consistently referred to this area as the 'Four Wards' recognizing that they form a distinct network of closely conntected communities in the West and South-

West of Cardiff, all commonly served by Fitzalan High School. In fact, when Cardiff Council previously consulted on significant proposals to primary schools within the 'four wards' area (in related to Ysgol Treganna most notably) the rationale for isolating the 'four wards' for consideration, separately from the wider schools of Cardiff was due to the distinct and closely connected nature of these communities.

Fitzalan High is proud to serve these communities, and we believe strongly that we are in the right place to continue doing so. Located within Canton, we are part of the natural community hub that residents of the 'four wards' would identify as their own- this includes the shopping area of Cowbridge Road East, the sports facilities at Leckwith, and the primary schools which feed into Fitzalan. For our students, and their families, these 'four wards' are closely connected, and for many Canton is a central hub, where they would see each other outside of school, shopping on a Saturday, attending various clubs, after school activities and social events- indeed many of these events are held in Fitzalan High itself- where primary school children from the local area access swimming lessons, drama clubs and other out of school activity.

To remove the primary schools of Canton from the catchment area of the only secondary school in Canton would create an artificial divide between the young people and their families who live in Canton, and those who do not, but who attend school in Canton.

Provide efficient and effective integrated services, join together Infant and Junior schools and establish secondary schools which deliver a comprehensive 14-19 curriculum

and

Promote collaboration, networking and the development of 'Learning Communities'

As outlined above, Fitzalan High School has a close relationship with the primary schools within the four wards it currently serves. In fact, parents don't just want to send their children to Fitzalan High because it is a good school with excellent outcomes for children- they want to do so because of the investment they have made as community members in Fitzalan over recent years. This local engagement and investment has contributed to making Fitzalan the excellent school it is today.

In addition the senior leaders and other staff at Fitzalan have made good connections with local primary schools, for example, the Headteacher from Fitzalan and the Headteachers from all the partner primary schools meet regularly to plan coordinated transition and teaching and learning strategies. Joint INSET days take place annually involving all staff from all of the schools. Subject teachers from modern foreign languages, art, music and technology teach in primary schools and primary schools are also involved in a joint literacy project where a Fitzalan member of staff models and team teaches with the Year 6 teachers so that there is a coordinated approach to the new WG requirements for literacy and written communication.

Focus on reducing known links between disadvantage and educational achievement

At a time when education professionals face considerable pressure and responsibility to ever-increase achievement levels, we believe that only by engaging with our local community will we succeed in doing so. At Fitzalan we have shown that communities working together with the school as educators can better address the challenge of education all our young people to the highest standards. Many of the communities and students Fitzalan serves face multiple disadvantages. It is a source of much pride that we have changed the culture of the school to the extent that our students are now proud to be Fitzalan High School students, and local parents are proud to send their children here.

Our recent categorization as a green school reflects the journey that we have been on, and the fact that we provide an excellent education to our students. We are the natural choice for a considerable number of parents whose children attend Lansdowne and Radnor primary schools, two of our closest schools geographically. If this proposal was agreed by the Council, these local residents of Canton would no longer be able to send their children to Fitzalan. This would have a detrimental effect not only on us as a community of schools within Canton, but on the community itself. Parents of children in Canton will lose the ability to send their children to a school which is excelling, in favour of one which is failing.

We believe, from our own experience, that there is also no guarantee that if these changes are agreed they

will result in the behavior change the Council desires. Before Fitzalan became the successful school it is today, in fact when it was identified itself as a failing or problematic school, many parents within the catchment area chose to send their children out of catchment, and out of County to St Cyres in Penarth. We believe, from listening to the views of parents, that parents of children in Canton primaries may unfortunately choose to send their children to other schools (than Cantonian) if this proposal goes ahead. These are likely to include schools that are also currently over subscribed such as Radyr Comprehensive, faith schools such as Bishop of Llandaff, but also Welsh Medium schools in the area. Indeed, these proposals do nothing to address the reasons why a large proportion of parents of children within Cantonian High's existing catchment schools choose to send their children out of catchment.

In aspiring to break the links between disadvantage and educational achievement, the Council is rightly trying to reduce the attainment gap between different groups of learners. We believe that as a school we are very successful at this, and our track record at getting the best out of learners of all abilities (their 'distance travelled') is excellent. We have particular experience, including recognized 'best practice' of working with and raising standards of, pupils with English as an additional language- as well as those with special needs. We believe these factors contribute to making us a school of choice for Canton parents.

If these proposals proceed, Fitzalan High will no longer take children from Canton schools, despite being located in Canton. Having demonstrated over recent years the improvements that can be made to attainment and a range of other outcomes, through communities working together with the school, we believe this would be a mistake. It would not serve the residents or pupils of Canton well, and it would run counter to the ethos and commitment to its community that Fitzalan has sought to develop.

Meet the growing need for Welsh-medium provision across Cardiff for mainstream and Special Schools and deal with surplus places

We believe that this proposal is driven by the desire to reduce surplus places at Cantonian, which have developed over many years as a result of poor management and leadership within that school community. We understand that the Council is working to raise the educational standards and provide a broader curriculum at Cantonian, but we do not as a school directly affected by these proposals, have any understanding of what such an action plan includes.

Furthermore, it seems to us that the management of surplus places by schools is used as an argument to support failing schools at the expense of schools who have worked hard to engage their local communities, and therefore reduce surplus places. Fitzalan High has grown its number of students on roll from 1418 in 2008 to 1695 in 2015 as a direct result of working hard with the local community to create a school which parents and young people would be proud of.

As we outlined in our response to the proposals from the Council to create a new school in Ely & Caerau, the Council have often made reference to school budget deficits being as a result of surplus places within schools. While this is certainly a factor, it should also be recognised, that schools such as Fitzalan have effectively moved from a position of budget deficit to breakeven/ surplus within recent years. We believe this is as a result of clear and effective leadership from the Head, a strong and united senior management team and Governing Body. This has not been an easy journey, but one which the school has been committed to.

The broader vision at Fitzalan which has sought to tackle poor attendance and behaviour, challenge and support better teaching standards, improve attainment levels, design a more fit for purpose curriculum and address estate issues have all led to a sea-change in the way the school is perceived and valued by its local communities, parents and pupils. All these factors have led to an increase in pupil numbers, and we believe are crucial in the journey of successful schools.

There have been significant changes to both primary and secondary schools in the West of Cardiff over the last decade, and Fitzalan has most recently responded to the proposal for a new combined school in the Ely & Caerau areas. However, we do not get a sense that there is a co-ordinated strategy for improvement of all the schools in the West of Cardiff, or indeed the city as a whole. This proposal therefore does not seem to fit within a wider strategic direction for school improvement in Cardiff- which we would be happy to engage with. As a school community, we feel we have much to offer in terms of how we have turned

around our school, and would welcome the opportunity to engage in a more meaningful exercise about improving outcomes for all our young people across Cardiff.

These proposals are overwhelmingly driven by the desire to reduce surplus places at a failing school, and are not in the best educational, social or cultural interests of the pupils affected or the communities within which they live. The proposals also do not promote or encourage an appropriate way of realizing school improvement for Cantonian.

Place schools at the heart of their communities with a shared responsibility for all children and young people in the area

As we have stated above Fitzalan plays a crucial role in the heart of the communities identified as the 'Four Wards' and particularly in Canton where we are situated. To simply re-draw boundaries so that these form new catchment areas to address issues of subscription; due to under and over subscribed schools in the wider area, is a gross simplification that does not take account of the range of complex factors at play. These include issues of equality and diversity, and community cohesion. We know from our discussions with the Governing Bodies, and senior leaders within the primary schools affected, that they share our concerns about these issues.

Fitzalan High is first and foremost a community school. Our approach to school improvement since our current Head took up post in 2009 has put community at the core. This approach has not only led to our attainment levels rising and standards improving markedly, but importantly that parents from our diverse communities have confidence in sending their children to us. Without this confidence, which has been hard earned over time, Fitzalan High may well have continued to be an under-performing school. Indeed, no re-drawing of boundaries would have facilitated the systemic cultural change we have sought to bring about.

Fitzalan High is a multi-cultural school, where children from a variety of cultures, nationalities, faiths and ethnicities are educated together in a supportive community. We believe it is what all schools should aspire to achieve. Importantly, our feeder primary schools, including those affected Radnor Road and Lansdowne Primary enjoy the experience of our multi-cultural, multi-lingual, multi-faith and socially diverse education. It reflects the communities we serve, and is the reason many people choose to live in Canton and the other areas that make up the 'four wards'.

There is much evidence from across Europe, and the United States into the educational benefits of community schools. To summarise why we believe that community schools are important (and why they work):

- Students learning and attainment: Community school students show significant and widely evident gains in academic achievement and in essential areas of non-academic development
- Family engagement: Families of community school students show increased stability, communication with teachers and school involvement. Parents demonstrate a greater sense of responsibility for their children's learning success
- School effectiveness: Community schools enjoy stronger parent teacher relationships, increased teacher satisfaction, a more positive school environment and greater community support.
- Community vitality: Community schools promote better use of school buildings, and their neighbourhoods enjoy increased security, heightened community pride and better report among students and residents.

In short, Fitzalan is already at the heart of this community, and these proposals would result in an incongruous situation where our school would sit at the very tip of the catchment area it served, and where the children who live in our community had to access secondary education in a distinctly different local community. This would serve neither the educational interests of the young people or the community interests of residents well.

In addition to the points outlined above, which relate directly to the Council's 21st Century Schools strategy, we wish to highlight a number of other concerns which we share with the primary schools affected.

Health & Safety and logistics

The majority of current Lansdowne and Radnor parents have already made plans to send their children to Fitzalan High School. After all, future planning for a child's education is usually carried out in advance and to a span of at least a decade. Other major family decisions also underpin educational planning, for example, where to live and work. To frame these proposals to begin in September 2017 provides very little time for decisions of this importance.

Many current Fitzalan pupils have younger siblings at both Lansdowne and Radnor Primary Schools. Therefore, if these proposals were successful, families may well experience having to facilitate children attending more than one high school, with all the attendant practical arrangements that this would entail.

Fitzalan is the local community high school: within walking distance for many children and well known already to them. Children from Canton attending Fitzalan will usually be walking familiar streets with well-known crossing points for the busier roads. This proposal expects children to travel to an area of Cardiff with which they may not be as familiar and which is further away.
Most of the parents whose children who go to Radnor plan for them to go to Fitzalan High School.

Logistically, the route to Cantonian High School for children from Canton would require them to cross Western Avenue, one of the busiest, fastest routes in Cardiff. Fatalities have occurred on this and surrounding routes. For many this journey will not be walkable, and is not currently accorded a safe cycling route.

We believe that these proposals run counter to the Safer Routes to School within the council's Local Transport Plan which states that:

Safer Routes to school in Cardiff is all about

- *Reducing child pedestrian casualties*
- *Creating a safer environment around the school gate*
- *Creating a better local community*
- *Providing safer cycling routes and storage facilities*
- *Creating safer walking routes*
- *Taking the bus or car sharing*
- *Dropping off further away from the school*

Fitzalan High School does not currently have any contract buses for its pupils, but instead we work with services buses (that pupils pay for). We believe that if these proposals were to proceed, the Council would have to provide serviced buses to take pupils safely from Canton to Fairwater if it were to meet the objectives outlined in Safer Routes to School.

Proposed residential developments in Cardiff

We do not believe that adequate consideration has been given to the wider developments within the West of Cardiff that would have an impact on all schools, including Fitzalan and Cantonian, notably:

- 5000 houses in north west Cardiff to the west of Radyr, Fairwater and Pentrebane and north of St Fagans (potentially to include one new secondary school, currently these would form part of the catchment areas for secondary schools in Cantonian, Radyr and Bishop of Llandaff)
- 2000 new homes between Creigiau and junction 33 of the M4, plus a 650 home extension to Creigiau (no secondary school here, so would impact on Radyr, which is the current catchment school)
- 500 homes at the ferry works, Grangetown
- The development at the former Ely paper mill site which would impact on the new school in Ely and Fitzalan

In addition, we believe the Council need to take further consideration of the impact of students attending schools out of catchment- in particular the number of young people within the Cantonian catchment area attending Radyr, Bishop of Llandaff and even Fitzalan which could be impacting on the surplus places at Cantonian.

Consultation Process

We believe that the consultation process is flawed for the following reasons:

- The authority may already have a settled view in terms of implementation of the proposals as only one option is under consideration;
- The authority has neither provided validated assessments of any other options under consideration, nor provided validated assessments of the costs and benefits of the single option that is;
- The consultation is rushed and does not allow sufficient time for a well informed consultation, given the nature and potential impacts of the proposals:
    - the consultation opened on 2 February and closes on 1 March, a total of 28 days. This period includes half-term week, in effect reducing the meaningful consultation period to 3 weeks;
    - given the nature and impact of the proposed changes, this time period is insufficient to do justice to the matter under consideration. Parents were only able to receive letters one week later than the opening date of the consultation;
- The authority has not properly set up and facilitated a meaningful and targeted consultation;
    - head teachers were only informed about the consultation on Monday, 31 January: the day prior to the opening of the consultation;
    - parents will only receive consultation letters one week into the consultation period;
    - schools are being relied upon to publicise the consultation among parents;
    - The consultation is inaccessible to the many families for whom English is not their first language (this compares to previous consultations which have included information in 12 languages and have provided hard copy information to all parents);
    - The consultation is inaccessible on the Council website: it is not immediately visible on the home page of the Education section; anyone unfamiliar with the website would have great difficulty in finding the consultation.

Previous consultation on schools within the 'four ward' area referred to the need to give consideration to school places within Fitzalan's catchment: "*Separate proposal would be brought forward in good time to ensure there are sufficient places to meet demand for English medium and Welsh Medium secondary places within the Fitzalan and Ysgol Gyfun Gymraeg Glantaf catchment areas*".

In fact, the Council's original 21st Century Schools plan (published in 2010) identified Fitzalan and its feeder schools as requiring significant investment due to forecast increase in the number of students on roll. At that time £54million investment was identified for these schools. It is therefore surprising that these proposals appear so ill-thought through and rushed when the need to give consideration to the 'four wards' was identified over six years ago.

It seems to us that serious consideration has not been given to the wider contextual and cultural issues at play, despite knowing that proposals were due to be considered. In short, we believe that this consultation has been rushed and ill thought through.

In conclusion:

It seems to us that the proposal to change school catchment areas for Fitzalan High has been made to reduce the surplus places in Cantonian High School. While these proposals might make sense at first glance on a map, we believes strongly that they do not demonstrate any understanding of the communities affected. In addition they demonstrate little regard to the wider objectives and recommendations in the Council's 21st Century School Programme, the educational interests of young people in Canton, the impact on the community school of Fitzalan and the community of Canton itself (and the wider four wards).

There remain a number of unanswered questions that we invite the Council to respond to:

1. What considerations have been given to wider catchment area changes, which may include the following schools and their feeder primaries: Radyr Comprehensive School, Bishop of Llandaff, Willows High School, in addition to the new school in Ely and the potential new school in the West of Cardiff linked to proposed new housing
2. What consideration has been given to different catchment changes within Fitzalan High School's catchment area, including to the South- for example in relation to Mount Stuart Primary and its proximity to Willows High School
3. Why have these proposals been rushed through with inadequate consultation and consideration when the wider issues were identified as early as 2010?
4. What considerations have been given to a model of Federating Cantonian High School with a neighbouring school such as Radyr, as a way of realizing school improvement?
5. What is being done to address over-subscription in other schools in Cardiff, in particular Radyr Comprehensive and Cardiff High?
6. What considerations have the Council given to the multi-cultural, multi faith and multi-lingual nature of Fitzalan High School and its students, and the impact this proposal will have on particular groups of students
7. How many children currently within Cantonian High catchment area currently attend schools out of catchment, and what is being done to address this, other than re-drawing boundaries?
8. Has the Council considered the impact of the proposed housing developments identified in the LDP and listed earlier on school organization in the South, West and North West of the city, and what assessment has it made?
9. What assessment has the council made of the impact of these proposals on the community of Canton, including as part of the inter connected 'four wards'?
10. What assessment has the Council made of the impact of these proposals on children's safer routes to school?

Finally, we believe that Fitzalan High is on an exciting journey. We have made some of the greatest improvements in standards and attainment of any school in Cardiff, and indeed across Wales. We believe we have a lot to share about how our approach to school improvement works, and we would welcome the opportunity to engage with the Council on this as part of a strategic approach to improving education for all our children and young people in Cardiff. We urge you to reconsider these proposals, and look forward to your response.

Yours sincerely

Debbie Morgan
Interim Chair of Fitzalan High School
On behalf of Fitzalan High School Governors

cc. Cllr Sarah Merry

Mark Drakeford AM
Kevin Brennan MP

Cllrs for Canton
Cllrs for Grangetown
Cllr for Butetown
Cllrs for Riverside
Cllrs for Llandaff

Lansdowne Governing Body
Norfolk Street
Canton

Mr Nick Batchelar
Director of Education
Cardiff Council
County Hall
Atlantic Wharf
Cardiff CF10 4UW

26 February 2016

Dear Mr Batchelar

Re: Objections of Lansdowne Primary School Governing Body to the Proposals to redefine the English-medium Primary and Secondary Schools Catchment Areas in Canton

Lansdowne Primary School Governors wish to object to the proposal to

- redraw the secondary school catchments for Canton which would see Lansdowne and Radnor Primary Schools removed from the catchment for Fitzalan High School, Canton and included in the catchment for Cantonian High School, Fairwater;
- redraw primary catchments in Canton, in particular the transfer of Lansdowne's catchment to Kitchener Primary.

Firstly we wish to address the issue of what we consider to be an inadequate and flawed consultation. As Governors we have identified numerous concerns relating to how the consultation process has been undertaken which has disadvantaged many groups of parents and transferred the responsibility of conveying the Council's message onto the school and the school community. As a Governing Body we contacted the Director of Education setting out our concerns, as soon as the consultation was launched, and sought assurances that the consultation process would be meaningful to ensure informed responses and would be inclusive to make certain that our parents were not disadvantaged but unfortunately a response was never received.

Whilst the School Admissions Code, the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006 set out the requirement for consultation and may not be prescriptive on the level needed it does state that:

> *Admission arrangements must be consulted on for each maintained school between 1 September and 1 March, and set by 15 April, of the school year (the 'determination year') beginning two years before the school year in which the arrangements will apply.*

Therefore we question why this consultation was rushed through, last minute and only undertaken in the final month when it could have started anytime from 1st September 2015 onwards. Earlier consultation would have

given more time to ensure appropriate engagement and made the process more meaningful.

The official consultation period only ran from 2nd February to 1st March which in itself is particularly short given the scale and implications of the proposal. This period also included a half term holiday and inset days. Governors and parents only received official notice and a copy of the consultation leaflet in the second week immediately prior to the school closing for the half term break.

Whilst the consultation was advertised on the Council website, for those with access, it was not easily accessible as it was not signposted from the homepage or subsequent pages and was located six subpages in from the homepage.

When the Council's consultation was so heavily reliant upon schools disseminating and distributing information we fail to see why the Council chose to consult over the half term break which is a significant proportion of the consultation period when parents are unable to access support from the school.

We consider that the problems of the limited time for consultation was further compounded by the distinct lack of information and the presentation of what was actually provided. The A4 leaflet and map supplied has proven to be inadequate and insufficient to enable informed decisions.

Para 2.55 of the Schools Admission Code States that:

> "Where catchment areas are used, they should be designed so they are reasonable and clearly defined ...and must make maps of the specified areas available, for example on their websites or in public libraries or otherwise enable parents to easily identify their home in relation to school catchment areas."
>
> We have been informed that the maps supplied have been confusing for many parents who have not been able to easily identify their homes on these small maps or understand clearly the significant direct implications of the proposals.

- No proper rationale is given as to why the changes have to be made and the benefits of this preferred option. No attempt has been made to ensure the consultation was meaningful as neither the community nor the key stakeholders were engaged in developing this proposal. Of particular concern at Lansdowne is the failure to consider the language and literacy needs of consultees to enable participation. All that was provided was a Language Preference Form enclosed with the consultation leaflet. Parents were expected to return the form requesting information in home languages with no indication of how long this process would take, mindful that the consultation period was inadequately short. At Lansdowne we have 33 home languages and only one was catered for. Additionally parents needed support to understand the request form to appreciate the nature and significant implications of what was being proposed and what they needed to do.

- Consultation undertaken appears to have ignored the Council's own Corporate Consultation Strategy which states that
    - They are "***committed to a consistent and sustainable approach to engagement***" and to be "***open, accessible and responsive***". Engagement should be a " ***clear, simple and transparent activity...well planned and carefully delivered***
    - ***The diverse needs, cultures and experiences of those we wish to engage with must be appreciated when designing consultations. The language, timetables and rules of all cultures can subtly affect their ability to participate in discussions and must be sensitive to the needs of others when their input is sought.***
    - ***It is vital that a combination of consultation methodologies are put in place that are commensurate with the scale of the consultation being undertaken.***

Therefore we consider that the level of consultation provided was not commensurate with the significant implications of the proposals and the sizeable population affected.

Turning to the specifics of the proposal; Cardiff Council's latest Draft Schools Admission Policy states that:

- ***All pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability/disability or religious beliefs***

However we do not consider that all pupils and prospective pupils are being treated equitably by what is being proposed.

- Lansdowne is a multi ethnic school with 32 non English home languages. 62% of Lansdowne's pupils are registered as from minority ethnic backgrounds and 47.3% were recorded as having English as an additional language (MyLocalSchool figures 2015).

Despite this only an 'in house' self-assessment was undertaking using the Screening Impact Tool (dated January 2016), which concluded that

- *The proposed changes to the catchment areas are intended to have a positive impact by seeking to allow a greater proportion of children to attend their local catchment area school, and providing families applying for school places in each catchment area with a reasonable expectation of admission to their local catchment area school*
- *The current secondary school catchment area arrangements are disadvantaging those families applying for secondary school places for their children in the parts of the catchment area furthest from Fitzalan High School (including South Grangetown and Butetown) where the distance to alternative English medium high school provision would be greatest and where there are high proportions of families on low incomes.*

- *The proposed changes would mean a fairer distribution of secondary school places albeit it is acknowledged that for some children living in very close proximity to the Fitzalan High School site there could be increased travel distances to their catchment school. All pupils directly affected by changes would be under 2 miles from Cantonian High School and safe walking routes are available, many of which are already used by children accessing the faith and Welsh-medium schools serving the locality.*
- *The current primary school catchment area arrangements are disadvantaging those families applying for primary school places for their children in the parts of the catchment area furthest from Kitchener Primary School.*

We as governors consider this assessment to be inadequate as it does not provide a proper evidenced assessment of the short and long term social, cultural and environmental impacts on all pupils, schools and the Canton community who will be affected by this proposal. It appears to have been a desk top exercise which has taken little evidence into account and the needs of all pupils concerned.

The perceived benefits of the proposal could, when the new housing developments in the west of the city are built, result in parents in Canton also being disadvantaged by being furthest from their catchment school thereby recreating the current concerns in the not too distant future.

We believe that due regard has not been given to the needs of all pupils affected by this proposal which has led to the failure to undertake an informed fully evidenced screening assessment and which in turn has resulted in the ultimate failure to carry out a full impact assessment.

This we believe renders the proposal unsound and incapable of implementation, we also believe that the undesirable impacts of implementing the proposal cannot be mitigated against.

We consider that the proposal, if implemented, will have an adverse impact on:

- Equality and diversity and will actively undermine and jeopardize community cohesion. The impact of the proposal on Fitzalan appears to have be given inadequate consideration as one of its strengths is its multi-ethnic make-up. Fitzalan is a community focused school which promotes and maintains cultural and community cohesion. The removal of pupils from the Canton area will lead to a less diverse school population. Welsh Government guidance identifies schools as playing a key role in promoting positive cohesion yet this proposal serves to undermine the positive work undertaken by the Canton Schools.
- This proposal directly contradicts the Council's objective to provide 'Local Schools for Local Children'. In 2015 over 84% of Year 6 pupils at Lansdowne transferred to Fitzalan their local high school. Fitzalan is at the heart of the community in Canton and the local school of choice for Lansdowne families yet under the new proposals pupils at Lansdowne and Radnor will be sent to a school outside their community. Fitzalan is within

easy walking distance along established known and well used routes for pupils. Transfer to Cantonian will result in longer distances. The screening assessment provides no statistical data or evidence that any modelling or proper formal assessment of the transportation and environmental implications was undertaken to support the unsubstantiated statements. There should be certainty of the impacts rather than vague references for example

- *for **some** children living in very close proximity to the Fitzalan High School site there **could** be increased travel distances to their catchment school*
- *implementing the proposal would **most likely** have a positive effect as a result of a net reduction of pupils using polluting modes of travel, compared to not implementing the proposal.*

- Contrary to the impact assessment screening we believe the proposal would involve increased journey times by foot for pupils whether through choice or unable to access alternative modes of transport and would involve the crossing of a major strategic highway. Safety concerns and increased journey times are likely to result in an increase in the number of car journeys and will therefore have a substantial impact on already high traffic levels in Canton and have a detrimental effect on the Ely Bridge Air Quality Management Area. Additionally we question whether assessment has been undertaken to ascertain whether local bus operators would be able to meet such an increased demand in light of Welsh and faith school usage. Additionally these implications would see a year on year increase as more year groups are affected by the proposal. Longer journey times will also impact significantly on the ability of pupils to undertake extra-curricular activities.
- There is no educational benefit for pupils at Lansdowne or other children in Canton. Any proposal should seek to raise educational standards for all children concerned. At present children transferring to Fitzalan from Lansdowne can access a diverse curriculum and a wide range of extracurricular activities. This is testament to the Head teacher and staff at Fitzalan and the cluster schools who have been on a journey together and is the direct result of working tirelessly to improve standards. Fitzalan High School and its cluster primary schools have developed strong effective partnerships to ensure children experience a successful transition to high school and standards continue to improve. This proposal would serve to break up a thriving school community and destroy all the valuable hard work undertaken despite significant budgetary constraints and would force overburdened staff to start again. It is regrettable that Cantonian has suffered as a direct result of the lack of investment and threats of closure and deserves proper investment to make it a local school of choice for its own existing catchment but not to the detriment of children from Lansdowne and Canton.

As Governors at Lansdowne we have experienced first-hand the damaging direct and indirect consequences of the Council's previous proposals where due regard was not given to the impact of proposals on pupils at

Lansdowne. Such proposals were subsequently proved to be ill informed and misguided and would, had they been fully implemented, been devastating to the Canton community. It was however testament to the sheer commitment of staff and the support of parents and the wider school community in ensuring that such damaging impacts have been minimised.

Yet once again we are facing the consequences of not adopting a strategic fully evidenced approach to finding a solution to the issues regarding access to secondary education in South Grangetown /Butetown and undersubscription in Cantonian. Ill-conceived short term decisions can have long term impacts on the education of children, particularly those in the transitional years. There appears to be no long term plan to deal effectively and efficiently with the issues facing Cantonian High School. A more strategic long term sustainable solution is required. Positive change requires investment and change from within rather than simply shuffling pupil numbers through arbitrary changes to catchments. Change at Fitzalan has been achieved over time through strong leadership and ongoing community partnership and should serve as a model for Cantonian.

In terms of the proposed changes to the eastern boundary of Lansdowne's catchment it is difficult to see the logic or the necessity for this change. The consultation document identifies the issue of over subscription for places in Kitchener Primary which results in parents furthest from the school experiencing difficulties in accessing a place. Yet despite the stated issue of over subscription at Kitchener the Council's proposal includes the transfer of catchment from Lansdowne to Kitchener which although offset by an additional transfer from Kitchener to Severn still appears questionable and without justification. Our concern is that the only apparent reason for this proposed change is to ensure that no pupil falling within the revised Cantonian catchment would live beyond 2 miles of Cantonian, the claim suggested in the questionable Screening Assessment. In addition this also appears to ensure that Fitzalan High School is no longer geographically situated within Lansdowne's catchment with the area in question transferring to Kitchener which will continue to be a feeder to Fitzalan.

In conclusion, for the reasons outlined above, we strongly object to the proposed changes to Fitzalan and Lansdowne's catchments and urge the Council to reconsider and formulate a solution in partnership with the community which successfully resolves the issue of undersubscription in Cantonian and the potential difficulties for families accessing secondary education in the Grangetown/Butetown areas without detrimentally impacting on Lansdowne families and the wider Canton community.

I look forward to hearing from you on these important issues.

Yours sincerely

H Williams

Chair of Governors

Lansdowne Primary School Governors

Ysgol Gynradd Radnor Primary School,
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Headteacher/Prifathrawes: Mrs. A. James

February 24th 2016

Dear Ms Duddridge-Hossain

This letter is written on behalf of the Governing Body of Radnor Primary School.

We are writing to place on record our very strong opposition to the proposed catchment area changes that we firmly believe will have a detrimental impact, not only on Radnor Primary School, Fitzalan High School and Lansdowne Primary School but also on the community of Canton.

Our objections are detailed below:

Inadequate Consultation Process and Long Term Strategy/Vision

The consultation is inadequate as it does not present information or assessment (economic, social, cultural and environmental impacts on all school and pupils affected) of any other options e.g. further secondary provision in the south of the city to reduce demand on Fitzalan. This suggests to us that a decision has already been made. The proposal is presented in isolation appearing fragmented and short term, with an absence of any city wide strategic context. For instance, we would wish to know how the Council has taken into account the extensive new housing developments that are due to take place in the affected parts of the city. We lack confidence that further disruptions will not be proposed in the future due to an absence of a long term strategy in the proposals.

Cardiff Council's stated aim for 21st Century schools is "to create the right schools in the right places" (21st Century Schools Programme Cardiff Council publication). One famous phrase that has been quoted at us over a period of many years is 'local schools for local children'. We require an explanation of how this proposal meets this noble aim because as a governing body we fail to see how this will be achieved.

The consultation period is very short, straddling a school holiday, and so does not allow adequate time for people to make their views known on such a significant issue. The proposal came out of the blue, suggesting a lack of forward planning. Information was sent out to schools and governors a week after the consultation had started, so a quarter of period was lost. This is at odds with Cabinet Office guidelines on how to run a consultation.

Lack of Educational Benefits

Fitzalan High School has recently been categorised as a 'green' school which means the quality of education there is excellent and it is therefore the obvious school of choice for many Radnor parents and pupils living within the current Fitzalan catchment area. If this proposal goes through, our parents will no longer have the choice to send their children to Fitzalan and we can see no long or indeed short term educational benefits for our young citizens in this. All changes to education must raise educational standards for all pupils concerned, with immediate effect.

Added to this, Radnor could be disadvantaged because the proposal may well change future parental choices as regard to primary school – something we have first hand experience of as many of our pupils left Radnor long before year 6 when the reputation of Fitzalan was less strong.

Apart from Fitzalan's record for good results in core curriculum areas, it also has thriving drama and music departments, excellent sports facilities and is one of the best schools in Cardiff when it comes to giving the children extra-curricular opportunities. This is very important to many in our community as it continues and builds upon foundations laid in Radnor.

One of the educational priorities for Cardiff is to close the attainment gap between different groups of learners. Fitzalan and its current feeder primary schools are successful in this, with a track record of getting the best out of pupils of all abilities, including high performers. They also have well documented expertise working with and raising standards of pupils who do not have English as their first language, as well as those with special needs.

Such successes are testament to the staff at Fitzalan and the cluster schools who have worked tirelessly to improve standards, transition and communication over time. Fitzalan and its cluster primary schools have worked extremely hard to strengthen partnerships to ensure children experience a successful transition to high school and to raise standards. This proposal would destroy all of the valuable hard work and force over burdened staff to start again. This would mean that pupils at a vulnerable age/stage would be disadvantaged and this represents poor use of public money.

Negative Effect on Community Cohesion

The council's proposals seem to pay little heed to community cohesion, which we believe is one of the outstanding strengths of our school, Canton and Fitzalan. If this proposal was successful our community could be split along cultural and ethnic lines. We would be in danger of losing Fitzalan's successful multi-cultural ethos where there are children from a broad variety of cultures, nationalities and faiths. The children in Radnor have had the experience of a multi-cultural, multi-lingual, multi-faith and socially diverse education that is reflective of our community and Fitzalan – and we consider this to be an outstanding strength and fundamental to the development of children as they move through life. Our parents have told us that this is something that they value highly. This should be an aspiration for Cardiff as a whole, we have achieved it successfully and so it seems ludicrous for the Local Authority to play a part in its wanton destruction. Any proposal and associated consultation must be accompanied by a proper, transparent assessment and consideration of these issues.

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MARC CELFYDDYDAU CAERDYDD

Safety, Logistical and Sustainability Issues

Most of the parents whose children currently attend Radnor plan for them to go to Fitzalan High School and will have made plans to this end for perhaps many years. The proposals will undermine these plans and this entitlement to the education and friendships they had been led to believe they will get. Many who are currently at Fitzalan have younger siblings at Radnor. It could therefore be the case that families will have children at more than one secondary school should this proposal go through, causing significant practical difficulties.

Fitzalan is our local community high school and within walking distance for many of our children and they know their locality well. Parents feel a sense of security knowing that their children will be walking familiar streets with well known crossing points for the busier roads. This proposal expects the children to travel to an area of Cardiff with which they are not familiar and is much further away than Fitzalan. Most importantly, the route to Cantonian for most of our children would involve crossing Western Avenue, one of the busiest, fastest routes in Cardiff where there are fatal accidents from time to time. For many this journey will not be walkable and is not currently accorded a safe cycling route. This will lead to an increase in the number of car journeys and will therefore have a significant impact on traffic levels. We believe that the proposals are therefore not practicable and also fail on safety and sustainability grounds. There is no evidence that any assessment of these impacts has been carried out.

Previous Experience of Poor Decisions

The governors, staff and pupils at Radnor have experienced firsthand, in the not too distant past, the damaging impacts of previous proposals. The effects of bad decisions have had a long term impact on our school and we have had to work hard to ensure that there has been not detrimental effect on pupils.

Standards have risen considerably in Radnor in recent years; this has been achieved through hard work with pupils, parents and governors. Effective transition into an already effective school has meant that these high standards are nurtured, developed and built upon in Fitzalan – do not destroy this for our children.

Yours sincerely,

Dominic Hutchings
Chair of Governors

HEALTHYSCHOOLSCARDIFFNETWORK
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CARDIFF ARTS HUB
HUBC CELF CAERDYDD

Governing Body
Fitzalan High School
Lawrenny Avenue

Governing Body
Lansdowne Primary School
Norfolk Street

Governing Body
Radnor Primary School
Radnor Road

Dear Mr Batchelar

Re: Joint Response to the Proposal to Amend School Catchments in Canton

On behalf of the Governing Bodies of Fitzalan High School, Radnor Primary School and Lansdowne Primary School we are writing to place on record our strong opposition to the proposed catchment area changes as they impact on our schools and others within the wider community.

We consider that a joint response from the Governing Bodies of our three schools, who will be significantly affected by the proposal, is necessary to reflect the successful and effective relationship that has been developed and nurtured between Fitzalan and its cluster primary schools both in relation to education and its interaction with the wider community. A joint response further reflects our desire to ensure that as a cluster we continue building on the progress we have achieved to date.

We fully endorse the individual responses submitted by Fitzalan, Lansdowne and Radnor Governing Bodies and wish to further highlight that they contain views shared by our AM Mark Drakeford, MP Kevin Brennan and our three ward councillors, Cllrs Richard Cook, Susan Elsmore and Ramesh Patel.

However in addition we are particularly keen to emphasise that Fitzalan and its cluster primary schools have together developed a strong and successful 'Learning Community" which has and continues to provide considerable benefits to all our pupils and their wider community. This strong learning community has been achieved through the development of close collaboration and partnerships between all members of the cluster and is testament to the commitment of the leadership, governance, staff and the communities involved.

We wish to highlight the Director of Education and Lifelong Learning's January 2016 report to Cabinet which provided an update on the performance of schools in Cardiff for 2014/15, which provides an update on the progress being made by Cardiff to improve outcomes for our learners. However the report reflects the fact that only 11.1% of Cardiff secondary schools were categorized as "Green Schools". Therefore at a time of ongoing severe budgetary pressures and the need to continually improve standards we believe that where a school such as Fitzalan has been able to achieve "Green" status, a situation which can provide positive benefits to its cluster schools, then this should be recognised, allowing this successful learning community

to further develop and build on the foundations it has already established. This proposal would appear to only serve to undermine the achievements made so far.

We request that alternative options are considered that provide benefit to all learners in Cardiff and would welcome providing input into that process.

Yours sincerely

Debbie Morgan Interim Chair of Governors Fitzalan High School	Dominic Hutchings Chair of Governors Radnor Primary School	Helen Williams Chair of Governors Lansdowne Primary School

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23.02.16

Dear Mrs. Duddridge-Hossain,

The Governing Body of Severn Primary School met to discuss the proposals to revise school's catchment areas in the Canton & Riverside areas of the city.

The Governors seek clarification on the following points:-

1. In the proposals the catchment area of Severn Primary would increase in size. Governors wish to know whether a demographic projection has been carried out to see whether there is sufficient space within our school to meet the demands from the enlarged catchment area. Our school is currently nearing capacity and we want to feel confident that we can accommodate the children who are in our school community.
2. Our Reception admissions are currently over-subscribed what would the impact of an extended catchment area have on this?
3. We are concerned not just about classroom space but about the lack of outdoor space including playground space within our school. We are an inner city school with very limited outdoor space. Extra children would also put greater pressure on our current facilities e.g. toilets.
4. Governors would like to know whether a city wide review of catchment areas has been undertaken.
5. Governors were very concerned about the short timescale of the consultation and want to know why the decision was taken to close consultation on 1st March.

Yours sincerely,

E.J. Morris

Julie Morris - Headteacher

(On behalf of the Governing Body of Severn Primary School).

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Phillips, Joanna

From: Jackson, Ruth
Sent: 29 February 2016 10:55
To: School Responses
Subject: proposed change to catchment areas- Kitchener Primary School

The Governing Body of Kitchener Primary School object to the proposals on the following grounds:-

- The catchment area of Kitchener Primary School is very well established and there are very strong community links between the school and families living the area that would be lost to a neighbouring school.
- The school is uncertain of the impact of the proposed changes in its catchment area. No data has been supplied by Cardiff Council to enable the Governing Body to assess the impact on demand for places at Kitchener.
- The changes to the catchment of Fitzalan High School would mean that the careful balance of ethnic backgrounds and languages at the school would be lost and this could ultimately impact on community cohesion within the wider Riverside area.

K Ekstrom
Clerk to the Governing Body

English-medium Primary and Secondary Catchment Area Consultation

For the attention of : Ms. Duddridge Hossain, Schools Organisation Planning Manager.

I should like to make the following points in connection with the above consultation.

1. The original Cantonian High School was located in Canton and therefore, historically, the current High School feels a natural close affinity with these primary schools. Because of the size of the current Fitzalan High School catchment area, the proposed re-organisation would mean that many pupils would face less travelling time attending Cantonian than they do at present to attend Fitzalan.

2. The local authority is to be applauded for its decision to limit its secondary schools to a maximum of a ten form entry. To go beyond is to severely limit a school's ability to provide genuine individual learning experiences for pupils. Because of the current very small size of Cantonian, staff really do have an in-depth knowledge of every pupil and are therefore able to provide a truly individual learning experience. Even with the proposed changes which would move the school to six form entry it would still not be a large school and well able to continue with this individual learning approach.

3. It is natural that parents should be concerned that their children are being allocated to a red school instead of a green school. However, it is worth remembering that is only a short while ago that Fitzalan was not too far off the current Cantonain position. Fitzalan addressed its issues and has made very good progress. Equally, Cantonian has faced up to its issues and is addressing them. Because it is under the Challenge Cymru Programme it inevitably has a red categorisation. However, the strategies, partnerships and investment that have been put in place are already yielding positive progress. In the first six months there was an overall improvement in results and particularly at GCSE Level 2+. Since then the pace of improvement has been accelerating and there is every indication that there will be further significant improvements in results this year.

4. What this means for parents being asked to send their children to Cantonian is that they would be joining a school that has fully recognised its deficiencies and is totally committed to bringing about the required improvements at pace. The whole of the staff are totally committed and dedicated to achieving the required rapid progress and are undertaking the whole process with great enthusiasm. Staff are determined that Cantonian will never be in this position again. Pupils can therefore be guaranteed that staff will leave no stone unturned to ensure that they receive the highest quality learning experience to enable them to achieve their full potential.

5. The issues that resulted in the school being in the position it was are now in the past. Out of this has come Challenge Cymru money and this financial investment is enabling the school to progress more rapidly than might otherwise have been possible.

6. The nature of the school's current catchment area ensures a wide diversity both in terms of ethnic background and socio-economic groups. The proposed catchment changes would present no issues for Cantonian and the new pupils would be absorbed seamlessly.

7. Not all pupils are academically high achievers and for those who have additional needs or other issues, Cantonian has an enviable reputation for being able to meet those needs. For example, the school's Autistic Unit is so highly rated that it is not unusual for out-County admission requests. In another direction, the school is currently discussing the possibility of establishing a specialist behavioural unit. To be aware of the school's proven track record in this area should allay the fears of some parents who may require such facilities.

8. The school's current categorisation means that it is virtually impossible to allay parent fears. In trying to win them over I would argue not to judge the school on where it is officially at present but rather on what has happened since and our accelerating rate of progress. The staff are totally committed to turning Cantonian into an excellent school and from an individual pupil's viewpoint this can only result in the best possible learning experience.

Derek Mutlow
Chair of Governors,
Cantonian High School
28th February 2016

English-medium Primary and Secondary Catchment Area Consultation

For the attention of : Ms. Duddridge Hossain, Schools Organisation Planning Manager

I have just had sight of the response from the Interim Chair of Governors at Fitzalan High School. In the light of its content I feel it is imperative that I respond so as to provide a more balanced view of Cantonian High School and its current and future progress.

Make sure schools are in the right place and are of the right size

I would be disappointed if Fitzalan was not able to state that it serves its catchment community area well. At Cantonian we would similarly argue that we serve our Fairwater community very well. However, I do not feel it can then be argued that communities would be broken up by transferring part of Fitzalan's catchment to that of Cantonian. Many of the affected areas would find little if any difference in distance from the two schools. The map would indicate that for some families it would be a shorter journey as Cantonian is closer to them. What is clear is that distance from the respective schools is irrelevant as neither necessitates a very long journey. Indeed the current very large Fitzalan catchment area means that many of their pupils already have longer journeys than any pupils would have under the proposed changes.

What cannot be ignored is that Fitzalan is full and if its catchment area is not changed it will be over-full and in breach of the local authority's stated policy of not exceeding a ten form entry. Fitzalan is currently a good school but Cantonian is now improving and at an accelerating pace. There is every indication that it will not be long before Cantonian will be an equally good school. When a school has had difficulties and is working very hard to improve, it tends to generate a really positive and exciting learning experience for pupils. It would be a real loss to the community if the opportunity was missed to use the surplus places at Cantonian to address the shortage of places at Fitzalan.

Focus on reducing known links between disadvantage and educational achievement

It is true that Fitzalan has a good record in addressing disadvantage and educational achievement but its record in this important area is no better than that of Cantonian. Even when the school was criticised in other areas its work here continued to be highly praised by the ESTYN inspectors. In other words, for pupils with these needs, the transition would be seamless.

Dealing with surplus places

The claim that Cantonian has accrued surplus places as a result of years of mismanagement and poor leadership is a sweeping claim and does not stand up to closer scrutiny. It is true that in the 2015 inspection the school's leadership was criticised but this was not the case in the previous inspection just a few years earlier.

Since last year's inspection there have been sweeping changes to Cantonian's leadership. The school is now very well and ably led, all the staff are enthusiastically on board and doing everything they possibly can to take the school forward. The result is a truly vibrant and exciting environment and one that the pupils are thoroughly enjoying despite all the new learning challenges.

The drive to improve academic attainment has not been made at the expense of tackling poor attendance and behaviour. In September new attendance and behaviour strategies were put in place and the improvements are already dramatic. In just a few short months Cantonian has moved from a red to a yellow category school for fixed term exclusions.

Place schools at the heart of their communities

The claims that Fitzalan are making in this area are frankly no different from those that would be made by Cantonian. I did not comment on this aspect of the school's work in the community as I did not think it necessary. I believe that there is a strong obligation on any community school to do its utmost to engage with its local community. Cantonian has a long and proud history of doing just that and will continue to do so in the future.

Health and safety and logistics

I do not accept the argument that there is not enough planning time for parents if the proposed changes commence in September 2017. This is still over 18 months away.

Inevitably in any re-organisation, some pupils will end up having to walk further and for others it will be shorter. However, what is clear from the map is that it is not going to be a dramatic change for any pupil.

Overriding Issue

The local authority has decided to limit secondary school entry to no more than 10 forms. To continue with its current catchment area Fitzalan would have to exceed this limit. Cantonian is close by it serves the same community area, has surplus places and is an improving school. The case for making the necessary catchment changes is compelling.

Derek Mutlow
Chair of Governors
Cantonian High School
29th February2016

Ysgol Uwchradd
Cantonian
High School

Fairwater Road, Fairwater, Cardiff, CF5 3JR
Heol Y Tyllgoed, Y Tyllgoed, Caerdydd, CF5 3JR

Acting Headteacher: Mrs D. Gill NPQH, MA (ed), BA (Hons) www.cantonianhighschool.net

Michele Duddridge Hossain
Schools Organisation Planning Manager
Room 219
County Hall
CARDIFF
CF10 4UW

29 February 2016

Dear Michele

I am writing in support of the consultation on changes in school catchment which impact on Cantonian High School and wish for you to consider the following points:

The proposed changes underpin the key aims of Cardiff Council's 21st Century Schools programme including making sure schools are in the right place and are the right size. Cantonian High School is geographically located near Canton and Victoria Park, and has historically taken the majority of pupils from Lansdowne and Radnor Primary Schools at a time when Fitzalan High School was perceived (until recently) to be a failing school. In recent years, Fitzalan has benefited from substantial local authority investment which has, in turn, improved its facilities, subsequently resulting in improved standards at the school; Cantonian has not. If the catchment area for Cantonian is revised this will provide an opportunity for financial re-investment in the school similar to that which Fitzalan has benefited from, and like Fitzalan, this will support Cantonian's improvement journey further.

Cantonian High School is a proud community school. We have well-embedded, effective transition arrangements with our primary schools, not just those within our catchment, but beyond. Cantonian currently admits pupils from a variety of primary schools across Cardiff. If the proposed changes to the catchment take place, Cantonian will be committed to working with Lansdowne and Radnor to establish a robust transition plan that ensures pupils make an effective and smooth transition between schools.

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Tel/Ffôn: 029 2041 5250 **Fax/Ffacs:** 029 2041 5273 **Email/E-bost:** cantonianhigh@cardiff.gov.uk

Cantonian High School is an improving school which is closing the gap between disadvantage and educational achievement. Over the past three years we have steadily closed the gap in the performance of pupils eligible for Free School Meals (FSM) with those not. This year, the performance of FSM pupils at the school in relation the L2+ measure was in the top 25% of similar schools. If the proposed change in catchment were to go ahead, the pupils at Lansdowne and Radnor would benefit from the valuable work undertaken at Cantonian to ensure that all pupils, despite disadvantage, succeed.

Cantonian is a true community school. In recent years we have seen a rapid increase in the number of English as an Additional Language and Minority Ethnic pupils, and as a result our pupils access a diverse range of educational experiences based on a multi-faith, multi-cultural and multi-language curriculum. In addition, Cantonian caters effectively for pupils with a range of additional needs. Our provision for pupils with Special Educational Needs (SEN) is recognised across the authority and beyond as being of excellent practice, and as a result we have a thriving ASC base which is over-subscribed. If the proposed changes to catchment go ahead, the pupils of Lansdowne and Radnor with special educational needs would benefit from a bespoke specialist provision that will ensure all pupils reach their potential.

Cantonian High School is changing. Under national categorisation it is a 'red' school and as a result has benefited from recent significant investment from both the Welsh Government and local authority. As a 'Challenge Cymru' school, Cantonian has benefited from additional investment and support to raise standards, particularly in English and maths. The recent support from the local authority has led to the school working in partnership with The Bishop of Llandaff Church in Wales High School, which has resulted in rapid improvements in learning and teaching across the school. Furthermore, the school is now benefiting from a change in leadership and governance which is having a rapid impact on attendance, behaviour and standards of teaching. This intervention, albeit recent, has resulted in the school achieving its best results ever in 2014/15 which we expect to improve on significantly again this year.

If the proposed changes to the catchment area affecting Cantonian High School do not go ahead, the implications are far-reaching and detrimental to not only Cantonian, but also to Fitzalan High School, and Lansdowne and Radnor Primary Schools.

The increase in pupil numbers forecast for Fitzalan High School will take the school from a ten-form entry in 2016 to approximately a fourteen-form entry in 2018. This will have a detrimental impact on standards within the school as vulnerable pupils will be significantly disadvantaged by being educated in such a large school.

For Cantonian, its pupils and community, the impact too will be significant. The year-on-year fall in pupil numbers that Cantonian has experienced has had a detrimental impact on the school community. If the proposed change in catchment does not go ahead and Cantonian's numbers do not increase, the school will lose its diversity. As a school with surplus places we are expected to take a high volume of 'managed moves' and 'casual admissions' compared to schools that do not have surplus places. If this continues, we will have a higher volume of pupils with significant behavioural concerns and low aspiration which will impact negatively on attainment outcomes.

Whilst as a school I am proud of the successful work we undertake with vulnerable pupils, those from disadvantaged backgrounds and pupils with additional needs, it is essential for the successful community cohesion of the school that our pupils provide a balanced cohort.

Furthermore, if the proposed change in catchment does not go ahead it will have a detrimental effect on the curriculum that we offer pupils. We currently meet the required 14-19 and post-16 local curriculum offer, but unless numbers improve this will be difficult to sustain. In addition, if our pupil numbers do not increase we will be reliant on our small number of teaching staff having to teach out of their specialism, including in core subjects.

Cantonian High School has had a year-on-year reduction in funding due to its falling roll which has had a significant impact on its budget. In turn, there has been very little local authority investment in the school in recent years as its future has undeniably been uncertain. Despite this, the school has used what financial resources it has to suitably maintain the learning environments in the school. As a result the school has an appropriate number of ICT suites, an excellent drama studio and a well-resourced learning centre. If the change to catchment area does not go ahead, Cantonian will be unable to continue the investment in its premises which will rapidly result in the school no longer being fit for purpose.

In summary, Cantonian High School is an improving school. We are on an exciting journey to rapidly improve outcomes for our pupils, but in order to secure the future of the school and the vital place it plays in the community, we need to increase our catchment area to one that will take us from being a three-form to six-form entry.

Yours sincerely

DIANE GILL
Acting Headteacher

MARK DRAKEFORD AM & KEVIN BRENNAN MP

Sarah Merry
Cabinet Member for Education
Cabinet Office
County Hall
Cardiff
CF10 4UW

18.02.2016

Dear Sarah,

Re: English-medium Primary and Secondary Schools Catchment Area Consultation

We write in response to the current consultation concerning catchment areas in Canton. We have a number of significant concerns about the consultation which we need to raise with you.

The first concerns the consultation process itself. Given the significant impact on a large number of families, it does not seem adequate to consult over a very short period of time, including a week of the half term holiday, from 2nd February to 1st March.

Moreover, in an area which contains the highest density of families from non-English speaking backgrounds, there is little evidence that the consultation has been carried out in a way which has taken into account their particular needs.

Our view is that, whatever the merits of the proposals themselves, the consultation exercise itself does not stand up to examination and ought to be withdrawn, re-examined, and if necessary re-conducted on a basis that would secure public confidence. Unfortunately, as is clear from our post bag and visits to our constituency office, the current exercise has had the opposite result.

As to the substantive proposals, you will be aware of a series of concerns which are well represented in correspondence from local Canton Councillors.

In some cases, families living very close to Fitzalan High School will now be out of catchment area, which will lead to resentment amongst parents and pupils who will face a 2 mile journey instead of a very short walk to school.

Cardiff West Constituency Office
395 Cowbridge Road East
Canton
CF5 1JG

Furthermore, there are real concerns in the community concerning the impact of the proposed changes on equality and diversity. Parents of different backgrounds have said that one of the strengths of Fitzalan is its multi-ethnic make-up. Excluding the areas of Canton in the proposal will lead to a less diverse school population, with potentially unwelcome implications for social and racial cohesion.

It would be helpful to us if you were able to supply information about the extent to which places in Year 7 at Fitzalan High School are taken by pupils from outside the current catchment area.

We appreciate, of course, the efforts of the local authority to support Cantonian High School. We remain very committed to the future of that school, which has a very important part to play, given the plans for the future of the city.

Yours sincerely,

Mark Drakeford. Kevin Brennan

Mark Drakeford AM
Cardiff West

Kevin Brennan MP
Cardiff West

Cardiff West Constituency Office
395 Cowbridge Road East
Canton
CF5 1JG

Dear Nick Batchelar

We are writing to place on record our opposition to the proposed catchment changes impacting some Canton schools.

First, we wish to record and declare our various individual interests in this matter:

Cllr Susan Elsmore
Ward Member for Canton
Cabinet Member (Health, Housing & Wellbeing)
LA Governor of Radnor Primary School, Canton (& Ysgol Gymraeg Treganna)

Cllr Richard Cook
Ward Member for Canton
Chair of Children & Young People Scrutiny Committee
LA Governor of Lansdowne Primary and Radnor Primary Schools, Canton

Cllr Ramesh Patel
Ward Member for Canton
Cabinet Member (Transport, Planning & Sustainability)
LA Governor for Lansdowne Primary School, Canton

Second, the proposals to redraw the catchment areas would impact upon a number of Canton schools: in particular, Lansdowne Primary and Radnor Primary Schools, and Fitzalan High School.

In the circumstances, please see below our detailed objections to the proposals as impacting on these schools:

1) CONSULTATION PROCESS
We believe that the consultation process is flawed for the following reasons:

a) the authority may already have a settled view in terms of implementation of the proposals as only one option is under consideration;

b) the authority has neither provided validated assessments of any other options under consideration, nor provided validated assessments of the costs and benefits of the single option that is;

c) the consultation is rushed and does not allow sufficient time for a well informed consultation, given the nature and potential impacts of the proposals:

(i) the consultation opened on 2 February and closes on 1 March, a total of 28 days. This period includes half-term week, in effect reducing the meaningful consultation period to 3 weeks;

(ii) given the nature and impact of the proposed changes, this time period is insufficient to do

justice to the matter under consideration. We gather that parents are due to receive letters outlining the consultation in the forthcoming week: one week later than the opening date of the consultation;

(iii) please confirm that legal advice was sought and received in relation to the length of the consultation period.

d) the authority has not properly set up and facilitated a meaningful and targeted consultation:

(i) head teachers were only informed about the consultation on Monday, 31 January: the day prior to the opening of the consultation;
(ii) parents will only receive consultation letters one week into the consultation period;
(iii) schools are being relied upon to publicise the consultation among parents;
(iv) the consultation is inaccessible on the Council website: it is not immediately visible on the home page of the Education section; anyone unfamiliar with the website would have great difficulty in finding the consultation.

This consultation, therefore, runs counter to recommendations within the Cabinet Office publication: Government Consultation Principles 2016. Quoting from the relevant principles, which state that:

i) B. Consultations should have a purpose
Consultations should take place when the development of the policies or implementation plans is at a formative stage. Importantly, it requires that questions are not posed on which a settled view is already held.

ii) C. Consultations should be informative
Consultations should give enough information to ensure those consulted understand the issues and can give informed responses. Importantly, they should include validated assessments of the costs and benefits of the options being considered when possible.

iii) E. Consultations should last for a proportionate amount of time
Length of consultations should be based on legal advice and taking into account the nature and impact of the consultation.

iv) F. Consultations should be targeted
This principle recommends that people should be made aware of the consultation and know how to access it.

v) H. Consultations should be agreed before consultation
This principle recommends seeking collective agreement before publishing written consultations, particularly on new policy proposals.

2) COMMUNITY COHESION
The approach taken by the Education & Lifelong Learning Directorate appears to be one of simply redrawing geographical boundaries so that these form new catchment areas to address issues of subscription: due to under- and over-subscribed schools. Taken initially, at face value, this might

appear to be a satisfactory approach to organisational planning for Cardiff schools.

However, given the complexities at play here locally in terms of equality, diversity and ethnicity, the key issue of community cohesion comes to the fore. Indeed, simply redrawing boundaries on maps takes absolutely no account of such issues. All impacted Head teachers (Fitzalan, Lansdowne and Radnor) have told us that if these proposals are enacted, our local community high school could be divided along cultural and ethnic lines. We are also aware that many parents have already framed, and will be framing, their objections to these proposals in similar terms.

As elected members, with many combined years as ward members, we are acutely aware of the leadership efforts made by Fitzalan to facilitate and ensure its success as a strongly cohesive community school. This approach has not only meant that educational attainment has flourished and standards have improved markedly, but also that parents from our diverse communities have confidence in sending their children there. Without the confidence of both parents and our communities, Fitzalan would have remained a failing school; however successful it was in enabling and retaining its multi-cultural ethos, where children from a variety of cultures, nationalities, and all faiths and none, are educated in a supportive and harmonious community.

Similarly for the impacted primary schools, children in Lansdowne and Radnor enjoy the experience of a multi-cultural, multi-lingual, multi-faith and socially diverse education that is reflective of our communities and Fitzalan. Changes to the catchment areas would have an adverse impact on this diversity. This would be detrimental to the affected schools, our communities and our children.

3) QUALITY OF EDUCATION

Fitzalan High School has recently been categorised as a 'green' school reflecting its status as a school providing an excellent education. It is the obvious school of choice for considerable numbers of Lansdowne and Radnor parents living locally and within the current Fitzalan catchment area.

If this proposal was enacted, most Lansdowne and Radnor parents would no longer be able to send their children to Fitzalan. This may impact future parental choice of primary schools and will have a detrimental effect not only on Fitzalan High School and Lansdowne and Radnor Primary Schools, but also on the communities of Canton.

Aside from Fitzalan's record for good to excellent results in core curriculum areas, it also has thriving drama and music departments, excellent sports facilities and is one of the best schools in Cardiff when it comes to the provision of extra-curricular opportunities. Importantly, in recent years it has sent two pupils to Oxbridge universities - another signifier of excellence in attainment and achievement.

One of the Council's educational priorities for Cardiff is to close the attainment gap between different groups of learners. Fitzalan is very successful in this, with a track record of getting the best out of pupils of all abilities, including high achievers. They also have well-evidenced expertise working with, and raising standards of, pupils with English as an additional language, as well as those with special needs.

4) HEALTH & SAFETY AND LOGISTICS

The majority of current Lansdowne and Radnor parents have already made plans to send their children to Fitzalan High School. After all, future planning for a child's education is usually carried out in advance and to a span of at least a decade. Other major family decisions also underpin educational planning, for example, where to live and work. To frame these proposals to begin in September 2017 provides very little time for decisions of this importance.

Many current Fitzalan pupils have younger siblings at both Lansdowne and Radnor Primary Schools. Therefore, if these proposals were successful, families may well experience having to facilitate children attending more than one high school, with all the attendant practical arrangements that this would entail.

Fitzalan is the local community high school: within walking distance for many children and well known already to them. Children from Canton attending Fitzalan will usually be walking familiar streets with well-known crossing points for the busier roads. This proposal expects children to travel to an area of Cardiff with which they may not be as familiar and which is further away.

Logistically, the route to Cantonian High School for children from Canton would require them to cross Western Avenue, one of the busiest, fastest routes in Cardiff. Fatalities have occurred on this and surrounding routes. For many this journey will not be walkable, and is not currently accorded a safe cycling route.

5) 21st CENTURY SCHOOLS PROGRAMME

As a collaborative programme between the Welsh Government and individual local authorities the 21st Century Schools seeks to create '*the right schools in the right places*'.

As outlined on the Council website, the main priorities of the investment programme are to:

- Match the supply of and demand for places
- Invest in new schools and refurbish existing schools
- Meet demand for education in both English and Welsh
- Create 'all-through' primary schools
- Create a nursery provision on primary school sites
- Improve ICT facilities

This will create:
- Better learning environments for children and young people aged from 3 to 19
- Better use of resources to improve the efficiency of schools
- A sustainable education system with all schools meeting national standards, reducing running costs and the current carbon footprint

The website page ends with the following statement:
"*We will continue to raise school standards and improve the quality of the learning environment to create fit-for-purpose 21st century schools and give every child in Cardiff the best possible start in life.*"

On the basis of the scant information published as part of the consultation, we do not believe that these proposals are in line with this laudable aim. Indeed, we believe that these proposals run directly counter to it. Comparisons with other Cardiff schools are especially relevant here: Fitzalan High School is a school which is excelling (categorised as 'green'); Cantonian is a failing school (categorised as 'red').

6) CANTONIAN HIGH SCHOOL

We, of course, appreciate that the Council is working to raise the educational standards and the provision of a broad curriculum at Cantonian High school, but we have been given no detail whatsoever about the action plan itself. Indeed, as Local Councillors we would have expected to be told about the plans for Cantonian High school. What is the Council doing to raise standards? How is the Council supporting staff and the senior leadership team? What extra resources are being invested in Cantonian, which as is well known is a school with a significant financial deficit? If this proposal does not proceed, what is the Plan B? What is the strategy for the high schools in the west of Cardiff?

In summary, as ward members we believe that the consultation is fundamentally flawed for the reasons described above. However, crucially, the consultation is flawed because it is premised on the basis that parents of Canton children would lose the ability to send their children to a high school which is excelling, in favour of one which is failing.

Rather, than hold a consultation on a flawed and false premise (where the current ability to choose excellent is substituted for the ability to choose failing), we believe that the directorate should mobilise its efforts to ensure that Cantonian becomes an improving school as soon as possible, thus providing equality of choice for parents and equality of education for children.

Yours sincerely

Cllrs Richard Cook, Susan Elsmore & Ramesh Patel

Ward Members for Canton

Phillips, Joanna

From: Caro Wild <caro.wild@me.com>
Sent: 22 February 2016 16:11
To: School Responses
Cc: Merry, Sarah (Cllr)
Subject: Proposed School Catchment Changes

To whom it may concern

I have listened to the views of several local residents, as well as taking on board the case in support of the proposed changes.

I have the utmost respect for the staff who have been working on these proposals, it is not easy managing catchment areas, especially in a rapidly growing city with bi-lingual requirements. I can see why these changes are being considered, and I know we need to try and improve matters at Cantonians.

However, my most serious concern is that by making these changes we will de-stabilise the community cohesion we have managed to achieve (despite some setbacks) in Riverside and surrounding areas. It is well known that one of the key factors in achieving racial/religious community cohesion is for children to go to school together. That is what has been happening at Fitzalen. My understanding is that the proposed changes will mean a less diverse mix of pupils at Fitzalen.

Whilst I believe we have good community cohesion in Riverside, it is still extremely fragile. Let us not forget that over the last couple of years young men from the area have become so detached from their community that they travelled to Syria join Isis.

In summary I believe the proposed changes could have an extremely detrimental medium/long-term effect on community relations, and undo much of what we are trying to achieve across Cardiff. As such I will be opposing the changes.

Yours Faithfully

Councillor Caro Wild (Riverside)

Phillips, Joanna

From: Merry, Sarah (Cllr)
Sent: 29 February 2016 13:30
To: School Responses
Subject: FW: Re School catchment area

From: Ahmed, Ali (Cllr)
Sent: 26 February 2016 15:41
To: Merry, Sarah (Cllr)
Subject: Re School catchment area

Dear Cllr Merry

With regards to our conversation I would like to point out my concern about Fitzalan High School and parents of Butetown, I understand the needs for reorganising and admission to Schools around Cardiff.

I had phone calls and number of Butetown residents approached my self concern about their Children's future admission to Fitzalan High School, as you know we don't have Secondary Schools in Butetown and Grangetown and almost all the pupils from my ward goes to Fitzalan High, as the Councillor for Butetown and Cardiff Bay I have similar concern about future admission to Fitzalan High all parents would like their Children's to go to Fitzalan one of the other reason is some of their children's already goes to Fitzalan and this is the nearest Secondary School.

Before you make any decision about the catchment area and School please consider my constituents and their Children's also please contact my if possible.

Kind Regards

Ali

Cllr Ali Ahmed
Labour Councillor for Butetown and Bay
Email: ali.ahmed@cardiff.gov.uk
Website: WWW.aliahmedbutetown.com
Twitter ; @Cllr_AliAhmed
Facebook: Cllr Ali Ahmed
Mob 07968 165 138

Phillips, Joanna

From: Thorne, Lynda (Cllr)
Sent: 29 February 2016 15:20
To: School Responses
Cc: Lomax, Chris (Cllr); Govier, Ashley (Cllr); Merry, Sarah (Cllr)
Subject: Catchment For Fitzallen and Cantonian

Please accept the following as my response to the above mentioned consultation.

I am concerned about the consultation in that I don't believe you will get a great response from Grangetown and Butetown because the majority of families will believe that the proposal is fine and that these areas won't be affected.

My concern is that if the realignment of the catchment area does not go ahead because of the high numbers of parent in the area which will fall out of the Fitzallen catchment area then in time there won't be sufficient places at Fitzallen for the children in both Grangetown and Butetown.

I understand that there has already been an increase of around 9/10% and this is likely to grow with the number of developments planned.

We already have children needing English medium primary places unable to attend local schools so no t changing the catchment area would exacerbate the schooling situation in my area.

I have already received a large number of families concerned about changing to the catchment area for Cantonian, it's much easier to get a negative campaign going than a positive one. So I hope the decision is not based on the number of responses.

Regards

Lynda Thorne

Sent with Good (www.good.com)

Phillips, Joanna

From: Govier, Ashley (Cllr)
Sent: 01 March 2016 19:45
To: Thorne, Lynda (Cllr); School Responses
Cc: Lomax, Chris (Cllr); Merry, Sarah (Cllr)
Subject: RE: Catchment For Fitzallen and Cantonian

IT problems have delayed my submission but I concur with Lynda below

Sent with Good (www.good.com)

-----Original Message-----
From: Thorne, Lynda (Cllr)
Sent: Monday, February 29, 2016 03:20 PM GMT Standard Time
To: School Responses
Cc: Lomax, Chris (Cllr); Govier, Ashley (Cllr); Merry, Sarah (Cllr)
Subject: Catchment For Fitzallen and Cantonian

Please accept the following as my response to the above mentioned consultation.

I am concerned about the consultation in that I don't believe you will get a great response from Grangetown and Butetown because the majority of families will believe that the proposal is fine and that these areas won't be affected.

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I have already received a large number of families concerned about changing to the catchment area for Cantonian, it's much easier to get a negative campaign going than a positive one. So I hope the decision is not based on the number of responses.

Regards

Lynda Thorne

Sent with Good (www.good.com)

Phillips, Joanna

From: Williams, Darren (Cllr)
Sent: 01 March 2016 22:37
To: School Responses
Subject: School Catchment Area Consultation

I am responding, as a Councillor for the Riverside Ward, to the proposal to redraw some of the catchment areas for schools in the west of the city, impinging to some extent on pupils and their families in my ward.

First of all, I would acknowledge that the issue of uneven demand for the various schools presents real problems and I sympathise with the difficult situation facing officers in the Council's Education Department, who are trying to find sustainable ways to manage the situation. I would caution, however, against adopting what may appear to be satisfactory administrative solutions to these challenges without considering fully whether they may have undesirable consequences for the community in other respects.

It is therefore a matter of concern that the consultation has seemed to be conducted in a rather hasty fashion and that only one set of proposals is on offer, rather than a choice of alternative options, and that the pros and cons of these proposals are not properly evaluated in the published materials.

The proposal to transfer a significant part of the current catchment area of Fitzalan High School to that of Cantonian is, understandably, particularly contentious. The disparity in demand for places between the two schools clearly reflects their differing levels of academic achievement and many parents would clearly be highly resistant to sending their children to what is considered a 'failing' school. While this does not mean that the current situation can continue indefinitely, greater emphasis should perhaps be put, in the short-to-medium term, on securing improved attainment at Cantonian, in order to boost public and parental confidence, before large numbers of additional parents can be expected willingly to send their children to Cantonian, rather than Fitzalan.

The proposed change would also, if enacted, divide a 'natural' community along fairly arbitrary boundaries, entailing particularly lengthy journeys to school for some of the pupils affected. I know that the head teachers and governing bodies of most of the schools affected by the proposals are also concerned about the implications for change on this scale for community cohesion and for the delicate social, cultural and ethnic balance within the schools.

In this regard, I am particularly concerned about the effect of the proposals on Kitchener Primary School, which already has an overwhelmingly Black Minority Ethnic pupil population. The proposal to transfer the Canton component of Kitchener's current catchment area to Severn
Road, and to bring in from Lansdowne School a significant contingent of pupils from the Leckwith area, would serve to reduce still further the white European element of the school, with potentially troubling consequences at a time when communities like South Riverside have witnessed signs of cultural alienation and the growing influence of divisive religious ideologies.

The comments that I have set out above broadly reflect the views of my two fellow ward councillors, as well as my own; I hope you will give them due consideration.

Cllr. Darren Williams
Riverside Ward

Sent with Good (www.good.com)

Phillips, Joanna

From: Duddridge-Hossain, Michele
Sent: 02 March 2016 11:11
To: Phillips, Rosalie; Phillips, Joanna; Willis, Rachel
Subject: FW: Consultation to catchment area

From: Neil McEvoy [mailto:neilmcevoy2004@yahoo.co.uk]
Sent: 01 March 2016 12:35
To: Rees, Carol
Cc: Nurton, Gill
Subject: Consultation to catchment area

English-medium Primary and Secondary Catchment Area Consultation

For the attention of : Ms. Duddridge Hossain, Schools Organisation Planning Manager.

I write with regard to the Fitzalan re-organisation.

I cannot support the proposal. I think that the whole thinking behind City wide catchment areas is muddled and needs a thorough re-examination, rather than a piece meal approach.

It is clear that Cantonian needs a fairer crack of the whip and support. A capital investment is needed in the school. The school previously had an opportunity to make the sixth form more attractive by putting football on the curriculum, but this proposal did not attract the support it deserved. To be perfectly frank, the school has suffered by being used as a political football, with the school for example featuring several times in Labour Party leaflets and being criticised prior to the 2012 election. The politicisation of Cantonian continues presently with the removal of Plaid Cymru governor Lisa Ford, with political shenanigans occurring to prevent Cllr Ford being re-appointed prior to the new process kicking in. I have no confidence whatsoever in the new system for appointing governors, so much so that I am considering my position on governing boards. The Party of Wales political group intends to address this after the May 2017 elections.

At the present time, the Council is even now planning a brand new English medium school within walking distance of Cantonian. How does this make sense whilst at the same time incorporating children within walking distance of Fitzalan? The provision of another English medium does nothing to cater for the increase in Welsh Medium demand, whilst Cantonian stands half empty.

The traffic impact on Fairwater needs to be taken into account also, with gridlock being the norm at peak times. The proposed £1.25 million bus exchange at Waungron will exacerbate the situation.

I cannot support the flawed proposals. Local schools should be for local pupils.

Yours sincerely,

Cllr Neil McEvoy
Leader Cardiff Plaid Group

Phillips, Joanna

From: Duddridge-Hossain, Michele
Sent: 08 March 2016 10:32
To: Willis, Rachel; Phillips, Joanna
Subject: FW: Proposed consultations on school catchment areas

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From: Mitchell, Paul (Cllr)
Sent: 02 February 2016 13:10
To: Duddridge-Hossain, Michele; Aubrey, Gareth (Cllr); Davies-Warner, Kirsty (Cllr); Cook, Richard (Cllr); Patel, Ramesh (Cllr); Elsmore, Susan (Cllr); Gordon, Iona (Cllr); Wild, Caro (Cllr); Williams, Darren (Cllr); Thorne, Lynda (Cllr); Govier, Ashley (Cllr); Lomax, Chris (Cllr)
Cc: Merry, Sarah (Cllr); Batchelar, Nick; Nightingale, Janine
Subject: RE: Proposed consultations on school catchment areas

Dear Michele

Despite the short notice, I do naturally, as a ward councillor and governor of Cantonian, welcome the catchment review - something I have argued for since 2011. My residents, somewhat theatrically, have told me that Ysgol Plasmawr looks a building site while Cantonian has looked like a bomb site for over ten years with little of the capital investment lavished upon Ysgol Plasmawr. It has struggled to maintain a broad curriculum as a result, amassing a deficit in that struggle and is now benefiting from the links with Bishop of Llandaff and a new governor body to provide the leadership required to strengthen the ongoing improvements.

I am keen to see that Fitzalan is not disadvantaged by any change but as ward councillor and governor I have to argue that Cantonian was crippled by the loss of Danescourt during previous administrations. A comprehensive school simply cannot function with three feeder primaries one of which does not currently have a nursery. The development along Llantrisant road includes a primary and that too needs to be English medium to ensure that this school succeeds. I look forward to the consultation and any outcome that benefits my school and will lobby vigorously to that effect.

Regards
Cllr Paul Mitchell

Phillips, Joanna

From: Duddridge-Hossain, Michele
Sent: 08 March 2016 10:32
To: Willis, Rachel; Phillips, Joanna
Subject: FW: Proposed consultations on school catchment areas

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From: Gordon, Iona (Cllr)
Sent: 02 February 2016 13:24
To: Mitchell, Paul (Cllr); Duddridge-Hossain, Michele; Aubrey, Gareth (Cllr); Davies-Warner, Kirsty (Cllr); Cook, Richard (Cllr); Patel, Ramesh (Cllr); Elsmore, Susan (Cllr); Wild, Caro (Cllr); Williams, Darren (Cllr); Thorne, Lynda (Cllr); Govier, Ashley (Cllr); Lomax, Chris (Cllr)
Cc: Merry, Sarah (Cllr); Batchelar, Nick; Nightingale, Janine
Subject: RE: Proposed consultations on school catchment areas

Michele
I totally support the catchment area changes in these proposals. I am unable to attend the meeting tomorrow, v. short notice, and as a member of the planning committee I have commitments all day.
Iona

Councillor *Cynghorydd Iona Gordon* *@CllrIonaGordon* *029 2034 5213*
Riverside *Glan yr Afon* *iona.gordon@cardiff.gov.uk*
Cardiff Council *Cyngor Caerdydd* *www.cardiff.gov.uk* *www.caerdydd.gov.uk*

From: Mitchell, Paul (Cllr)
Sent: 02 February 2016 13:10
To: Duddridge-Hossain, Michele; Aubrey, Gareth (Cllr); Davies-Warner, Kirsty (Cllr); Cook, Richard (Cllr); Patel, Ramesh (Cllr); Elsmore, Susan (Cllr); Gordon, Iona (Cllr); Wild, Caro (Cllr); Williams, Darren (Cllr); Thorne, Lynda (Cllr); Govier, Ashley (Cllr); Lomax, Chris (Cllr)
Cc: Merry, Sarah (Cllr); Batchelar, Nick; Nightingale, Janine
Subject: RE: Proposed consultations on school catchment areas

Dear Michele

Despite the short notice, I do naturally, as a ward councillor and governor of Cantonian, welcome the catchment review - something I have argued for since 2011. My residents, somewhat theatrically, have told me that Ysgol Plasmawr looks a building site while Cantonian has looked like a bomb site for over ten years with little of the capital investment lavished upon Ysgol Plasmawr. It has struggled to maintain a broad curriculum as a result, amassing a deficit in that struggle and is now benefiting from the links with Bishop of Llandaff and a new governor body to provide the leadership required to strengthen the ongoing improvements.

I am keen to see that Fitzalan is not disadvantaged by any change but as ward councillor and governor I have to argue that Cantonian was crippled by the loss of Danescourt during previous administrations. A comprehensive school simply cannot function with three feeder primaries one of which does not currently have a nursery. The development along Llantrisant road includes a primary and that too needs to be English medium to ensure that this school succeeds. I look forward to the consultation and any outcome that benefits my school and will lobby vigorously to that effect.

Regards
Cllr Paul Mitchell

Phillips, Joanna

From: Uzo Iwobi <uzo@racecouncilcymru.org.uk>
Sent: 21 February 2016 17:00
To: School Responses; Batchelar, Nick
Subject: Concerns Regarding the Proposed Changes to Fitzalan School

Dear Sir/Madam,

Having heard of the changes proposed by Cardiff Council regarding Fitzalan school, ethnic communities are very concerned about the adverse impact which the proposed changes are likely to effect on good race relations and community cohesion in Cardiff.

We would be very interested in reading a copy of the equality impact assessment undertaken regarding the proposed changes and call on Cardiff Council to undertake a full community impact assessment in this regard - including translating documentation into the relevant language spoken by parents affected.

Cardiff Council must ensure that they have due regard to their duties under the Equality Act 2010.

If this matter is not properly resolved, it could lead to fragmentation of communities in Cardiff.

We are happy to assist in anyway possible to achieve good outcomes for the children and parents affected.

Kind regards,

Integration Justice Equality
Integreiddio Cyfiawnder Cydraddoldeb
Race Council Cymru

Mrs Uzo Iwobi OBE
Chief Executive Officer
Prif Swyddog Gweithredol
Tel: 07838360979
uzo@racecouncilcymru.org.uk | http://www.racecouncilcymru.org.uk
Integration Justice Equality

Show Racism the Red Card Wales
Office 2k, Transport House
1, Cathedral Road
Cardiff, CF11 9SD

Schools Organisation Planning Manager (Michelle Duddridge-Hossain)
Room 219
County Hall
Cardiff
CF10 4UW

cc Nick Batchelar, Councillor Sarah Merry
cc Councillor Ramesh Patel, Councillor Richard Cook & Councillor Susan Elsmore

RE: -Consultation: English-medium Primary and Secondary Schools Catchment Area

24th February 2016

We write to you on behalf of a number of community members who have contacted us with regards to the above named consultation.

As an anti-racism charity, we are disappointed to learn that the consultation has not fully taken into account the needs of a high proportion of consultees who will be excluded from such an important decision. The schools and areas involved, have parents that have barriers to English and they have not been informed fully of the consequences of the consultation and the impact this would have on them. We believe, not pre-consultation support has been provided such as open sessions, public meetings or materials provided in various languages from the outset.

We are also concerned that the short period provided to object is not adequate especially taken the above points into consideration. Last week was half-term and with parents having to ask the school for support, there has not been enough weeks provided for them to have a reasonable opportunity to have their opinions.

Finally, we would also like to point out the potential for having ethnically segregated schools in Cardiff which would go against Government and Local Council policies, schools should have a healthy balance in terms of diversity and potentially, this consultation would lead to issues around community cohesion. We wish the points mentioned are taken on board by the Council.

Yours faithfully

Jason Webber
Campaign Worker

Logged 2/3/16

In the name of Allah, The Most Beneficent, The Most Merciful Yn enw Duw, y mwyaf Caredig, y mwyaf Trugarog

Muslim Council of Wales

Cyngor Moslemaidd Cymru

Broadway House, Broadway, Cardiff CF24 1PU • Tel: 029 2048 7667 / 029 2034 4555 • Fax: 029 2049 2860
Website: muslimcouncilwales.org.uk • E-mail: info@muslimcouncilwales.org.uk

29th February 2016

Dear Mr. Batchelar,

Re: consultation on boundary changes for schools in Cardiff

My name is Abdul-Azim Ahmed, I'm Assistant Secretary General of the Muslim Council of Wales.

I'm writing to provide evidence on behalf of the Muslim Council of Wales regarding changes in catchment areas in Cardiff.

I'd like to thank you for opening up the decision to consultation, which we recognise as being an absolutely integral part of ensuring the right decisions are made with the interests of young schoolchildren in Cardiff at their heart.

Concerned parents of pupils in Fitzalan High School have reached out to us in the past fortnight about the changes. They are worried about the educational experience their children will have if the proposals go ahead, they are worried about ghettoization, and they're also worried about the implications of a school becoming predominantly BME and predominantly Muslim given the Trojan Horse saga.

We've directed these parents towards the consultation, but many spoke to us in the first place because they don't feel equipped to respond to the consultation. I'm not aware of any provisions made for parents whose first language is not English, and it would strike me as important that the consultation is extended and adapted to ensure their views are heard and taken into account.

On a personal note, I do find myself in agreement with the parents we have been in contact with. The educational experience of children extends beyond the curriculum, and includes the opportunity to meet and mix with as diverse a number of children as possible. This should not be lost. I am also concerned, reflecting on the well-established link between BME socio-economic disadvantage and poor educational attainment, whether a predominantly BME school will only amplify this disadvantage. Finally, I think parents are right to bring up the example of the Trojan Horse saga. These were not faith schools, but public schools with predominantly Muslim schoolchildren. The consequences of a majority Muslim school led to a scandal that brought the schools into disrepute, and ruined the education of hundreds of

children who are now tarred with the label of being from a "Trojan Horse" school. Every step should be taken that similar controversies do not take place again.

I hope you will also consider extending the consultation and making provisions for parents whose first languages are not English.

Many thanks,

Abdul-Azim Ahmed

Assistant Secretary General

Phillips, Joanna

From: Rocio Cifuentes <director@eyst.org.uk>
Sent: 29 February 2016 16:19
To: School Responses; Batchelar, Nick
Cc: sunil2803@yahoo.co.uk
Subject: Consultation: English-medium Primary and Secondary Schools Catchment Area

To Whom It May Concern,

I am writing in response to the proposed catchment changes in Cardiff Schools which has been brought to my attention by Sunil Patel via the Welsh Government Race Forum. Ethnic Youth Support Team supports ethnic minority young people across Wales, including those attending Fitzalan school, which we understand is affected by the proposed changes.

Our concerns are firstly that insufficient time has been allowed for consultation (only 11 school days), especially given the high number of parents who do not have English as their first language. Furthermore, as far as we understand, information has not been provided in community languages.

Secondly, we are concerned that if the suggested changes to through, pupils in Cardiff will end up highly segregated by ethnicity, which is clearly extremely damaging to community cohesion, and goes against equality of opportunity policies and strategies. We would hope that any equality impact assessment of the proposed changes would thoroughly assess these risks and implications.

Thank you for noting our concerns.

Your sincerely,

Rocio Cifuentes
Director
Ethnic Youth Support Team (EYST)
Units B & C, 11 St Helens Road
Swansea, SA1 4AB
01792 466980
07971 302829

Phillips, Rosalie

From: Davies-Warner, Kirsty (Cllr)
Sent: 11 February 2016 12:40
To: School Responses
Subject: Welsh-medium Primary and Secondary Schools Catchment Area Consultation: • Ysgol Gyfun Gymraeg Glantaf • Ysgol Gyfun Gymraeg Plasmawr • Ysgol Pencae

consultation response:

These proposals seem entirely reasonable and I would support them with the proviso that families who already have one child in a Welsh Medium high school have the option to send siblings to the same school. Not only is it important not just for parents convenience but also for school and community cohesion. We know that the best performing schools often have strong PTA's but also good links with parents and the community. The more invested a family is in a school the more likely they are to participate in the life of the school, and their children's education. This becomes more problematic, in a family with 3 children (1 I primary and 2 in separate schools) where theoretically there could be three schools the parents have to engage with.

These proposals are more likely to be welcomed by pre to if this concession is made.

Best
Kirsty Davies-Warner

Councillor for Llandaff and Danescourt
E: kirsty.davies-warner@cardiff.gov.uk T: 07900692898

Subject: FW: Proposed consultations on school catchment areas

From: McEvoy, Neil (Cllr)
Sent: 01 February 2016 21:30
To: Duddridge-Hossain, Michele; Ford, Lisa (Cllr); Mitchell, Paul (Cllr); Aubrey, Gareth (Cllr); Davies-Warner, Kirsty (Cllr); Cook, Richard (Cllr); Elsmore, Susan (Cllr); Patel, Ramesh (Cllr); Wild, Caro (Cllr); Gordon, Iona (Cllr); Williams, Darren (Cllr)
Cc: Merry, Sarah (Cllr); Batchelar, Nick; Nightingale, Janine; Andrewartha, Brett
Subject: RE: Proposed consultations on school catchment areas

1 caveat : that the sibling link is protected.

Sent with Good (www.good.com)

-----Original Message-----
From: Duddridge-Hossain, Michele
Sent: Monday, February 01, 2016 03:05 PM GMT Standard Time
To: Ford, Lisa (Cllr); McEvoy, Neil (Cllr); Mitchell, Paul (Cllr); Aubrey, Gareth (Cllr); Davies-Warner, Kirsty (Cllr); Cook, Richard (Cllr); Elsmore, Susan (Cllr); Patel, Ramesh (Cllr); Wild, Caro (Cllr); Gordon, Iona (Cllr); Williams, Darren (Cllr)
Cc: Merry, Sarah (Cllr); Batchelar, Nick; Nightingale, Janine; Andrewartha, Brett
Subject: Proposed consultations on school catchment areas

Dear Councillor,

We are contacting you as a local member of a ward in which we are undertaking consultation regarding proposed changes to catchment areas which if agreed would take effect from September 2017.

The consultation is due to start **Tuesday 2nd February** and run for 4 weeks ending on the **Tuesday 1st March**. The consultation will be sent via email to the statutory stakeholders; displayed online on the Council's website and hard copies of the maps will be sent to the families of the areas affected through schools and via post to those in catchment in the 0-3 age group.

The schools within your ward that would be directly affected and the rationale for the proposed changes are as follows:

- Ysgol Plasmawr
- Ysgol Glan Taf
- Ysgol Pencae

The proposal is to realign the Ysgol Plasmawr/Ysgol Glan Taf catchment area boundary, by transferring the Ysgol Pencae catchment from Ysgol Plasmawr to Ysgol Glan Taf.

Wards affected: Fairwater
Llandaff

Canton
Riverside

Ysgol Plasmawr is experiencing increased levels of in catchment demand which is now exceeding supply and this is set to grow over the coming years which will disadvantages those families living furthest from the school. In contrast Ysgol Glan Taf has insufficient catchment demand which is presenting issues with regard to offering a broad and balanced curriculum with the school now facing budgetary challenges.

The rationale for proposing these catchment area changes is therefore primarily to support an improved balance in the supply and demand of Welsh-medium high school places across the area and to provide greater transparency and parity at application for all families across this locality.

We would like to brief you more fully and to listen to your views of the proposed changes and therefore would like to offer the opportunity to attend a meeting to discuss these at **, Wednesday 3rd February at 11am-12pm, Committee Room 4**. Alternatively if this time is not convenient, an officer can contact you to brief you via telephone, if this option is better for you could you please indicate times that it would be appropriate for officers to contact.

Should you wish to attend could you please notify me via return email.

Regards,

Michele

MICHELE DUDDRIDGE HOSSAIN | School Organisation Planning Manager / Rheolwr Cynllunio Trefniadaeth Ysgolion | ☎ 029 2087 3943

CA16/WM/47

From: Davies, Alun (Ysgol Gyfun Glantaf)
Sent: 23 February 2016 12:03
To: School Responses
Subject: WM Primary and Secondary Catchment Area Consultation

Hoffwn gefnogi'r cynnig i adleoli dalgych Ysgol Gynradd Gymraeg Pencae o ddalgylch Ysgol Gyfun Gymraeg Plasmawr i ddalgych Ysgol Gyfun Gymraeg Glantaf. Teimlaf fod hyn yn gam synhwyrol gan gydnabod dyletswydd i sicrhau dosbarthiad rhesymol o ddisgyblion yn ol lleoedd gwag ac er mwyn sicrhau defnydd priodol ac effeithiol o adnoddau'r Cyngor sydd eisoes mewn bod. Nid yw cynlluniau blaenorol wedi cyflawni'r nod yma ond hyderaf y byddai'r cynnig hwn yn annerch y broblem ac yn galluogi'r ysgolion a enwir i ddatblygu a chwrdd a'r galw cynyddol am Addysg Gymraeg.

I would wish to express my support for the proposal that the catchment area of Ysgol Pencae transfers from the catchment area of Ysgol Gyfun Gymraeg Plasmawr to the catchment area of Ysgol Gyfun Gymraeg Glantaf. I feel that this proposal is reasonable and also recognises the duty to ensure an appropriate distribution of pupils according to available spaces while also making appropriate and effective use of available Council resources. The previous School Organisation Plan failed, at the point of implementation, to achieve this aim. This current proposal, however, does address this issue and will, I believe, allow all of the named schools to develop and meet the ongoing growth in demand for Welsh medium education in Cardiff. Admissions will have full supporting evidence showing that our admission number has been well below capacity, and continues to be so, since the removal of feeder primaries from our catchment area in 2012 to establish Ysgol Gyfun Bro Edern. It was always integral to the council's SOP that this shortfall in student numbers created in Glantaf be relieved by the growth in the Plasmawr catchment numbers and reallocation of catchments. While I understand that a sister school will be reluctant to lose a 'high achieving' primary feeder, I fear that its retention would inevitably lead to students lost to the WM sector as a whole, avoidable capital expenditure and avoidable creation of surplus places at Glantaf. While I do not feel that either school can plead significant social deprivation I would point out that the FSM % at Glantaf is higher than that at Plasmawr and that the transfer of pupils from Pencae, far from creating, social imbalance between the schools, would actually help address this issue. I have consistently, stressed that W.M education is comprehensive and needs to cater for all learners. I can envisage a time when catchment areas for all three schools will need further consideration in order to cater for demand and view the required setting aside of purely personal interest as incumbent upon ourselves as Headteachers, in co-operation with the Council, in order to adequately plan for future placements and the development of WM education across the city. The current proposal, does, I believe, require the same vision for the long term sustainability of provision.

Yours faithfully

Alun G. Davies

Alun G. Davies
Pennaeth / Headteacher
Ysgol Gyfun Gymraeg Glantaf
Llinell Uniongyrchol / Direct Line: 02920838804

CA16 | com | 312

Sent: 29 February 2016 13:50
To: School Responses <SchoolResponses@cardiff.gov.uk>
Subject: Ymgynghoriad ar gyfer Dalgylch Ysgolion Cynradd ac Uwchradd Cyfrwng Cymraeg / Welsh-medium Primary and Secondary Schools Catchment Area

Ymgynghoriad ar gyfer Dalgylch Ysgolion Cynradd ac Uwchradd Cyfrwng Cymraeg / Welsh-medium Primary and Secondary Schools Catchment Area

28 Chwefror / February 2016

Michele Duddridge Hossain

Schools Organisation Planning Manager

Room 219, County Hall

Cardiff CF10 4UW

Dear Michele

As the Chair of Ysgol Gyfun Gymraeg Glantaf Governing Body I wish to express the full support of the Body to the current proposals to transfer Ysgol Pencae's catchment area from that of Ysgol Gyfun Gymraeg Plasmawr to Ysgol Gyfun Gymraeg Glantaf.

Fel Corff Llywodraethol Ysgol Gyfun Gymraeg Glantaf, hoffem gefnogi'r cynnig i adleoli dalgych Ysgol Gynradd Gymraeg Pencae o ddalgylch Ysgol Gyfun Gymraeg Plasmawr i ddalgych Ysgol Gyfun Gymraeg Glantaf. Teimlwn bod hyn yn gam synhwyrol gan gydnabod dyletswydd i sicrhau dosbarthiad rhesymol o ddisgyblion yn ôl lleoedd gwag (gweler isod), ac er mwyn sicrhau defnydd priodol ac effeithiol o adnoddau cyfredol y Cyngor; adnoddau sydd, fel y gwyddoch, eisoes mewn bod.

As a Governing Body we feel that this proposal is reasonable and also recognises the duty to ensure an appropriate distribution of pupils according to available spaces (see below), while also making appropriate and effective use of available Council resources.

In my letter to the Director of Education on 17 July 2015 I outlined in some detail the concerns of the Glantaf Governing Body regarding pupil allocation and catchment areas. In summary, when established, Ysgol Gyfun Gymraeg Bro Edern took as its catchment the area to the east of the river formerly feeding Glantaf. This was, necessarily, at the expense of Glantaf's former catchment and was effectively achieved by removing two existing schools with 2FE each from the Glantaf catchment. To this re-arrangement Glantaf had, and has no objection. The effect of this reduction by 4FE from 2012 onwards did however leave Glantaf dependent on admissions from children in the primary catchment areas of Melin Gruffydd, Y Wern, Mynydd Bychan and Glan Morfa. This meant that in 2013 Glantaf anticipated receiving 5FE (i.e. approx 150 pupils) while having capacity for 8FE (approx. 240 pupils). Likely growth in the immediate future also meant that this figure would not exceed 6FE. Although Glantaf was to receive pupils from the new school at Glan

Ceubal, this was not opened until 2009 with the first children moving to secondary level in 2017 and even then in numbers below 10. In response to this situation, the Authority proposed that Glantaf's catchment should be extended to include the whole of the catchment of Pwll Coch that at that time fed Plasmawr. This was an eminently sensible suggestion but as you will be aware, and I will not go into details here (please see my earlier letter to the Director), incorrect letters being sent from the Council and failure to apply the admissions' policy strictly unfortunately resulted in much confusion and pupil allocation shortage.

In July 2015, the consequences of all of this became apparent. Again, the figures are well known to the Council's 'Admissions' Officers so I will not reiterate them; what they underline, and the reasoning for the current consultation, is that it was clearly necessary to revisit the assigned catchment areas of Glantaf and Plasmawr.

In my letter of 17 July 2015 I outlined two steps which we, as a Governing Body, thought appropriate to alleviate and correct the imbalance. Firstly, a strong indication to Pwll Coch parents that the majority of children leaving that school should, as specified in the revised catchment arrangements, transfer to Glantaf where there room is for them. Secondly, a transfer of the Pencae catchment from Plasmawr to Glantaf. By such means, the Glantaf catchment will be increased and restored to 8FE (1FE from Pwll Coch and 1FE from Pencae) and the numbers seeking entry to Plasmawr will be reduced to that approaching capacity at the school (i.e. reduced from 230 to approximately 170 by removing 2FE to enable Plasmawr to accept the extra 20 children to be expected from the growing numbers at Nant Caerau).

The current proposal addresses specifically this second suggestion and will, we believe, allow all of the named schools to develop and meet the ongoing growth in demand for Welsh medium education in Cardiff.

Yours sincerely

Hefin

Dr Hefin Jones

CA16 / com 57

Ysgol Gyfun Gymraeg Plasmawr

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Headteacher: Mr John D Hayes

Mr N. Batchelor

Director of Education

County Hall

Cardiff

February 23rd, 2016

Dear Nick

I am writing to you to oppose in the strongest possible terms the proposal to move the catchment area of Ysgol Pencae away from the catchment area of Ysgol Plasmawr and into the catchment area of Ysgol Glantaf.

As demand for Welsh medium education continues to grow and the Local Development Plans for Cardiff become a reality it is vital that the catchment areas for the three Welsh medium secondary schools are viewed in the medium to long term rather than seeking an easy short term and short-sighted fix to address the current small imbalance in pupil numbers which could be extremely detrimental to one school or another and which could have long lasting educational legacy issues for the whole of Cardiff.

Clear principles were agreed during the planning phase leading to the opening of Ysgol Plasmawr in 1998 which included ensuring that the catchment areas of both Plasmawr and Glantaf were as similar as possible in terms of socio-economic indicators i.e. it was deemed to be essential that both schools had an equitable social mix to ensure that they had an equal opportunity to flourish and succeed.

Currently both Plasmawr and Glantaf have relatively diverse socio-economic catchment areas as illustrated in table A below. Moving Ysgol Pencae into the Glantaf catchment would change the socio-economic balance of both schools and would be to the detriment of the Plasmawr school community.

Table A: %FSM per catchment Welsh medium primary school as an indicator of socio-economic backgrounds (2015).

Plasmawr catchment School	%FSM
Nant Caerau	28.80%
Pencae	2.70%
Coed Y Gof	24.20%
Gwaelod y Garth	5.40%
Creigiau	3.20%
Treganna	3.70%

Glantaf catchment School	%FSM
Melin Gruffydd	3.70%
Y Wern	4.90%
Pwll Coch	7.10%
Mynydd Bychan	9.80%
Glan Morfa	28.30%

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The consultation proposal is an easy, short term, practical solution based solely on the geographical proximity of the Pencae catchment area to the Glantaf catchment area. In purely theoretical terms it is a logical solution, however the proposal has shortcomings in terms of educational principles and would have a lasting effect on Welsh medium education across the city. Ysgol Pencae is a high performing primary school benefiting from a prosperous and affluent catchment area. If Pencae was to move into the Glantaf catchment area it would strengthen what is already an extremely successful and high performing secondary school and would be to the detriment of Ysgol Plasmawr. Plasmawr's attainment standards are likely to suffer and our sixth form retention rates would reduce as we would annually lose in the region of 30 pupils who normally attain well at KS4 and who historically have continued into the sixth form at Plasmawr. This knee-jerk proposal is setting Plasmawr up to fail.

I am extremely proud of Plasmawr's strong academic record (highest performing school in Cardiff at A level for the past three years) and our excellent wellbeing and inclusive ethos which has been built over the past 18 years. The strength of our school community is the fact that we are such a comprehensive secondary school serving the whole of the west of Cardiff including some of the most deprived and some of the most affluent wards in Cardiff. Moving Pencae one of our founder catchment primary schools from our catchment will polarise differences between Plasmawr and Glantaf, turning Glantaf into a far more attractive school for prospective parents.

This proposal if approved would in my opinion create a centrally located elite Welsh medium school serving some of the most affluent wards in Cardiff and would result in Plasmawr serving primarily the western fringe of Cardiff which includes some of the most socially deprived and challenging areas of Cardiff. This decision would challenge the founding principles of establishing Plasmawr as an equal to Glantaf in terms of nature of catchment areas. This decision if accepted would realistically result in aspirational parents actively seeking to move to live into the Glantaf catchment area exaggerating the difficult situation facing Plasmawr, creating in effect a Welsh medium equivalent of Cardiff High school in central Cardiff. Polarising Welsh medium schools should be avoided at all costs and actively seeking other far more positive short term solutions should be the priority.

Moving Ysgol Pencae into the Glantaf catchment will create its own capacity problems for Glantaf. The number of forms of entry feeding Glantaf indicate that within a brief period of time it will significantly exceed its own admission number of 8 forms of entry (Table B). I fail to comprehend how moving Pencae into Glantaf's catchment will solve any medium to long term capacity issues for Welsh medium education in the city and in fact it can only be seen as a short term measure which will create its own set of problems which will have to be addressed.

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Table B: September 2017 catchment areas **if** Pencae was to move into the Glantaf catchment including potential forms of entry.

	F/E	FSM
Plasmawr (6 f/e)		
Nant Caerau	1	28.80%
Coed Y Gof	1.5	24.20%
Gwaelod y Garth	0.7	5.40%
Creigiau	0.8	3.20%
Treganna	2	3.70%
	6.0	

	F/E	FSM
Glantaf (8 f/e)		
Melin Gruffydd	2	3.70%
Y Wern	2/3	4.90%
Pwll Coch	2	7.10%
Mynydd Bychan	1	9.80%
Glan Morfa	1	28.30%
Pencae	1	2.70%
Glan Ceubal	1	32.60%
	10/11	

My own proposal would be to maintain the current catchment area provision and temporarily change the Plasmawr admission number to 210 (7 forms of entry) and ensure that Glantaf are supported until their pupil numbers grow through the primary sector within their existing catchment. The issues arising from this proposal are summarised in the table below:

+ve	-ve
No further short term disruption to catchment areas until a decision is taken on medium to long term catchment issues for the three WM high schools. Allows ample time to plan accurately for future growth in secondary Welsh medium education taking into account new housing development plans etc. No need for knee jerk reaction decisions which could have long term effect on Welsh medium education. Allows for creative capacity building solutions in terms of sharing facilities with local leisure centre and / or Waterhall Youth Centre. Maintains parental satisfaction throughout.	Capacity building solution required to cater for temporary growth in numbers which may have some cost implications e.g. develop Fairwater leisure centre / Waterhall Youth centre.

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In conclusion, I would urge you to think not only in terms of short term, quick wins which will bring with them massive repercussions, but rather to pause and take a measured medium to long term view on the growth of Welsh medium education in Cardiff.

Yours faithfully

JDHayes

John

CA16/WM/62

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Mr N. Batchelor

Director of Education and Lifelong Learning

Cardiff Local Authority

February 25th, 2016

Dear Mr Batchelor

We wish to express our strong objection to the proposal for Ysgol Pencae to be transferred from the Ysgol Gyfun Gymraeg Plasmawr catchment area to the catchment area of Ysgol Gyfun Gymraeg Glantaf.

The consultation notes the following:

'Projections indicate that the demand for Welsh-medium places from within the existing catchment area of Ysgol Gyfun Gymraeg Plasmawr will exceed the number of places available at the school from September 2017. However, demand from within the existing catchment area of Ysgol Gyfun Gymraeg Glantaf is predicted to be less than the number of places at the school.'

As data to support this statement is not provided as part of the consultation it is difficult to ascertain to what extent, and at what point, demand for places at Ysgol Glantaf may also begin to exceed capacity. On the basis of the number of forms of entry being admitted to Ysgol Glantaf, it may well exceed its standard admission number in 2017, and if not will probably do so in 2018.

Evidence suggests that the vast majority of pupils from Ysgol Pwll Coch will transfer to Ysgol Glantaf in September 2016, firmly establishing Pwll Coch as one of Glantaf's feeder primary schools. In the absence of supporting data, we feel it is reasonable to ask whether projected growth of pupil numbers at Glantaf (particularly in relation to two of its feeder schools – Glan Ceubal and Pwll Coch) has been taken fully into account.

In view of the growing demand for Welsh-medium provision across Cardiff, we wish to have an assurance that the authority is planning places in the secondary sector in a strategic way which looks beyond the short-term scenario forecast for 2017. We recognise that such planning presents a number of challenges – not least because of the significant demographic changes and projected population growth in parts of the city over the coming years. However, we have serious concerns about the risks associated with seeking a short-term – if seemingly tidy and straightforward – solution to one aspect of the challenge. We urge you to delay any decisions until a more strategic mid- to long-term assessment has been taken of projected demand

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and capacity. We would expect this assessment to take into account not only capacity in Ysgol Plasmawr and Glantaf but also in Ysgol Bro Edern. The consultation does not make any reference to the way in which projected capacity/demand across the city is likely to impact on wider considerations relating to the authority's vision for strategic delivery of Welsh-medium provision.

As Plasmawr has continued to grow over recent years we have been heartened by the school's ability to adhere to its fundamental goal of seeking excellence in all its endeavours. Its ability to deliver this aim is based on the principle of nurturing high expectations in an inclusive environment. This is achieved through providing a stimulating and caring environment for pupils from a variety of socio-economic backgrounds to learn alongside each other. We are concerned that moving Ysgol Pencae to the Glantaf catchment area would have an adverse effect on the socio-economic fabric of Plasmawr and would also have far-reaching implications for the wider demographic of Welsh-medium secondary provision in Cardiff. Ysgol Pencae is a high-performing primary school benefiting from a prosperous and affluent catchment area. The proposal under discussion would run the risk of reinforcing the status of Ysgol Gyfun Gymraeg Glantaf, an already successful and high-performing school, as a centre of excellence for aspirational parents, to the detriment of both Ysgol Plasmawr and Ysgol Bro Edern. The potential implications of such a development are, in our view, significant, spanning a range of considerations such as raising school standards, capacity to deliver effective and equitable post-16 provision, and promoting a sense of civic awareness and responsibility in our pupils.

Whilst it could be argued that some degree of socio-economic segmentation is almost inevitable in the secondary school sector across a city such as Cardiff, it is our view that the Welsh-medium sector presents the authority with an opportunity to plan comprehensive school provision in a way that will reduce the risk of socio-economic polarisation. Viewing the current challenge as an opportunity to refine this strategic approach would, we suggest, be entirely in keeping with the vision set out in Professor Donaldson's *Successful Futures*, where 'ambitious, capable learners' are also to be viewed as 'members of a diverse society'.

We therefore urge you to pause and to consider the mid- and long-term implications of the proposal to modify Ysgol Pencae's current catchment area. We are fully aware of the need to consider alternatives in the short term in order to ease the pressure on places in 2017, and we would be very happy to participate in discussions with you and other partners to consider interim solutions that would not require a modification to catchment areas.

The risks associated with pursuing the current proposal, we conclude, are significant. Furthermore, implementing the proposal would be a missed opportunity to plan strategically for a thriving Welsh-medium sector in the capital.

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Yours sincerely

Mair Parry-Jones

Chair of Governors

(on behalf of the Full Governing Body)

CWA 16/com/372

From: Thomas, Richard (Ysgol Pencae)
Sent: 29 February 2016 10:42
To: School Responses <SchoolResponses@cardiff.gov.uk>
Subject: Ysgol Pencae's Response

Good morning,

Regarding changing Ysgol Pencae's catchment

Here are my comments as the Head Teacher of Ysgol Pencae:

1. It was disappointing being informed that a change in catchments is underway – two days before the consultation went to parents/the public! Myself and the Governing Body should have been informed of this months in advance in order to seriously discuss it over a period of time. This has caused bad feelings in the school's community and it looks bad on me as a Head Teacher and on the school's Governing Body.
2. What is the County's LONG TERM plan regarding Ysgol Pencae's catchments as well as the capital city's other Welsh schools? I DO NOT want the catchments to change within the next two or three years. I would like the County's Officers to come and discuss this with members of Ysgol Pencae's Governing Body promptly.
3. I'm concerned that Ysgol Glantaf is going to be a Welsh elite school with Ysgol Plasmawr losing a cohort of pupils who are well supported by their parents. The social mixture is so important for the good and education of every pupil and I do not want Ysgol Plasmawr to develop to be a 'difficult' school which services less disadvantaged catchments and as a result become a disadvantaged school.
4. This consultation is very distressing to parents, especially parents of the current Years 3-5 because it means that the classes will be split i.e. friends in the class will be separated because parents decide to send their children to the secondary school which is more appropriate and more convenient for them. This transition period is a deeply emotional period for children and so this can have a harmful effect on the pupils.

Ysgol Plasmawr and Ysgol Glantaf are two very good schools and are an asset to Cardiff County's education system. I, as the Head Teacher of Ysgol Pencae, support the two schools and want to ensure that Ysgol Pencae pupils develop on the strong foundation which they have received in this school.

With thanks,

R Richard Thomas
Head

CA16/wm/369

Sent: 01 March 2016 09:26
To: School Responses <SchoolResponses@cardiff.gov.uk>
Subject: Consultation: Welsh-medium Primary and Secondary Schools Catchment Area

Consultation: Welsh-medium Primary and Secondary Schools Catchment Area

Dear Sir/Madam,

In order to draft a response to this consultation, members of the Governing Body of Ysgol Pencae have met with the parent representatives from each class, members of staff and have also taken into account the responses made directly by parents to the School.

The Governing Body is pleased to recognise that this proposed change in catchment area will not affect unduly the academic or extracurricular opportunities available to our pupils. Ysgol Pencae is very fortunate to be located in close proximity to two high-quality Welsh-medium secondary schools, both of which offer secondary education of the highest standard.

The Governing Body does however have some concerns regarding this proposed change that need to be addressed as a matter of urgency. We would therefore appreciate if the Council could respond to the questions we have noted below:

1. What are the Council's medium to long term plans to deal with growth in Welsh medium education?

It does not appear that the Council has a strategic approach to dealing with the growth in Welsh medium education in Cardiff. This decision to change catchment areas appears to be a reactive measure to deal with one school apparently being oversubscribed whilst the other has some capacity. A decision made purely on short term capacity will always be problematic. We would therefore like to know:

2. On what basis is this proposed change being made?

Since Ysgol Pencae opened in 1991, its pupils and their parents have always known that they will be attending Ysgol Plasmawr. Ysgol Pencae has therefore developed strong and longstanding relationships with the other feeder schools for Ysgol Plasmawr and also with the school itself. These relationships take time to develop and are crucial to ensuring a smooth transition for pupils from primary to secondary education. It is therefore extremely disappointing that this proposed change may come into effect with a little over one academic year to prepare for such a significant change.

With the expected increase in the number of homes in the areas surrounding Ysgol Pencae and those feeding Ysgol Plasmawr and Ysgol Glantaf, there is real concern that this proposed change will only be for a short period of time. We are concerned that if the Council does not have an appropriate strategy to manage this growth, there will be further issues with oversubscription in both secondary and primary schools and yet another short term solution will be found that could further disrupt pupils at Ysgol Pencae. We would therefore like to know:

3. If this change does occur, for how long will this new catchment be guaranteed?

The wellbeing of our pupils is the key concern for all at Ysgol Pencae and even though, as we have already noted, both secondary schools will be able to offer high quality experiences for our pupils, introducing this change from Ysgol Plasmawr to Ysgol Glantaf at such short notice will have a considerable effect on the oldest children at Ysgol Pencae. Many of them and their parents will either have to decide to leave their friends to be with older siblings at Ysgol Plasmawr or continue with their friends and attend a different school from their siblings with all the practical issues and challenges that this will bring to parents.

We would therefore appreciate if you could respond to the following:

4. Will children with siblings already at Ysgol Plasmawr be guaranteed places at Plasmawr if this change occurs? and
5. Will pupils in Years 4 and 5 be guaranteed places at Ysgol Glantaf even if they are outside the current catchment area?

There are some pupils that fall into this last category and there are concerns that if they are not allowed to progress with their classmates then this would have a negative effect on their development.

Concerns have also been raised regarding the safety of children travelling from the Highfields area to Ysgol Glantaf. The steps leading from the area down to Ysgol Glantaf are poorly lit and there is no appropriate crossing to reach Ysgol Glantaf.

Can you also therefore confirm:

6. If this change does come about, that it will ensure a safe route and appropriate road crossings for pupils to reach Ysgol Glantaf?

The Governing Body would be grateful if you could address the questions asked in this letter as soon as possible. We would also appreciate the opportunity to meet with representatives from the Council in person to discuss these proposed changes and the effect that they will have on Ysgol Pencae.

Yours sincerely

Daniel Rhys Tiplady

Chair of Governors

Ysgol Pencae

CA16 | WM | 09

Sent: 29 February 2016 14:49
To: School Responses <SchoolResponses@cardiff.gov.uk>
Subject: Ysgol Pencae catchment area proposal

Hoffwn gefnogi'r cynnig i adleoli dalgych Ysgol Gynradd Gymraeg Pencae o ddalgylch Ysgol Gyfun Gymraeg Plasmawr i ddalgych Ysgol Gyfun Gymraeg Glantaf. Teimlaf fod hyn yn gam synhwyrol gan gydnabod dyletswydd i sicrhau dosbarthiad rhesymol o ddisgyblion yn ol lleoedd gwag ac er mwyn sicrhau defnydd priodol ac effeithiol o adnoddau'r Cyngor sydd eisoes mewn bod. Nid yw cynlluniau blaenorol wedi cyflawni'r nod yma ond hyderaf y byddai'r cynnig hwn yn annerch y broblem ac yn galluogi'r ysgolion a enwir i ddatblygu a chwrdd a'r galw cynyddol am Addysg Gymraeg.

I would wish to express my support for the proposal that the catchment area of Ysgol Pencae transfers from the catchment area of Ysgol Gyfun Gymraeg Plasmawr to the catchment area of Ysgol Gyfun Gymraeg Glantaf. I feel that this proposal is reasonable and also recognises the duty to ensure an appropriate distribution of pupils according to available spaces while also making appropriate and effective use of available Council resources. The previous School Organisation Plan failed, at the point of implementation, to achieve this aim. This current proposal, however, does address this issue and will, I believe, allow all of the named schools to develop and meet the ongoing growth in demand for Welsh medium education in Cardiff. The removal of schools from Glantaf catchment area to provide pupils for the newly formed Ysgol Gyfun Gymraeg Bro Edern on the eastern side of the city has had a dramatic impact on Glantaf intake, without proper realignment of schools on the western side of the city to redress the balance. It was always integral to the council's SOP that this shortfall in student numbers created in Glantaf be relieved by the growth in the Plasmawr catchment numbers and reallocation of catchments. I can envisage a time when catchment areas for all three schools will need further consideration in order to cater for demand and view the required setting aside of purely personal interest as incumbent upon ourselves as Headteachers, in co-operation with the Council, in order to adequately plan for future placements and the development of WM education across the city. The current proposal, does, I believe, require the same vision for the long term sustainability of provision.

Elinor Patchell
Chair/Cadeirydd Ysgol Gyfun Bro Edern.

CA16/WM/56

Phillips, Rosalie

From: Hayes, Mike (Schools)
Sent: 29 February 2016 09:23
To: School Responses
Subject: Response - Plasmawr Glantaf Pencae
Attachments: Plasmawr - Glantaf - Pencae Catchment Consultation.doc

Mike Hayes
Pennaeth / Headteacher
Ysgol Gymraeg Coed-Y-Gof
Beechley Drive
Pentrebaen
Caerdydd / Cardiff
CF5 3SG
029 20564585

I strongly oppose the proposal to transfer the catchment area of Ysgol Pencae from Plasmawr to Glantaf.

I do not believe the numbers have been properly calculated in the short to medium term.

If Pwll Coch pupils all transfer to Glantaf (as should be the case), then they will have their allocated 8 forms of entry: Melin Gruffydd, Y Wern, Pwll Coch all 2 form entry and Mynydd Bychan & Glan Morfa providing 1 form entry each. Glan Ceubal will be providing more pupils as the numbers there increase, and Y Wern will soon have a third stream coming through.

The transfer of Pencae can only be seen as a short-term solution which will have long term, serious consequences for Plasmawr. There will be a real change in the social mix in Plasmawr and the knock-on effect will be severe for the school.

I note with interest the proposal to change the catchment areas of Fitzalan and Cantonian. Ironically, taking out Pencae from Plasmawr will be creating a very similar situation that the Council is trying to address in Cantonian.

I urge you to re-think the transfer of Pencae from one catchment to the other as the only option for solving the current, temporary admissions dilemma.

Sincerely,

Mike Hayes

CA16/WM/55

[redacted]

29 February 2016

Mr N Batchelar
Education Director
Cardiff Council

Dear Mr Batchelar

The Future of Welsh Secondary Education in Cardiff

The purpose of this letter is to add Ysgol Gyfun Gwaelod-y-Garth's voice to those who oppose the proposal to transfer Ysgol Pencae from Ysgol Gyfun Gymraeg Plasmawr catchment to Ysgol Gyfun Gymraeg Glantaf catchment.

Our interest derives from our desire to ensure a bright future for Plasmawr, because that is the school which receives so many of our pupils, after they have left us.

The reason for opposing are mentioned below, in a letter which I have also signed, and in a paper by John Hayes, Head teacher of Plasmawr.

I believe that the figures which suggest how big the pressure will be on Ysgol Glantaf, by 2017, clearly show that your current plan does not offer a long term solution to the problems we face.

Instead, it will disrupt Plasmawr's development – and discriminate against that school, its pupils and its parents, by greatly impairing on the school's ability to attract pupils from every ability and background – and thereby ensuring that the school still possesses an atmosphere that will enable it to develop educational and social potential of a wide and varied range of pupils (whilst also serving as an organization which reflects the varied communities which exist in West Cardiff).

At the same time, you will be transferring the problem in terms of a lack of capacity to Ysgol Glantaf which will be crowded by 2017.

Therefore with your plan you will have succeeded to create problems for both schools, impairing on their development and their ability to offer consummate education, whilst also creating confusion and uncertainty for staff, pupils and parents of Plasmawr and Glantaf.

Therefore Ysgol Gwaleod y Garth strongly supports Mr Hayes' proposal, namely the need to consider all of this in a long term context, and in the context of opening the fourth Welsh secondary school.

By following his ideas, a long term solution can be developed, whilst avoiding hurting Plasmawr and Glantaf.

I understand that he has consummate ideas in terms of creating extra space (temporarily) which will be needed in Plasmawr – and the education authority should consider them in detail, accepting that it will be a very valuable thing if there were a way to make them a reality, in order to protect the two schools.

I would like to remind you, also, that there's a statutory responsibility to impose on the education authority, in the near future, to consider the effect of your decisions and policies on people's ability to use Welsh (according to the Welsh Language Measure). Changing Plasmawr's catchment, in the way you have proposed, can significantly reduce the percentage of children from Welsh families who go there. Research shows that using Welsh at home makes you a lot more likely to use it socially. If you were to make this plan a reality, then, you would change the school's 'language landscape' and the pattern of the pupils language background. It will become harder, then, for the children who want to do this, to use Welsh in the yard and socially within the school – and with co-pupils outside of the school walls. You will be, therefore, in real danger of creating a situation which reduces the ability of people to use Welsh, contrary to the language standards.

Because of this, I'm copying this letter to the Welsh Commissioner. I know that she will respond to the situation.

With thanks – and with best wishes.

Huw Jones

Huw Onllwyn Jones
Chairman
Governing Board Ysgol Gwaelod-y-Garth

Mr N. Batchelor

Director of Education and Lifelong Learning

Cardiff Council

Schools catchment area consultation – Ysgol Pencae.

Dear Mr Batchelor

I strongly oppose the proposal to transfer the catchment area of Ysgol Pencae from the catchment area of Ysgol Gyfun Gymraeg Plasmawr to the catchment area of Ysgol Gyfun Gymraeg Glantaf for the following reasons:

- I believe that the proposal is a short-term solution which will have far-reaching implications for Ysgol Plasmawr in terms of the nature of its catchment area and to Ysgol Glantaf in terms of exceeding its own admission number in the medium term.
- I do not believe that the information provided in the consultation document (2 February 2016) provides sufficient evidence to be able to make an informed decision on this important issue.
- Ysgol Pencae is a high performing primary school. If Pencae was to move into the Glantaf catchment area it would be to the detriment of Ysgol Plasmawr in terms of its academic and participation profile, sixth form retention rate and would have a lasting negative effect on Welsh medium education across the city.
- The proposal challenges the founding principle of establishing Ysgol Plasmawr in 1998 as an equal to Ysgol Glantaf in terms of the socio-economic nature of both catchment areas. I firmly believe that both schools should continue to be given an equal opportunity to flourish and prosper over the medium to long term. This proposal undermines the principle that both schools should have an equitable social mix of pupils.

I strongly believe that a longer term solution for the catchment areas of both Welsh medium secondary schools is required taking into account the additional projected growth in demand for Welsh medium education as large new residential developments are built in Cardiff.

Local short term solutions should be sought to ensure the viability of both Plasmawr and Glantaf and maintaining their mixed socio-economic foundations rather than addressing catchment area changes which are likely to have to change again as the new population growth in the west of Cardiff begin to have an impact on school admission figures.

I would urge the School Organisation Team to think not only in terms of short term, quick wins which will bring with them massive repercussions particularly for the Ysgol Plasmawr community but rather to take a far more measured medium to long term view on the growth of Welsh medium education in Cardiff.

Yours sincerely

Signature:

Name:

Mr N. Batchelar

Cyfarwyddwr Addysg a Dysgu Gydol Oes

Cyngor Caerdydd

Ymgynghoriad ar gyfer dalgylch Ysgol Pencae.

Annwyl Mr Batchelor

Rwyf yn anghytuno'n gryf â'r cynnig i drosglwyddo Ysgol Pencae o ddalgylch Ysgol Gyfun Gymraeg Plasmawr i ddalgylch Ysgol Gyfun Gymraeg Glantaf am y rhesymau canlynol:

- Credaf fod y cynnig yn ddatrysiad tymor byr yn unig fyddai'n arwain at oblygiadau hir dymor i Ysgol Plasmawr yn nhermau natur ei dalgylch ac i Ysgol Glantaf yn nhermau creu problemau gorlenwi yn y tymor canolig.
- Nid yw'r wybodaeth a roddwyd yn y ddogfen ymgynghori (2 Chwefror 2016) yn ddigonol i fedru dod i benderfyniad mor bwysig ar natur dalgylch ysgolion.
- Mae Ysgol Pencae yn ysgol sydd yn perfformio'n dda iawn yn academaidd. Pe bai Ysgol Pencae yn symud i ddalgylch Ysgol Glantaf fe fyddai Ysgol Plasmawr yn dioddef yn nhermau ei phroffil academaidd a chyfranogiad, y nifer o fyfyrwyr fyddai'n aros i'r Chweched Dosbarth ac fe fyddai'n cael effaith hir dymor ar addysg Gymraeg ar draws y ddinas.
- Mae'r cynnig yn herio un o egwyddorion sylfaenol sefydlu Ysgol Plasmawr yn 1998 sef i sicrhau fod Plasmawr a Glantaf yn hafal yn nhermau natur dalgylchoedd y ddwy ysgol. Credaf ei fod yn bwysig bod y ddwy ysgol yn cael cyfle teg i barhau i lwyddo sy'n golygu cadw Ysgol Pencae o fewn dalgylch Plasmawr. Mae'r cynnig hwn yn tanseilio'r egwyddor bod angen i'r ddwy ysgol gael dalgylchoedd sydd â chymysgedd cymdeithasol-economaidd debyg.

Credaf bod angen datrysiad hir dymor i'r twf cynyddol yn y niferoedd o ddisgyblion sydd am dderbyn addysg trwy gyfrwng y Gymraeg yn y Brifddinas, nid ymateb yn fyrbwyll fel bod angen ail-edrych ar dalgylchoedd yr ysgolion eto mewn rhai blynyddoedd.

Dylid ymchwilio i ddatrysiadau tymor byr i broblemau lleol y ddwy ysgol er mwyn sicrhau fod Ysgol Penace yn aros o fewn dalgylch Plasmawr fyddai'n cadw natur y dalgylchoedd yn hafal.

Rwyf yn erfyn ar y Tîm Cynllunio Ysgolion i ystyried yr effaith negyddol fyddai colli Ysgol Pencae yn ei gael ar gymuned Ysgol Plasmawr ac i osgoi datrysiadau byr dymor fyddai'n cael effaith pell-gyrhaeddol ar addysg Gymraeg ar draws y Brifddinas.

Yr eiddoch yn gywir

Llofnod: Huw Jones

Enw: Huw Onllwyn Jones

The future of secondary Welsh medium education in Cardiff.

As pupil numbers continue to grow and the Local Development Plans for Cardiff become a reality it is vital that the catchment areas for the three existing Welsh Medium high schools are viewed in the medium to long term rather than seeking to find an easy short term and short-sighted fix to address a current imbalance in pupil numbers which could be extremely detrimental to one school or another and have long lasting educational legacy issues for the whole of Cardiff.

Careful consideration should be given to the future catchment areas of all three Welsh Medium secondary schools in Cardiff in order to ensure that all three schools are given equal opportunities to flourish and prosper over the medium to long term. Clear principles were agreed during the planning phase leading to the opening of Ysgol Plasmawr in 1998 and Ysgol Bro Edern in 2012 which included ensuring that the catchment areas of all three school were as similar as possible in terms of socio-economic indicators i.e. it was deemed to be essential that all schools had an equitable social mix.

Currently all three schools have a relatively diverse socio-economic catchment area as illustrated in table A below, although Bro Edern serving the eastern side of Cardiff may challenge the accuracy of this statement.

Table A: %FSM per catchment Welsh medium primary school as an indicator of socio-economic backgrounds (2015).

School	%FSM
Plasmawr	
Nant Caerau	28.80%
Pencae	2.70%
Coed Y Gof	24.20%
Gwaelod y Garth	5.40%
Creigiau	3.20%
Treganna	3.70%

School	%FSM
Glantaf	
Melin Gruffydd	3.70%
Y Wern	4.90%
Pwll Coch	7.10%
Mynydd Bychan	9.80%
Glan Morfa	28.30%

School	%FSM
Bro Edern	
Berllan Deg	7.60%
Bro Eirwg	19.0%
Pen y Pil	28.80%
Pen y Groes	15.30%

The argument for change:

Evidence suggests that the vast majority of pupils from Ysgol Pwll Coch will transfer to Ysgol Glantaf in September 2016 firmly establishing Pwll Coch as one of Glantaf's feeder primary schools. The numbers of Year 6 pupils currently living in the Plasmawr catchment area indicate that Plasmawr will be close to its admission number of 180 in September 2016. Current catchment area data for primary school pupils indicate that the numbers of pupils in the Plasmawr catchment area will exceed its standard admission number of 180 (6 f/e) in September 2017 (see table B below) which is the main argument for change.

Table B: Projected numbers of pupils in the Plasmawr catchment area 2016 – 2020.

Year	Treganna	Gwaelod	Creigiau	Nant Caerau	Pencae	Coed-Y-Gof	Total
2016/2017	55	23	25	7	29	45	184
2017/2018	60	22	27	31	31	47	218
2018/2019	60	31	21	27	30	46	215
2019/2020	90	27	29	29	30	54	259

The number of pupils transferring annually to Plasmawr from Pencae, Creigiau and Gwaelod y Garth are always less than the numbers indicated due to a range of different factors.

Ysgol Glantaf are likely to remain in the short term below their standard admission number of 240 (8 f/e) but this will change over the coming years as the increasing numbers of pupils in the primary phase work their way annually through the primary system. The data in table C strongly suggests that Glantaf will exceed its standard admission number in 2017.

The easy, short term, practical solution being consulted upon is to transfer Ysgol Pencae from Plasmawr's catchment into Glantaf's catchment on the basis of geographical proximity. In purely theoretical terms it is the most logical solution, however this suggestion is flawed in terms of educational principles and would have a lasting effect on Welsh medium education across the city. Ysgol Pencae is a high performing primary school benefiting from a prosperous and affluent catchment area. If Pencae was to move into the Glantaf catchment area it would strengthen what is already an extremely successful and high performing secondary school and would be to the detriment of Ysgol Plasmawr.

This decision if approved would result in Glantaf serving a large swathe of central Cardiff with a high proportion of affluent wards and would result in Plasmawr and Bro Edern serving primarily the western and eastern fringes of Cardiff which also include some of the most socially deprived and challenging areas of Cardiff. This decision would challenge the founding principles of establishing Plasmawr and Bro Edern as equals to Glantaf in terms of nature of catchment areas. This decision would in my opinion undermine Cardiff's vision for Welsh medium education and challenge one of its main principles as stated in Cardiff's Welsh in Education Strategic Plan:

"To support the wider vision for a Bi-lingual Cardiff through educational provision where:

Welsh medium education is inclusive, overcoming barriers and the ability of any young person to achieve a good education through the medium of Welsh".

Table C: September 2017 catchment areas **if** Pencae was to move into the Glantaf catchment including potential forms of entry.

	6 FoE	FSM
Plasmawr		
Nant Caerau	1	28.80%
Coed Y Gof	1.5	24.20%
Gwaelod y Garth	0.8	5.40%
Creigiau	1	3.20%
Treganna	2	3.70%
	6.3	

	8 FoE	FSM
Glantaf		
Melin Gruffydd	2	3.70%
Y Wern	2	4.90%
Pwll Coch	2	7.10%
Mynydd Bychan	1	9.80%
Glan Morfa	1	28.30%
Pencae	1	2.70%
Glan Ceubal	1	32.60%
	9/10	

	6 FoE	FSM
Bro Edern		
Berllan Deg	2	7.60%
Bro Eirwg	2	19%
Pen y Pil	1	28.80%
Pen y Groes	1	15.30%
	6	

It is worth noting that several primary schools may not yet have full class sizes and therefore the actual pupil numbers could be significantly less than suggested by the form of entry data in the table.

This current proposal to change the Plasmawr and Glantaf catchment areas can only be viewed as a short term solution which in itself will create further additional capacity issues for Ysgol Glantaf by 2017 as it is highly likely to exceed its admission number. I would argue that a longer term solution is required at this point taking into account the additional projected growth in demand for Welsh medium education as large new residential developments are built in Cardiff.

Local short term solutions should be sought to ensure the viability of both Plasmawr and Glantaf and maintaining their mixed socio-economic foundations rather than addressing catchment area changes which are likely to have to

change again as the new population growth in the West of Cardiff begin to have an impact on school admission figures and a fourth Welsh medium high school becomes a necessity.

Longer term solutions in light of Local Development Plans, Paper Mill development (Ely Bridge) and BBC residential project (Llandaf):

Possible long term catchment area solutions based on potential forms of entry for primary schools:

Glantaf	8 FE
Melin Gruffydd	2
Y Wern	3
Mynydd Bychan	1
Glan Morfa	1/2
Glan Ceubal	1
	8/9

Plasmawr	6 FE
Creigiau	1
Gwaelod y Garth	1
Coed y Gof	2
Pencae	1
Nant Caerau	1
	6

Bro Edern	6 FE
Berllan Deg	2
Bro Eirwg	2
Pen y Pil	1
Pen y Groes	1
	6

4th WM school	7 FE
Pwll Coch	2
Treganna	3
New Grangetown	2
	7

It appears that the opening of a 4th Welsh medium secondary school is inevitable considering the current capacity for growth in the Welsh medium primary schools. The numbers of forms of entry in the table above does not take into account the opening of any new Welsh medium primary schools as part of the LDP which will only lead to further capacity issues in the existing 3 WM secondary schools. The planning for such a project must begin as soon as possible to ensure that all considerations are taken into account. With the building of a new 2 form Welsh medium, primary school in Grangetown it is abundantly clear that a secondary solution is required to serve the south west of Cardiff.

In conclusion:

I would urge the School Development Team to think not only in terms of short term, quick wins which will bring with them massive repercussions, but rather to take a far more measured medium to long term view on the growth of Welsh medium education in Cardiff. We have one opportunity to get this right for the current and future pupils and parents of Cardiff and we must thoroughly explore every avenue before firm decisions are made.

J.D. Hayes

Headteacher

Ysgol Gyfun Gymraeg Plasmawr

February 2016

CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD

CABINET MEETING: 21 MARCH 2016

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

REPORT OF DIRECTOR OF EDUCATION AND LIFELONG LEARNING

AGENDA ITEM: 6

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this Report

1. This report is to inform the Cabinet of any objections received to the statutory notice to:

   - Increase the capacity of Ysgol Glan Morfa, Moorland Road, Cardiff, CF24 2LJ, from 210 places to 420 places with up to 80 part-time nursery places serving the age range 3-11 from September 2017.

   - To transfer the enlarged Ysgol Glan Morfa to a new build 420 place primary school on a new site at land at the Maltings from September 2017.

   - Increase the capacity of Moorland Primary School, Moorland Road, Cardiff, CF24 2LJ, from 382 places to 630 places with up to 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.

Background

2. At its meeting on 10 December 2015 the Cabinet, in accordance with the terms of the Schools Standards and Organisation (Wales) Act, approved a recommendation for the publication of the statutory notice detailed in paragraph 1. Copy of the 10 December Cabinet Report School Organisation Proposals: The Provision of English-medium and Welsh-medium Primary School Places in the Adamsdown and Splott Wards can be found at Appendix 1.

3. Copies of the consultation document and the statutory notice can be found at Appendix 2.

4. The notice was published on the Council website and displayed in the local area on 05 January 2016. Additional 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 publication of the notice.

Issues

5. Three objections to the statutory notice were received.

6. The new School Organisation Code came into force in October 2013. Following this the Council's 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).

7. In accordance with this the Cabinet must decide whether to approve, reject or approve with modifications, the proposals. The Council must not approach the decision with a closed mind and any objections must be conscientiously considered.

Objections Received

8. Three objections were received in response to the statutory notice.

9. The first objection was raised by a parent of a pupil at Moorland Primary School who expressed the view that Moorland Primary School is already overcrowded with some children eating lunch in the classroom everyday because there is no room in the dinner hall. The objection also expressed concern over the potential for increased traffic and parking issues at the school.

10. The second objection was from a resident who expressed the view that that as a map showing the proposed location of the site for a new build Ysgol Glan Morfa was not provided with the statutory notice this meant that people did not pay much attention to the papers. Also there is "*precious little grassy rural green areas in Splott for the public to enjoy*" and could the school not function within its existing facilities.

11. The third objection was received from the Governing Body of Moorland Primary School. Whilst the Governing Body understand the need for increased capacity in the area and are keen to work the Council to find a solution they did not feel able to support the proposals in their existing format.

12. The objection from the Governing Body included the following points shown in italics below:

    - *There were concerns around traffic safety at both school entrances, in particular inconsiderate parking at school pick up times;*

- *There were concerns expressed about the adequacy of the size and the condition of accommodate in the Ysgol Glan Morfa buildings;*

- *There were concerns expressed in relation to the high levels of social need in the area and the schools capacity to support vulnerable pupils and their families appropriately if the size of the school increased to 3FE as proposed;*

- *It was suggested that consideration be given to a split site and that Moorland's senior staff and governors would be directly responsible for the running of the school and the quality of the learning provision.*

Council's response to the objections

School Accommodation

13. The head teacher of Moorland Primary School has confirmed that pupils in years 5 and 6 who bring packed lunches are currently eating these in their classrooms as the school cannot accommodate all pupils in the lunch hall within the 40 minute time slot that the school operates for lunch time.

14. Under this proposal, Moorland Primary School would take over the vacated Ysgol Glan Morfa buildings (which are on the same site) when Ysgol Glan Morfa transfers to a new site at the Maltings from September 2017. This would enable Moorland Primary School to re-configure their current lunch time arrangements.

15. The development appraisals undertaken to date demonstrate a sufficiency of facilities to accommodate the increased number of children on the site utilising a combination of the Moorland and Glan Morfa buildings. Some alterations are required.

Traffic and Transport

16. The number of pupils accessing the Moorland site is not planned to exceed the number presently accessing the combined Moorland – Glan Morfa site. The school is also expected to serve a smaller catchment area than the existing catchment area of Ysgol Glan Morfa and it would therefore be reasonable to expect that similar numbers of, or fewer pupils would travel to school by car.

17. There are existing parking restrictions outside each pedestrian access point to the Moorland Primary site. The Council is currently delivering the Welsh Government funded Splott Safe Routes in the Community project. This is a two year project aimed at improving the walking and cycling access to the schools within the Splott area of Cardiff.

18. Specific improvements are being made to the walking and cycling routes to the Moorland Primary site as follows:

    a. New tabled zebra crossing on Singleton Road

b. Improvements to the zebra crossing on Walker Road near the junction with Singleton Road
c. New tabled crossing facility on Moorland Road near Hinton Street
d. Improvements to the existing zebra crossing on South Park Road near Moorland Road
e. New shared use path on South Park Road to improve access to the Star Hub area.

19. The Council would work with the Governing Body of Moorland Primary 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 any building works.

20. 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.

21. Cardiff's transport network is under pressure and experiences congestion from commuters driving into the city and people making short local trips by car. 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.

22. 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.

The Maltings site

23. The statutory notice was put up at the proposed site and in the local area and advised that Indicative layouts showing maps of the school sites/the Maltings site and how the sites would look can be viewed on line at www.cardiff.gov.uk. If selected for the purpose of building an education facility the Maltings site would need to be appropriated to reflect the change of use.

24. The use of part of the Maltings site for a new Ysgol Glan Morfa building would result in the reduction in the size of the current amenity area

available. Those wishing to exercise their dogs, take children to the play facilities and use the area for informal recreation could continue to do so.

25. In the event the proposal proceeds to implementation and is constructed on the current amenity space off Lewis Road, it is suggested this could be compensated by the provision of additional amenity space at the rear of the site along with investment in the facilities to mitigate any loss/disruption. This would mean there is no net loss of land and the facilities would be repositioned to provide a commensurate offer to the community. This would also include provision of a shared pitch as part of a community focussed school within the school grounds that would be available to the community for use outside normal school opening hours.

26. Any scheme progressed would therefore be subject to planning permission and appropriation of part this amenity area of Public Open Space, taking into account the existing open space available within the ward in open space, and any objections considered.

27. The proposal to establish a school at the Maltings site responds to need for additional Welsh-medium primary school places to serve the area. Expansion of Ysgol Glan Morfa on its existing site is not an option.

Size of School

28. Moorland Primary School is well located to meet demand for English-medium places and it is not anticipated that standards at the school would be impacted upon were the school to expand to 3FE.

29. Whilst the concerns of the Governing Body and the respective needs of the local community in which Moorland operates are acknowledged there are many 3FE and larger primary schools with similar levels of FSM and/or EAL learners that are demonstrating the capacity to provide education that is deemed ‘Good’ and ‘Outstanding’ by the relevant independent inspectorate body (Estyn in Wales, Ofsted in England), a sample of examples are attached at Appendix 4.

30. Given the strengths identified at Moorland Primary School and the demonstrated understanding of the local factors impacting on children’s learning and the schools demonstrated ability to respond to these effectively, it is anticipated that Moorland Primary School’s very good standards would continue. Appropriate support would be put in place in the event the school expands to take the larger intakes, and it is acknowledged that this would include an increase in the Leadership capacity at the school.

Third form of entry off site

31. As set out in the 10 December 2015 Cabinet report, the primary aim of the English-medium aspect of these proposals is to increase the number of places available in the locality. Where an existing school is suitably located and has scope to increase within the available budget as in this

case, the Council would not support the retention of the existing accommodation and the establishment of a new build school elsewhere.

32. In clarifying the response from the Moorlands Chair of Governors the practicality of delivering a third form of entry off site is now not considered viable by the Governing Body and they no longer advocate this approach.

Moorland Governing Body

33. Officers sought clarification of the concerns of the Governing Body regarding the suitability of the Glan Morfa site for expansion of English medium provision. In discussion and subsequent correspondence the Chair of Governors and Head Teacher indicated a modified adaptation of the site would address their concerns. This includes the upgrading of the existing nursery building to provide an enhanced provision and three additional classrooms for the Reception children. This approach along with resolution of some condition issues has addressed the concerns of the Chair of Governors and Head Teacher.

Requirements of the School Organisation Code

34. 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. The Council must at all times consider the interests of the learners.

Quality and standards

35. The Council works closely with the governing bodies of schools to ensure that standards in schools are high, that teaching is good and that leadership and governance is strong. The Council works closely with two organisations in order to monitor the performance of schools and to support school improvement.

36. 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.

37. Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority has commissioned the Consortium to support and challenge schools in Cardiff.

38. When proposing changes of this type to schools Local Authorities are required to refer to the most recent Estyn reports, other evidence from performance monitoring and any other information available on school effectiveness.

39. Local Authorities must also demonstrate the likely impact of the proposals on the quality of :

- outcomes (standards and wellbeing)
- provision (learning experiences, teaching, care support and guidance and learning environment)
- leadership and management (leadership, improving quality, partnership working and resource management)

Estyn

40. Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils (Estyn).

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

42. 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 no important shortcomings
    Grade 3 good features outweigh shortcomings
    Grade 4 some good features, but shortcomings in important areas
    Grade 5 many important shortcomings

43. In September 2010 a new common inspection framework was introduced and Estyn inspections carried out after September 2010 provides 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
    - Adequate – strengths outweigh areas for improvement
    - Unsatisfactory – important areas for improvement outweigh strengths

Welsh Government categorisation of schools

44. In January 2015 the Welsh Government introduced a new categorisation system that considered each school's standards alongside the school's capacity to improve so as to understand the level of support that organisations such as CSC need to give each other in order that they achieve their targets.

45. The categorisation system is described below:

Welsh Government Categorisation System	
Category	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A School in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

46. To determine the colour coded category as explained in the table above, schools are placed in one of four groups for standards (1-4) and for bringing about improvement (A-D) with one being the highest grouping for standards and A being the highest for improvement capacity.

Moorland Primary School

47. Moorland Primary School was last inspected in September 2012. The school's performance was judged to be good with prospects for improvement judged to be good.

48. The Welsh Government has categorised the school as Green.

Ysgol Glan Morfa

49. Ysgol Glan Morfa was last inspected in January 2009. It was described by inspectors as a caring school with many very positive qualities. The LA recognises that this inspection was undertaken a number of years ago and should not be used as an indication of the current standards at the school. The school was awarded the following grades:

Key Questions	Grade
How well do learners achieve?	2
How effective are teaching, training and assessment?	2
How well do the learning experiences meet the needs and interest of learners and wider community?	2
How well are learners cared for, guided and supported?	1
How effective are leadership and strategic management?	2
How well do learners and managers evaluate and improve quality and standards?	3
How efficient	2

50. The Welsh Government has categorised the school as Amber.

51. Further information regarding quality and standards at Moorland Primary School and Ysgol Glan Morfa can be seen at Appendix 4.

Standards

52. The Council's aim is to provide sufficient good quality nursery and primary school places in both English-medium and Welsh-medium and Faith based education to a 21st Century school standard across the city. All children and young people in Cardiff should be educated in environments that are fit for purpose, in the right place and that are the right size to enable the effective delivery of first class education, improve the sufficiency and suitability of school places across Cardiff and ensure the provision of a 21st Century School Standard.

53. The Council has in place policies to support school improvement e.g. 'High Achievement for All' and 'Achievement for Inclusion'. It is working to respond to the key principles of the School Effectiveness Framework to secure better learning outcomes and well-being for all children including those at the existing schools which form part of these proposals.

54. It is no anticipated that there will be any impact on the quality and standards of education or the delivery of the Foundation Phase at any of the schools. It is expected that facilities developed to be suited for purpose would support more effective teaching and learning.

Provision

55. The number of pupils entering Reception has increased and the expansion of existing schools seeks to provide sufficient English-medium and Welsh-medium community primary school places to serve the local area.

56. The proposals will provide the opportunity to invest in providing high quality, modern facilities which would be able to support the delivery of a broad and balanced curriculum.

Leadership and Governance

57. The Council will work with the leadership of any new school/existing schools to develop a rigorous whole school approach to improvement planning and secure good relationships with parents and other partners in order to ensure pupils receive a high quality education.

58. Careful planning will take place during the proposed period of change to avoid any risk of distraction or disruption to leadership and governance that could impact on educational outcomes.

59. The Council has no information to suggest that the Quality and Standards of existing school would be negatively affected by the proposals. The expectation would be that investment in new school facilities would add value and have potential to better support delivery of relevant curriculums and children's learning experiences.

Need for places and the impact on accessibility of schools

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

61. 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.

62. 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.

63. 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.

64. 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.

65. Forecasts have therefore 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 demand 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.

Summary forecasts of demand for places at entry to Reception

66. 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.

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

- 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 as expected;
- 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.

68. The addition of 1FE English-medium and 1FE Welsh-medium community school places combined with the previous expansion of Adamsdown Primary School will meet the projected shortfall.

69. Additional information regarding can be seen in the consultation document at Appendix 2.

Resourcing of education

70. School budgets are primarily funded by formula funding mechanism which uses pupil numbers as its main driver. Any increase or decrease in pupil numbers at individual schools would need to be reflected in the revenue budget of the school. The proposals will ensure a fairer and more equitable distribution of funding between mainstream schools within the Cardiff area.

How would nursery provision be affected?

71. 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 an approved provider that has to demonstrate is able to meet with relevant quality.

72. The Local Authority has needed to purchase an increasing number of nursery education places 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.

73. 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.

74. 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.

Cylch Meithrin Glan Morfa

75. There are currently 32 school (maintained) morning nursery places available at Ysgol Glan Morfa. Additionally a cylch meithrin (Cylch Meithrin Glan Morfa) operates from the school offering non maintained nursery places, Flying Start childcare and wrap round care in the nursery facility during the afternoon. Under these proposals the number of nursery places at Ysgol Glan Morfa is proposed to be increased. Cylch Meithrin Glan Morfa have written to express their delight at the expansion of Welsh-medium provision in the area, the proposal for a larger school and their wish to continue the association with the school in the future. It is expected that the facilities could be developed in a way that would mean the potential for the Cylch to continue to operate within the school could be retained.

Local Member consultation

76. Local ward members have been consulted as part of these proposals. They have indicated their full support for a school at this location and have expressed that this would represent a positive investment in the area, contribute to regeneration and provide an improved range of facilities for the local community.

Reason for Recommendations

77. To address the shortfall of English-medium and Welsh-medium primary school places in and around the Adamsdown and Splott wards.

Admission Arrangements including catchment areas

78. Should the proposals be implemented, permanent expansion of both the English-medium and Welsh-medium provision would commence from September 2017. The Published Admission Number of 60 at Moorland Primary School would increase to 90, and at The Published Admission Number at Ysgol Glan Morfa would increase from 30 to 60, from September 2017.

79. Should the proposed expansion of Moorland Primary School proceed, then it would be necessary to review catchment area arrangements in Adamsdown and Splott to better match the supply of places to local demand.

80. 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 2016-17 school year.

81. It is expected that, following further analysis of the take-up of Reception places in 2015 and 2016, any proposed changes to primary school catchment areas would be consulted on in early 2017 or 2018 and the arrangements would then be implemented in September 2018 or 2019.

Financial Implications

82. The realigned 21st Century Schools Programme totalling £167.6 million was approved by Cabinet in March and submitted to Welsh Government. Welsh Government subsequently approved in-principle a slightly reduced programme of £164.1 million. Within this re-aligned programme is a budget of £6.86 million for a project to deliver increased Primary School and Nursery Provision in the Adamsdown and Splott Wards.

83. At this stage this project has SOC / OBC stage business case approval from WG as one element of a wider business case which includes other primary school SOP projects in the city. Further work is required to progress the proposals through to FBC stage and therefore any expenditure undertaken to progress these proposals prior to FBC approval from WG will be undertaken by the Local Authority at the risk of not achieving FBC approval and therefore being unable to access the anticipated 50% WG funding contribution to the project costs.

84. The in-principle approved project budget currently allocated to this scheme is unlikely to be sufficient to deliver the full scope of the proposed project. However an application is being made to WG to transfer additional resources from other projects within the 21st Century Schools Programme which are either anticipating an underspend against project budget or whose in-principle project budget appears to be more than sufficient to deliver their respective proposals. This transfer of resources will not increase the overall financial envelope for the 21st Century Schools programme or the Council's anticipated overall funding requirement.

85. The report references a requirement to compensate or mitigate for the loss of public open space which would occur by the proposed transfer of Ysgol Glan Morfa to the Maltings. This will have an additional impact on the project budget and also needs to be quantified. Initial estimates of the likely impact have been requested from the Authority's Parks department but require discussion to establish the exact requirements and their likely financial impact on the project budget.

86. The revenue implications for the impacted Schools' delegated budgets of the proposed additional pupil numbers should be covered by increased formula funding which would be received in recognition of the increased number of pupils.

Legal Implications

87. Any proposal to establish a new community school or to make a regulated alteration to a community school fall to be considered as a regulated alteration to a school under Sections 41 and 43 of the School Standards and Organisation (Wales) Act 2013.

88. Section 48 of the 2013 Act requires that any proposal in respect of a regulated alternation regulated alteration must first be consulted upon and then a formal notice published in accordance with the Schools Organisation Code for the time being.

89. Those steps have taken place and a formal 28 day notice period was allowed for objections.

90. Under the Code the Authority is required to take into account certain factors in formulating proposals and those factors are referred to in the text of this Report.

91. The Council also has to satisfy its public sector duties under the Equality 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.

92. 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

93. The Council also has to consider whether the proposals will improve access for disabled pupils in accordance with the Equality Act 2010.

94. The report identifies that the Equality Impact Assessment has been updated 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.

95. The Cabinet must make a final determination of the proposals within 16 weeks of the end of the objection period.

96. The Council has power to appropriate land to a different statutory purpose if it is no longer needed for its present purpose pursuant to section 122 of the Local Government Act 1972. In the case of open space land, the Council is required to publicly advertise the proposed appropriation and to conscientiously consider any responses to the advertisement.

HR Implications

97. HR People Services will work with the Governing Body's of Ysgol Glan Morfa and Moorland Primary Schools in readiness for their respective expansions to 2FE and 3 FE. The Governing Bodies during this time will be encouraged in line with the SOP HR Framework to undertake a review of their staffing structure to ensure that they are sufficient for expansion as the numbers on roll increase.

98. HR People Services will also provide support regarding planning for the additional recruitment and as both schools have adopted the Council's Redeployment and Redundancy Policy any new vacancies arising as a consequence of an increase in numbers on the role will provide opportunities for staff on the school redeployment register.

Equality Impact Assessment

99. An Equality Impact Assessment on the proposed option has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society. If the proposal were to proceed, further equality impact assessments would be undertaken including as assessment on the design for any new build accommodation. (Details of the Equality Impact Assessment can be seen at Appendix 5)

Sustainability Assessment

100. 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 objective identified 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. (Details of the Sustainability Assessment can be seen at Appendix 5).

Transport Matters

101. 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.

Moorland site

102. It is expected that the enlarged Moorland Primary School would serve broadly the same area and same number of pupils as the two school presently sharing the site, Moorland Primary School and Ysgol Glan Morfa.

103. There are existing parking restrictions outside each pedestrian access point to the Moorland Primary site. The Council is currently delivering the Welsh Government funded Splott Safe Routes in the Community project. This is a two year project aimed at improving the walking and cycling access to the schools within the Splott area of Cardiff. Specific improvements are therefore already in the process of being made to upgrade the walking and cycling routes to the Moorland Primary site as follows:

    a. New tabled zebra crossing on Singleton Road
    b. Improvements to the zebra crossing on Walker Road near the junction with Singleton Road
    c. New tabled crossing facility on Moorland Road near Hinton Street
    d. Improvements to the existing zebra crossing on South Park Road near Moorland Road
    e. New shared use path on South Park Road to improve access to the Star Hub area.

Ysgol Glan Morfa at the Maltings

104. The speed limit is currently 30mph on Lewis Road appropriate to the layout and use of the surrounding streets and vehicular use/access requirements in the area. Lewis Road provides access to a number of Industrial Units and commercial business premises.. Currently, there are no parking restrictions in the vicinity of the proposed school site.

105. An initial assessment suggests that a School Safety Zone will be required on Lewis Road, which will include traffic calming to reduce the traffic speeds to around 20mph and a tabled zebra crossing to provide pedestrian access to the school. In addition, improvements may be required to the pedestrian crossing facilities on East Tyndall Street which would provided as required as part of the school siting at the site.

106. No fee-paying school transport would be provided to Moorland Primary School or Ysgol Glan Morfa as all pupils living within each catchment area live within two miles walking distance of each school. Discussions will be held with the Commercial bus operators in the area to review commercial services.

107. All addresses within the catchment areas of Moorland Primary School or Ysgol Glan Morfa are within 2 miles of the each site, and therefore no pupils resident in the catchment area of either school wishing to attend an English-medium or Welsh-medium community primary school would qualify for free home to school transport. This is only provided for primary

age pupils who live two or more miles from the nearest appropriate catchment area school.

108. The increased capacity of Moorland Primary School will reduce the requirement for the Council to provide free transport to pupils who move into the Butetown, Adamsdown, Tremorfa and Roath areas during an academic year. There is currently very limited space in the local schools and the Council is faced with transporting some pupils to schools who have spare capacity where these are more than two miles walking distance from the areas. This increased capacity will phase out this transport requirement.

109. Cardiff Council School Transport section would be able to provide families with advice on safe walking routes to school based on individual home addresses.

110. 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).

111. In addition to the above, traffic and transport implications will be considered as part of the Transport Assessment that would be prepared as part of the detailed design of the school site and appropriate access requirements should these proposals proceed to implementation.

Community Impact

112. 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 any proposal(s) brought forward would avoid negative impacts wherever possible. This would include the education site functioning as a community focussed school with a view to making the facilities accessible to the community thereby providing a greater offer to the residents in the local area to include access to the multi-use games area and any pitch provision.

Welsh Language Impact

113. It is anticipated that there will be a positive impact on the Welsh Language as a result of these proposals. This proposal seeks to increase the number of Welsh-medium primary school places available for the area.

RECOMMENDATIONS

The Cabinet is recommended to:

1. approve the proposals as set out in paragraph 1 without modification

2. authorise officers to take the appropriate actions to implement the proposals as set out in paragraph 1.

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. authorise officers to publish the decision within 7 days of determination of the proposal.

5. delegate the approval, only following the respective grant approvals by Welsh Government, of any necessary contracts to the Director of Education and Lifelong Learning in consultation with the Corporate Director Resources & Section 151 Officer, Interim Monitoring Officer and the Cabinet Members for Corporate Services & Performance and Education.

Nick Batchelar
Director
15 March 2016

The following appendices are attached:

Appendix 1-	Cabinet Report of 10 December 2015, School Organisation Proposals: The Provision of English-medium and Welsh-medium Primary School Places in the Adamsdown and Splott Wards.
Appendix 2-	Consultation Document October/November 15 and Statutory Notice
Appendix 3-	Sample of large UK primary schools in the UK
Appendix 4-	Summary of Estyn findings for Moorland Primary School and Ysgol Glan Morfa
Appendix 5-	Statutory Screening Tool including Equality Impact Assessment and Strategic Environmental Assessment

CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD

CABINET MEETING: 10 DECEMBER 2015

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

REPORT OF DIRECTOR OF EDUCATION AND LIFELONG LEARNING

AGENDA ITEM: 7

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this Report

1. This report is to inform the Cabinet of the responses received following consultation regarding the provision of English-medium and Welsh-medium primary school provision in the Adamsdown and Splott Wards.

Background

2. At its meeting on 28 May 2015 the Cabinet authorised officers to hold a public consultation on proposals to:

   - Provide 30 additional English-medium primary school places per year group.
   - Provide 30 additional Welsh-medium primary school places per year group.
   - Provide additional English-medium part-time nursery places.
   - Provide additional Welsh-medium part-time nursery places.

3. Four potential delivery options were identified:

   Option 1

   - A new *'standardised build' 2FE Baden Powell Primary School with nursery on the Willows High School site serving the age range 3 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
   - Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the

enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.

- Increase the capacity of Moorland Primary School from 2FE to 3FE with up to 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
- Tremorfa Nursery School to remain at its current capacity on its existing site.

Option 1a

- A new 'standardised build' 2FE Baden Powell Primary School on the Willows High School site serving the age range 4 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
- A new build Tremorfa Nursery School on the Willows High School site providing up to 176 part-time nursery places serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Willows High School site. The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly.
- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with up to 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.

Option 2

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new *'standardised build' 2FE primary school on a new site at the Maltings from September 2017.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with up to 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
- Baden Powell Primary School to remain at its current capacity on its existing site.
- **Tremorfa Nursery School to remain at its current capacity on its existing site.

Option 2a

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new *'standardised build' 2FE primary school on a new site at the Maltings from September 2017.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with up to 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
- The age range of Baden Powell Primary School to be reduced from 3 -11 to 4 -11 from September 2017.
- A new build **Tremorfa Nursery School providing up to 176 part-time nursery places on the Baden Powell Primary School site serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Baden Powell Primary School site. The nursery would remain as a separate establishment with separate staff, management and governing body and be funded accordingly.

4. * A 'standardised design' refers to a pre-determined 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 pre-determined design and supply chain and also do not have to set aside 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.

Issues

5. The consultation ran from 12 October to 23 November 2015.

6. Parents and others in the local community, together with staff and Governors of the affected schools were invited to respond to the consultation.

7. The consultation process involved:

- Distribution of a Consultation Document outlining background, rational and implications. This document has been distributed to parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders (a copy of the consultation document can be seen at Appendix 1);
- Meetings with Staff and Governors of the schools affected and a public meeting at which the proposal was explained and questions answered;
- Five public drop in sessions where officers were available to answer questions;
- Workshop sessions with pupils at the schools affected to provide an opportunity for pupils to ask questions, learn more about the proposal

and give their views. Details of the pupils meetings are attached at 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/21st Century Schools

8. The views expressed at Council organised meetings and on paper or electronically through the appropriate channels, have been recorded.

Responses received during the consultation period
(Responses received are summarised below in italicised text)

9. In total 246 responses were received (26 online responses and 220 paper/e-mail responses).

10. The majority view expressed during the consultation at meetings and in written correspondence was one of support for the proposed provision of additional English-medium and Welsh-medium primary school places within the Adamsdown and Splott Wards.

11. As part of the consultation, respondees were asked to rank the options in order of preference, with 1 being the most preferred option and 4 being the least preferred options.

12. The results from those who ranked the options were compiled using the following methodology:

13. A weighted scoring system was adopted such that the first choice was awarded 4 points progressing sequentially down to the fourth choice being awarded one point.

14. The total points were then aggregated for each option and these represented as shown below.

Option	Points	% of total
Option 1	85	5.44%
Option 1a	50	3.2%
Option 2	863	55.21%
Option 2a	565	36.15%

15. Where all preference choices were not indicated, points were only awarded to those selected. Hence, following the same criteria, first choice would have been awarded 4 points; 2nd, 3 points ; unselected, 0 points etc.

Estyn Response

16. A response from Estyn included the following points (for the full response, please see Appendix 3)

17. The proposal focuses on meeting the projected increased demand for extra English and Welsh-medium places in the Adamsdown and Splott

Wards. The proposer has demonstrated clearly the proposals should meet the forecast demand for extra places in both English and Welsh-medium schools.

18. The proposals are likely to at least maintain the current standards of education and provision in the area.

19. The Council acknowledged the views expressed.

Other Formal Reponses

20. Summaries of the formal written responses from the Governing Body of Baden Powell Primary School, the Governing Body of Moorland Primary School, the Governing Body and Foundation Phase staff of Ysgol Glan Morfa and the Governing Body of Tremorfa Nursery included the following points (for the full responses please see Appendix 4):

Baden Powell Governing Body

21. A response from the Governing Body of Baden Powell Primary School included the following points:

22. *The Governors support the proposal to increase English-medium and Welsh-medium primary school provision and advocate Option 2, as it provides increased pupil numbers within the catchment area, excellent access to schools for parents and high levels of personal safety for stakeholders using the local roads whilst maintaining high quality nursery provision at Baden Powell Primary School.*

23. *The current location of Baden Powell Primary School is very central and provides excellent access to all families and services within the catchment. Relocating to the Willows High School site would put the school on the edge of the catchment area which would have a negative impact upon pupil attendance.*

24. *In the past Baden Powell Primary School has had to significantly reorganise the school day and times due to an increasing number of incidents relating to the difficult behaviour and actions of Willows High School pupils on the Baden Powell Primary School playground at the beginning and end of the day. A shared site would result in increased behaviour management issues for both schools.*

25. *The governing body fully support the idea and principles behind upgrading school buildings. However, the Donaldson Report clearly states that Welsh education will move towards a Foundation Phase style and include a large element of education outside the classroom. There is concern that this requirement won't be satisfied by the proposed new buildings. The combination of low staff ratios and no free flow to outside areas for pupils located in classrooms above the ground floor will result in those children not receiving their entitlement to outdoor education. If the proposals do go ahead we would strongly request, if space allows, that a single storey school building is built as that future proofs it against the curriculum changes.*

26. *Whilst fully appreciating the requirements to increase nursery provision within the catchment area and fully supporting the benefits from increased nursery access and the impact that provision has on the pupils' immediate and long term outcomes, the governing body believe that the quality of the nursery provision and the impact 3-11 schools have within future years can only be fully achieved by the full integration of the nursery into the life of the primary school and vice versa and not as add on provision to the school site. A relocation of Tremorfa Nursery School to the Baden Powell Primary School site will only bring the difficulties associated with a shared site without the positive impact upon standards, outcomes and school progress that a joint nursery and primary school would achieve.*

27. *There is concern at the suggestion in the consultation that standards at Baden Powell Primary School's nursery may not be of a comparable standard to those at other nurseries. The Governors feel that using the Estyn inspection reports, which are based upon historical findings, up to 5 years old, whilst comparing a nursery inspection to a full primary school inspection may lead to an inaccurate conclusion.*

28. *An recent analysis of the Reception pupils' Foundation Phase Profile outcomes indicates that pupils who have experienced a school based nursery provision achieve higher outcomes and have a much better start to their school based education than pupils that have received a non-school based nursery provision.*

Appraisal of views expressed

29. The Council welcomes the support of the Governing Body for the proposal to increase the number of primary places and acknowledges the school's preference for Option 2.

30. The Council acknowledges the concerns raised by the Governing Body however officers would work with the school to address any issues arising out of the proposal.

31. The Council would work with the Governing Bodies of schools 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 any building works.

32. 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.

33. Cardiff's transport network is under pressure and experiences congestion from commuters driving into the city and people making short local trips be 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 models and to promote independent travel to school wherever possible.

34. 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.

35. Information related to quality and standards in the consultation document was in accordance with Welsh Government requirements and was not intended to reflect negatively on standards at any of the schools subject to the proposals. It is recognised that the Estyn reports were undertaken at different dates and therefore may not reflect the current position however it is a requirement of the Welsh Government School Organisation Code that this information is included in consultation documents.

Tremorfa Nursery School

36. Responses from the Governing Body and Staff of Tremorfa Nursery School included the following points:

37. *The Governors and staff of Tremorfa Nursery support Option 2. This is the least disruptive option for the families and members of the community who access the building and would save the Local Authority money that would have been spent on a new building.*

38. *In relation to the Welsh Assembly Government (WAG) poverty agenda and the 'Rewriting the Future' document, the nursery is meeting many WAG aims at our current setting where there is a Community Room which is in constant use. In a new building with the strong likelihood of shared facilities the community groups that are run in the nursery cannot be guaranteed to continue and would likely need to reduce.*

39. *There is an established Forest School area on the current site. It is unlikely that any of the proposed options put forward would enable the school to replicate the existing outdoor provision which is an integral part of the learning experience of the pupils.*

40. *The nursey school has been recognised by the Central South Consortium as having excellent provision and have recently become a Foundation Phase Alliance school providing training to many other practitioners across the region. With such large grounds Tremorfa Nursery is able to demonstrate excellent outdoor provision and a variety of outdoor learning experiences. Outdoor space as part of a new build would not be the same as the existing space and the nursery would be limited in its ability to demonstrate to other practitioners.*

41. *One of the four purposes of the New Curriculum for Wales is around 'healthy and confident individuals'. In the current grounds children have space to run, climb, dance and cycle, which would not be the case in smaller grounds.*

42. *Currently the transition between all local primary schools is well established and working well. Children from the nursery go on to attend all the local primary schools including Welsh, faith and non-faith based. Transition between some local schools will be difficult should the nursery be re-located.*

43. *The nursery currently offers wrap around care in the afternoons. If it were to re-locate, any new building would not include additional facilities for wrap around care.*

Appraisal of views expressed

44. The Council welcomes the support of the Governing Body and Staff for the proposal to increase the number of primary places and acknowledges the school's preference for Option 2.

45. The Council acknowledges points raised regarding the quality of the provision at the Nursery School and the contribution the existing facilities make towards this.

46. Any new accommodation would be able to facilitate commensurate wrap round care places as that offered currently.

Ysgol Glan Morfa

47. Responses from the Governing Body and Staff of Ysgol Glan Morfa included the following points:

48. *The Governors and staff of Ysgol Glan Morfa support the underlying decisions to develop an additional 1FE capacity in both English and Welsh medium education and support the logic of allowing Moorland Primary School to reclaim the buildings currently occupied by Ysgol Glan Morfa. They support Option 2. The Chair of Governors believes a new-build school on the Maltings site would provide the best setting for Ysgol Glan Morfa to grow and prosper.*

49. *A new building would allow people to identify with the school and understand that Splott has a Welsh school.*

50. *The governing body feel that the Maltings location, on the fringe of an industrial area, could serve to build strong school-business links.*

51. *Developing a new school at the Maltings would add to the identity of the emerging residential community on the fringe of the Splott, Tremorfa, Adamsdown and Roath (STAR) area. A new school at the Maltings site has the potential to add community benefits to the area. A new school on the Willows site would not add greatly to the community facilities already available on that site.*

52. *As a Welsh Medium school, Ysgol Glan Morfa draws on a larger catchment area than Baden Powell. As a consequence it is likely to have a greater proportion of children travelling by car to and from school. This would be easier to cope with at a new build, rather than the existing Baden Powell site, which can already be extremely busy at drop off and pick up times.*

53. *Option 2 would minimise disruption, as only one school would need to relocate, rather than two.*

54. *Irrespective of which option is chosen, money will need to be spent on the Baden Powell site. There is concern that the current budget and plans do not reflect this adequately.*

55. *Moving to the Maltings would be an opportunity for Ysgol Glan Morfa to grow and prosper in its second decade. It would give the school a clear and distinct identity, minimise disruption at other schools in the area and offer community benefits to the Maltings area. Option 2 would also be a better option in terms of school transport, and would send a powerful signal of the Council's support for Welsh medium schooling.*

56. *The Foundation Phase staff expressed excitement at the prospect of widening the opportunity for the community to embrace the Welsh language and culture. They would welcome the opportunity to have more teacher knowledge and expertise which will enable the children to enjoy even more extra-curricular activities.*

Appraisal of views expressed

57. The Council welcomes the support of the Governing Body and Staff for the proposal to increase the number of primary places and acknowledges the school's preference for Option 2.

58. As set out at paragraph 30 the Council would work with the Governing Bodies of schools 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 any building works.

59. The Council acknowledges that there are condition issues at Baden Powell Primary School. It is the intention to work with the School to address these as part of the Asset Management Programme.

Moorland Primary School

60. Responses from the Governing Body and Headteacher of Moorland Primary School included the following points:

61. *The Governors and Headteacher of Moorland Primary School expressed concerns about the substantial increase in pupil population at the school. The ethos and success of the school is based on a close knit community with high levels of support for individual children and their families. It would be difficult to replicate this on a larger scale without a potentially negative impact on standards and behaviour.*

62. *Concerns were expressed about the nature of staff roles changing significantly if the school size increases and about the retention of senior staff if the nature of their roles change too drastically.*

63. *The effective pedagogy within the Foundation Phase is based on year group pairs of shared classroom spaces, which the building currently lends itself to very well. Due to the design and nature of the buildings, it would be very difficult to replicate this across 3 classrooms per year group.*

64. *The volume of traffic at the beginning and end of every day is already a grave health and safety concern to Governors. Potentially increasing this by 50% feels very irresponsible.*

65. *Having seen the plans, it is difficult to envisage how 9 Foundation Phase classrooms and a 48 place nursery would fit into the existing Ysgol Glan Morfa building without substantial building works. There would be no hall space big enough to accommodate the whole school.*

66. *Staff and Governors are very anxious about the Council's capacity to deliver the programme on time and to the standard promised in view of previous experiences.*

67. *Following discussion with staff at the school the following alternative is proposed: Ysgol Glan Morfa to move to a 2FE new build; Baden Powell Primary School to remain at 2FE on its current site; Moorland Primary School to remain on site as 2FE using the Ysgol Glan Morfa building and demolishing the existing Early Years building. This would enable us to continue our very important family engagement work; Build a new 1FE school on Willows site and incorporate flying start provision within this.*

Appraisal of Views Expressed

68. The Council acknowledges the views expressed.

69. Moorland Primary School is well located to meet demand for English-medium places and it is not anticipated that standards at the school would be impacted upon were the school to expand to 3FE.

70. The Council has in place policies to support school improvement e.g. ‘High Achievement for All’ and ‘Achievement for Inclusion’. It is working to respond to the key principles of the School Effectiveness Framework to secure better outcomes and well-being for all children including those at existing schools.

71. The concerns raised are noted however it is expected that the proposal would provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors and greater flexibility and opportunities for pupils due to an extended, more enhanced and secure financial resource base. Additionally the ability to employ more teaching and support staff would allow the school to cover a wider range of curriculum expertise. This has been the experience with the other 3FE primaries in the LA.

72. Officers would work with the school regarding the configuration of buildings to allow for the needs of the Foundation Phase and Key Stage 2 accommodation to be met and to reflect the school’s preferred way of working as much as possible.

73. As set out at paragraph 30 the Council would work with the Governing Bodies of schools 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 any building works.

74. The number of pupils accessing the Moorland site is not planned to exceed the number presently accessing the combined Moorland – Glan Morfa site. The school is also expected to serve a smaller catchment area than the existing catchment area of Ysgol Glan Morfa and it would therefore be reasonable to expect that similar numbers of, or fewer, pupils would travel to school by car.

75. It is not necessary for a 2FE or 3FE to have a single hall space large enough to accommodate the whole school. In many existing school buildings this is not possible. The Building Bulletin guidelines upon which 21st Century Schools are based suggest a range of hall spaces as is appropriate for the modern teaching curriculum; a large hall, a small hall and ‘studio’.

76. The primary aims of the English-medium aspect of these proposals is to increase the number of places available in the locality. Where an existing school is suitably located and has scope to increase within the available budget as in this case, the Council would not support the retention of the existing accommodation and the establishment of a new build school on the Willows High School site.

77. Additionally given the range of benefits of 2FE/3FE when compared with smaller schools, the Council would not support the establishment of a 1FE school on the Willows High School site

Willows High School

78. A response from the Staff of Willows High School included the following points:

79. *The staff of Willows High School support Option 1, as transferring Baden Powell Primary to the Willows High School Site would provide more opportunities to engage families and the community. Local families will have more access to support, advice and facilities and professionals can work in partnership to put in place strategic intervention strategies in order to close the learning gap for disadvantaged pupils.*

80. *In both Baden Powell Primary School and Willows High School the percentage of pupils receiving Free School Meals (FSM) far exceeds the national average. In order for these pupils to have the best possible chances of achieving, it is imperative that parents are engaged in early learning. Parents and professionals working in partnership from the start of a child's education benefits FSM pupils the most.*

81. *By transferring Baden Powell Primary School to the Willows High School Site, there will be more opportunities to engage families and the community. Local families will have more access to support, advice and facilities and professionals can work in partnership to put in place strategic intervention strategies in order to close the learning gap for these pupils.*

82. *Studies show that many parents of FSM pupils have a negative attitude towards high schools based on their own experiences. Providing them with access to the site on a daily basis can help these barriers to be broken down. This should also impact positively on both our attendance figures and attainment data.*

83. *Many FSM pupils lack the confidence of their peers or display poor behaviour, especially during times of transition. By having the schools closely aligned there would be a fluidity in this process. This option would also benefit the social and emotional well-being of many parents.*

84. *In addition to this, Option 1 allows for the sharing of facilities between the schools without pressing time constraints. There would be more scope to enhance the cultural capital of the pupils with joint educational trips. Similarly, there would be more opportunities for pupil to pupil mentoring and buddying between year groups.*

Appraisal of Views Expressed

85. The Council acknowledges the views expressed.

86. By transferring Baden Powell Primary to the Willows High School Site, it may be possible provide more opportunities to engage families and the community than is presently the case. However, retaining the existing site arrangements would not prevent the schools continuing development that has improved access to support and advice and facilities, nor for the

local English-medium schools to put in place strategic intervention strategies that transfer through the primary and secondary learning phases.

87. The location of Flying Start facilities on the Willows High School site, and nursery and primary school facilities within close geographical proximity is of benefit within the Tremorfa community, and the Council would support the continuation of work to develop links between these.

88. Additional points raised in the consultation are set out in *italics* below and have been grouped according to the issues raised where appropriate.

Effect on nursery provision

89. *There were a large volume of responses from parents praising the facilities and quality of education provided by Tremorfa Nursery School.*

90. *Tremorfa Nursery School currently has a Sensory Room, which may not be included in a new building. All learning is currently accessible and inclusive, the staff have a large area of expertise, especially in dealing with pupils with Special Educational Needs (SEN), and the layout allows for quiet areas and a variety of activities. Disabled children may be negatively affected by moving site.*

91. *Parents of children attending Tremorfa Nursery School rely on the breakfast club and affordable wrap around care in the afternoon that the school offers.*

92. *Parents of children attending Tremorfa Nursery School feel that having a separate nursery site makes the introduction to education easier and less overwhelming for young children. Parents may be reluctant for their child to attend nursery on a high school site.*

93. *The Deputy Manager of Mudiad Meithrin supported Option 2 or 2a and stressed the importance of having a Cylch Meithrin on the new Ysgol Glan Morfa site as well as the cooperation between Welsh medium primary schools and Cylchoedd Meithrin in ensuring growth in demand for Welsh medium education.*

Appraisal of views expressed

94. The Council acknowledges points raised regarding the retention of existing facilities at Tremorfa Nursery School.

95. The Council would work with the Governing Body to address issues regarding future wrap around care and SEN should the school be relocated to either the Baden Powell Primary School or Willows High School sites as these would be intended to remain as part of any relocation.

96. The nursery school would remain as a separate establishment should it transfer onto another school site (Willows High School in the case of Option 1a and Baden Powell Primary School in the case of Option 2a).

97. The Council welcomes the support of Mudiad Meithrin for the proposal to increase the number of Welsh medium nursery places and will consider the points raised regarding retention of a Cylch Meithrin as part of the future provision.

Traffic

98. *Concerns have been raised over the safety of the route to the Maltings site. There are a large number of commercial vehicles, heavy goods vehicles and commuter traffic, a sharp bend in the road, and areas that aren't paved.*

    Once Windsor Road bridge re-opens there will be an increase in traffic.

99. *For parents who work, the commuting time will take significantly longer making it impossible for some to get to work on time, particularly for those parents who have to drop children in different places and who rely on public transport.*

100. *The walking routes are not suitable for high volumes of pedestrian traffic. It is too far for younger children to cycle, scoot or walk.*

101. *Relocating all three schools and the Flying Start provision on the Willows High School site will make managing traffic increasingly more difficult and will increase the risk of accidents.*

102. *The current location of Tremorfa Nursery School is away from main roads.*

Appraisal of views expressed

103. As set out at paragraph 30 the Council would work with the Governing Bodies of schools 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 any building works.

Shared Site

104. *Sharing a site would expose younger children to bad behaviour and language from older (particularly secondary school aged) children. Many parents, grandparents and children find this intimidating, it may impact on the behaviour of younger children and may affect attendance if parents are put off by the behaviour.*

105. *High school age and nursery school age children have different needs so sharing a site would not be appropriate.*

106. *Transition into education at nursery age would be made more difficult with the nursery located on a busy, noisy site with older children, particularly if these were secondary school pupils.*

Appraisal of views expressed

107. The issue of concern expressed regarding the potential relocation of the nursery to the Willows High School site with particular regard to the behaviour of secondary age pupils impacting on nursery age children is recognised by the Council. Although 3-16 shared site provision is atypical in Cardiff, this arrangement can be found between the Ely and Caerau Childrens Centre and Michaelston Community College which have been co-located for ten years. Furthermore, this model can be found employed successfully by many other Welsh Local Authorities

108. Any design would ensure that each school would be able to function as a separate entity and officers would work closely with the schools to ensure the needs of each school were met.

Location of schools

109. *There is no play park next to the Maltings site, which would make it difficult for Welsh medium children and English medium children to socialise after school.*

Appraisal of views expressed

110. There is an existing play area adjacent to the site.

Consultation

111. *Concerns were raised that staff at Ysgol Glan Morfa were presenting a laminated exemplar form, with Options 1 and 1a crossed out, for parents to copy that could have influenced the opinions they expressed in the consultation.*

Appraisal of views expressed

112. Clarification was sought from Ysgol Glan Morfa with regard to how the school had sought to encourage a greater range of responses particularly from parents and carers of children at the school.

113. The Council is satisfied that the school's approach did not prevent any stakeholder from expressing views regardless of any discussion with the school representatives present.

114. Furthermore it is understood that the school stated its preferred option and the rationale for this but did not place any expectation on parents to support this. The school's representatives demonstrated how to complete the response regardless of a stakeholder's view. Many parents requested clarification from the school of information supplied in the document and the majority expressed their desire to support a particular

option. The school provided guidance on how to record this in a number of ways but none are deemed to have unduly influenced the consultation and all stakeholders had the opportunity to express their individual views through a number of mechanisms.

Engagement with children and young people

115. Officers met with pupils from Baden Powell Primary School, Moorland Primary School and Ysgol Glan Morfa to explain the proposal and seek their views.

Baden Powell Primary School Views

116. The pupils would like Baden Powell Primary School to remain at its existing site. The school has lots of history, memories and a tree of remembrance.

117. They were concerned about the behaviour of pupils at Willows High School and worried about change.

Moorland Primary School Views

118. The pupils thought that it would be good to have more school places to serve the local area and a bigger school would have more resources, more staff and a good ethnic mix.

119. They would like their school to remain at 2FE and were concerned about how Moorland Primary would operate at 3FE, some pupils would have further to travel, there would be more traffic, disruption during building works and bullying.

Ysgol Glan Morfa Views

120. The pupils thought it would be good to have more school places and liked the idea of new facilities.

121. They were concerned about having further to travel and being able to get to school, that children may not know all of the teachers and that a larger school may be too crowded.

Willows High School

122. The Youth Service devised a presentation, recoding sheet and teacher guidance to enable Willows High School to run consultation work with secondary age pupils as part of the consultation process.

123. Pupils were asked the following key questions:

- Question 1: Do you support the proposal to build a new primary school with a nursery on the Willows High School site serving the age range 3-11 from September 2017?

- Question 2: Do you support the proposal to build a new primary school on the Willows High School site serving the age range 4-11 from September 2017 and the proposal to build a new nursery on the Willows High School site severing the age range 3-4 from September 2017?

124. The pupils thought it would be good to have more school places and new facilities and that it would be easier for parents having the schools on one site.

125. They thought moving other schools onto the Willows site would lead to more traffic, would cause disruption with building work and that the older pupils would influence the younger pupils. There was also a reluctance to lose more land from the site and a feeling that money would be better spent improving poor facilities at Willows High School.

126. Full details of the pupil consultations can be seen at Appendix 2.

Appraisal of views expressed

127. The Council would support any of the schools subject to the proposals to enable a smooth transition to a new site/managing a larger intake.
128. Concerns regarding bullying and anti-social behaviour are school management issues and would be dealt with in line with school policies. School staff would ensure that pastoral support is put in place so that any concerns of bullying raised by pupils can be heard and appropriately addressed by school management.

129. The Council acknowledges concerns regarding travelling time. Cardiff Council School Transport section would be able to provide families with advice on safe walking routes to school based on individual home addresses.

130. 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.

131. The Council has increased experience in the successful delivery of building projects on the sites of occupied schools resulting from the progression of a growing school organisation programme. Any building work carried out on the schools sites would be managed effectively in consultation with the school management to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

Summary

132. There is clear support for the expansion of Ysgol Glan Morfa from 1FE to 2FE with the majority expressing a preference for a new build school on the Maltings site.

133. Both the Baden Powell Primary School and Tremorfa Nursery School communities have expressed the desire to remain on their current sites

as they believe this is the best way in which both schools can continue to deliver quality education.

134. Whilst concerns have been expressed about the expansion of Moorland Primary School, the school is well paced to meet demand for English-medium places from the local area and the Council will work with the school to ensure standards are maintained.

135. The remaining paragraphs within this report are therefore specific to the potential implementation of this option only.

136. Indicative site drawings which represent the approximate footprint of any new build can be seen at Appendix 6.

Land Matters

Amenity land/ Public Open Space near the Maltings

137. There is a deficiency of Public Open Space in Splott and the proposed transfer of Ysgol Glan Morfa to the Maltings Park site would result in the loss of an amenity area of existing Public Open Space.

138. If selected for the purpose of building an education facility the site would need to be appropriated to reflect the change of use.

139. Those wishing to exercise their dogs, take children to the play area and use the park for informal recreation could continue to do so. However due to loss of this amenity area, mitigation would be required such as improving the remaining facilities and shared pitch provision within the school grounds that would be available to the community for use outside normal school opening hours to mitigate for the loss of the informal kickabout space.

140. Any scheme progressed would therefore be subject to planning permission and appropriation of this amenity area of Public Open Space, taking into account the existing ward deficiencies in open space, and any objections considered.

Admission Arrangements including catchment areas

141. Should the proposals be implemented, permanent expansion of both the English-medium and Welsh-medium provision would commence from September 2017. The Published Admission Number of 60 at Moorland Primary School would increase to 90, and at The Published Admission Number at Ysgol Glan Morfa would increase from 30 to 60, from September 2017.

142. Should the proposed expansion of Moorland Primary school proceed, then it would be necessary to review catchment area arrangements in Adamsdown and Splott to better match the supply of places to local demand.

143. 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 2016-17 school year.

144. It is expected that, following further analysis of the take-up of Reception places in 2015 and 2016, any proposed changes to primary school catchment areas would be consulted on in early 2017 or 2018 and the arrangements would then be implemented in September 2018 or 2019.

Local Member Consultation

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

Reasons for Recommendations

146. To address the shortfall of English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards.

Financial Implications

147. The realigned 21st Century Schools Programme totalling £167.6 million was approved by Cabinet in March and submitted to Welsh Government. Welsh Government subsequently approved in-principle a slightly reduced programme of £164.1 million. Within this re-aligned programme is a budget of £6.86 million for a project to deliver increased Primary School and Nursery Provision in the Adamsdown and Splott Wards.

148. At this stage this project has in-principle approval only and will be subject to full Business Case approval as the scheme progresses. Therefore any expenditure undertaken to progress these proposals prior to Full business case approval from WG will be undertaken by the Local Authority at the risk of not achieving Full Business case approval and therefore the anticipated 50% WG funding contribution to the project costs.

149. The sufficiency of the in-principle approved budget to deliver the recommended proposals will become clearer as further work is undertaken to progress the project towards Full Business Case approval and the specific detail and costs of the works required are clearly identified.

150. The revenue implications for the impacted Schools' delegated budgets of the proposed additional pupil numbers should be covered by increased formula funding which would be received in recognition of the increased number of pupils.

Legal Implications

151. The proposals and proposed delivery options qualify as regulated alterations which must comply with the requirements of Part 3 of the School Standards and Organisation (Wales) Act 2013, which include provisions for consultation and publication of statutory notices. Those are supplemented by the School Organisation Code issued by the Welsh Government.

152. The recommendation in this Report to publish a statutory notice follows a period of consultation which ran from 12 October to 23 November 2015. This Report (together with the appendices attached to it) represents the consultation report which the Code requires to be published. The Cabinet must have due regard to the responses received during the consultation before it makes a decision upon whether to publish a statutory notice.

153. The Code requires that the statutory notice must be published within 26 weeks of the end of the consultation period unless an extension of time has been granted by the Welsh Ministers.

154. Following publication of the statutory notice 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 giving responses to those objections. It would then be for the Cabinet to review those objections and determine whether to implement the proposals.

155. The Council has power to appropriate land to a different statutory purpose if it is no longer needed for its present purpose pursuant to section 122 of the Local Government Act 1972. In the case of open space land, the Council is required to publicly advertise the proposed appropriation and to conscientiously consider any responses to the advertisement.

HR Implications

156. HR People Services will work with the Governing Bodies of Ysgol Glan Morfa and Moorland Primary Schools in readiness for their respective expansions to 2FE and 3 FE. The Governing Bodies during this time will be encouraged in line with the SOP HR Framework to undertake a review of their staffing structure to ensure that they are sufficient for expansion as the numbers on roll increase.

157. HR People Services will also provide advice and guidance for the additional recruitment. As both schools have adopted the Council's Redeployment and Redundancy Policy any new vacancies arising as a consequence of an increase in numbers on the role will provide opportunities for staff on the school redeployment register.

Equality Impact Assessment

158. An Equality Impact Assessment on the proposed option has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society. If the proposal were to proceed, further equality impact assessments would be undertaken including as assessment on the design for any new build accommodation. (Details of the Equality Impact Assessment can be seen at Appendix 5)

Sustainability Assessment

159. 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 objective identified 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. (Details of the Sustainability Assessment can be seen at Appendix 5).

Transport Matters

160. 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 these proposals be implemented.

Community Impact

161. 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 any proposal(s) brought forward would avoid negative impacts wherever possible.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Delegate authority to the Director of Education and Director of Governance and Legal Services to publish a statutory notice to:

    - Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new standardised 2FE primary school on a new site at the Maltings from September 2017.

    - Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017

2. Authorise the approval of appropriation of the land at the Maltings Park site in principle subject to public consultation in accordance with S122 of the Local Government Act 1972.

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
4 December 2015

The following appendices are attached:

Appendix 1 – Consultation Document
Appendix 2 – Details of Pupil consultations
Appendix 3 – Estyn response
Appendix 4 - Formal responses
Appendix 5 – Statutory Screening Tool
Appendix 6 – Indicative site drawings

21st Century Schools Consultation Document 2015

The provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards

12 October – 23 November 2015

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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Table of Contents

- Determination of the proposals
- Decision Notification

40. Frequently Asked Questions
41. Consultation Response Form

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.

Our consultation process follows Welsh Government guidelines outlined in the School Organisation Code 2013 and therefore a range of individuals and groups are being asked for their views about these proposals.

However, before any decisions are made the Council needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposal known.

Table 1 below sets out details of the groups the Council is consulting:

Table 1: Groups the Council is consulting with	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Trade Unions
Diocesan Directors of Education	Childcare providers
Neighbouring Authorities	Mudiad Meithrin
Neighbouring Primary and Secondary schools within Cardiff	Wales Pre-School Providers Association
Estyn	Clybiau Plant Cymru Kids Club
Communities First Partnership	National Day Nurseries Association

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 available to view at, Baden Powell Primary School, Ysgol Glan Morfa, Moorland Primary School, Tremorfa Nursery and Willows Community Hub.

Details of the consultation meeting dates are given in Table 2 below:

Table 2 Consultation Meeting Dates		
Nature of Consultation	**Date/Time**	**Venue**
Staff Meeting	13 October 2015 3:45pm	Tremorfa Nursery School
Governors Meeting	13 October 2015 5:30pm	Tremorfa Nursery School

Staff Meeting	14 October 2015 3pm	Ysgol Glan Morfa
Governors Meeting	14 October 2015 5pm	Ysgol Glan Morfa
Staff Meeting	15 October 2015 3:30pm	Baden Powell Primary School
Governors Meeting	15 October 2015 5:30pm	Baden Powell Primary School
Drop in session	19 October 2015 10am – 12 noon	Star Centre
Drop in session	20 October 2015 1:15pm – 3:15pm	Tremorfa Nursery School
Drop in session	22 October 2015 8:30am – 10:30am	Baden Powell Primary School
Staff Meeting	03 November 2015 3:15pm	Moorland Primary School
Governors Meeting	03 November 2015 5pm	Moorland Primary School
Drop in session	05 November 2015 8:30am – 10:30am	Moorland Primary School
Staff Meeting	09 November 2015 3:30pm	Willows High School
Governors Meeting	09 November 2015 5pm	Willows High School
Public Meeting	09 November 2015 6:30pm – 8:30pm	Willows High School
Drop in session	12 November 2015 8:30am – 10:30am	Ysgol Glan Morfa

In addition, workshop sessions will be arranged with local primary age children and Willows High School pupils 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 34 of this document or completing the online form www.cardiff.gov.uk/21stCenturySchools.

Alternatively contact the School Organisation Planning Team on (029) 2087 2720, by e-mail to schoolresponses@cardiff.gov.uk or by post to Room 219, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The closing date for responses to this consultation is 23 November 2015.

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.

WG – Welsh Government

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.

CSCJES – Central South Consortium Joint Education Service. The regional School Improvement Service for the five local authorities of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan.

SEN - Special Educational Needs

FSM - Free School Meals

EAL - English as an Additional Language

School Action - When a class or subject teacher identifies that a pupil has SEN they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.

School Action Plus - When the class or subject teacher and the SEN Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through School Action can be put in place.

Statemented - A child has SEN if he or she has learning difficulties which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age, or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

Statutory Notice – a statutory notice is the formal publication of a finalised proposal, if approved by the Council's Cabinet and will only be considered once the Cabinet have received a report on all the responses from the consultation. This is a legal requirement as outlined in the School Organisation Code 2013.

Foundation Phase – The first years of school (ages 3-7)

Key Stage 2 – The second phase of primary education (ages 7-11)

Why are we proposing the changes?

In recent years there has been a significant growth in the number of Reception age pupils in the Adamsdown and Splott wards. In December 2012 the Cabinet received a report outlining recommendations for meeting this growth by increasing the number of English-medium community school places in the Adamsdown and Splott wards.

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 to 420 places for pupils aged 4-11, and to increase the capacity of Baden Powell Primary School from 420 places to 630 places for pupils aged 4-11.

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.

Following a change of circumstances it was agreed that the proposal 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 in the area would be considered. The proposal has been formally withdrawn.

The Welsh Government notified officers in March 2014 of the Minister's approval of the proposal to increase the capacity of Adamsdown Primary School from September 2015 and the Council Cabinet approved implementation of the proposal at its meeting on 15 May 2014.

The Proposal

The Council is now consulting on proposals to:

- Provide 30 additional English-medium primary school places per year group.
- Provide 30 additional Welsh-medium primary school places per year group.
- Provide additional English-medium part time nursery places
- Provide additional Welsh-medium part time nursery places

The following delivery options have been identified, all of which would result in the required number of additional English-medium and Welsh-medium primary places being made available.

Table 3 below/overleaf outlines the options being proposed.

Table 3: Options Summary table

Option	School	Language Medium/School Category	Proposal
1	Baden Powell Primary School	English-medium (Community)	A new *'standardised build' 2FE Baden Powell Primary School with nursery on the Willows High School site serving the age range 3 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017 Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
	**Tremorfa Nursery School	English-medium (Community)	No change. Tremorfa Nursery School to remain at its current capacity on its existing site.

1a	Baden Powell Primary School	English-medium (Community)	A new *'standardised build' 2FE Baden Powell Primary School on the Willows High School site serving the age range 4 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
	**Tremorfa Nursery School	English-medium (Community)	A new build Tremorfa Nursery School providing up to 176 part time nursery places on the Willows High School site serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Willows High School site. The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly
	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
2	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new *'standardised build' 2FE primary school on a new site at the Maltings from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
	Baden Powell Primary School	English-medium (Community)	No change. Baden Powell Primary School to remain at its current capacity on its existing site.
	**Tremorfa Nursery School	English-medium (Community)	No change. Tremorfa Nursery School to remain at its current capacity on its existing site.
2a	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new *'standardised build' 2FE primary school on a new site at the Maltings from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
	Baden Powell Primary School	English-medium (Community)	The age range of Baden Powell Primary School to be reduced from 3 -11 to 4 -11 from September 2017.
	**Tremorfa Nursery School	English-medium (Community)	A new build Tremorfa Nursery School providing up to 176 part time nursery places on the Baden Powell Primary School site serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Baden

			Powell Primary School site. The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly.

* 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 set aside 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 Council previously consulted on a proposal to close Tremorfa Nursery School. The options outlined in Table 3 relate to the potential transfer to Tremorfa Nursery School to an alternative site and not closure. The nursery school would remain as a separate establishment with separate staff, managmentand governing body and be funded accordingly. Any change proposed relates to relocation and potential expansion alongside Baden Powell Primary School.

Facilities included in a school

Any changes to existing school buildings or any new buildings required in the event of any one of the options outlined above proceeding to implementation would be equal to/meet Welsh Government (WG) funding conditions such as BREEAM and also be designed in accordance with The Department of Education: Area guidelines for mainstream schools Building Bulletins which set out that the following facilities need to be included in any school:

- Teaching space: internal and external
- Halls/dining area
- Learning resource areas
- Staff and administration
- Storage
- Toilets and personal care
- Kitchen facilities
- Circulation, plant and internal walls
- Withdrawal areas to support small group/SEN working

All detailed design of the facilities at any new school buildings/existing school buildings would be agreed between the Council, the governing body and the Headteacher if a proposal is progressed to implementation.

Indicative layouts showing maps of the school sites/ the Maltings site and how the sites would look can be viewed on line at www.cardiff.gov.uk and will be available to view at Baden Powell Primary School, Ysgol Glan Morfa, Moorland Primary School, Tremorfa Nursery and Willows Community Hub.

Schools serving the area at present

The Adamsdown and Splott areas are currently 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.

These areas are severed by four English-medium community primary school catchment areas, namely:

- Adamsdown Primary School
- Baden Powell Primary School
- Moorland Primary School
- Stacey Primary School

The catchment areas of Adamsdown, Baden Powell, Moorland and Stacey Primary Schools fall within the catchment area of Willows High School.

These 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.

Faith based schools serving the Adamsdown and Splott areas include St Albans RC Primary School and Tredegarville CW Primary School. These areas are also served by other Faith-based primary schools located outside of the locality.

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

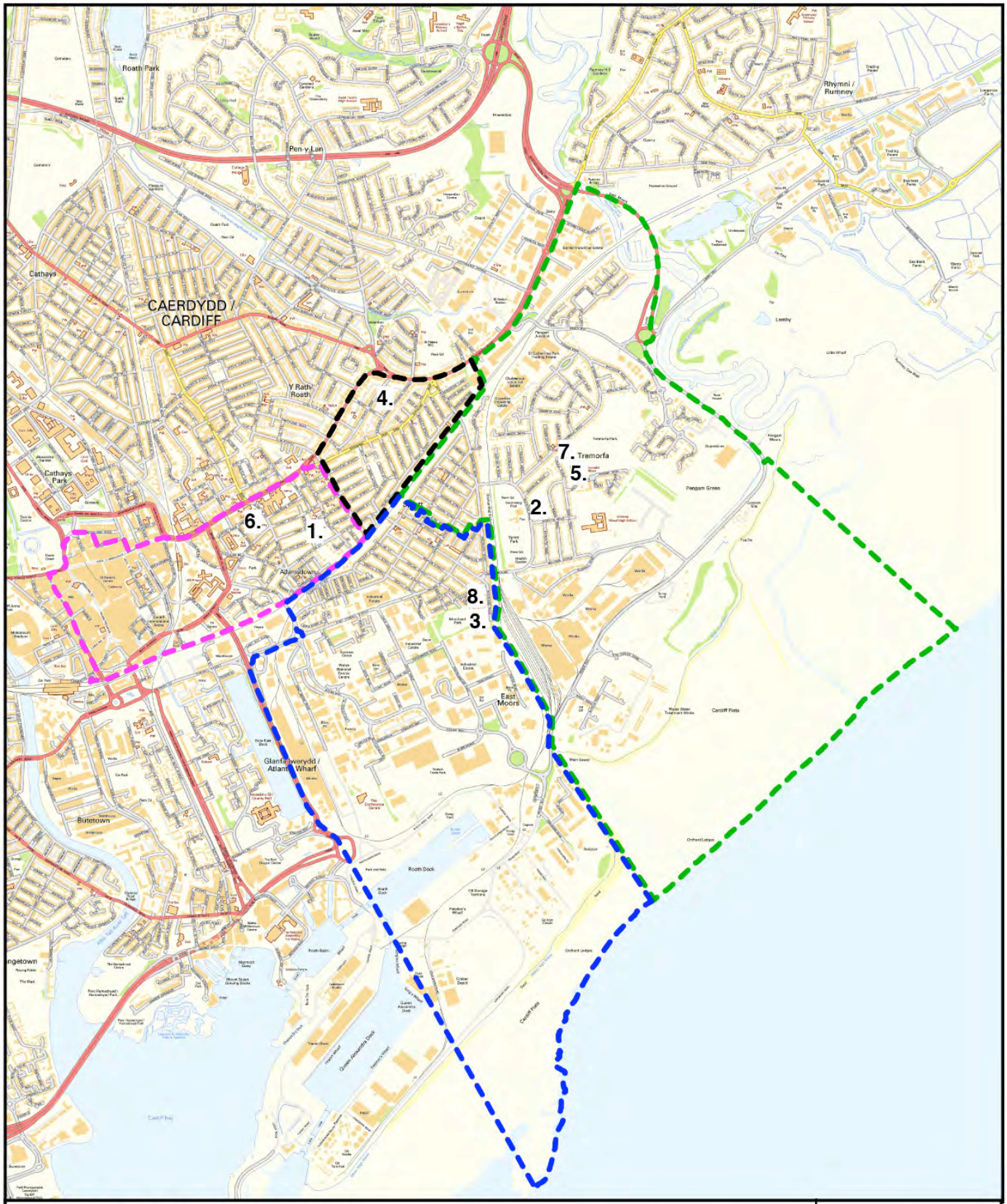
The combined areas of Adamsdown and Splott are also similar to the catchment area of Ysgol Glan Morfa.

The geographical units that are most suitable to analyse the localised increase in demand for English-medium primary school places are the Willows High School catchment area and the four constituent English-medium primary school catchment areas within it (namely those of Moorland Primary, Baden Powell Primary, Stacey Primary and Adamsdown Primary schools) as this allows analysis to be focused to smaller areas and comparison of the demand between these areas to be undertaken.

In geographical terms the 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.

A map showing the Willows High School catchment area primary school catchment areas within and school sites within the area can be seen on page 8. A map showing the Ysgol Glan Morfa and Ysgol Gyfun Gymraeg Glantaf catchment areas can be seen on page 9.

Primary School provision catchment



Willows High School catchment area and English-medium community 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. Tredegarville C.W. Primary School
7. Tremorfa Nursery School
8. Ysgol Glan Morfa

Ysgol Glan Morfa catchment area

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

School Capacities, Condition and Suitability of School Buildings

This section sets out the capacities, condition and suitability of School Buildings and existing demand for primary school places that serve the Adamsdown and Splott areas.

Table 4 below provides details of school capacities and information regarding the condition and suitability of school buildings.

Table 4: Capacity, condition and suitability of nursery and primary schools

Name of School	Language medium / Category of school	Condition Category as identified by 21st Century Schools Survey	Current Published Capacity (age 4-11)	Published Capacity (nursery – part time places)
Adamsdown Primary School	English-medium community primary	Satisfactory*	330**	48
Baden Powell Primary School	English-medium community primary	Satisfactory	403	48
Moorland Primary School	English-medium community primary	Satisfactory	382	64
Stacey Primary School	English-medium community primary	Satisfactory	197	64
Ysgol Glan Morfa	Welsh-medium community primary	Satisfactory	210	32
St Albans RC Primary School	English-medium Voluntary Aided primary	Satisfactory	203	0
Tredegarville CW Primary School	English-medium Voluntary Aided primary	Satisfactory	210	52
Tremorfa Nursery School	English-medium community nursery	Satisfactory	N/a	112

*Adamsdown Primary School, including former demountable classrooms, graded as 'Poor' in 2010. Main building graded as 'Satisfactory'. Significant investment since 2010 to improve and upgrade main building

**Phased permanent enlargement to 420 places

Existing English-medium provision

English-medium community primary 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 at Adamsdown Primary School in September 2012, 2013 and 2014 and the majority of these places have been taken up 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 Willows High School catchment area now totals 210.

The take up of English-medium community places by pupils resident 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 by pupils resident 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 CW Primary School.

Pupils resident in this area have also taken up places at a number of other Faith schools in recent years. 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 in recent years it is considered that the local supply of faith school places serving the Willows High School area is 92.

Calculating local demand for primary school places

In order to calculate the likely demand from 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 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.

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**

Table 6 below 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 English-medium primary school catchment areas within the Willows High School catchment area, enrolled in Reception classes at English-medium, Welsh-medium and Faith schools.

Table 6: 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 (62.1%)**	**35 (10.4%)**	**93 (27.5%)**	**338 (100%)**

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 verified 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.

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.

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.

Table 7 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 7: 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
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**

Initial analysis of 2014 data confirms that the population in the 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.

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.

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 or serving 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.

Proposed new housing

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 nominal yield calculated from proposed new housing has not been added to trend projections as these 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.

How might demand change?

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

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.

Forecasts have therefore 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 demand 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.

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 approximately 68 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 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 as expected;
- 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.

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.

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 seek to balance the supply and demand both within Adamsdown and Splott and in neighbouring areas.

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. 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.

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.

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 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 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.

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.

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.

Cylch Meithrin Glan Morfa

There are currently 32 school (maintained) morning nursery places available at Ysgol Glan Morfa. Additionally a cylch methrin (Cylch Meithin Glan Morfa) operates from the school offering non maintained nursery places, Flying Start childcare and wrap round care in the nursery facility during the afternoon. Under these proposals the number of nursery places at Ysgol Glan Morfa is proposed to be increased, however it is expected that the facilities could be developed in a way that would mean the potential for the Cylch to continue to operate within the school could be retained. The consultation provides an opportunity to consider how best to provide any places

and views expressed specific to nursery and/or childcare as part of the schools future operating arrangements are welcomed.

How would other schools be affected?

It is anticipated that the proposed establishment of additional 1FE English medium and 1FE Welsh medium pupil capacity in the Adamsdown and Splott wards would have little or no effect on the number of pupils on roll at the majority of schools in the local area as the additional places are required to meet the projected demand from the increased population.

Welsh-medium community schools

Ysgol Glan Morfa primarily serves the demand for Welsh-medium places across the Adamsdown and Splott wards.

As the pupil population is projected to grow in future years, the demand for places will increase accordingly. 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 8 below/overleaf illustrates the number of pupils on Roll in recent years at Ysgol Glan Morfa and the projected numbers on roll should the proposal proceed factoring in recent trends in the uplift of Welsh-medium demand.

Table 8 Recent and projected numbers on roll at Ysgol Glan Morfa should the proposal proceed as described

School	January 2009	January 2010	January 2011	January 2012	January 2013	January 2014	January 2015	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Ysgol Glan Morfa	76	96	118	142	145	156	173	184	203	225	249	275

Should the proposal to expand Ysgol Glan Morfa proceed, forecasts indicate that some surplus places will be available at entry to Reception year. Those schools in close proximity or in 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 proposed enlargement of Ysgol Glan Morfa. Ysgol Glan Morfa largely serves pupils from within its catchment area and few pupils from other catchment areas attend the school. Additionally, few pupils from within its catchment area opt for alternative Welsh-medium primary schools.

The Council is also consulting on a separate proposal to provide additional Welsh-medium places to serve Butetown and Grangetown. Grangetown and Butetown are presently served by Ysgol Mynydd Bychan and Ysgol Gymraeg Pwll Coch. Ysgol Mynydd Bychan is fully subscribed at entry to Reception and this school is not anticipated to be affected by proposals for Ysgol Glan Morfa Ysgol Gymraeg Pwll Coch is also highly subscribed and is distant from the Ysgol Glan Morfa catchment area and therefore unlikely to be significantly impacted by the proposed enlargement of Ysgol Glan Morfa.

Should the expansion of Ysgol Glan Morfa not be implemented then the school would continue to admit no more than 30 pupils per year group. Those pupils unable to gain admission to Ysgol Glan

Morfa 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 table 9 below indicates the number of those pupils but does not add these pupils to the Numbers on Roll at alternative schools.

Table 9 Projected numbers on roll at Ysgol Glan Morfa should the proposal not proceed

School	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	*2019/2020 Projection
Ysgol Glan Morfa	184	198	205	207	207
Welsh medium pupil excess	0	+19	+41	+65	+91

English-medium community schools

Should the proposal to expand Moorland Primary School proceed, it would be necessary to enlarge its catchment area and to reduce the adjacent catchment area of Baden Powell Primary School, to provide a sustainable balance in the supply of and demand for school places.

Although the number of pupils resident within the catchment area of Baden Powell Primary School may reduce, this is not anticipated to have a direct impact on the number of pupils enrolled at the school as the numbers of preferences submitted by parents for these schools is expected to remain at a similar level.

As the pupil population is projected to grow in future years, the demand for places is expected to increase accordingly. 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 10 below illustrates recent and projected numbers on roll if the proposal were to proceed.

Table10: Recent and projected numbers on roll at local primary schools should the proposal proceed as described

Name of School	Is this school expected to be affected by the proposal?	January 2009	January 2010	January 2011	January 2012	January 2013	January 2014	January 2015	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	*2019/2020 Projection
Adamsdown Primary School	No	164	170	181	187	209	250	277	306	334	374	407	407
Baden Powell Primary School	Yes - Option 1	323	311	325	328	332	371	359	419	421	422	422	422
Moorland Primary School	Yes - Options 1 & 2	286	297	316	330	346	369	392	414	444	474	504	534
Stacey Primary School	No	177	179	174	185	184	197	198	203	203	204	204	204
St Albans RC Primary School	No	200	191	203	212	187	172	159	175	183	177	181	181
Tredegarville CW Primary School	No	175	194	186	191	189	198	201	208	210	210	210	210
St Peter's RC Primary School	No	425	428	434	443	463	464	486	476	478	481	487	487

As is illustrated in the table above, the area is also served by a number of faith based primary schools. Admission to these schools is administered by the governing body of each school. As there are no current plans proposed by the relevant Diocese to expand these schools at this time, excess pupils requiring a faith based education have been factored in to the projections.

Should the proposal not be implemented then the combined English-medium school intake to Adamsdown, Baden Powell, Moorland and Stacey primary schools would continue to be 210 pupils per year group, and the projected number of pupils requiring English-medium based education would be exceeded as illustrated in the following table:

Table 11 Recent and projected numbers on roll at local primary schools should the proposal not proceed as described

School	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	*2019/2020 Projection
Baden Powell Primary School	419	421	422	422	422
Moorland Primary School	414	416	420	420	420
English medium pupil excess	+4	+53	+99	+143	+184

Those pupils whose families are seeking an English-medium place but have been unable to gain admission to English-medium to one of the English-medium primary schools 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 the above table indicates the number of those pupils but does not add these pupils to the Numbers on Roll at alternative schools.

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.

Interim Arrangements

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 in local schools.

Quality and Standards

The Council works closely with the governing bodies of schools to ensure that standards in schools are high, that teaching is good and that leadership and governance is strong. The Council works closely with two organisations in order to monitor the performance of schools and to support school improvement.

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.

Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority has commissioned the Consortium to support and challenge schools in Cardiff.

When proposing changes of this type to schools Local Authorities are required to refer to the most recent Estyn reports, other evidence derived from performance monitoring and any other information available on a school's effectiveness.

They must also demonstrate the likely impact of the proposals on the quality of:

- outcomes (standards and wellbeing);
- provision (learning experiences, teaching, care support and guidance, and learning environment);and
- leadership and management (leadership, improving quality, partnership working and resource management)

Estyn

Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils (Esytn)

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

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

In 2010 a new common inspection framework was introduced and Estyn inspections 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

Welsh Government categorisation of schools

In 2014 the Welsh Government introduced a new categorisation system that considered each school’s standards alongside the school’s capacity to improve so as to understand the level of support that organisations such as the CSCJES need to provide to each school in order that they achieve their targets.

The categorisation system is described in Table 12 below:

Table 12: Welsh Government Categorisation System	
Category	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A School in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

To determine the colour coded category as explained in the table above, schools are placed in one of four groups for standards (1-4) and for bringing about improvement (A-D) with one being the highest grouping for standards and A being the highest for improvement capacity.

For further information about the new categorisation scheme, please see Welsh Government's parents' guide to the National School Categorisation System:
http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf

Tables 13 below/overleaf shows the Estyn judgements, recommendations, WG category and the Foundation Phase and Key Stage 2 data for Baden Powell Primary School (Estyn inspection October 2010) Moorland Primary School (Estyn inspection September 2012) and Tremorfa Nursery School (Estyn inspection December 2013).

Table 14 shows the Estyn judgements, recommendations, WG category and the Foundation Phase and Key Stage 2 data for Ysgol Glan Morfa (Estyn inspection January 2009).

Table 13: Estyn judgements and recommendations, WG category, FP & KS 2 data			
	Baden Powell Primary School Estyn Inspection October 2010	**Moorland Primary School Estyn Inspection September 2012**	**Tremorfa Nursery School Estyn Inspection December 2013**
School's current Performance	**Good**	**Good**	**Good**
School's prospect for improvement	**Good**	**Good**	**Good**
Key Questions	**Judgement**	**Judgement**	**Judgement**
Key Question 1: How good are the outcomes?	**Good**	**Good**	**Good**
Standards	Good	Good	Good
Wellbeing	Good	Good	Excellent
Key Question 2: How good is provision?	**Good**	**Good**	**Excellent**
Learning experiences	Good	Good	Excellent
Teaching	Good	Good	Excellent
Care, support and guidance	Adequate	Good	Excellent

Learning environment	Good	Good	Good
Key Question 3: How good are leadership and management?	**Good**	**Good**	**Good**
Leadership	Adequate	Good	Good
Improving quality	Good	Good	Excellent
Partnership working	Adequate	Good	Excellent
Resource management	Good	Good	Good
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	Ensure that all staff challenge more able children consistently
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	Develop the role of the Governing Body in the self-evaluation process
R3	Broaden the school's provision for learning about and celebrating the diversity of the school community		Ensure the leadership roles are distributed more evenly
R4	Address the health and safety concerns brought to the attention of the headteacher and governing body during the inspection		
Welsh Government Support Category	Amber	Green	N/A
*Pupils achieving the expected outcome in the FP areas of learning (2014)	60%	81.8%	N/A
*Pupils achieving the expected level in the core	75%	65.7%	N/A

subjects at KS2 (2014)			
*Attendance (2014)	92.9%	93.8%	N/A

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

Table 14: Estyn judgements and recommendations, WG category, FP & KS 2 data	
Key Questions	**Grade**
Standards	
Key question 1: How well do learners achieve?	2
The quality of education and training	
Key question 2: How effective are teaching, training and assessment?	2
Key question 3: How well do the learning experiences meet the needs and interest of learners and wider community?	2
Key question 4: How well are learners cared for, guided and supported?	1
Leadership and Management	
Key question 5: How effective are leadership and strategic management?	2
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	3
Key question 7: How efficient are leaders and managers in using resources?	2
Recommendations	
R1	continue to sustain and raise standards across the curriculum and address the few shortcomings noted
R2	formalise the opportunities for pupils to express their views about the school and offer improvements
R3	ensure consistency in the standard of reports to parents
R4	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
*Pupils achieving the expected outome in the FP areas of learning (2014)	88.9%
*Pupils achieving the expected level in the core subjects at KS2 (2014)	76.9%
*Attendance (2014)	93.9%

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

Standards

The Council's aim is to provide sufficient good quality nursery and primary school places in both English-medium and Welsh-medium and Faith based education to a 21st Century school standard across the city. All children and young people in Cardiff should be educated in environments that are fit for purpose, in the right place and that are the right size to enable the effective delivery of first class education, improve the sufficiency and suitability of school places across Cardiff and ensure the provision of a 21st Century School Standard.

The Council has in place policies to support school improvement e.g. 'High Achievement for All' and 'Achievement for Inclusion'. It is working to respond to the key principles of the School Effectiveness Framework to secure better learning outcomes and well-being for all children including those at the existing schools which form part of these proposals.

It is not anticipated that there will be any impact on the quality of standards of education or the delivery of the Foundation Phase at any of the schools. It is expected that facilities developed to be suited for purpose would support more effective teaching and learning.

Provision

The number of pupils entering Reception has increased and the expansion of existing schools seeks to provide sufficient English-medium and Welsh-medium community primary school places to serve the local area.

The proposals will provide the opportunity to invest in providing high quality, modern facilities which would be able to support the delivery of a broad and balanced curriculum.

Leadership and Governance

The Council will work with the leadership of any schools affected by the proposals to develop a rigorous whole school approach to improvement planning and secure good relationships with parents and other partners in order to ensure pupils receive a high quality education.

Careful planning will take place during the proposed period of change to avoid any risk of distraction or disruption to leadership and governance that could impact on educational outcomes.

The Local Authority (LA) has no information to suggest that the Quality and Standards of existing schools would be negatively affected by the proposals. The expectation would be that investment in new school facilities would add value and have the potential to better support delivery of relevant curriculums and children's learning experiences.

How would SEN and EAL provision be affected?

A child has Special Educational Needs if he or she has a learning difficulty which requires special educational provision. A learning difficulty means the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities for those that the school generally provides for children.

Table 15 below shows the percentage of SEN, FSM, EAL and Minority Ethnic pupils at Baden Powell Primary School, Moorland Primary School, Tremorfa Nursery School and Ysgol Glan Morfa.

Table 15: SEN, FSM, EAS and Minority Ethnic Information

2014		**Baden Powell Primary School**	**Moorland Primary School**	**Tremorfa Nursery School**	**Ysgol Glan Morfa**	**Wales**
Percentage of SEN Pupils	School Action	23.1%	13.3%	n/a	22.7%	15.1%
	School Action Plus	9.3%	15.9%	n/a	9.4%	8.8%
	Statemented	n/a	2.3%	n/a	n/a	1.7%
Percentage of FSM Pupils – 3 year average		41.5%	51.6%	n/a	28.1%	20.5%
Percentage of EAL Pupils		16.0%	32.0%	n/a	n/a	5.5%
Percentage of Minority Ethnic Pupils		28.2%	51.6%	n/a	15.6%	10.0%

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

There is no information available that suggests that the proposals would have a negative effect on SEN provision at the schools and the schools would continue to provide SEN support for pupils. However consideration would need to be given to how any reconfiguration of buildings would facilitate this ongoing requirement.

There is no information available that suggests that the proposals would have a negative effect on provision for any group including those who are from minority Ethnic groups or in receipt of free school meals and the schools would continue to provide support appropriate to the individual needs of each pupil.

What are the benefits of these proposals?

As part of the Council's 21st Century School Programme the Council has set out it's priority to improve the sufficiency and suitability of school places across Cardiff to ensure a 21st Century School Standard. These proposals would contribute towards this aim:

- Achieving a better match between the supply of and demand for English-medium (community) and Welsh-medium primary school places within the local area;

- Providing the opportunity to invest in providing high quality, modern buildings which would be able to support the delivery of a broad and balanced curriculum;

The proposal would result in reduced home-to-school travel distances for some pupils;

When compared with smaller schools, the scale of a 2FE/3FE primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base;

A 2FE/3FE 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 a 2FE/3FE school to cover a wider range of curriculum expertise.

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 Body of the schools to develop a Travel Plan to minimise any potential disruption.

Changes to any existing buildings and any new build can cause some disruption however experience shows that this can be kept to a minimum and children's education does not suffer.

As the proposals would allow for additional capacity in schools for pupils entering Reception year from September 2017 onwards, there is a risk that pupils who move into the area and are above the eligible age range (those born after September 2012) are unable to be accommodated in local schools.

The catchment area changes that may be required following the implementation of these proposals may result in increased home-to-school travel distances for some pupils electing to attend their local primary school.

Risks associated with these proposals

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.

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.

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.

The proposal may not be achievable if Welsh Government capital funding is not secured at the business case stage.

If the Council were not successful in achieving this funding from the Welsh Government then the Council would be fully responsible for all costs relating to the proposal. In these circumstances, it would be necessary to review investment options to ensure the delivery of sufficient school places.

Alternatives considered

English-medium provision

Doing nothing is not a viable option because there is a need to achieve a better match in the supply of and demand for school places.

An initial feasibility study has indicated that the Stacey Primary School site would be less suitable for accommodating increased provision.

Welsh-medium provision

The city-wide population and the population in the locality have each grown and demand for places at Welsh-medium schools has also grown. City-wide, few surplus Welsh-medium places have been available at entry to Reception year at September 2014. Only two other Welsh-medium primary schools had more than 4 surplus places at entry to Reception in September 2014, namely Ysgol Coed Y Gof in Pentrebane (5 places) and Ysgol Gymraeg Pen Y Groes (14 places) whilst three were oversubscribed.

Very few pupils transfer between Welsh-medium primary schools in Cardiff for reasons other than moving home. It is therefore considered unlikely that there would be a significant net increase in the cohorts of primary-age already enrolled, as a result of pupils transferring from other schools in Cardiff.

Alternative Options

Nine alternative options were initially explored. Of these, the options outlined in this document were shortlisted for consultation and seven others were discounted on the basis of not being considered appropriate based on a range of factors related to the schools at that time, prohibitive costs, location, planning and flood plain issues.

Table 16: Alternative Options

Option	Details	Status
All-through campus at Willows High School site	• Willows High School to operate as an all-through 3-16 campus, plus Flying Start. 2FE English-medium primary school provision included. • Current Baden Powell Primary building to accommodate Ysgol Glan Morfa at 2FE • Moorland Primary (English-medium) to expand to 3FE utilising vacated Ysgol Glan Morfa Buildings	Discounted
2FE Welsh-medium primary on the Willows site	• New build primary school at Willows High School – 2FE Welsh-medium • Baden Powell Primary to remain as 2FE English-medium • Moorland Primary (English-medium) to expand to 3FE utilising vacated Ysgol Glan Morfa Buildings	Discounted
3FE English-medium primary school on the Willows High	• New build primary at Willows High School site – 3FE English-medium plus Flying Start	Discounted

School site (1)	• Current Baden Powell building to accommodate Ysgol Glan Morfa at 2FE • Moorland Primary to remain as 2FE English-medium	
3FE English-medium Primary on the Willows site (2)	• New build primary at Willows High School site – 3FE English-medium plus Flying Start • Baden Powell to remain as 2FE English-medium Ysgol Glan Morfa to expand to 2FE on existing site utilising Moorland Primary School accommodation.	Discounted
2FE Welsh-medium Primary on Pengam Green	• New build primary on identified site – 2FE Welsh-medium • Baden Powell Primary to remain as 2FE English-medium • Moorland Primary (English-medium) to expand to 3FE English-medium utilising vacated Ysgol Glan Morfa Buildings	Discounted
2FE English-medium Primary on Pengam Green	• New build primary on identified site – 2FE English-medium • Current Baden Powell building to accommodate Ysgol Glan Morfa at 2FE • Moorland Primary at 3FE English-medium utilising vacated Ysgol Glan Morfa Buildings.	Discounted
2FE English-medium Primary on the Maltings	• New build primary on identified site – 2FE English-medium • Current Baden Powell building to accommodate Ysgol Glan Morfa at 2FE • Moorland Primary at 3FE English-medium utilising vacated Ysgol Glan Morfa Buildings	Discounted

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.

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.

Should the proposal 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.

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 the Butetown and Grangetown areas proceed.

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.

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).

The Council would implement this intake by authorising the admission of pupils in accordance with its published criteria.

Financial Matters

All options proposed include construction of a new build 2FE standardised build primary school building.

Initial costings based on benchmarking information from other Local Authorities indicate that the construction cost of providing a single standardised build 2FE primary school would be between £5.4 – 6.5m subject to ground conditions. This would include costs for works such as, highways improvements, IT, fixed furniture and fittings (FFE) and fees. Any land purchase costs would be in addition to the construction costs.

A proposed 21st Century Schools capital investment Programme was submitted to Welsh Government (WG) in November 2011, and it received approval in-principle in December 2011 of 50% WG capital grant funding.

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 across the city.

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 in April 2015 it was confirmed that Cardiff Council had, in principle, been awarded additional capital grant funding.

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 has undertaken a Common Contractor Briefing with framework contractors and established that up to three new 2FE primary schools could be delivered within a single, capped procurement. Initial indications suggest contractors are interested to pursue this approach and there would be financial benefits in term of per school build costs.

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 consultation document are based on estimated costs following discussions with contractors.

The WG grant has been approved in-principle, and full grant approval would be received following successful Business Case submissions. The proposals within this consultation document 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).

It is anticipated that new build accommodation could be available by September 2017 to provide for Reception and nursery age children. However this is dependent on a successful outcome of the revised procurement methods associated with the programme going forward.

The funding agreed in principle as part of the realigned 21st Century Schools Programme means there is sufficient capital money available for the additional 60 places proposed for the locality. It will not allow for rebuild or significant refurbishment of existing buildings or for the provision of facilities over and above a standard primary school such as community facilities.

Any investment over and above the investment required to increase the number of places at the respective schools will necessitate consideration specific to additional funding sources to supplement the 21st Century Schools capital identified.

Table 17: Cost Range

Option	Site	Cost range (incl land costs where appropriate)
1	Baden Powell Primary School	£7.9m - £9.9m
	Ysgol Glan Morfa	
	Moorland Primary School	
1a	Baden Powell Primary School	£9.2 - £11.2m
	Tremorfa Nursery School	
	Ysgol Glan Morfa	
	Moorland Primary School	
2	Ysgol Glan Morfa	£7.9m - £9.9m
	Moorland Primary School	
	Baden Powell Primary School	
2a	Ysgol Glan Morfa	£9.2 - £11.2m
	Moorland Primary School	
	Baden Powell Primary School	
	Tremorfa Nursery School	

Human Resources Matters

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.

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.

The proposal to relocate Baden Powell Primary school 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 for schools.

Land Matters

The Maltings site is in Council ownership and if selected for the purpose of building an educational facility would need to be appropriated to reflect the change of use.

Transport Matters

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 these proposals be implemented.

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

The proposal includes increasing the number of Welsh-medium nursery and primary school places available in the area.

It is anticipated that there would be a positive impact on the Welsh language as a result of this proposal.

Equality Matters

An initial Equality Impact Assessment has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society. The assessment will be reviewed following consultation. 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 and Welsh 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.

The schools subject to the proposals are existing schools which offer a range of after school activities and some may have community organisations offering services from the school facilities. It is not anticipated that there would be a negative impact on any of these activities and all options allow for the potential development of community use of the additional facilities.

Next steps, how to make your views know and feedback form

What happens next?

Key Dates

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.

There are a number of further stages that the Council would have to go through before a final decision is made by the Council.

These stages are set out in Table 18 below:

Table 18: Further stages	
Statutory Process	**Timescale**
Consultation Period	12 October – 23 November 2015
Consultation report considered by the Council Cabinet and published on the Council website	December 2015
Subject to approval statutory notice issued during which time formal written objections can be made	January 2016
Determination by the Council's Cabinet	March 2016
Objection report published on the Council's website and notification of Cabinet's decision	March 2016

The proposed timetable may be subject to change

Consultation period

The consultation period for these proposals starts on 12 October and ends on 23 November 2015. See page 34 for further details of how to respond and make your views known.

Within 13 weeks of 23 November 2015 a consultation report will be published on the City of Cardiff Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees during the consultation period and provide the Council's response to these issues. The report will also contain Estyn's view of the proposals.

The Council's Cabinet will consider the consultation report and decide whether or not to proceed with the proposals.

If the Cabinet decides to continue with the proposals the City of Cardiff Council must publish a statutory notice.

Statutory Notice

The statutory notice would be published on the City of Cardiff Council website and posted at or near the main entrance to the schools/sites subject to the notice. Copies of the notice would be made available to schools identified in the notice to distribute to pupils, parents, guardians, and staff members (the school may also distribute the notice by email). The notice sets out the details of the proposals and invites anyone who wishes to object to do so in writing within the period specified.

Determination of the proposals

The City of Cardiff Council Cabinet will determine the proposals. Cabinet may decide to approve, reject or approve the proposals with modifications. In doing so, Cabinet will take into account any statutory objections received.

Decision Notification

Following determination of proposals all interested parties will be informed of the decision which will be published electronically on the City of Cardiff Council's website.

Frequently Asked Questions

- **What would the proposals mean for children currently attending Baden Powell Primary School, Moorland Primary School, Tremorfa Nursery School, Ysgol Glan Morfa and Willows High School?**

Children currently attending these schools would remain at the schools.

- **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.

- **Would the building works be carried out whilst children are on site?**

The City of Cardiff Council has increased experience in the successful delivery of building projects on the sites of occupied schools resulting from the progression of a growing school organisation programme. Any building work carried out on the schools site would be managed effectively in consultation with the school management to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

- **Would there be any change to the uniform?**

There are no changes of uniform at any of the schools arising out of this proposal.

- **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 serviced delivery.

CONSULTATION RESPONSE FORM (The provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott wards)

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 on line 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 23 November 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 and address would be removed.

Do you support the proposal to provide additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott wards from 2017?

Yes ☐ No ☐

If you answered yes, do you like one option more than the others?

Please number the options 1-4 in your preferred order with 1 being your most preferred option and number 4 being your least preferred:

Option	Level of priority 1- 4 1=High 4 = Low
1	
1a	
2	
2a	

If you do not support the proposal, please give your reasons together with any changes or alternatives that you would like to suggest.

Your name: …….
Address: ……..
…….
Postcode: ……..
Date: ……
Your status: Parent
Governor
Pupil
Member of Staff
Other (please specify) …….

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 23 November 2015.

Please return this form to **Room 219, County Hall, Atlantic Wharf, Cardiff CF10 4UW** by **28 OCTOBER 2015**

This document is about changes proposed to schools in your area. You have been sent this document for you to find out more about this proposal and for you to give your views. Please tick this box if you require this information in your language and write your name, address and telephone number in English or Welsh in the large box at the bottom of the form. Please return this form to the address at the top of the form.

FR	☐	Ce document est sur les changements proposés dans les écoles de votre region. Vous avez été envoyé ce document pour que vous vous renseigner d'avantage au sujet de la proposition et pour vous de donner votre opinion. Veuillez cocher cette case si vous avez besoin de cette information dans votre langue et ecrire votre nom, l'adresse et numero de téléphone en Anglais ou en Welsh/Gallois dans la grande case au bas de ce formulaire. S'il vous plait, retourner ce formulaire à l'adresse indiquée au début de ce formulaire.
CN	☐	這份文件是關於您所在地區附近學校更改的提議。該文件已發送給您, 讓您更加了解這些提議，並讓你提出你的意見。 如果您需要了解這些用你的母語翻譯的信息，請勾選此框. 在表格末的大框格里,用英語或威爾士語寫你的姓名，地址和電話號碼。並請將本表格寄回該表格頂部的地址。
SM	☐	Warqadani waxay ku saabsantahay aragtida is bedel la doonaayo in lagu sameeyo iskuulada xaafada. Fadlan hadaad u baahantahy faahfaahin ku qoran afkaaga hooyo ,hoos calaamadee. Magacaaga,adireeskaaga, iyo telefonkaagaba ku qor afka ingiriisiga , AMA welshka. Dibna igu soo dir foomka , adireeska kor ku qoran
PL	☐	Dokument ten dotyczy proponowanych zmian w szkołach w Pańskiej okolicy. Wysłano go po to, by mogli się Państwo dowiedzieć więcej na temat projektu oraz wyrazić swoją opinię. Proszę zaznaczyć to okienko, jeżeli potrzebują Państwo owych informacji w języku ojczystym oraz proszę podać imię, nazwisko, adres i numer telefonu po angielsku lub walijsku w dużym okienku na dole formularza. Proszę zwrócić formularz na adres podany na górze.
CZ	☐	Tento dokument se týká změn, které byly navrhnuty školám ve vašem okrsku. Dokument vám byl zaslán, abyste se dozvěděli více o tomto návrhu a abyste měli možnost vyjádřit své názory. Prosím zaškrtněte toto políčko, pokud potřebujete tuto informaci ve vašem jazyce a napište svoje jméno, adresu a telefoní číslo v anglickém nebo velšském jazyce do velkého políčka, které je v dolní části tohoto formuláře. Prosím zašlete tento formulář zpět na adresu, která je poskytnuta v horní části tohoto formuláře.
AR	☐	هذه الوثيقة بخصوص بعض التغييرات المقترحة على المدارس فى منطقتك . و لقد أرسلنا هذه الوثيقة أليك لكى تعلم و تتعرف على هذه المقترحات ثم تبدى رأيك فيها. من فضلك ضع علامة على هذا المربع أذا كنت تحتاج معرفة هذه المعلومات مترجمة ألى لغتك الأصلية ، ثم أكتب أسمك ،و عنوانك ، و رقم هاتفك باللغة الأنجليزية أو لغة الويلش فى المربع الكبير الموجود بأسفل هذه الورقة . من فضلك أرسال هذه الورقة ألى العنوان الموجود فى أعلى هذه الورقة.
HD	☐	यह दस्तावीज़ आपके क्षेत्र में स्कूलों के लिए प्रस्तावित परिवर्तनों के बारे में हैं। आपको यह दस्ताविज़ इस प्रस्ताव के बारे में और अधिक जानकारी देने के लिए और इसके बारे में आप आपने विचार देने के लिए भेजा गया हैं। अगर आपको आपनी भाषा में इस जानकारी की अवश्यक्ता हैं तो कृपया इस बॉक्स में टिक करे, और फॉर्म के ताल पर बड़े बॉक्स में अंग्रेजी या वेल्श में अपना नाम, पता और टेलिफोने नंबर लिखे। कृपया इस फार्म को उपर दिए गए पते पर वापस भेजे।

Please return this form to **Room 219, County Hall, Atlantic Wharf, Cardiff CF10 4UW** by **28 OCTOBER 2015**

DR	☐	این اطلاعات راجب عو ض شدن برنامها در مکتب ها در این منطقه است. این اطلاعات برای شما روان شده است که شما بیشتر راجب این موضع بفهمید و نظر خود را بگویید. این چارخانه را علامت بزنید اگر می خواهید این اطلاعات در زبان خودتان با شید. اسم و ادرس و تلفن نمبر خود را در انگلیسی یا در ولشی در داخل چار خانه کلن که در پایان این فورم است نوشته کنید. خواهشن پس این فورم را در ادرس که در بالا فورم نوشته است روان کنید.
GJ	☐	આ દસ્તાવેજ તમારાં વિસ્તારની શાળાઓના દરખાસ્ત થયેલ ફેરફારો બારામાં છે. આ દસ્તાવેજ તમને દરખાસ્ત બાબત વધુ માહિતી મેળવવાં ને તમારાં અભિપ્રાયો આપવા માટે મોકલાયેલ છે. મહેરબાની કરી આ માહિતી તમને તમારી ભાષામાં જોઈએ તો આ ખાનું ભરી દર્શાવો ને તમારું નામ, સરનામું ને ટેલીફોન નંબર અંગ્રેજી કે વેલ્શમાં પત્રકના છેવાડે મોટાં ખાનામાં લખો. મહેરબાની કરી આ પત્રક મથાળે આપેલ સરનામે પરત કરશો.
KD	☐	نه م نامه یه ده رباره ی نه و گورانکاریانه یه که پیشنیار کراون بو قوتابخانه کانی ناو چه که ت نه م نامه یه ت بو ده نیرین بو نه وه ی نا گاداری نه و پیشنیارانه ت بکه ین و بو چونی خوتمان بو روون بکه یته و ه. ئکایه نه و چوار گوشه ب چوکه ده ستنیشان بکه نه گه ر ده ته ویت کوبییه ك له م زانیارانه به زمانی خوت بو بنیرین. ناوی خوت و نه دره سه که ت و زماره ی ته له فونه که ت به ئنگلیزی یان به ویلزی له و چوار گوشه گه وره یه ی خواره وه ی نه م لا په ره یه بنوسه . ئکایه نه م لا په ره بنیره بو نه و نه دره سه ی له سه روی نه م لا په ره نوسراوه
PJ	☐	ਇਹ ਦਸਤਾਵੇਜ ਆਪ ਜੀ ਦੇ ਇਲਾਕੇ ਦੇ ਸਕੂਲਾਂ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਪ੍ਰਸਤਾਵ ਉਪਰ ਹੈ। ਇਹ ਦਸਤਾਵੇਜ ਆਪ ਦੀ ਇਨ੍ਹਾਂ ਪ੍ਰਸਤਾਵਾਂ ਉਪਰ ਹੋਰ ਜਾਣਕਾਰੀ ਵਧਾਉਣ ਅਤੇ ਆਪ ਦੇ ਸੁਝਾਵ ਲੈਣ ਲਈ ਭੇਜਿਆ ਗਿਆ ਹੈ। ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਅਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਚਾਹਿਦੀ ਹੈ ਤਾਂ ਇਸ ਖਾਨੇ ਵਿੱਚ ਟਿੱਕ ਕਰੋ ਅਤੇ ਅਪਣਾਂ ਨਾਂ, ਪਤਾ ਅਤੇ ਟੈਲੀਫੋਨ ਨੰਬਰ ਇੰਗਲਿਸ਼ ਯਾਂ ਵੈਲਸ਼ ਵਿੱਚ ਫਾਰਮ ਦੇ ਨਿੱਚੇ ਬੱਣੇ ਵੱਢੇ ਖਾਨੇ ਵਿੱਚ ਲਿਖੋ। ਕਿਰਪਾ ਕਰਕੇ ਇਹ ਫਾਰਮ ਉਪਰ ਦਿੱਤੇ ਪਤੇ ਤੇ ਵਾਪਸ ਕਰੋ।
UD	☐	یہ دستاویز آپ کے علاقے میں سکولوں کی مجوزہ تبدیلیوں کے بارہ میں ہے۔ آپ کو یہ دستاویز اس لیے لیے بھیجی جارہی ہے تا کہ آپ اس تجویز کے بارہ میں مزید جان سکیں اور اپنی رائے سے آگاہ کریں۔ اگر آپ کو یہ معلومات اپنی زبان میں چاہیے تو برائے مہربانی اس خانے میں نشان لگادیں اور اپنا نام، پتہ اور فون نمبر انگریزی یا ویلش زبان میں اس فارم میں نیچے دیے گئے بڑے خانے میں لکھ دیں۔ مہربانی فرما کر یہ فارم اوپر دیے گئے پتہ پر واپس بھجوادیں۔
BG	☐	ইহা আপনার এলাকার স্কুল গুলিতে পরিবর্তন সম্বন্ধে প্রস্তাবিত একটি ডকিউমেন্ট। এই ডকিউমেন্টটি আপনাকে পাঠানো হয়েছে আপনার অবগতি এবং অপনার মতামত জানার জন্য। যদি এই তথ্যটি আপনার ভাষায় পেতে চান তবে দয়াকরে এই বাক্সে টিক দিন এবং আপনার নাম, ঠিকানা ও টেলিফোন নাম্বার ওয়েলশ অথবা ইংরেজীতে এই ফরমের নিচের বড় বাক্সের মধ্যে লিখুন। দয়াকরে ফরমের উপরে লিখিত ঠিকানায় এই ফরমটি ফেরৎ পাঠিয়ে দিন।

✉	Name:
	Address:
☎	Phone:

PQA

CARDIFF
CAERDYDD

Schools Programme
Record of
Pupils Meeting
Baden Powell Primary School
13.11.15
14:30pm – 15:30pm

Present:
Ian Warburton (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**	
	Meeting with year 6 pupils IW and BA opened the meeting, introduced themselves as Council Officers and welcomed everyone to the meeting. IW ran through a short PowerPoint presentation on the provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards. The Council is consulting on proposals to: Provide 30 additional English-medium primary school places per year group Provide 30 additional Welsh-medium primary school places per year group Provide additional English-medium part time nursery places Provide additional Welsh-medium part time nursery places Different potential delivery options have been identified and these were explained to the pupils.	
2.	**Comments**	
	Following the presentation officers answered questions and discussed the pupils' likes and dislikes of the options and of the proposals over all. Their responses were recorded using post it notes and stickers. Pupils **liked the proposal** as it might mean same schools as siblings, see more friends at Willows, closer for Glan Morfa, expand Moorland, school has lots of history, new building, keep a big playground, like same building, tree of remembrance, lots of organised play, separate playgrounds, lots of memories. The issues which received the most stickers from pupils (and were therefore the most popular) were, in descending order :	

No	Heading	Action
	1. Tree of remembrance 2. Lots of memories 3. School has lots of history Pupils **disliked the proposal** as it might mean children and parents might get lost, bad behaviour at Willows, Ysgol Glan Morfa and Moorland wont mix, worry about change, don't want to move school, don't want smaller playground, different size and shape if we move, cant leave animals behind. The issues which received the most stickers from pupils (and were therefore the most popular) were, in descending order : 1. Bad behaviour at Willows 2. Don't want to move school/cant leave animals behind (joint 2nd) 3. Worry about change Following the session officers explained that their responses will form part of the cabinet report for responses from the consultation.	

Schools Programme
Record of
Pupils Meeting
Moorland Primary School
18.11.15
14:30pm – 15:30pm

Present:
Rosalie Phillips (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**	
	Meeting with year 6 pupils RP and BA opened the meeting, introduced themselves as Council Officers and welcomed everyone to the meeting. RP ran through a short PowerPoint presentation on the provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards. The Council is consulting on proposals to: Provide 30 additional English-medium primary school places per year group Provide 30 additional Welsh-medium primary school places per year group Provide additional English-medium part time nursery places Provide additional Welsh-medium part time nursery places Different potential delivery options have been identified and these were explained to the pupils.	
2.	**Comments**	
	Following the presentation officers answered questions and discussed the pupils' likes and dislikes of the options and of the proposals over all. Their responses were recorded using post it notes and stickers. Pupils **liked the proposal** as it might mean guaranteed school places, good to have more teachers, more places in local schools, good to have more Welsh schools, bigger school-more money, more pupils-more ethnic mixing, more pupils-more friends, bigger school-more ICT. Pupils **disliked the proposal** as it might mean pupils will have further to travel, longer queues at lunchtime, more traffic, more pupils – maybe more bullies, disruption during building, builds too separate, buildings split so not so good, don't want school to change.	

No	Heading	Action
	Unfortunately officers were unable to rate the issues in terms of pupil preference as the class had other lessons that they had to attend before the session had ended. Following the session officers explained that their responses will form part of the cabinet report for responses from the consultation.	

Schools Programme
Record of
Pupils Meeting
Ysgol Glan Morfa
23.11.2015
14:00pm – 15:30pm

Present:
Rosalie Phillips (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**	
	Meeting with year 6 pupils RP and BA opened the meeting, introduced themselves as Council Officers and welcomed everyone to the meeting. RP ran through a short PowerPoint presentation on the provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards. The Council is consulting on proposals to: Provide 30 additional English-medium primary school places per year group Provide 30 additional Welsh-medium primary school places per year group Provide additional English-medium part time nursery places Provide additional Welsh-medium part time nursery places Different potential delivery options have been identified and these were explained to the pupils.	
2.	**Comments**	
	Following the presentation officers answered questions and discussed the pupils' likes and dislikes of the options and of the proposals over all. Their responses were recorded using post it notes and stickers. Pupils **liked the proposal** as it might mean more friends, more teachers, more IT, big school-less worry about Glantaf, more on playground, more variety of clubs, close to family and friends and a library. The issues which received the most stickers from pupils (and were therefore the most popular) were, in descending order : 1. More on playground 2. A library 3. More variety of clubs	

No	Heading	Action
	Pupils **disliked the proposal** as it might mean that the school would get too crowded, might get lost, don't know all the teachers, the Maltings is too far, too far to walk on my own, children might not know all teachers, Baden Powell is too far. The issues which received the most stickers from pupils (and were therefore the most popular) were, in descending order: 1. Children might not know all the teachers 2. Too far to walk on my own 3. Too full/crowded Following the interactive exercise above, officers then explained that their responses will form part of the cabinet report for responses from the consultation.	

21st Century Schools

Willows High School

School Consultation Briefing For Teachers

This consultation pack has been written to enable a classroom based consultation regarding the proposals for extra primary school places in the area. This element of the consultation is to be delivered in Willows High School regarding the 2 proposals that include building on the Willows High School site, however additional consultation will be taking place with both families and pupils from within primary school settings on all options.

Duration:

Class based consultation should take between 10-15 minutes including group discussion, feedback and final vote.

Role of the teacher:

Using the PowerPoint provided the teacher should introduce the context outlined within the main consultation document that should be available in all school settings i.e. more nursery and primary school places needed in the area.

Follow the PowerPoint and encourage pupils to discuss the proposals and share their views. Teachers are asked to facilitate the session and capture key themes and views and ask the pupils to vote by showing hands on both proposals.

Ensure that the pupils understand that the decision will be made by Cardiff County Councillors once the consultation findings have been collated and presented to decision makers. This can take some time but the results will be passed back to the school and shared with pupils as soon as possible.

Collation of Findings:

Each teacher is to take their classroom findings to an agreed central point within school. School when then contact County Hall and arrange collection. This information will then be collected and collated by the School Organisation Planning Team and presented within the official consultation report.

21st Century Schools

Willows High School Consultation

Additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott wards

CAR
CAER

Your Say

This is an opportunity for Willows pupils to have their say on the proposals put forward in your area. It is your chance to have your say and make comments that will be considered when the Council decide how to proceed.

CARDIFF
CAERDYDD

Your views matter and we want you to tell us what you think about the proposal.

CARDIFF
CAERDYDD

Fast facts

- More nursery & primary school places are needed in the area
- 4 options are being proposed
- 2 options involve extending existing schools in communities
- 2 of the options include building on Willows HS site
- Cost between £7.9 – £11.2 Million

CARDIFF
CAERDYDD

We want to ask you what you think about building on your school site.

CARDIFF
CAERDYDD

Task 1

Option 1:

- Build a new primary school with a nursery on the Willows High School site serving the age range 3 -11 from September 2017

Do you support this? Yes or No

Teacher count votes + record

Task 2

21st Century Schools

Option 2

- Build a new primary school on the Willows High School site serving the age range 4 -11 from September 2017

  and

- Build a new nursery on the Willows High School site serving the age range 3 - 4 from September 2017

Do you support this? Yes No

Teacher count votes + record

CARDIFF
CAERDYDD

Task 3

- Please tell you teacher why have you voted in this way?
- What did you like or not like about the proposal?
- What would you change?

Teacher to facilitate + record comments

What happens next?

- All of your views and comments will be collated along with local residents and parents views. They will then be presented to the council.

- The council will then make a choice as to the best option for the area.

CARDIFF
CAERDYDD

Thank You For Your Time

CARDIFF
CAERDYDD

21st Century Schools

Classroom Consultation Findings Sheet

1. Do you support building a new primary school with a nursery on the Willows High School site serving the age range 3 -11 from September 2017

   Yes 19 No 99

2. Do you support the building of a new primary school on the Willows High School site serving the age range 4 -11 from September 2017 and
   building a new nursery on the Willows High School site serving the age range 3 - 4 from September 2017?

   Yes 34 No 77

3. Why have you voted in this way?
   What did you like or not like about the proposal?
   What would you change?

Yes	Easier for parents. More school places for the community Easier for siblings to get to because all on one site. Like the idea of brand new facilities.
No	Would lead to more traffic and people on Willows site Don't think high school and primary school could co-exist on the same site Don't want to lose any more of our land, too cramped A feeling that the money should be spent on Willows to improve poor facilities Disruption because of building work Influence of older pupils on younger pupils

Note: Please record total number of votes and comments on one sheet.

Teacher signature:……

Estyn response to the proposal by Cardiff County Council's consultation on the provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards

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 County Council.

The proposal is to:

- Provide 30 additional English-medium primary school places per year group
- Provide 30 additional Welsh-medium primary school places per year group
- Provide additional English-medium part time nursery places
- Provide additional Welsh-medium part time nursery places

The proposer has presented 4 options for Consultation. These options include increasing the number of two and three form entry year groups, modernising some present buildings and new build.

Summary/Conclusion

The proposal focuses on meeting the projected increased demand for extra English and Welsh-medium places in the Adamsdown and Splott Wards.

The proposer has demonstrated clearly the proposals should meet the forecast demand for extra places in both English and Welsh-medium schools.

The proposals are likely to at least maintain the current standards of education and provision in the area.

Description and benefits

The proposer has provided a detailed and clear rationale for the proposal. There has been significant growth in the number of Reception age pupils in the Adamsdown and Splott wards over a period of years. Increasing demand is forecast to continue

for both English and Welsh-medium places. The proposer recognises appropriately that it may be necessary to consult in the future on revising catchment areas of primary schools in order to match the supply and demand for places more efficiently.

The proposer has used relevant factors suitably to inform projections and forecasts regarding demand for English and Welsh-medium places in the variety of schools in the area. It has provided clear and comprehensive evidence to calculate the projected increase and reasonably asserts that doing nothing is not a viable option because of the need to achieve a better balance in the supply of and demand for places.

The proposer outlines the possible advantages, disadvantages and risks of the proposals clearly. The proposer also asserts reasonably that there would be advantages to increased 2 form entry and 3 form entry provision. These would include the ability to employ extra staff in order to cover a wider range of curriculum expertise, a more secure financial resource base and the capacity to maintain a full complement of school governors.

The proposal suggests reasonably that high quality modern buildings would be more suited to supporting a broad and balanced curriculum. The proposer has considered other alternative options suitably. It considered nine alternative options thoroughly and discounted each one due to a range of relevant factors.

The proposer outlines clearly that the proposals could increase or decrease home-to-school travel distances for different pupils. It states that any pupils affected by this proposal as result of catchment areas would be offered the same support with transport as is provided in accordance with criteria that apply across Cardiff.

The proposer asserts reasonably that the increase in supply of places is likely to meet projected increasing demand. The proposer states validly that surplus places could be addressed, in some instances, by reorganising catchment areas in order to provide a more sustainable balance for supply and demand.

The proposer appropriately addresses the issue of possible surplus places due to the expansion of Welsh-medium provision in Ysgol Glan Morfa.

Educational Aspects of the proposal:

The proposer has considered appropriately the effect of the proposals on the quality of outcomes, provision and leadership and management. It refers validly to the outcomes of Estyn's most recent inspection reports on the four schools and their support categories and bands.

It concludes reasonably that it does not anticipate any negative impacts on the quality of standards of education or the delivery of the Foundation Phase at any of the schools. The proposer asserts strongly that new facilities would support teaching, learning and the delivery of a broad and balanced curriculum.

The proposer makes the case satisfactorily that leadership and governance should not suffer under these proposals.

The proposer has considered thoroughly the impact upon vulnerable groups, including children with Special Educational Needs. It concludes appropriately that there is no evidence to suggest the proposal would have a negative impact on pupils with SEN, ethnic minority pupils or pupils in receipt of free school meals.

The proposer has given suitable consideration to possible disruption to pupils. It clearly lists these risks such as increased traffic congestion at school sites at drop off/pick up times, changes to any existing buildings and any new build. The proposer asserts firmly that any such disruption can be minimised in order that pupils' education does not suffer by introducing suitable measures including a travel plan formulated by the Council and relevant governing bodies.

Dear Sir

Please find attached a copy of the Governing Body response to the LA proposals for reorganisation.

Once again we would like to give our full endorsement to the process and fully support the principles of increasing school provision within our catchment areas. We would also like to thank the officers involved for a comprehensive process which has clearly investigated all options and sought to secure the involvement of all stakeholders.

In response to the proposals we would like to draw to your attention the following concerns raised by ourselves and the school community.

Location.
The current location of Baden Powell Primary School is very central and provides excellent access to all families and services within the catchment. However, relocating the school to the Willows High School site would immediately put us on the edge of the catchment area which would have a negative impact upon pupil attendance.

Currently issues such as traffic congestion and poor weather already impact negatively upon school attendance with many days during the year suffering a 10% reduction in attendance when the weather is poor or local issues create traffic congestion.

However, by relocating the school to the edge of the catchment these difficulties will be exacerbated and will actively discourage families from improving pupil attendance. Putting the burden of greater distances to walk from one side of the catchment, in addition to tackling poor weather conditions and traffic congestion will only result in lower attendance patterns and more children not receiving their full entitlement to a quality education.

These difficulties already have an impact upon standards and we believe the proposals will only increase the difficulties parents face and negatively further impact upon standards.

Mixed Site Policy
We and many of the stakeholders are greatly concerned about the difficulties that will arise from locating children from 3-16 years of age on one site.

In the past Baden Powell had to significantly reorganise the school day and times to be in line with those at Willows HS. This was required due to the increasing number of incidents relating to the difficult behaviour and actions of Willows HS pupils on the Baden Powell playground at the end and start of the day. Once our school times were aligned these issues ended and the daily routines of pupils at Baden Powell were no longer disrupted.

However, by relocating the pupils together on one site we can only envisage an increase of these negative behaviours as the Willows HS pupils will have greater access to the public areas of the new school throughout the whole day.

On a day to day basis we are also greatly concerned about our pupils being exposed to the very different levels of behaviour and language used by high school pupils. As a school we work tirelessly to set a high standard of behaviour and code of conduct which will be quickly undone if our pupils are exposed to negative role models during the day and as they come to and from school.

These issues will result in increased behaviour management issues for BOTH schools which will consequently have a negative impact upon school progress and pupil outcomes.

Traffic Congestion

As you know, traffic congestion is a significant issue for all organisations and particularly so for schools, as can be seen by the recent tragic loss of life at Maesteg Comprehensive.

We are greatly concerned that the proposed move to the Willows High School site will cause greater difficulties for all schools involved with the consequential increased risk to personal safety for all stakeholders, especially pedestrians.

Currently all three schools have their own sites and manage their own traffic difficulties using a Traffic Management Plan. Relocating all three schools and the Flying Start provision on one site will make managing traffic concerns increasingly more difficult which in the short to long term will increase the risk of accidents.

The relocation of four educational settings onto one site will also result in a hugely increased level of traffic using Willows Avenue and the surrounding roads on a daily basis. We feel this significantly increases the daily risk to our pupils and parents as they will have to tackle these greater traffic flows on their walk to and from school.

Additionally each of the four providers will have their own timetables for special events such as trips, sports days and open days etc. For example simple events such as school trips that currently involve 7-2 buses at Baden Powell along with parental and staff traffic flow will, in the future, be added to by the traffic from another three schools, regularly creating very difficult traffic conditions for all the schools involved.

All of these issues will result in the inevitable increased traffic flows, traffic jams, parking issues and increased risk to personal safety as the school users try to negotiate the difficulties they will face due to the increased traffic.

Proposed New Build

Once again we fully support the idea and principles behind upgrading school building stock across the county. However, we must point out that multi floored school buildings may cause schools difficulty in future years as it removed their ability to access outdoor areas of learning.

The Donaldson Report clearly states that Welsh education will move towards a Foundation Phase style and include a large element of education outside the classroom. We worry that this requirement won't be satisfied by the proposed new buildings. The combination of low staff ratios and no free flow to outside areas for pupils located in classrooms above ground floor will result in those children not receiving their entitlement to outdoor education. This is already seen in the multi floored school buildings currently in existence across the city so replicating the design style in future buildings will simply replicate the problem and result in pupils not receiving their entitlement to outdoor education.

There is clearly a place for multi floored buildings, especially in densely built urban areas. However with the development of the Donaldson Report we worry that provision that is good today won't be fit for purpose in future years. Therefore, if the proposals do go ahead we would strongly request, if space allows, that a single story school building is built as that future proofs it against the curriculum changes we now are ahead towards schools.

Proposed Nursery Changes

We fully appreciate the requirements to increase Nursery provision within our catchment and fully support the benefits from increased Nursery access and the impact that provision has on the pupils' immediate and long term outcomes.
We also wholeheartedly support the idea that quality nursery provision attached to a primary school is the best way of preparing the pupils for the next stage of their school careers.

However, we also believe that the quality of the nursery provision and the impact 3-11 schools have within future years can only be fully achieved by the full integration of the nursery into the life of the primary school and vice versa and NOT as add on provision to the school site.

The separate nursery and primary schools can make common arrangements regarding uniform, times of days, CPD events and even begin to make common agreements upon curriculum provision.

However the full integration of the nursery and primary provision can only be achieved by having a common purpose, plan and aims which themselves can only be achieved at the Governance and Strategic level.

Without this higher level of planning the more substantial aspects of school life such as ethos, direction and ongoing school improvement cannot be fully achieved together. Sadly, this will result in two separately led schools working together at a superficial level but completely missing the benefits that one joint school could achieve together.

As a result we fear that a relocation of the Tremorfa Nursery to the Baden Powell site will only bring the difficulties associated with a shared site, as explained above, without the positive impact upon standards, outcomes and school progress that a joint nursery and primary school would achieve.

In recent years we also question the impact non-school based nursery provision has upon the standards pupils achieve. Although all nurseries provide an excellent service for their pupils, once a provider is taken away from the ultimate goals of year 2 and year 6 standards and the accompanying levels of accountability for achieving those standards there is a risk that the strident drive towards improved standards can be lost.

As Governors we have been concerned by the consultation's suggestion that standards at our Nursery may not be of a comparable standard to those at other nurseries. We feel using the Estyn inspection reports, which are based upon historical findings, up to 5 years old, whilst comparing a nursery inspection to a full primary school inspection may lead to an inaccurate conclusion.

As a consequence we have recently undertaken an analysis of the Reception Pupils' Foundation Phase Profile outcomes to investigate the benefits of school based nursery provision.

Baseline Tests	School Based Nursery Provision	Non-School Based Nursery Provision
Non-verbal tests	6.39	5.17
FPP Literacy	1.39	0.70
FPP Maths	2.21	1.35

As you can see from the table above pupils who have experienced a school based nursery provision achieve higher outcomes, in some instances double the level achieved, and have a much better start to their school based education than pupils that have received a non-school based nursery provision.

Therefore although we fully support the proposals to increase nursery provision within our catchment, we do NOT agree that taking away integrated nursery provision, and its associated benefits from Baden Powell is beneficial to the school's progress or the pupils' outcomes.

We believe that the loss of nursery provision at Baden Powell will only have a negative impact upon current standards, future pupil outcomes and the potential to improve standards in the future.

As a result we would give our full support to **Option 2** as it provides increased pupil numbers within our catchment areas, excellent access to schools for parents, high levels of personal safety for stakeholders using the local roads whilst maintaining high quality nursery provision at Baden Powell.

W15/230

Tremorfa Nursery School
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CF24 2TG
Annamaria.bevan2@cardiff.gov.uk

20.11.15

Response to Consultation for school places in the Adamsdown and Splott wards
Tremorfa Nursery School Governors Response

The Governors of Tremorfa Nursery School prefer option 2.
Option 2 would meet the need for increased primary provision in both Welsh and English medium.
We would like to remain on our current site for the following reasons:

- This would save the local authority at least 2 million pounds. At present our building is of a good standard and is currently not causing any concern.

- This is the least disruptive option for our families and the members of the community who access our building for community services as well as their nursery provision and wrap around care.

- In relation to the welsh government poverty agenda and the 'Rewriting the Future' document we are meeting many WG aims at our current setting where we have a community room which is in constant use. With our own community nursery nurse we provide groups, workshops and activities for parents every morning including an SEN support group with the local SEN health visitor. WE link with Flying Start and Communities first for some of these events maximising local facilities and finance. Families become involved with our school and community program long before the children's school entitlement enabling us to deliver the all important messages of family learning and early language development before the children actually start their with us. Evidence shows that those families who attend our baby group and our toddler group are more ready for nursery - they settle quickly, their speech and language skills are developed, they know many nursery rhymes and traditional stories and their attendance is good. In a new building with the strong likelihood of shared facilities these community groups cannot be guaranteed to continue and would likely need to reduce. I also believe that having a nursery on a secondary school may present a barrier to our youngest parents who may have attended the secondary school themselves. We were deemed 'sector leading' at our last inspection for the work we do with communities. It would be a great loss to Cardiff if this were to be removed or indeed 'watered down'.

- We have an established Forest School area on this site. It is unlikely that any of the proposed options put forward by the Council would enable the school to replicate our existing outdoor provision which is an integral part of the learning experience for our pupils. We have data that suggests that children who are accessing regular forest school sessions have improved learning outcomes and that Forest School can work towards reducing the poverty gap in learners. Forest School is an excellent strategy for developing children's wellbeing and self esteem. Our Forest School area is well established and has taken 14 years to become what it is today we would not have an established forest school site if we were to re-locate. The Forest School site is also used to support university students who attend weekly forest school sessions, to train parents in outdoor skills and to provide a parent and toddler forest school program. In the summer months we also offer the garden as a community garden for parents and younger children. All of this contributes to

the over all picture of community and family engagement encouraged by WG in 'Rewriting the Futures and which has proven to raise standards.

- Our school has been recognised by the Central South Consortium as having excellent provision and we have recently become a Foundation Phase Alliance school providing training to many other practitioners across the region. With such large grounds and a well established Forest School area we are able to demonstrate excellent outdoor provisions and a variety of outdoor learning experiences. We have been informed by an officer that the outdoor space which will be provided as part of a new build would not be the same as what we have now and that there is no guarantee that we would have a space for Forest School. Without this facility we would be limited in our ability to demonstrate a wide variety of excellent outdoor provision to other practitioners. With the welsh Government and the proposed new curriculum placing such emphasis on school to school working and self improving school systems I believe this would not only effect the practice on offer to our own learners at Tremorfa Nursery School but it would also negatively impact on the professional development of others. At a recent professional development event at Tremorfa Nursery School we were able to demonstrate a number of effective outdoor practices in a short space of time.

- The Qualified for Life document (October 2015) states that *'strong school to school working will be fundamental to our new curriculum'*. For many years schools across Wales (and beyond) have been visiting our school as an example of excellent provision and practice. Being chosen as a Foundation Phase Alliance school shows that we are extremely well placed to provide quality school to school support. Our provision and environment is a significant part of the training we provide to other schools. Through our well developed and established grounds we are able to show other schools and practitioners how they too can develop high quality areas of learning to meet the needs of their learners particularly in light of the new curriculum. Loosing this established environment would have a detrimental impact on outcomes for children and on school to school working.

- One of the Four Purposes of the New Curriculum for Wales is around 'healthy and confident individuals' in our current grounds we are able to ensure that all children have space to run, climb, dance...The established Forest School area ensures children can access Forest experiences in a city school and build upon their mental and emotional wellbeing. This would not be the case in smaller under developed grounds.

- Currently transition between all local primary schools is well established and working well. We have children who attend all the local primary schools including welsh, faith and non-faith based. Transition between some local schools will be difficult should we be re-located.

- We currently offer wrap around care in the afternoons in our community rm. At the consultation drop in sessions we were advised that if the school were to re-locate and pupil numbers increased as proposed, any new school building would be designed to meet the needs of the pupils, but would not include any additional facilities for wrap around care above that currently provided at Tremorfa Nursery. This would in effect be a disservice to the community as there will be more families using the nursery without an increase in wrap around care. We currently fill wrap around care in September and have a large waiting list.

Eco-Schools

HEALTHYSCHOOLSCARDIFFNETWORK
RHWYDWAITHYSGOLIONIACHCAERDYDD

HEADTEACHER: Mrs A.Bevan

WIS/231

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20.11.15

Response to Consultation for school places in the Adamsdown and Splott wards
Tremorfa Nursery School Staff Response

The staff of Tremorfa Nursery School prefer option 2.
Option 2 would meet the need for increased primary provision in both Welsh and English medium.
We would like to remain on our current site for the following reasons:

- This would save the local authority at least 2 million pounds. At present our building is of a good standard and is currently not causing any concern.

- This is the least disruptive option for our families and the members of the community who access our building for community services as well as their nursery provision and wrap around care.

- In relation to the welsh government poverty agenda and the 'Rewriting the Future' document we are meeting many WG aims at our current setting where we have a community room which is in constant use. With our own community nursery nurse we provide groups, workshops and activities for parents every morning including an SEN support group with the local SEN health visitor. WE link with Flying Start and Communities first for some of these events maximising local facilities and finance. Families become involved with our school and community program long before the children's school entitlement enabling us to deliver the all important messages of family learning and early language development before the children actually start their with us. Evidence shows that those families who attend our baby group and our toddler group are more ready for nursery - they settle quickly, their speech and language skills are developed, they know many nursery rhymes and traditional stories and their attendance is good. In a new building with the strong likelihood of shared facilities these community groups cannot be guaranteed to continue and would likely need to reduce. I also believe that having a nursery on a secondary school may present a barrier to our youngest parents who may have attended the secondary school themselves. We were deemed 'sector leading' at our last inspection for the work we do with communities. It would be a great loss to Cardiff if this were to be removed or indeed 'watered down'.

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- The Qualified for Life document (October 2015) states that *'strong school to school working will be fundamental to our new curriculum'*. For many years schools across Wales (and beyond) have been visiting our school as an example of excellent provision and practice. Being chosen as a Foundation Phase Alliance school shows that we are extremely well placed to provide quality school to school support. Our provision and environment is a significant part of the training we provide to other schools. Through our well developed and established grounds we are able to show other schools and practitioners how they too can develop high quality areas of learning to meet the needs of their learners particularly in light of the new curriculum. Loosing this established environment would have a detrimental impact on outcomes for children and on school to school working.

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- We currently offer wrap around care in the afternoons in our community rm. At the consultation drop in sessions we were advised that if the school were to re-locate and pupil numbers increased as proposed, any new school building would be designed to meet the needs of the pupils, but would not include any additional facilities for wrap around care above that currently provided at Tremorfa Nursery. This would in effect be a disservice to the community as there will be more families using the nursery without an increase in wrap around care. We currently fill wrap around care in September and have a large waiting list.

Eco-Schools

HEALTHYSCHOOLSCARDIFFNETWORK
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HEADTEACHER: Mrs A.Bevan

Response to consultation -
Tremorfa nursery school staff response -

We as a staff prefer option 2.

* This would save the local authority at leas 2 million pounds
* This is the least disruptive option for our families and members of the community who access our building for community services as well as their nursery provision and wrap around care.
* Tremorfa nursery have a established forest school area on site
* Our school has been recognised by the central south consortium as having excellent provision and we have recently become a foundation phase alliance school providing training to many other practises accross the region

We currently offer wrap around care in the afternoons in our community room - this would be a real shame if this was to stop -

Dear Sir/Madam

I am writing on behalf of the Governing Body at Ysgol Glan Morfa in response to the Council's consultation on future primary school provision in Splott and Adamsdown.

We support the underlying decisions to develop an additional 1FE capacity in both English and Welsh medium education, and support the logic of allowing Moorland Road to reclaim the buildings currently occupied by Ysgol Glan Morfa.
We would like to register our support for consultation option 2.

As chair of Governors at Ysgol Glan Morfa I believe a new-build school on the Maltings site would provide the best setting for Glan Morfa to grow and prosper. Many of the school's parents have supported this view and responded to the consultation.

We are pleased to see that all options see YGM moving to 2FE. The school has been oversubscribed for the past two years, and we are confident that with greater promotion of the school we would attract further numbers to attend.
The school has worked hard to raise standards while keeping a tight rein on finances.

Welsh language
The Council's Welsh Language Policy notes that the growth in Welsh speakers in the capital over the last decade is partly down to migration from the Bro Cymraeg, and also "reflects the committed practices and policies towards Welsh medium education in primary and secondary schools in Cardiff."

We take great pride that Ysgol Glan Morfa's growth has been overwhelmingly based on parents who are not Welsh speaking choosing a Welsh-medium education for their children. 99.6% of our children come from a home where the main language is English.

A new build Welsh Medium School at the Maltings would be a powerful emblem of the council's commitment to the ever growing demand from parents for Welsh medium education. It would assist the school in attracting new pupils and staff to fill the new classes and also serve as a beacon for the Welsh language in the area. There is the potential for a new school to become a hub for Welsh Language activities in the area.

Identity
A new building would allow people to identify with the school, and understand that Splott has a Welsh school.
Sharing a site with Moorland School for its first 10 years has meant low awareness of the school. Now in our tenth year and fully established we have been reluctant to promote ourselves over-enthusiastically as we cannot accommodate additional pupils in Foundation Phase.

As a governing body, we feel that the Maltings location on the fringe of an industrial area could serve to build strong school-business links.

Community benefits
Developing a new school at the Maltings would add to the identity of the emerging residential community on the fringe of the STAR area. The area has seen several new housing developments in recent years but in terms of community facilities has very little as yet. The closure of the STAR Centre in due course, will move other community facilities further away. A new school at the Maltings site has the potential to add community benefits to the area. A new school on the Willows site would not add greatly to the community facilities already available on that site.

Traffic
Option 1 would mean over 1100 pupils (200 YGM, 200 BP, 700 WHS) arriving and leaving a relatively compact area of residential Tremorfa in a short period of time. Option 2 spread the schools over a wider area and should disperse any congestion or busy periods around drop off and pick up.

As a Welsh Medium school, YGM draws on a larger catchment area than Baden Powell. As a consequence of greater distance to travel, we are likely to have a greater proportion of children travelling by car to and from school. This would be easier to cope with at a new build, rather than the existing Baden Powell site, which can already be extremely busy at drop off and pick up times.

Some parents have raised concerns that the Maltings site is on a busy road, but we are confident that the provision of a suitable crossing, and some thinking about parking and drop off areas prior to construction will be able to address these.

Building disruption
Option 1 would inevitably cause disruption at Willows High School, and the construction phase would see increased traffic through a residential area.
Access to the Maltings site would directly impact on a small number of residential properties and should have a much smaller impact.

Option 2 would minimise disruption - as only one school would need to relocate, rather than two.

State of Baden Powell Building fabric
Irrespective of which option is chosen, money will need to be spent on the Baden Powell site, which while rated "satisfactory" is sub-optimal in many respects. We are concerned that the current budget and plans does not reflect this adequately.

Were Ysgol Glan Morfa to move there, we anticipate there would be significant investment required to adapt the school to our needs.

In summary.
Moving to the Maltings would be an opportunity for Ysgol Glan Morfa to grow and prosper in its second decade. It would give the school a clear and distinct identity, minimise disruption at other schools in the area and offer community benefits to the Maltings area. Option 2 would also be a better option in terms of school transport, and would send a powerful signal of the council's support for Welsh medium schooling.

Yours hopefully,

Gareth Price
Chair of Governors,
Ysgol Glan Morfa.

W15/243

Ysgol Glan Morfa,
Hinton Street,
Splott,
Cardiff,
CF24 2LZ

Ysgol Glan Morfa

Ysgol Glan Morfa,
Stryd Hinton,
Sblot,
Caerdydd,
CF24 2LZ

Pennaeth / Headteacher: Mrs Rh. Carbis

5th of November 2015

To whom it may concern,

As a Foundation Phase team, we feel positive at the prospect of becoming a two form entry school, and also having a full time nursery. We are also excited at the prospect of widening the opportunity for those in the community to embrace the Welsh language and its culture. At times it has been hard working in a dilapidated building. We would also welcome the opportunity to work and plan cooperatively, and to have more teacher knowledge and expertise. This will also enable the children to enjoy even more extra curricular activities. We look forward to the exciting journey ahead.

Yours sincerely,

Mrs K Fish
(on behalf of the Foundation Phase Team)

member of staff

member of staff

member of staff

Our preferred option is option 2.

(029) 20483663 ysgolglanmorfa@cardiff.gov.uk @ysgolglanmorfa

W15/238

Phillips, Joanna

From: School Responses
Sent: 23 November 2015 12:41
To: Phillips, Joanna
Subject: FW: SOP Splott/Tremorfa/Adamsdown

From: Jenkins, Jane
Sent: 23 November 2015 12:40
To: School Responses
Cc: Payne, Catherine
Subject: SOP Splott/Tremorfa/Adamsdown

The governors of Moorland Primary School met on 19.11.15 to discuss the above and did not feel able to support the current proposals for the following reasons:

- Concerns about the substantial increase in pupil population at the school. The ethos and success of the school is based on a close knit community with high levels of support for individual children and their families. It would be difficult to replicate this on a larger scale without a potentially negative impact on standards and behaviour.

- We have a duty of care to all our staff and have concerns that the nature of their roles, particularly for the leadership team, would change very significantly if the school size increases. We would have serious concerns about the retention of our senior staff if the nature of their roles changed too drastically. We also recognise that the recruitment of Headteachers is a local and national concern at present.

- The local area has become steadily more disadvantaged over the last 20 years since the school was last a 3-form entry primary. The levels of FSM, EAL, EM, SEN, Child Protection, Asylum seekers, LAC, Children in Need, refugees and transient pupil population are increasing year on year. To increase the pupil population by 50% will also increase the number of families who are in need of additional support services.

- The school has become much more family focused since the introduction of the Pupil Deprivation Grant. The Healthy Schools Assessment undertaken in July 2015 recognised the excellent provision we are making in this area. We feel this would be impossible to sustain in a much larger school.

- For many of our learners, their family lives lack stability and the school staff are doing an excellent job of providing this within the learning environment. Knowing every child individually is crucial to the success of this approach but we are worried that the school will lose this if it grows too big. High levels of pupil and staff well-being are crucial to the success of our school.

- The effective pedagogy within our Foundation Phase is based on year group pairs of shared classroom spaces and our building lends itself very well to this. We regularly host visitors to our Foundation Phase classes to see excellent practice and our philosophy is based on this shared classroom model. Due to the design and nature of the buildings, it would be very difficult to replicate this across 3 classrooms per year group.

- The volume of traffic at the beginning and end of every day is already a grave health and safety concern to governors. Potentially increasing this by 50% feels very irresponsible.

- Having seen the plans, we cannot envisage how we would fit 9FP classrooms and a 48 place nursery into the existing Ysgol Glan Morfa building without substantial building works. The numbers appear to have been worked out on square footage per pupil and therefore include a very wide corridor and large hall. If these areas are due to be incorporated into the proposals for creating additional classroom spaces then there are serious building implications which are not evident in the proposals as they stand. Any reduction in the size of the school hall would be of serious concern.

- The school community has been involved in SOP plans in the past. Staff and governors are very anxious about the Council's capacity to deliver this programme on time and to the standard promised in view of our previous experiences.

Following discussion with staff at the school we would like to propose the following alternative:

- Ysgol Glan Morfa to move to a 2FE new build;
- Baden Powell to remain on current site 2FE;
- Moorland to remain on site as 2FE using YGM building and demolishing existing EY building; This would enable us to continue our very important family engagement work;
- Build a new 1FE school on Willows site and incorporate flying start provision within this.

Jane Jenkins
Headteacher
Moorland Primary School
Singleton Road
Splott
Cardiff
CF24 2LJ

029 20462170

W15/239

Phillips, Joanna

From: School Responses
Sent: 23 November 2015 12:54
To: Phillips, Joanna
Subject: FW: SOP Splott/Tremorfa/Adamsdown

Jo – Jane Jenkins has also sent a second email, can you check it is the same?

Thanks
Emma

From: Jenkins, Jane
Sent: 23 November 2015 12:44
To: School Responses
Cc: Payne, Catherine
Subject: SOP Splott/Tremorfa/Adamsdown

I am not sure if my response has been received so I am sending it via email just in case.

I do not support the proposals because:

I believe that a 700+ pupil primary school is too large in an area of such high deprivation. The support that we are able to provide for learners and their families at present would be significantly harder to facilitate in a much larger school;
There would be no hall space big enough to accommodate the whole school or even phase;
It doesn't appear that there is enough space to accommodate 9 FP classes and a 48 place nursery in the proposed plans for Ysgol Glan Morfa's existing building without substantial additional works;
We would not have enough space to accommodate our family engagement work and the significant number of specialist teachers and health professionals who are supporting our statemented pupils;
Parking outside the school is already a serious issue, even with Ysgol Glan Morfa starting and finishing at different times. There is just not enough space to safely accommodate a 50% increase in traffic to the school;
I believe that knowing pupils and their families well is key to the success of a school, particularly in areas of high social deprivation. I do not believe that increasing the size of the school would be in the best interests of learners or their families;
I have serious concerns for the recruitment and retention of senior staff in such a potentially challenging school environment, particularly in view of the council's recent difficulties in recruiting permanent heads.

An alternative I would like to suggest is:
New build 2FE WM school, Baden Powell to remain as 2FE;
Moorland to remain 2FE but in YGM and main Moorland building. Existing EY building to be demolished. This would give us enough classroom space but also room to further develop our family engagement work and integrated services;
New 1FE English medium school on Willows site to incorporate existing Flying Start provision using the money freed up by not having to make major adaptations to make YGM building suitable for 3 form entry;
Accommodating a 48 place nursery in Moorland would probably necessitate keeping our existing early years building. This would require significant investment to make it fit for purpose. If it was not needed and could be demolished, then this investment could also be used towards a new 1FE school.

Many thanks
Jane

Jane Jenkins
Headteacher
Moorland Primary School
Singleton Road
Splott

Cardiff
CF24 2LJ

029 20462170

Willows High School – Staff Findings

Support for Option 1– The transfer of Baden Powell on to the Willows High School Site

Willows High School FSM – 44.8% (three year average)

Baden Powell FSM – 41.5% (three year average)

Wales Average – 20.5% (three year average)

As illustrated above, in both Baden Powell Primary School and Willows High School the percentage of FSM pupils far exceeds the national average. In order for these pupils to have the best possible chances of achieving compared to non-FSM pupils, we fully support Option 1.

Research into the achievement of FSM pupils at GCSE shows that it is imperative that we engage parents in early learning instead of constantly playing catch-up. Parents and professionals working in partnership from the start of a child's education benefits FSM pupils the most. By transferring Baden Powell Primary to the Willows High School Site, we will have more opportunities to engage families and the community. Local families will have more access to support, advice and facilities and professionals can work in partnership to put in place strategic intervention strategies in order to close the learning gap for these pupils.

Studies show that many parents of FSM pupils have a negative attitude towards High Schools based on their own experiences. By providing them with access to the site on a daily basis we can help break down these barriers. After all, parenting behaviours and attitudes are one of the key factors in influencing children's learning outcomes. We believe that this will impact positively on both our attendance figures and attainment data.

Furthermore, for FSM pupils in particular, this option seems the most tenable at offering child-centred emotional support. Many FSM pupils, lack the confidence of their peers or display poor behaviour especially during times of transition. By having the schools closely aligned there would be a fluidity in this process – allowing professionals to liaise and interact with pupils. This option would also benefit the social and emotional well-being of many parents. Support and advice from either school would be readily accessible and awareness of relevant support staff and agencies would be raised.

In addition to this, Option 1 allows for the sharing of facilities between the schools without pressing time constraints. For example, literacy levels could be raised with scheduled visits of primary pupils to the High School library and ICT resources could easily be shared. The primary school would also benefit from the use of the High School theatre or Science Labs, for example. There would be more scope to enhance the cultural capital of these pupils with joint educational trips. Similarly, there would be more opportunities for pupil to pupil mentoring and buddying between year groups.

To conclude, Option 1 allows more opportunities for the schools to work in partnership. It will allow professionals to engage FSM pupils and their parents by focusing on a continuum of learning from a young age. It would enhance opportunities and support networks for the most vulnerable and will increase the life chances of some of the most disadvantaged children in Wales.

Appendix 5

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: 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.	**Date of Screening:** Updated Nov 2015
Service Area/Section: Education	**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.]**
At its meeting on 28 May 2015 the Cabinet authorised officers to hold a public consultation on proposals to: • Provide 30 additional English-medium primary school places per year group. • Provide 30 additional Welsh-medium primary school places per year group. • Provide additional English-medium part-time nursery places. • Provide additional Welsh-medium part-time nursery places. Four potential delivery options were identified: Option 1 • A new *'standardised build' 2FE Baden Powell Primary School with nursery on the Willows High School site serving the age range 3 - 11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both	In recent years there has been a significant growth in the number of Reception age pupils in the Adamsdown and Splott wards. In December 2012 the Cabinet received a report outlining recommendations for meeting this growth by increasing the number of English-medium community school places in the Adamsdown and Splott wards. 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 420 places for pupils aged 4-11, and to increase the capacity of Baden Powell Primary School from 420 places to 630 places for pupils aged 4-11. The notices were published on 01 July 2013. A single objection to each notice was received. The objection and officers comments were forwarded to the Welsh

schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly. • Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017. • Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017. • **Tremorfa Nursery School to remain at its current capacity on its existing site. Option 1a • A new *'standardised build' 2FE Baden Powell Primary School on the Willows High School site serving the age range 4 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly. • A new build **Tremorfa Nursery School on the Willows High School site providing up to 176 part-time nursery places serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Willows High School site. The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly. • Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017. • Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places (an increase of 32 part-time	Government as the then determining body on 15 August 2013. Following a change of circumstances it was agreed that the proposal 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 in the area would be considered. The proposal has been formally withdrawn. The Welsh Government notified officers in March 2014 of the Minister's approval of the proposal to increase the capacity of Adamsdown Primary School from September 2015 and the Council Cabinet approved implementation of the proposal at its meeting on 15 May 2014.

places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.

Option 2

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new *'standardised build' 2FE primary school on a new site at the Maltings from September 2017.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
- Baden Powell Primary School to remain at its current capacity on its existing site.
- **Tremorfa Nursery School to remain at its current capacity on its existing site.

Option 2a

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new *'standardised build' 2FE primary school on a new site at the Maltings from September 2017.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
- The age range of Baden Powell Primary School to be reduced from 3 -11 to 4 -11 from September 2017.
- A new build **Tremorfa Nursery School providing up to 176 part-time nursery places on the Baden Powell Primary School site serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Baden Powell Primary School site. The nursery would remain as a separate establishment with separate staff, management and

governing body and be funded accordingly.	

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

Please use the following scale when considering what contribution the activity makes:		
+	Positive	Positive contribution to the outcome
-	Negative	Negative contribution to the outcome
ntrl	Neutral	Neutral contribution to the outcome
Uncertain	Not Sure	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	Un-Crtn	
1.1	**People in Cardiff are healthy;** *Consider the potential impact on* • *the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,* • *vulnerable citizens and areas of multiple deprivation* • *Addressing instances of inequality in health*	✓				- 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	**People in Cardiff have a clean, attractive and sustainable environment;** *Consider the potential impact on* • *the causes and consequences of Climate Change and creating a carbon lite city*	✓			✓ ✓	- 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	Un-Crtn	
Page 436					✓	- 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. Refurbishment/adaptations: - Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation. -
	• *encouraging walking, cycling, and use of public transport and improving access to countryside and open space*	✓				- 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. - Limited scope for parking would encourage walking to school

	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	
Page 437				✓		- 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: 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. **Option 1 :** - 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 consultation.

	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	
	• *reducing environmental pollution (land, air, noise and water)*			✓ ✓ ✓		Builders would be encouraged to minimise air, light and noise pollution during the construction period. New build accommodation would be located so as to avoid any adverse impact on access to natural light for neighbouring properties. 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.
	• *reducing consumption and encouraging waste reduction, reuse, recycling and recovery*	✓			✓	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. Measures that would be considered in the design of any new build scheme: • 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
	• *encouraging biodiversity*			✓	✓	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.

	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	
1.3	**People in Cardiff are safe and feel safe;** *Consider the potential impact on* • *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*	✓		✓ ✓		The South Wales Police's Crime Prevention Design Advisor would be consulted on the project and the recommendations considered and incorporated where practicable. 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. Schools are required to have safeguarding mechanisms in place. Appropriate levels of DBS checks for contractors would be put in place.
1.4	**Cardiff has a thriving and prosperous economy;** *Consider the potential impact on* • *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*	✓ ✓				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. 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: • 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	**People in Cardiff achieve their full potential;** *Consider the potential impact on* • *promoting and improving access to life-long learning in Cardiff*					Investment in school buildings improves the learning environment, contributes to the delivery of the modern curriculum and helps learners to achieve their potential.

	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	
	• *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*	✓ ✓				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. 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.
1.6	**Cardiff is a Great Place to Live, Work and Play** *Consider the potential impact on* • *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*			✓ ✓	 ✓	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. 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. Using the Council's online sources there are no cultural heritage receptors recorded on any of the sites being considered.

	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	
				✓		
1.7	**Cardiff is a fair, just and inclusive society.** Consider the potential impact on • *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)?*	✓		✓		- 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.
1.8	**The Council delivers positive outcomes for the city and its citizens through strong partnerships** *Consider the potential impact on* • *strengthening partnerships with business and voluntary sectors* • *the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings*	✓			✓	Modern school facilities can provide flexible spaces for partnership working (integrated services) and use 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.
	EQUALITY IMPACT ASSESSMENT *Will this Policy/Strategy/Project have a* ***differential impact*** *on any of the following:*					*Please give details/consequences of the differential impact (positive and negative), and what action(s) can you take to address any negative implications?*
	• **Age** (including children and young people aged 0-25 and older people over 65 in line with the United Nations Conventions)	✓				**<u>3-11 year olds</u>** Investment in school buildings improves the learning environment and contributes to the delivery of the modern

	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	
						curriculum. Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice. *Health and Safety and Safeguarding* The Council has experience of delivering new build projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety. *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.
					✓	*Transport and Traffic* - 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

	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	
		✓				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.
				✓		**<u>Employment Age</u>** *Redeployment/recruitment* There may still be a perception that redeployment/recruitment 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

	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	
					✓	policies on equal opportunities.

	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	
				✓	✓	
	• **Disability**	✓				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. Designs would take into account the needs of the following in the Design Access Statement that accompanies any planning application: - 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.

	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	
		✓ ✓				- Those with a physical impairment – e.g. level threshold doors, lifts with disabled access - Those with learning disabilities. 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. Transport for disabled pupils would not be affected. Transport needs are assessed on an individual basis.
	• **Gender Reassignment**			✓		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.
	• **Marriage & Civil Partnership**			✓		N/A
	• **Pregnancy & Maternity**			✓		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.

	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	
	• **Race**			✓		Race and Religion/Belief 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. 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. <u>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 the relevant Building Bulletin guidelines. The operational management of the school could also enable use of rooms not designated for EAL. 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.
	• **Religion/Belief**	✓		✓ ✓		
	• **Sex**			✓		The schools would admit pupils of both sexes. 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,

	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	
						including the application of the Council's policies on equal opportunities.
	• **Sexual Orientation**			✓		Fears that redeployment/recruitment opportunities could be affected by sexual orientation. Evidence collated by the Stonewall lobby group alleges that LGB 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 the changes in this proposal. This ensures that good practice is followed, including the application of the Council's policies on equal opportunities.
	• **Welsh Language** • **Other Languages**			✓		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. 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 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

	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	
				✓		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):

Economic/Educational/Social

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.

Investment in school buildings improves the learning environment and contributes to the delivery of the modern curriculum.

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.

Health and Safety and Safeguarding

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.

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.

If 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.

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? ▪ **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 (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

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	**Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new standardised 2FE primary school on a new site at the Maltings from September 2017.**		**Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.**						**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**	**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 English Medium, Welsh Medium and Faith Schools across Cardiff	✔	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.	✔	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.	✔		✔		x	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. 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. 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).
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	**a)** ✔/o **b)** ✔	**a)** Standalone new build: - 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. Extensions: - Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation. **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. Traffic and transport implications including measures to encourage walking and cycling would be considered as part of a Transport Assessment. 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.							a)0 b) x	a) No improvement to existing accommodation (same as proposal) 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.
3. *Promote health and wellbeing* by protecting and enhancing public open space and improving access to POS	**0**	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.	**0**	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.	✔	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.	✔	The land at the Maltings 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.	**0**	N/A
4. *Minimise* air, light and noise pollution associated with	**a)** ✔	**a)** Builders would be encouraged to minimise air, light and noise pollution during the construction period. The new build would be located so as to avoid any adverse impact on access to natural light for neighbouring properties.							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

SEA Objectives	**Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new standardised 2FE primary school on a new site at the Maltings from September 2017.**		**Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.**						**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**	**Rating**	**Commentary/ explanation of compatibility with SEA objective**	**Rating**	**Commentary/ explanation of compatibility with SEA objective**
building development and traffic congestion	**b)** x Mitigation	**b)** An increase in the number of children attending the schools could increase the volume of traffic in the vicinity of the schools. Miitigated by: - 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. Parking facilities provided at schools is generally only for staff and to meet operational needs. - 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								polluting modes of transport. Congestion is also exacerbated due to the volume of traffic criss-crossing the city.
5. *Protect* and enhance biodiversity, flora and fauna	? Mitigation	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.	? Mitigation	Same as option 1	? Mitigatio n		? Mitigation		**0**	N/A
6. *Protect* and enhance the landscape	? Mitigation	Any potential impact on the natural environment would be taken into account at an early stage in the design process so that it can be mitigated.	? Mitigation	Same as option 1	? Mitigatio n		? Mitigation		**0**	N/A
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	a) 0 b) ?	**a)** Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable urban drainage systems (SUDS). **b)** Water efficient measures may be possible to a lesser or greater extent depending on the compatibility of existing buildings.	a) 0 b) ?	Same as option 1	a) 0 b) ?		a) 0 b) ?		**0**	N/A
8. *Promote* regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	a) ✔ b) ? ?	a) All new build accommodation must be DDA accessible under the Equality Act 2010. Modern school facilities can provide flexible spaces for partnership working (integrated services) and use 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.			a) ✔ b) ?	a) All new build accommodation must be DDA accessible under the Equality Act 2010. If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to ensure 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. b) Consideration is given at the design stage to providing spaces that have the potential to be used by the community in	a) ✔ b) ?	Same as option 3	0	N/A

SEA Objectives	**Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new standardised 2FE primary school on a new site at the Maltings from September 2017.**		**Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.**						**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**	**Rating**	**Commentary/ explanation of compatibility with SEA objective**	**Rating**	**Commentary/ explanation of compatibility with SEA objective**
						response to local need. Modern school facilities can provide flexible spaces for partnership working (integrated services) and use 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.				
9. P*rotect and enhance* designated historic assets	0	There are no registered historic assets within the site boundary of the existing or proposed sites?	0	Same as option 1	0	Same as option 1	0	Same as option 1	0	N/A

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 BREEAM 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.


North
EXISTING YSGOL GLAN MORFA
EXISTING NURSERY
parking
JUNIOR BLOCK
INDICATIVE LOCAL EXTENSION
parking
FOUNDATION PHASE BLOCK (RECEPTION AND INFANT)
EXISTING MOORLAND SCHOOL
MOORLAND / GLAN MORFA SITE
3 FORM ENTRY PRIMARY SCHOOL
48 FTE PLACE NURSERY
SITE LOCATION / INDICATIVE LAYOUT


play area
North
parking
play area
footpath
2 FORM ENTRY PRIMARY
SCHOOL AND NURSERY
- (2 STOREY)
school
site boundary
MALTINGS SITE
NEW PRIMARY SCHOOL
SITE LOCATION / INDICATIVE LAYOUT

21st Century Schools Consultation Document 2015

The provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards

12 October – 23 November 2015

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.

CARDIFF
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Table of Contents

- Determination of the proposals
- Decision Notification

40. Frequently Asked Questions
41. Consultation Response Form

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.

Our consultation process follows Welsh Government guidelines outlined in the School Organisation Code 2013 and therefore a range of individuals and groups are being asked for their views about these proposals.

However, before any decisions are made the Council needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposal known.

Table 1 below sets out details of the groups the Council is consulting:

Table 1: Groups the Council is consulting with	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Trade Unions
Diocesan Directors of Education	Childcare providers
Neighbouring Authorities	Mudiad Meithrin
Neighbouring Primary and Secondary schools within Cardiff	Wales Pre-School Providers Association
Estyn	Clybiau Plant Cymru Kids Club
Communities First Partnership	National Day Nurseries Association

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 available to view at, Baden Powell Primary School, Ysgol Glan Morfa, Moorland Primary School, Tremorfa Nursery and Willows Community Hub.

Details of the consultation meeting dates are given in Table 2 below:

Table 2 Consultation Meeting Dates		
Nature of Consultation	**Date/Time**	**Venue**
Staff Meeting	13 October 2015 3:45pm	Tremorfa Nursery School
Governors Meeting	13 October 2015 5:30pm	Tremorfa Nursery School

Staff Meeting	14 October 2015 3pm	Ysgol Glan Morfa
Governors Meeting	14 October 2015 5pm	Ysgol Glan Morfa
Staff Meeting	15 October 2015 3:30pm	Baden Powell Primary School
Governors Meeting	15 October 2015 5:30pm	Baden Powell Primary School
Drop in session	19 October 2015 10am – 12 noon	Star Centre
Drop in session	20 October 2015 1:15pm – 3:15pm	Tremorfa Nursery School
Drop in session	22 October 2015 8:30am – 10:30am	Baden Powell Primary School
Staff Meeting	03 November 2015 3:15pm	Moorland Primary School
Governors Meeting	03 November 2015 5pm	Moorland Primary School
Drop in session	05 November 2015 8:30am – 10:30am	Moorland Primary School
Staff Meeting	09 November 2015 3:30pm	Willows High School
Governors Meeting	09 November 2015 5pm	Willows High School
Public Meeting	09 November 2015 6:30pm – 8:30pm	Willows High School
Drop in session	12 November 2015 8:30am – 10:30am	Ysgol Glan Morfa

In addition, workshop sessions will be arranged with local primary age children and Willows High School pupils 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 34 of this document or completing the online form www.cardiff.gov.uk/21stCenturySchools.

Alternatively contact the School Organisation Planning Team on (029) 2087 2720, by e-mail to schoolresponses@cardiff.gov.uk or by post to Room 219, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The closing date for responses to this consultation is 23 November 2015.

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.

WG – Welsh Government

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.

CSCJES – Central South Consortium Joint Education Service. The regional School Improvement Service for the five local authorities of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan.

SEN - Special Educational Needs

FSM - Free School Meals

EAL - English as an Additional Language

School Action - When a class or subject teacher identifies that a pupil has SEN they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.

School Action Plus - When the class or subject teacher and the SEN Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through School Action can be put in place.

Statemented - A child has SEN if he or she has learning difficulties which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age, or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

Statutory Notice – a statutory notice is the formal publication of a finalised proposal, if approved by the Council's Cabinet and will only be considered once the Cabinet have received a report on all the responses from the consultation. This is a legal requirement as outlined in the School Organisation Code 2013.

Foundation Phase – The first years of school (ages 3-7)

Key Stage 2 – The second phase of primary education (ages 7-11)

Why are we proposing the changes?

In recent years there has been a significant growth in the number of Reception age pupils in the Adamsdown and Splott wards. In December 2012 the Cabinet received a report outlining recommendations for meeting this growth by increasing the number of English-medium community school places in the Adamsdown and Splott wards.

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 to 420 places for pupils aged 4-11, and to increase the capacity of Baden Powell Primary School from 420 places to 630 places for pupils aged 4-11.

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.

Following a change of circumstances it was agreed that the proposal 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 in the area would be considered. The proposal has been formally withdrawn.

The Welsh Government notified officers in March 2014 of the Minister's approval of the proposal to increase the capacity of Adamsdown Primary School from September 2015 and the Council Cabinet approved implementation of the proposal at its meeting on 15 May 2014.

The Proposal

The Council is now consulting on proposals to:

- Provide 30 additional English-medium primary school places per year group.
- Provide 30 additional Welsh-medium primary school places per year group.
- Provide additional English-medium part time nursery places
- Provide additional Welsh-medium part time nursery places

The following delivery options have been identified, all of which would result in the required number of additional English-medium and Welsh-medium primary places being made available.

Table 3 below/overleaf outlines the options being proposed.

Table 3: Options Summary table

Option	School	Language Medium/School Category	Proposal
1	Baden Powell Primary School	English-medium (Community)	A new *'standardised build' 2FE Baden Powell Primary School with nursery on the Willows High School site serving the age range 3 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017 Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
	**Tremorfa Nursery School	English-medium (Community)	No change. Tremorfa Nursery School to remain at its current capacity on its existing site.

1a	Baden Powell Primary School	English-medium (Community)	A new *'standardised build' 2FE Baden Powell Primary School on the Willows High School site serving the age range 4 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
	**Tremorfa Nursery School	English-medium (Community)	A new build Tremorfa Nursery School providing up to 176 part time nursery places on the Willows High School site serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Willows High School site. The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly
	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
2	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new *'standardised build' 2FE primary school on a new site at the Maltings from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
	Baden Powell Primary School	English-medium (Community)	No change. Baden Powell Primary School to remain at its current capacity on its existing site.
	**Tremorfa Nursery School	English-medium (Community)	No change. Tremorfa Nursery School to remain at its current capacity on its existing site.
2a	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new *'standardised build' 2FE primary school on a new site at the Maltings from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
	Baden Powell Primary School	English-medium (Community)	The age range of Baden Powell Primary School to be reduced from 3 -11 to 4 -11 from September 2017.
	**Tremorfa Nursery School	English-medium (Community)	A new build Tremorfa Nursery School providing up to 176 part time nursery places on the Baden Powell Primary School site serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Baden

			Powell Primary School site. The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly.

* 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 set aside 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 Council previously consulted on a proposal to close Tremorfa Nursery School. The options outlined in Table 3 relate to the potential transfer to Tremorfa Nursery School to an alternative site and not closure. The nursery school would remain as a separate establishment with separate staff, managmentand governing body and be funded accordingly. Any change proposed relates to relocation and potential expansion alongside Baden Powell Primary School.

Facilities included in a school

Any changes to existing school buildings or any new buildings required in the event of any one of the options outlined above proceeding to implementation would be equal to/meet Welsh Government (WG) funding conditions such as BREEAM and also be designed in accordance with The Department of Education: Area guidelines for mainstream schools Building Bulletins which set out that the following facilities need to be included in any school:

- Teaching space: internal and external
- Halls/dining area
- Learning resource areas
- Staff and administration
- Storage
- Toilets and personal care
- Kitchen facilities
- Circulation, plant and internal walls
- Withdrawal areas to support small group/SEN working

All detailed design of the facilities at any new school buildings/existing school buildings would be agreed between the Council, the governing body and the Headteacher if a proposal is progressed to implementation.

Indicative layouts showing maps of the school sites/ the Maltings site and how the sites would look can be viewed on line at www.cardiff.gov.uk and will be available to view at Baden Powell Primary School, Ysgol Glan Morfa, Moorland Primary School, Tremorfa Nursery and Willows Community Hub.

Schools serving the area at present

The Adamsdown and Splott areas are currently 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.

These areas are severed by four English-medium community primary school catchment areas, namely:

- Adamsdown Primary School
- Baden Powell Primary School
- Moorland Primary School
- Stacey Primary School

The catchment areas of Adamsdown, Baden Powell, Moorland and Stacey Primary Schools fall within the catchment area of Willows High School.

These 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.

Faith based schools serving the Adamsdown and Splott areas include St Albans RC Primary School and Tredegarville CW Primary School. These areas are also served by other Faith-based primary schools located outside of the locality.

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

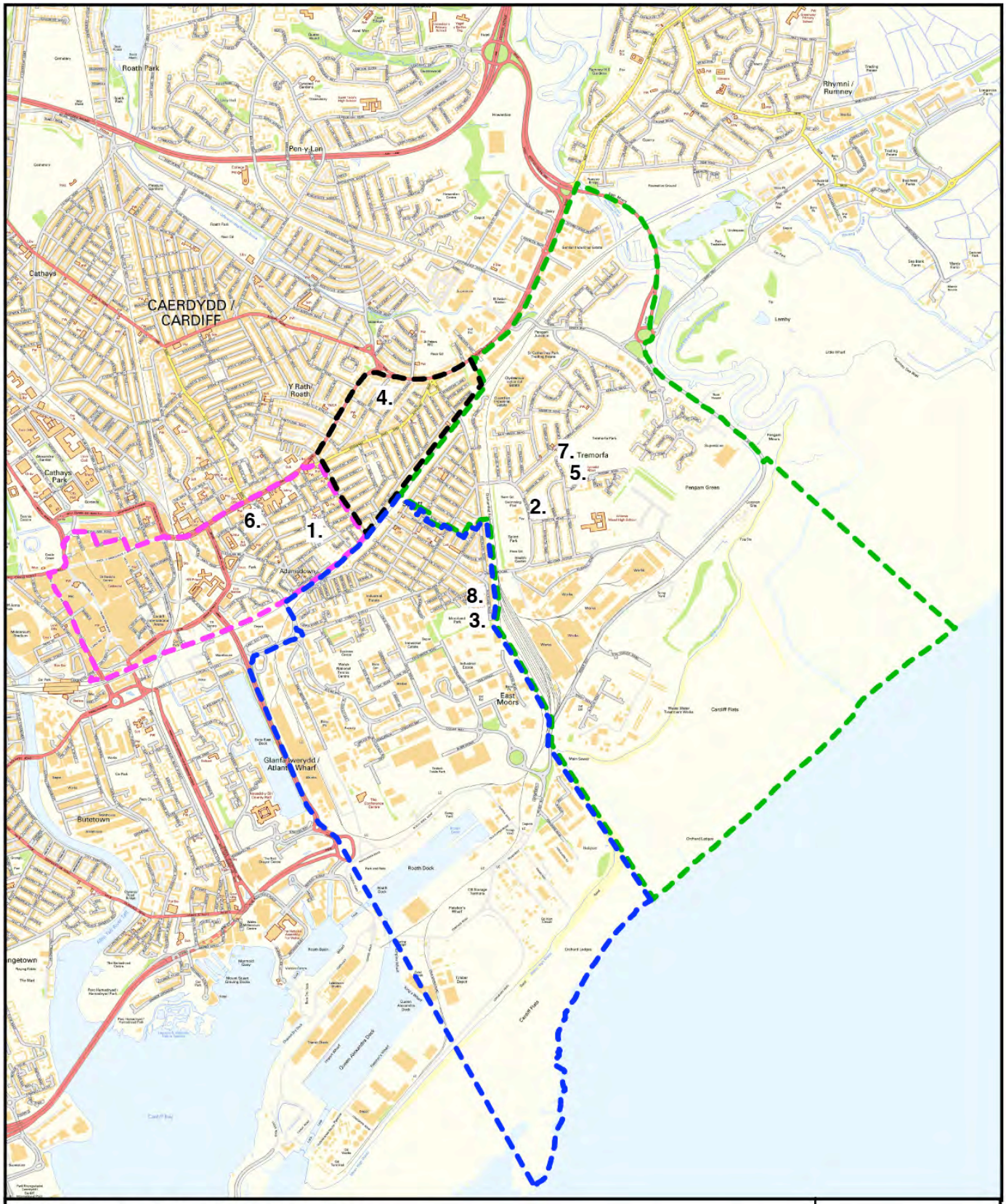
The combined areas of Adamsdown and Splott are also similar to the catchment area of Ysgol Glan Morfa.

The geographical units that are most suitable to analyse the localised increase in demand for English-medium primary school places are the Willows High School catchment area and the four constituent English-medium primary school catchment areas within it (namely those of Moorland Primary, Baden Powell Primary, Stacey Primary and Adamsdown Primary schools) as this allows analysis to be focused to smaller areas and comparison of the demand between these areas to be undertaken.

In geographical terms the 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.

A map showing the Willows High School catchment area primary school catchment areas within and school sites within the area can be seen on page 8. A map showing the Ysgol Glan Morfa and Ysgol Gyfun Gymraeg Glantaf catchment areas can be seen on page 9.

Primary School provision catchment



Willows High School catchment area and English-medium community 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. Tredegarville C.W. Primary School
7. Tremorfa Nursery School
8. Ysgol Glan Morfa

Ysgol Glan Morfa catchment area

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

School Capacities, Condition and Suitability of School Buildings

This section sets out the capacities, condition and suitability of School Buildings and existing demand for primary school places that serve the Adamsdown and Splott areas.

Table 4 below provides details of school capacities and information regarding the condition and suitability of school buildings.

Table 4: Capacity, condition and suitability of nursery and primary schools

Name of School	Language medium / Category of school	Condition Category as identified by 21st Century Schools Survey	Current Published Capacity (age 4-11)	Published Capacity (nursery – part time places)
Adamsdown Primary School	English-medium community primary	Satisfactory*	330**	48
Baden Powell Primary School	English-medium community primary	Satisfactory	403	48
Moorland Primary School	English-medium community primary	Satisfactory	382	64
Stacey Primary School	English-medium community primary	Satisfactory	197	64
Ysgol Glan Morfa	Welsh-medium community primary	Satisfactory	210	32
St Albans RC Primary School	English-medium Voluntary Aided primary	Satisfactory	203	0
Tredegarville CW Primary School	English-medium Voluntary Aided primary	Satisfactory	210	52
Tremorfa Nursery School	English-medium community nursery	Satisfactory	N/a	112

*Adamsdown Primary School, including former demountable classrooms, graded as 'Poor' in 2010. Main building graded as 'Satisfactory'. Significant investment since 2010 to improve and upgrade main building

**Phased permanent enlargement to 420 places

Existing English-medium provision

English-medium community primary 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 at Adamsdown Primary School in September 2012, 2013 and 2014 and the majority of these places have been taken up 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 Willows High School catchment area now totals 210.

The take up of English-medium community places by pupils resident 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 by pupils resident 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 CW Primary School.

Pupils resident in this area have also taken up places at a number of other Faith schools in recent years. 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 in recent years it is considered that the local supply of faith school places serving the Willows High School area is 92.

Calculating local demand for primary school places

In order to calculate the likely demand from 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 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.

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**

Table 6 below 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 English-medium primary school catchment areas within the Willows High School catchment area, enrolled in Reception classes at English-medium, Welsh-medium and Faith schools.

Table 6: 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 (62.1%)**	**35 (10.4%)**	**93 (27.5%)**	**338 (100%)**

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 verified 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.

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.

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.

Table 7 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 7: 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
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**

Initial analysis of 2014 data confirms that the population in the 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.

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.

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 or serving 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.

Proposed new housing

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 nominal yield calculated from proposed new housing has not been added to trend projections as these 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.

How might demand change?

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

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.

Forecasts have therefore 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 demand 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.

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 approximately 68 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 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 as expected;
- 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.

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.

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 seek to balance the supply and demand both within Adamsdown and Splott and in neighbouring areas.

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. 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.

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.

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 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 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.

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.

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.

Cylch Meithrin Glan Morfa

There are currently 32 school (maintained) morning nursery places available at Ysgol Glan Morfa. Additionally a cylch methrin (Cylch Meithin Glan Morfa) operates from the school offering non maintained nursery places, Flying Start childcare and wrap round care in the nursery facility during the afternoon. Under these proposals the number of nursery places at Ysgol Glan Morfa is proposed to be increased, however it is expected that the facilities could be developed in a way that would mean the potential for the Cylch to continue to operate within the school could be retained. The consultation provides an opportunity to consider how best to provide any places

and views expressed specific to nursery and/or childcare as part of the schools future operating arrangements are welcomed.

How would other schools be affected?

It is anticipated that the proposed establishment of additional 1FE English medium and 1FE Welsh medium pupil capacity in the Adamsdown and Splott wards would have little or no effect on the number of pupils on roll at the majority of schools in the local area as the additional places are required to meet the projected demand from the increased population.

Welsh-medium community schools

Ysgol Glan Morfa primarily serves the demand for Welsh-medium places across the Adamsdown and Splott wards.

As the pupil population is projected to grow in future years, the demand for places will increase accordingly. 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 8 below/overleaf illustrates the number of pupils on Roll in recent years at Ysgol Glan Morfa and the projected numbers on roll should the proposal proceed factoring in recent trends in the uplift of Welsh-medium demand.

Table 8 Recent and projected numbers on roll at Ysgol Glan Morfa should the proposal proceed as described

School	January 2009	January 2010	January 2011	January 2012	January 2013	January 2014	January 2015	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Ysgol Glan Morfa	76	96	118	142	145	156	173	184	203	225	249	275

Should the proposal to expand Ysgol Glan Morfa proceed, forecasts indicate that some surplus places will be available at entry to Reception year. Those schools in close proximity or in 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 proposed enlargement of Ysgol Glan Morfa. Ysgol Glan Morfa largely serves pupils from within its catchment area and few pupils from other catchment areas attend the school. Additionally, few pupils from within its catchment area opt for alternative Welsh-medium primary schools.

The Council is also consulting on a separate proposal to provide additional Welsh-medium places to serve Butetown and Grangetown. Grangetown and Butetown are presently served by Ysgol Mynydd Bychan and Ysgol Gymraeg Pwll Coch. Ysgol Mynydd Bychan is fully subscribed at entry to Reception and this school is not anticipated to be affected by proposals for Ysgol Glan Morfa Ysgol Gymraeg Pwll Coch is also highly subscribed and is distant from the Ysgol Glan Morfa catchment area and therefore unlikely to be significantly impacted by the proposed enlargement of Ysgol Glan Morfa.

Should the expansion of Ysgol Glan Morfa not be implemented then the school would continue to admit no more than 30 pupils per year group. Those pupils unable to gain admission to Ysgol Glan

Morfa 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 table 9 below indicates the number of those pupils but does not add these pupils to the Numbers on Roll at alternative schools.

Table 9 Projected numbers on roll at Ysgol Glan Morfa should the proposal not proceed

School	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	*2019/2020 Projection
Ysgol Glan Morfa	184	198	205	207	207
Welsh medium pupil excess	0	+19	+41	+65	+91

English-medium community schools

Should the proposal to expand Moorland Primary School proceed, it would be necessary to enlarge its catchment area and to reduce the adjacent catchment area of Baden Powell Primary School, to provide a sustainable balance in the supply of and demand for school places.

Although the number of pupils resident within the catchment area of Baden Powell Primary School may reduce, this is not anticipated to have a direct impact on the number of pupils enrolled at the school as the numbers of preferences submitted by parents for these schools is expected to remain at a similar level.

As the pupil population is projected to grow in future years, the demand for places is expected to increase accordingly. 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 10 below illustrates recent and projected numbers on roll if the proposal were to proceed.

Table10: Recent and projected numbers on roll at local primary schools should the proposal proceed as described

Name of School	Is this school expected to be affected by the proposal?	January 2009	January 2010	January 2011	January 2012	January 2013	January 2014	January 2015	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	*2019/2020 Projection
Adamsdown Primary School	No	164	170	181	187	209	250	277	306	334	374	407	407
Baden Powell Primary School	Yes - Option 1	323	311	325	328	332	371	359	419	421	422	422	422
Moorland Primary School	Yes - Options 1 & 2	286	297	316	330	346	369	392	414	444	474	504	534
Stacey Primary School	No	177	179	174	185	184	197	198	203	203	204	204	204
St Albans RC Primary School	No	200	191	203	212	187	172	159	175	183	177	181	181
Tredegarville CW Primary School	No	175	194	186	191	189	198	201	208	210	210	210	210
St Peter's RC Primary School	No	425	428	434	443	463	464	486	476	478	481	487	487

As is illustrated in the table above, the area is also served by a number of faith based primary schools. Admission to these schools is administered by the governing body of each school. As there are no current plans proposed by the relevant Diocese to expand these schools at this time, excess pupils requiring a faith based education have been factored in to the projections.

Should the proposal not be implemented then the combined English-medium school intake to Adamsdown, Baden Powell, Moorland and Stacey primary schools would continue to be 210 pupils per year group, and the projected number of pupils requiring English-medium based education would be exceeded as illustrated in the following table:

Table 11 Recent and projected numbers on roll at local primary schools should the proposal not proceed as described

School	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	*2019/2020 Projection
Baden Powell Primary School	419	421	422	422	422
Moorland Primary School	414	416	420	420	420
English medium pupil excess	+4	+53	+99	+143	+184

Those pupils whose families are seeking an English-medium place but have been unable to gain admission to English-medium to one of the English-medium primary schools 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 the above table indicates the number of those pupils but does not add these pupils to the Numbers on Roll at alternative schools.

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.

Interim Arrangements

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 in local schools.

Quality and Standards

The Council works closely with the governing bodies of schools to ensure that standards in schools are high, that teaching is good and that leadership and governance is strong. The Council works closely with two organisations in order to monitor the performance of schools and to support school improvement.

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.

Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority has commissioned the Consortium to support and challenge schools in Cardiff.

When proposing changes of this type to schools Local Authorities are required to refer to the most recent Estyn reports, other evidence derived from performance monitoring and any other information available on a school's effectiveness.

They must also demonstrate the likely impact of the proposals on the quality of:

- outcomes (standards and wellbeing);
- provision (learning experiences, teaching, care support and guidance, and learning environment);and
- leadership and management (leadership, improving quality, partnership working and resource management)

Estyn

Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils (Esytn)

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

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

In 2010 a new common inspection framework was introduced and Estyn inspections 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

Welsh Government categorisation of schools

In 2014 the Welsh Government introduced a new categorisation system that considered each school’s standards alongside the school’s capacity to improve so as to understand the level of support that organisations such as the CSCJES need to provide to each school in order that they achieve their targets.

The categorisation system is described in Table 12 below:

Table 12: Welsh Government Categorisation System	
Category	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A School in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

To determine the colour coded category as explained in the table above, schools are placed in one of four groups for standards (1-4) and for bringing about improvement (A-D) with one being the highest grouping for standards and A being the highest for improvement capacity.

For further information about the new categorisation scheme, please see Welsh Government's parents' guide to the National School Categorisation System:
http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf

Tables 13 below/overleaf shows the Estyn judgements, recommendations, WG category and the Foundation Phase and Key Stage 2 data for Baden Powell Primary School (Estyn inspection October 2010) Moorland Primary School (Estyn inspection September 2012) and Tremorfa Nursery School (Estyn inspection December 2013).

Table 14 shows the Estyn judgements, recommendations, WG category and the Foundation Phase and Key Stage 2 data for Ysgol Glan Morfa (Estyn inspection January 2009).

Table 13: Estyn judgements and recommendations, WG category, FP & KS 2 data			
	Baden Powell Primary School Estyn Inspection October 2010	**Moorland Primary School Estyn Inspection September 2012**	**Tremorfa Nursery School Estyn Inspection December 2013**
School's current Performance	**Good**	**Good**	**Good**
School's prospect for improvement	**Good**	**Good**	**Good**
Key Questions	**Judgement**	**Judgement**	**Judgement**
Key Question 1: How good are the outcomes?	**Good**	**Good**	**Good**
Standards	Good	Good	Good
Wellbeing	Good	Good	Excellent
Key Question 2: How good is provision?	**Good**	**Good**	**Excellent**
Learning experiences	Good	Good	Excellent
Teaching	Good	Good	Excellent
Care, support and guidance	Adequate	Good	Excellent

Learning environment	Good	Good	Good
Key Question 3: How good are leadership and management?	**Good**	**Good**	**Good**
Leadership	Adequate	Good	Good
Improving quality	Good	Good	Excellent
Partnership working	Adequate	Good	Excellent
Resource management	Good	Good	Good
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	Ensure that all staff challenge more able children consistently
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	Develop the role of the Governing Body in the self-evaluation process
R3	Broaden the school's provision for learning about and celebrating the diversity of the school community		Ensure the leadership roles are distributed more evenly
R4	Address the health and safety concerns brought to the attention of the headteacher and governing body during the inspection		
Welsh Government Support Category	Amber	Green	N/A
*Pupils achieving the expected outcome in the FP areas of learning (2014)	60%	81.8%	N/A
*Pupils achieving the expected level in the core	75%	65.7%	N/A

subjects at KS2 (2014)			
*Attendance (2014)	92.9%	93.8%	N/A

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

Table 14: Estyn judgements and recommendations, WG category, FP & KS 2 data	
Key Questions	**Grade**
Standards	
Key question 1: How well do learners achieve?	2
The quality of education and training	
Key question 2: How effective are teaching, training and assessment?	2
Key question 3: How well do the learning experiences meet the needs and interest of learners and wider community?	2
Key question 4: How well are learners cared for, guided and supported?	1
Leadership and Management	
Key question 5: How effective are leadership and strategic management?	2
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	3
Key question 7: How efficient are leaders and managers in using resources?	2
Recommendations	
R1	continue to sustain and raise standards across the curriculum and address the few shortcomings noted
R2	formalise the opportunities for pupils to express their views about the school and offer improvements
R3	ensure consistency in the standard of reports to parents
R4	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
*Pupils achieving the expected outome in the FP areas of learning (2014)	88.9%
*Pupils achieving the expected level in the core subjects at KS2 (2014)	76.9%
*Attendance (2014)	93.9%

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

Standards

The Council's aim is to provide sufficient good quality nursery and primary school places in both English-medium and Welsh-medium and Faith based education to a 21st Century school standard across the city. All children and young people in Cardiff should be educated in environments that are fit for purpose, in the right place and that are the right size to enable the effective delivery of first class education, improve the sufficiency and suitability of school places across Cardiff and ensure the provision of a 21st Century School Standard.

The Council has in place policies to support school improvement e.g. 'High Achievement for All' and 'Achievement for Inclusion'. It is working to respond to the key principles of the School Effectiveness Framework to secure better learning outcomes and well-being for all children including those at the existing schools which form part of these proposals.

It is not anticipated that there will be any impact on the quality of standards of education or the delivery of the Foundation Phase at any of the schools. It is expected that facilities developed to be suited for purpose would support more effective teaching and learning.

Provision

The number of pupils entering Reception has increased and the expansion of existing schools seeks to provide sufficient English-medium and Welsh-medium community primary school places to serve the local area.

The proposals will provide the opportunity to invest in providing high quality, modern facilities which would be able to support the delivery of a broad and balanced curriculum.

Leadership and Governance

The Council will work with the leadership of any schools affected by the proposals to develop a rigorous whole school approach to improvement planning and secure good relationships with parents and other partners in order to ensure pupils receive a high quality education.

Careful planning will take place during the proposed period of change to avoid any risk of distraction or disruption to leadership and governance that could impact on educational outcomes.

The Local Authority (LA) has no information to suggest that the Quality and Standards of existing schools would be negatively affected by the proposals. The expectation would be that investment in new school facilities would add value and have the potential to better support delivery of relevant curriculums and children's learning experiences.

How would SEN and EAL provision be affected?

A child has Special Educational Needs if he or she has a learning difficulty which requires special educational provision. A learning difficulty means the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities for those that the school generally provides for children.

Table 15 below shows the percentage of SEN, FSM, EAL and Minority Ethnic pupils at Baden Powell Primary School, Moorland Primary School, Tremorfa Nursery School and Ysgol Glan Morfa.

Table 15: SEN, FSM, EAS and Minority Ethnic Information

2014		**Baden Powell Primary School**	**Moorland Primary School**	**Tremorfa Nursery School**	**Ysgol Glan Morfa**	**Wales**
Percentage of SEN Pupils	School Action	23.1%	13.3%	n/a	22.7%	15.1%
	School Action Plus	9.3%	15.9%	n/a	9.4%	8.8%
	Statemented	n/a	2.3%	n/a	n/a	1.7%
Percentage of FSM Pupils – 3 year average		41.5%	51.6%	n/a	28.1%	20.5%
Percentage of EAL Pupils		16.0%	32.0%	n/a	n/a	5.5%
Percentage of Minority Ethnic Pupils		28.2%	51.6%	n/a	15.6%	10.0%

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

There is no information available that suggests that the proposals would have a negative effect on SEN provision at the schools and the schools would continue to provide SEN support for pupils. However consideration would need to be given to how any reconfiguration of buildings would facilitate this ongoing requirement.

There is no information available that suggests that the proposals would have a negative effect on provision for any group including those who are from minority Ethnic groups or in receipt of free school meals and the schools would continue to provide support appropriate to the individual needs of each pupil.

What are the benefits of these proposals?

As part of the Council's 21st Century School Programme the Council has set out it's priority to improve the sufficiency and suitability of school places across Cardiff to ensure a 21st Century School Standard. These proposals would contribute towards this aim:

- Achieving a better match between the supply of and demand for English-medium (community) and Welsh-medium primary school places within the local area;

- Providing the opportunity to invest in providing high quality, modern buildings which would be able to support the delivery of a broad and balanced curriculum;

The proposal would result in reduced home-to-school travel distances for some pupils;

When compared with smaller schools, the scale of a 2FE/3FE primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base;

A 2FE/3FE 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 a 2FE/3FE school to cover a wider range of curriculum expertise.

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 Body of the schools to develop a Travel Plan to minimise any potential disruption.

Changes to any existing buildings and any new build can cause some disruption however experience shows that this can be kept to a minimum and children's education does not suffer.

As the proposals would allow for additional capacity in schools for pupils entering Reception year from September 2017 onwards, there is a risk that pupils who move into the area and are above the eligible age range (those born after September 2012) are unable to be accommodated in local schools.

The catchment area changes that may be required following the implementation of these proposals may result in increased home-to-school travel distances for some pupils electing to attend their local primary school.

Risks associated with these proposals

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.

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.

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.

The proposal may not be achievable if Welsh Government capital funding is not secured at the business case stage.

If the Council were not successful in achieving this funding from the Welsh Government then the Council would be fully responsible for all costs relating to the proposal. In these circumstances, it would be necessary to review investment options to ensure the delivery of sufficient school places.

Alternatives considered

English-medium provision

Doing nothing is not a viable option because there is a need to achieve a better match in the supply of and demand for school places.

An initial feasibility study has indicated that the Stacey Primary School site would be less suitable for accommodating increased provision.

Welsh-medium provision

The city-wide population and the population in the locality have each grown and demand for places at Welsh-medium schools has also grown. City-wide, few surplus Welsh-medium places have been available at entry to Reception year at September 2014. Only two other Welsh-medium primary schools had more than 4 surplus places at entry to Reception in September 2014, namely Ysgol Coed Y Gof in Pentrebane (5 places) and Ysgol Gymraeg Pen Y Groes (14 places) whilst three were oversubscribed.

Very few pupils transfer between Welsh-medium primary schools in Cardiff for reasons other than moving home. It is therefore considered unlikely that there would be a significant net increase in the cohorts of primary-age already enrolled, as a result of pupils transferring from other schools in Cardiff.

Alternative Options

Nine alternative options were initially explored. Of these, the options outlined in this document were shortlisted for consultation and seven others were discounted on the basis of not being considered appropriate based on a range of factors related to the schools at that time, prohibitive costs, location, planning and flood plain issues.

Table 16: Alternative Options

Option	Details	Status
All-through campus at Willows High School site	• Willows High School to operate as an all-through 3-16 campus, plus Flying Start. 2FE English-medium primary school provision included. • Current Baden Powell Primary building to accommodate Ysgol Glan Morfa at 2FE • Moorland Primary (English-medium) to expand to 3FE utilising vacated Ysgol Glan Morfa Buildings	Discounted
2FE Welsh-medium primary on the Willows site	• New build primary school at Willows High School – 2FE Welsh-medium • Baden Powell Primary to remain as 2FE English-medium • Moorland Primary (English-medium) to expand to 3FE utilising vacated Ysgol Glan Morfa Buildings	Discounted
3FE English-medium primary school on the Willows High	• New build primary at Willows High School site – 3FE English-medium plus Flying Start	Discounted

School site (1)	• Current Baden Powell building to accommodate Ysgol Glan Morfa at 2FE • Moorland Primary to remain as 2FE English-medium	
3FE English-medium Primary on the Willows site (2)	• New build primary at Willows High School site – 3FE English-medium plus Flying Start • Baden Powell to remain as 2FE English-medium Ysgol Glan Morfa to expand to 2FE on existing site utilising Moorland Primary School accommodation.	Discounted
2FE Welsh-medium Primary on Pengam Green	• New build primary on identified site – 2FE Welsh-medium • Baden Powell Primary to remain as 2FE English-medium • Moorland Primary (English-medium) to expand to 3FE English-medium utilising vacated Ysgol Glan Morfa Buildings	Discounted
2FE English-medium Primary on Pengam Green	• New build primary on identified site – 2FE English-medium • Current Baden Powell building to accommodate Ysgol Glan Morfa at 2FE • Moorland Primary at 3FE English-medium utilising vacated Ysgol Glan Morfa Buildings.	Discounted
2FE English-medium Primary on the Maltings	• New build primary on identified site – 2FE English-medium • Current Baden Powell building to accommodate Ysgol Glan Morfa at 2FE • Moorland Primary at 3FE English-medium utilising vacated Ysgol Glan Morfa Buildings	Discounted

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.

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.

Should the proposal 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.

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 the Butetown and Grangetown areas proceed.

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.

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).

The Council would implement this intake by authorising the admission of pupils in accordance with its published criteria.

Financial Matters

All options proposed include construction of a new build 2FE standardised build primary school building.

Initial costings based on benchmarking information from other Local Authorities indicate that the construction cost of providing a single standardised build 2FE primary school would be between £5.4 – 6.5m subject to ground conditions. This would include costs for works such as, highways improvements, IT, fixed furniture and fittings (FFE) and fees. Any land purchase costs would be in addition to the construction costs.

A proposed 21st Century Schools capital investment Programme was submitted to Welsh Government (WG) in November 2011, and it received approval in-principle in December 2011 of 50% WG capital grant funding.

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 across the city.

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 in April 2015 it was confirmed that Cardiff Council had, in principle, been awarded additional capital grant funding.

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 has undertaken a Common Contractor Briefing with framework contractors and established that up to three new 2FE primary schools could be delivered within a single, capped procurement. Initial indications suggest contractors are interested to pursue this approach and there would be financial benefits in term of per school build costs.

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 consultation document are based on estimated costs following discussions with contractors.

The WG grant has been approved in-principle, and full grant approval would be received following successful Business Case submissions. The proposals within this consultation document 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).

It is anticipated that new build accommodation could be available by September 2017 to provide for Reception and nursery age children. However this is dependent on a successful outcome of the revised procurement methods associated with the programme going forward.

The funding agreed in principle as part of the realigned 21st Century Schools Programme means there is sufficient capital money available for the additional 60 places proposed for the locality. It will not allow for rebuild or significant refurbishment of existing buildings or for the provision of facilities over and above a standard primary school such as community facilities.

Any investment over and above the investment required to increase the number of places at the respective schools will necessitate consideration specific to additional funding sources to supplement the 21st Century Schools capital identified.

Table 17: Cost Range

Option	Site	Cost range (incl land costs where appropriate)
1	Baden Powell Primary School	£7.9m - £9.9m
	Ysgol Glan Morfa	
	Moorland Primary School	
1a	Baden Powell Primary School	£9.2 - £11.2m
	Tremorfa Nursery School	
	Ysgol Glan Morfa	
	Moorland Primary School	
2	Ysgol Glan Morfa	£7.9m - £9.9m
	Moorland Primary School	
	Baden Powell Primary School	
2a	Ysgol Glan Morfa	£9.2 - £11.2m
	Moorland Primary School	
	Baden Powell Primary School	
	Tremorfa Nursery School	

Human Resources Matters

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.

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.

The proposal to relocate Baden Powell Primary school 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 for schools.

Land Matters

The Maltings site is in Council ownership and if selected for the purpose of building an educational facility would need to be appropriated to reflect the change of use.

Transport Matters

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 these proposals be implemented.

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

The proposal includes increasing the number of Welsh-medium nursery and primary school places available in the area.

It is anticipated that there would be a positive impact on the Welsh language as a result of this proposal.

Equality Matters

An initial Equality Impact Assessment has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society. The assessment will be reviewed following consultation. 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 and Welsh 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.

The schools subject to the proposals are existing schools which offer a range of after school activities and some may have community organisations offering services from the school facilities. It is not anticipated that there would be a negative impact on any of these activities and all options allow for the potential development of community use of the additional facilities.

Next steps, how to make your views know and feedback form

What happens next?

Key Dates

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.

There are a number of further stages that the Council would have to go through before a final decision is made by the Council.

These stages are set out in Table 18 below:

Table 18: Further stages	
Statutory Process	**Timescale**
Consultation Period	12 October – 23 November 2015
Consultation report considered by the Council Cabinet and published on the Council website	December 2015
Subject to approval statutory notice issued during which time formal written objections can be made	January 2016
Determination by the Council's Cabinet	March 2016
Objection report published on the Council's website and notification of Cabinet's decision	March 2016

The proposed timetable may be subject to change

Consultation period

The consultation period for these proposals starts on 12 October and ends on 23 November 2015. See page 34 for further details of how to respond and make your views known.

Within 13 weeks of 23 November 2015 a consultation report will be published on the City of Cardiff Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees during the consultation period and provide the Council's response to these issues. The report will also contain Estyn's view of the proposals.

The Council's Cabinet will consider the consultation report and decide whether or not to proceed with the proposals.

If the Cabinet decides to continue with the proposals the City of Cardiff Council must publish a statutory notice.

Statutory Notice

The statutory notice would be published on the City of Cardiff Council website and posted at or near the main entrance to the schools/sites subject to the notice. Copies of the notice would be made available to schools identified in the notice to distribute to pupils, parents, guardians, and staff members (the school may also distribute the notice by email). The notice sets out the details of the proposals and invites anyone who wishes to object to do so in writing within the period specified.

Determination of the proposals

The City of Cardiff Council Cabinet will determine the proposals. Cabinet may decide to approve, reject or approve the proposals with modifications. In doing so, Cabinet will take into account any statutory objections received.

Decision Notification

Following determination of proposals all interested parties will be informed of the decision which will be published electronically on the City of Cardiff Council's website.

Frequently Asked Questions

- **What would the proposals mean for children currently attending Baden Powell Primary School, Moorland Primary School, Tremorfa Nursery School, Ysgol Glan Morfa and Willows High School?**

Children currently attending these schools would remain at the schools.

- **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.

- **Would the building works be carried out whilst children are on site?**

The City of Cardiff Council has increased experience in the successful delivery of building projects on the sites of occupied schools resulting from the progression of a growing school organisation programme. Any building work carried out on the schools site would be managed effectively in consultation with the school management to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

- **Would there be any change to the uniform?**

There are no changes of uniform at any of the schools arising out of this proposal.

- **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 serviced delivery.

CONSULTATION RESPONSE FORM (The provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott wards)

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 on line 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 23 November 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 and address would be removed.

Do you support the proposal to provide additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott wards from 2017?

Yes ☐ No ☐

If you answered yes, do you like one option more than the others?

Please number the options 1-4 in your preferred order with 1 being your most preferred option and number 4 being your least preferred:

Option	Level of priority 1- 4 1=High 4 = Low
1	
1a	
2	
2a	

If you do not support the proposal, please give your reasons together with any changes or alternatives that you would like to suggest.

Your name: …….
Address: ……..
…….
Postcode: ……..
Date: ……
Your status: Parent
Governor
Pupil
Member of Staff
Other (please specify) …….

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 23 November 2015.

Please return this form to **Room 219, County Hall, Atlantic Wharf, Cardiff CF10 4UW** by **28 OCTOBER 2015**

This document is about changes proposed to schools in your area. You have been sent this document for you to find out more about this proposal and for you to give your views. Please tick this box if you require this information in your language and write your name, address and telephone number in English or Welsh in the large box at the bottom of the form. Please return this form to the address at the top of the form.

FR	☐	Ce document est sur les changements proposés dans les écoles de votre region. Vous avez été envoyé ce document pour que vous vous renseigner d'avantage au sujet de la proposition et pour vous de donner votre opinion. Veuillez cocher cette case si vous avez besoin de cette information dans votre langue et ecrire votre nom, l'adresse et numero de téléphone en Anglais ou en Welsh/Gallois dans la grande case au bas de ce formulaire. S'il vous plait, retourner ce formulaire à l'adresse indiquée au début de ce formulaire.
CN	☐	這份文件是關於您所在地區附近學校更改的提議。該文件已發送給您, 讓您更加了解這些提議，並讓你提出你的意見。 如果您需要了解這些用你的母語翻譯的信息，請勾選此框. 在表格末的大框格里,用英語或威爾士語寫你的姓名，地址和電話號碼。並請將本表格寄回該表格頂部的地址。
SM	☐	Warqadani waxay ku saabsantahay aragtida is bedel la doonaayo in lagu sameeyo iskuulada xaafada. Fadlan hadaad u baahantahy faahfaahin ku qoran afkaaga hooyo ,hoos calaamadee. Magacaaga,adireeskaaga, iyo telefonkaagaba ku qor afka ingiriisiga , AMA welshka. Dibna igu soo dir foomka , adireeska kor ku qoran
PL	☐	Dokument ten dotyczy proponowanych zmian w szkołach w Pańskiej okolicy. Wysłano go po to, by mogli się Państwo dowiedzieć więcej na temat projektu oraz wyrazić swoją opinię. Proszę zaznaczyć to okienko, jeżeli potrzebują Państwo owych informacji w języku ojczystym oraz proszę podać imię, nazwisko, adres i numer telefonu po angielsku lub walijsku w dużym okienku na dole formularza. Proszę zwrócić formularz na adres podany na górze.
CZ	☐	Tento dokument se týká změn, které byly navrhnuty školám ve vašem okrsku. Dokument vám byl zaslán, abyste se dozvěděli více o tomto návrhu a abyste měli možnost vyjádřit své názory. Prosím zaškrtněte toto políčko, pokud potřebujete tuto informaci ve vašem jazyce a napište svoje jméno, adresu a telefoní číslo v anglickém nebo velšském jazyce do velkého políčka, které je v dolní části tohoto formuláře. Prosím zašlete tento formulář zpět na adresu, která je poskytnuta v horní části tohoto formuláře.
AR	☐	هذه الوثيقة بخصوص بعض التغييرات المقترحة على المدارس فى منطقتك . و لقد أرسلنا هذه الوثيقة أليك لكى تعلم و تتعرف على هذه المقترحات ثم تبدى رأيك فيها. من فضلك ضع علامة على هذا المربع أذا كنت تحتاج معرفة هذه المعلومات مترجمة ألى لغتك الأصلية ، ثم أكتب أسمك ،و عنوانك ، و رقم هاتفك باللغة الأنجليزية أو لغة الويلش فى المربع الكبير الموجود بأسفل هذه الورقة . من فضلك أرسال هذه الورقة ألى العنوان الموجود فى أعلى هذه الورقة.
HD	☐	यह दस्तावीज़ आपके क्षेत्र में स्कूलों के लिए प्रस्तावित परिवर्तनों के बारे में हैं। आपको यह दस्ताविज़ इस प्रस्ताव के बारे में और अधिक जानकारी देने के लिए और इसके बारे में आप आपने विचार देने के लिए भेजा गया हैं। अगर आपको आपनी भाषा में इस जानकारी की अवश्यक्ता हैं तो कृपया इस बॉक्स में टिक करे, और फॉर्म के ताल पर बड़े बॉक्स में अंग्रेजी या वेल्श में अपना नाम, पता और टेलिफोने नंबर लिखे। कृपया इस फार्म को उपर दिए गए पते पर वापस भेजे।

Please return this form to **Room 219, County Hall, Atlantic Wharf, Cardiff CF10 4UW** by **28 OCTOBER 2015**

DR	☐	این اطلاعات راجب عو ض شدن برنامها در مکتب ها در این منطقه است. این اطلاعات برای شما روان شده است که شما بیشتر راجب این موضع بفهمید و نظر خود را بگویید. این چارخانه را علامت بزنید اگر می خواهید این اطلاعات در زبان خودتان با شید. اسم و ادرس و تلفن نمبر خود را در انگلیسی یا در ولشی در داخل چار خانه کلن که در پایان این فورم است نوشته کنید. خواهشن پس این فورم را در ادرس که در بالا فورم نوشته است روان کنید.
GJ	☐	આ દસ્તાવેજ તમારાં વિસ્તારની શાળાઓના દરખાસ્ત થયેલ ફેરફારો બારામાં છે. આ દસ્તાવેજ તમને દરખાસ્ત બાબત વધુ માહિતી મેળવવાં ને તમારાં અભિપ્રાયો આપવા માટે મોકલાયેલ છે. મહેરબાની કરી આ માહિતી તમને તમારી ભાષામાં જોઈએ તો આ ખાનું ભરી દર્શાવો ને તમારું નામ, સરનામું ને ટેલીફોન નંબર અંગ્રેજી કે વેલ્શમાં પત્રકના છેવાડે મોટાં ખાનામાં લખો. મહેરબાની કરી આ પત્રક મથાળે આપેલ સરનામે પરત કરશો.
KD	☐	نه م نامه یه ده رباره ی نه و گورانکاریانه یه که پیشنیار کراون بو قوتابخانه کانی ناو چه که ت نه م نامه یه ت بو ده نیرین بو نه وه ی نا گاداری نه و پیشنیارانه ت بکه ین و بو چونی خوتمان بو روون بکه یته و ه. ئکایه نه و چوار گوشه ب چوکه ده ستنیشان بکه نه گه ر ده ته ویت کوبییه ك له م زانیارانه به زمانی خوت بو بنیرین. ناوی خوت و نه دره سه که ت و زماره ی ته له فونه که ت به ئنگلیزی یان به ویلزی له و چوار گوشه گه وره یه ی خواره وه ی نه م لا په ره یه بنوسه . ئکایه نه م لا په ره بنیره بو نه و نه دره سه ی له سه روی نه م لا په ره نوسراوه
PJ	☐	ਇਹ ਦਸਤਾਵੇਜ ਆਪ ਜੀ ਦੇ ਇਲਾਕੇ ਦੇ ਸਕੂਲਾਂ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਪ੍ਰਸਤਾਵ ਉਪਰ ਹੈ। ਇਹ ਦਸਤਾਵੇਜ ਆਪ ਦੀ ਇਨ੍ਹਾਂ ਪ੍ਰਸਤਾਵਾਂ ਉਪਰ ਹੋਰ ਜਾਣਕਾਰੀ ਵਧਾਉਣ ਅਤੇ ਆਪ ਦੇ ਸੁਝਾਵ ਲੈਣ ਲਈ ਭੇਜਿਆ ਗਿਆ ਹੈ। ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਅਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਚਾਹਿਦੀ ਹੈ ਤਾਂ ਇਸ ਖਾਨੇ ਵਿੱਚ ਟਿੱਕ ਕਰੋ ਅਤੇ ਅਪਣਾਂ ਨਾਂ, ਪਤਾ ਅਤੇ ਟੈਲੀਫੋਨ ਨੰਬਰ ਇੰਗਲਿਸ਼ ਯਾਂ ਵੈਲਸ਼ ਵਿੱਚ ਫਾਰਮ ਦੇ ਨਿੱਚੇ ਬੱਣੇ ਵੱਢੇ ਖਾਨੇ ਵਿੱਚ ਲਿਖੋ। ਕਿਰਪਾ ਕਰਕੇ ਇਹ ਫਾਰਮ ਉਪਰ ਦਿੱਤੇ ਪਤੇ ਤੇ ਵਾਪਸ ਕਰੋ।
UD	☐	یہ دستاویز آپ کے علاقے میں سکولوں کی مجوزہ تبدیلیوں کے بارہ میں ہے۔ آپ کو یہ دستاویز اس لیے لیے بھیجی جارہی ہے تا کہ آپ اس تجویز کے بارہ میں مزید جان سکیں اور اپنی رائے سے آگاہ کریں۔ اگر آپ کو یہ معلومات اپنی زبان میں چاہیے تو برائے مہربانی اس خانے میں نشان لگادیں اور اپنا نام، پتہ اور فون نمبر انگریزی یا ویلش زبان میں اس فارم میں نیچے دیے گئے بڑے خانے میں لکھ دیں۔ مہربانی فرما کر یہ فارم اوپر دیے گئے پتہ پر واپس بھجوادیں۔
BG	☐	ইহা আপনার এলাকার স্কুল গুলিতে পরিবর্তন সম্বন্ধে প্রস্তাবিত একটি ডকিউমেন্ট। এই ডকিউমেন্টটি আপনাকে পাঠানো হয়েছে আপনার অবগতি এবং অপনার মতামত জানার জন্য। যদি এই তথ্যটি আপনার ভাষায় পেতে চান তবে দয়াকরে এই বাক্সে টিক দিন এবং আপনার নাম, ঠিকানা ও টেলিফোন নাম্বার ওয়েলশ অথবা ইংরেজীতে এই ফরমের নিচের বড় বাক্সের মধ্যে লিখুন। দয়াকরে ফরমের উপরে লিখিত ঠিকানায় এই ফরমটি ফেরৎ পাঠিয়ে দিন।

✉	Name:
	Address:
☎	Phone:

		PAN	FSM 2014	EAL 2013	Latest Estyn/Offsted inspection	
					Date	Performance
Moorland Primary School	Cardiff	60	52.90%	31.70%	Sep 2012	2: Good
St Andrews Primary School	Newport	90	38.70%	23.40%	Nov 2015	3: Adequate
May Park Primary School	Bristol	120	49.60%	70.50%	Mar 2015	2: Good
Gascoigne Primary School	Barking and Dagenham	150	47.10%	80.20%	Jul 2013	2: Good
William Bellamy Primary School	Barking and Dagenham	150	51.50%	34.25%	Apr 2014	2: Good
Mulberry Primary School	Haringey	90	47.90%	80.60%	Mar 2013	2: Good
Upton Cross Primary School	Newham	150	19.40%	94.60%	Jun 2013	1: Outstanding
Avenue Primary School	Newham	120	84.10%	93.50%	Sep 2014	2: Good
Dersingham Primary School	Newham	90	44.60%	97.30%	Oct 2015	2: Good
Bannockburn School	Greenwich	120	27.30%	57.20%	Jan 2014	1: Outstanding

Appendix 4

Estyn Findings

Moorland Primary School: Estyn judgements and recommendations, WG category, FP & KS 2 data	
	Moorland Primary School Estyn Inspection September 2012
School's current Performance	**Good**
School's prospect for improvement	**Good**
Key Questions	**Judgement**
Key Question 1: How good are the outcomes?	**Good**
Standards	Good
Wellbeing	Good
Key Question 2: How good is provision?	**Good**
Learning experiences	Good
Teaching	Good
Care, support and guidance	Good
Learning environment	Good
Key Question 3: How good are leadership and management?	**Good**
Leadership	Good
Improving quality	Good
Partnership working	Good
Resource management	Good
Recommendations	
R1	Continue to improve the achievements of boys in writing and of those pupils entitled to receive free school meals
R2	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
R3	
R4	
Welsh Government Support Category	Green
*Pupils achieving the expected outcome in the FP areas of learning (2014)	81.8%
*Pupils achieving the expected level in	65.7%

the core subjects at KS2 (2014)	
*Attendance (2014)	93.8%

Ysgol Glan Morfa: Estyn judgements and recommendations, WG category, FP & KS 2 data	
Key Questions	**Grade**
Standards	
Key question 1: How well do learners achieve?	2
The quality of education and training	
Key question 2: How effective are teaching, training and assessment?	2
Key question 3: How well do the learning experiences meet the needs and interest of learners and wider community?	2
Key question 4: How well are learners cared for, guided and supported?	1
Leadership and Management	
Key question 5: How effective are leadership and strategic management?	2
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	3
Key question 7: How efficient are leaders and managers in using resources?	2
Recommendations	
R1	continue to sustain and raise standards across the curriculum and address the few shortcomings noted
R2	formalise the opportunities for pupils to express their views about the school and offer improvements
R3	ensure consistency in the standard of reports to parents
R4	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
*Pupils achieving the expected outome in the FP areas of learning (2014)	88.9%
*Pupils achieving the expected level in the core subjects at KS2 (2014)	76.9%
*Attendance (2014)	93.9%

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.**

CARDIFF
CAERDYDD

Statutory Screening Tool

Name of Strategy / Policy / Activity:	Date of Screening:
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.	Updated Nov 2015 & January 2016
Service Area/Section: Education	**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.]
To provide additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards. In recent years there has been a significant growth in the number of Reception age pupils in the Adamsdown and Splott wards and public consultation on ways to address this imbalance were held during summer 2013 and again in Autumn 2015	At its meeting on 10 December 2015 the Cabinet, in accordance with the terms of the Schools Standards and Organisation (Wales) Act, approved a recommendation for the publication of the following statutory notice: • Increase the capacity of Ysgol Glan Morfa, Moorland Road, Cardiff, CF24 2LJ, from 210 places to 420 places with up to 80 part-time nursery places serving the age range 3-11 from September 2017. • To transfer the enlarged Ysgol Glan Morfa to a new build 420 place primary school on a new site at land at the Maltings from September 2017. Increase the capacity of Moorland Primary School, Moorland Road, Cardiff, CF24 2LJ, from 382 places to 630 places with up to 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.

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

Please use the following scale when considering what contribution the activity makes:		
+	Positive	Positive contribution to the outcome
-	Negative	Negative contribution to the outcome
ntrl	Neutral	Neutral contribution to the outcome
Uncertain	Not Sure	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	Un-Crtn	
1.1	**People in Cardiff are healthy;** *Consider the potential impact on* • *the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,* • *vulnerable citizens and areas of multiple deprivation* • *Addressing instances of inequality in health*	✓				- 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	**People in Cardiff have a clean, attractive and sustainable environment;** *Consider the potential impact on* • *the causes and consequences of Climate Change and creating a carbon lite city*	✓			✓ ✓	Cardiff Council are proposing a new standardised design2FE Welsh-medium primary school with nursery for Ysgol Glan Morfa on the Maltings site. - Any standalone new build accommodation would be "off plan" Standard design build in compliance with the BREEAM 'Excellent' specification, minimizing running costs, construction costs and detrimental environmental impact. - 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

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick +	-	Ntrl	Un-Crtn	Evidence or suggestion for improvement/mitigation
				✓	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: - 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. Refurbishment/adaptations: - Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation. -
• *encouraging walking, cycling, and use of public transport and improving access to countryside and open space*	✓				- 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.

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	
					- 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. - 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: 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.

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	
			✓		
• *reducing environmental pollution (land, air, noise and water)*			✓ ✓ ✓		Builders would be encouraged to minimise air, light and noise pollution during the construction period. New build accommodation would be located so as to avoid any adverse impact on access to natural light for neighbouring properties. 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.
• *reducing consumption and encouraging waste reduction, reuse, recycling and recovery*	✓			✓	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. Measures that would be considered in the design of any new build scheme: • 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
• *encouraging biodiversity*			✓		Ecological surveys would be undertaken as necessary and recommendations to mitigate any impacts on biodiversity would

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick +	-	Ntrl	Un-Crtn	Evidence or suggestion for improvement/mitigation
					✓	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.
1.3	**People in Cardiff are safe and feel safe;** *Consider the potential impact on* • *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*	✓		✓ ✓		The South Wales Police's Crime Prevention Design Advisor would be consulted on the project and the recommendations considered and incorporated where practicable. 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. Schools are required to have safeguarding mechanisms in place. Appropriate levels of DBS checks for contractors would be put in place.
1.4	**Cardiff has a thriving and prosperous economy;** *Consider the potential impact on* • *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*	✓ ✓				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. 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: • 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

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick +	-	Ntrl	Un-Crtn	Evidence or suggestion for improvement/mitigation
						within the local community.
1.5	**People in Cardiff achieve their full potential;** *Consider the potential impact on* • *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*	✓ ✓				Investment in school buildings improves the learning environment, contributes to the delivery of the modern curriculum and helps learners to achieve their potential. 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. 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.
1.6	**Cardiff is a Great Place to Live, Work and Play** *Consider the potential impact on* • *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*			✓ ✓	 ✓	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. 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. Using the Council's online sources there are no cultural heritage receptors recorded on any of the sites being considered.

	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	
				✓		
1.7	**Cardiff is a fair, just and inclusive society.** Consider the potential impact on • *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)?*	✓		✓		- 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.
1.8	**The Council delivers positive outcomes for the city and its citizens through strong partnerships** *Consider the potential impact on* • *strengthening partnerships with business and voluntary sectors* • *the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings*	✓			✓	Modern school facilities can provide flexible spaces for partnership working (integrated services) and use 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.

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick +	-	Ntrl	Un-Crtn	Evidence or suggestion for improvement/mitigation
EQUALITY IMPACT ASSESSMENT *Will this Policy/Strategy/Project have a **differential impact** on any of the following:*					*Please give details/consequences of the differential impact (positive and negative), and what action(s) can you take to address any negative implications?*
• **Age** (including children and young people aged 0-25 and older people over 65 in line with the United Nations Conventions)	✓				**3-11 year olds** Investment in school buildings improves the learning environment and contributes to the delivery of the modern curriculum. Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice. *Health and Safety and Safeguarding* The Council has experience of delivering new build projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety. *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.
				✓	*Transport and Traffic* - Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at

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	
					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.
	✓				- 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.

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick +	-	Ntrl	Un-Crtn	Evidence or suggestion for improvement/mitigation
	✓			✓	**Employment Age** *Redeployment/recruitment* There may still be a perception that redeployment/recruitment 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.
• **Disability**	✓				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. Designs would take into account the needs of the following in the Design Access Statement that accompanies any planning application: - Those with a hearing impairment – e.g. appropriate

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	
	✓ ✓				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. 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. Transport for disabled pupils would not be affected. Transport needs are assessed on an individual basis.
• **Gender Reassignment**			✓		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.
• **Marriage & Civil Partnership**			✓		N/A
• **Pregnancy & Maternity**			✓		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

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick +	-	Ntrl	Un-Crtn	Evidence or suggestion for improvement/mitigation
					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.
• **Race**			✓		Race and Religion/Belief 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. 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. <u>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 the relevant Building Bulletin guidelines. The operational management of the school could also enable use of rooms not designated for EAL. 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.
• **Religion/Belief**	✓		✓		

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	
• Sex			✓		The schools would admit pupils of both sexes. 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.
• Sexual Orientation			✓		Fears that redeployment/recruitment opportunities could be affected by sexual orientation. Evidence collated by the Stonewall lobby group alleges that LGB 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 the changes in this proposal. This ensures that good practice is followed, including the application of the Council's policies on equal opportunities.
• Welsh Language • Other Languages			✓		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. 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 the school in alternative formats upon request.

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	
			✓		Other Language support 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):

Economic/Educational/Social

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.

Investment in school buildings improves the learning environment and contributes to the delivery of the modern curriculum.

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.

Health and Safety and Safeguarding

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.

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.

If 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.

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? ▪ **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 (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

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	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new standardised 2FE primary school on a new site at the Maltings from September 2017.		Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.						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	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 English Medium, Welsh Medium and Faith schools across Cardiff	✔	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.	✔	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.	✔		✔		x	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. 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. 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).
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	a) ✔/o b) ✔	a) ~~Standalone new build:~~ - 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. Extensions: - Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation. 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. Traffic and transport implications including measures to encourage walking and cycling would be considered as part of a Transport Assessment. 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.							a)o b) x	a) No improvement to existing accommodation (same as proposal) 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.
3. *Promote health and wellbeing* by protecting and enhancing public open space and improving access to POS	0	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.	0	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.	✔	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.	✔	The land at the Maltings 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.	0	N/A
4. *Minimise* air, light and noise pollution associated with	a) ✔	a) Builders would be encouraged to minimise air, light and noise pollution during the construction period. The new build would be located so as to avoid any adverse impact on access to natural light for neighbouring properties.							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

SEA Objectives	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new standardised 2FE primary school on a new site at the Maltings from September 2017.		Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.						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	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
building development and traffic congestion	b) x Mitigation	b) An increase in the number of children attending the schools could increase the volume of traffic in the vicinity of the schools. Mitigated by: - 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. Parking facilities provided at schools is generally only for staff and to meet operational needs. - 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								polluting modes of transport. Congestion is also exacerbated due to the volume of traffic criss-crossing the city.
5. *Protect* and enhance biodiversity, flora and fauna	? Mitigation	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.	? Mitigation	Same as option 1	? Mitigation		? Mitigation		0	N/A
6. *Protect* and enhance the landscape	? Mitigation	Any potential impact on the natural environment would be taken into account at an early stage in the design process so that it can be mitigated.	? Mitigation	Same as option 1	? Mitigation		? Mitigation		0	N/A
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	a) 0 b) ?	a) Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable urban drainage systems (SUDS). b) Water efficient measures may be possible to a lesser or greater extent depending on the compatibility of existing buildings.	a) 0 b) ?	Same as option 1	a) 0 b) ?		a) 0 b) ?		0	N/A
8. *Promote* regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	a) ✔ b) ? ?	a) All new build accommodation must be DDA accessible under the Equality Act 2010. Modern school facilities can provide flexible spaces for partnership working (integrated services) and use 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.			a) ✔ b) ?	a) All new build accommodation must be DDA accessible under the Equality Act 2010. If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to ensure 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. b) Consideration is given at the design stage to providing spaces that have the potential to be used by the community in	a) ✔ b) ?	Same as option 3	0	N/A

SEA Objectives	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new standardised 2FE primary school on a new site at the Maltings from September 2017.		Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.						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	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
						response to local need. Modern school facilities can provide flexible spaces for partnership working (integrated services) and use 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.				
9. *Protect and enhance* designated historic assets	0	There are no registered historic assets within the site boundary of the existing or proposed sites?	0	Same as option 1	0	Same as option 1	0	Same as option 1	0	N/A

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 BREEAM 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: 21 MARCH 2016

CARDIFF CENTRAL TRANSPORT INTERCHANGE

REPORT OF DIRECTOR OF ECONOMIC DEVELOPMENT AGENDA

ITEM: 7

PORTFOLIO: TRANSPORT, PLANNING AND SUSTAINABILITY (COUNCILLOR RAMESH PATEL)

Appendices 1-3 of this report are exempt from publication because they contain information of the kind described in paragraphs 14 and 21 of parts 4 and 5 of Schedule 12A to the Local Government Act 1972.

Reason for this Report

1. To provide Cabinet with a further update on the Central Transport Interchange project and to seek to progress to the next stage of the project pending a more detailed report to Cabinet in May regarding the commercial options for funding and carrying out the development works.

2. To authorise the completion of a Pre Planning Agreement upon the terms set out in this report.

Background

3. On the 3 December 2015 a report was presented to Cabinet to provide an update on the Central Square regeneration scheme and to outline proposals for the delivery of the new Central Transport Interchange building, including an indicative construction programme and estimated costs for the bus station element. The report gave delegated powers to officers to consider detailed funding options and to come back to Cabinet with a final recommendation once the developer had submitted its proposals to the Council.

4. Since December significant progress has been made on both the broader Central Square regeneration scheme and on preparing for the delivery of the Central Transport Interchange building. In terms of Central Square, Building No1 has now been completed and will be occupied from 14th March 2016. The construction of the BBC HQ building has progressed. The site is currently being excavated to prepare for the construction of the sub-structure and the accommodation of underground parking. The developer has now secured significant interest in Building No2 and as such has commissioned Foster & Partners to

prepare detailed designs to enable the discharge of reserved matters which will be submitted in March. A contractor has also been appointed with a view to progressing the development at the same time as the delivery of the BBC HQ. Design works on the public realm scheme have also progressed and it is intended that the Council will enter into a fixed price contract with the developer for the delivery of the public realm scheme, details of which will also be reported to Cabinet in May.

5. In terms of the Interchange building, since December, significant progress and investment has been made to ensure the project continues to move forward in line with the delivery programme. Recent activity includes:

- Submission of a planning application for the demolition of the Wood Street NCP Car Park and Marland House. This has subsequently been approved.

- The main contractor for the construction of the Interchange development has been procured through a tender process with four national construction companies and Sir Robert McAlpine has been appointed. Work has progressed on designing a preferred construction methodology in collaboration with Foster + Partners and Arup. This has informed the development of detailed cost estimates and appraisals for the construction of the building.

- The developer has appointed Foster + Partners to prepare a detailed planning application for submission in June 2016.

- The developer has appointed Aecom to undertake a Transport Impact Assessment to support the submission of the planning application in June. Further to this Aecom has also been appointed by the Council to update the City Centre Transport Strategy to ensure the bus interchange development links seamlessly with the wider transport requirements for the city centre. Aecom has been appointed by the Council to provide specific transport expertise as part of the process of developing the detailed design for the bus station element of the Interchange building.

- Negotiations for the termination of tenancies at Marland House have progressed. The Council has assisted tenants that have required to be relocated and will now be in a position to deliver vacant possession at the end of March. This will enable demolition of Marland House to commence towards the end of April.

- Engagement with stakeholders has continued on a regular basis. This will be stepped-up over coming months to ensure broad input into the detailed design of the scheme that is being prepared for submission to planning.

Issues

6. The programme for construction of the new Central Transport Interchange is dictated by the termination of the existing Marland House tenancies, demolition of Marland House and the Wood Street NCP Car Park and completion of detailed design works to enable submission of a detailed planning application. Together these represent a major pre-development cost.

7. The next step in the process for the delivery of the Central Transport Interchange is for the Council to enter into a Pre Planning Agreement with the developer in advance of agreeing a heads of terms funding package. A report on options for funding the development will be presented to Cabinet in May. Confidential Appendix 1 summarises the key information that is being compiled to enable a decision in May.

Pre Planning Agreement

8. The developer of Central Square holds an option to take a lease of the Marland House site and is prepared to pre-fund the design, planning, tenancy and demolition costs which need to be progressed prior to final approval of the main funding package for the Interchange. This will keep the project on programme. However the developer is at risk in incurring these costs in advance of the Council formally agreeing to the funding package. Accordingly, the developer has offered the Council the opportunity to enter into a Pre Planning Agreement whereby the developer will deal with the tenant, design, planning and demolition issues. Those costs will form part of the development appraisal which is due for approval in May. The Pre Planning Agreement commits the Council to underwrite certain agreed costs to enable work on the full planning application to be progressed in advance of agreeing the funding package. The terms of the Pre Planning Agreement are set out in confidential Appendix 2 and are subject to the specified maximum figure.

9. In order to mitigate the risk to the Council of entering into a Pre Planning Agreement before an in principle funding approach is agreed, the pre planning costs have been divided into two stages. The first stage will provide for the submission of a hybrid planning application in June providing detailed design for excavation and sub-structure and seeking outline consent for the super-structure. The second phase will deal with the discharge of detailed conditions relating to the super-structure. The Cabinet is therefore, at this time, only being asked to provide approval for the first stage of costs as outlined in Appendix 2. The second stage of pre planning costs will then be considered as part of the broader decision to be taken on the funding approach and associated affordability implications by Cabinet in May.

10. In terms of funding the new interchange building, the Council is exploring a number of approaches that not only seek to reduce the overall cost to the Council, but also seek to enable delivery of a comprehensive scheme that meets the Council's planning and place-making aspirations for Central Square. The Council has allocated adequate funds to deliver a

stand-alone bus station on the site in its capital programme. However, this would mean the bus station bearing the whole costs associated with the assembly of the site. Therefore, in order to minimise the overall cost of the new bus interchange, and to realise the maximum possible return for the investment made in land, the Council has developed a mixed use scheme including offices and retail. A mixed use scheme has a headline cost far in excess of the capital costs previously estimated for the delivery of a stand-alone bus station. However, a mixed use scheme has the potential to make a significant contribution towards the affordability of delivering a new bus interchange through rental income.

11. The developer has now provided the Council with a proposal in relation to the interchange development, including potential options in relation to retail and office elements, as well as the interchange itself. Appraisals have been received and these are currently being reviewed by the Council's advisers in regard to projected costs, values and expected commercial income streams.

Reason for Recommendation

12. To request delegated authority to enter into a Pre-Planning Agreement which will enable the Interchange project to remain on programme.

<u>Financial Implications</u>

13. The attached report provides a further update on the Central Transport Interchange and seeks authority to progress tenant relocation, demolition, design and planning via a Pre-Planning Agreement with the developer. As matters contained in Appendix 1 and Appendix 2 are commercially confidential, an additional set of confidential Financial Implications have been set-out at Appendix 3, which should be considered in conjunction with the report.

14. The 2016-17 Capital Programme presented to Council in February included an allocation of £20 million for the 'Delivery of Central Square development including a new Integrated Transport Hub', which is to be fully funded by capital receipts and s106 contributions associated with Central Square. In addition, £3.715 million of the Central Square Public Realm budget is directly reliant on resources generated from the Marland House/NCP car park sites (plots 9-12). However, in previous reports Cabinet were advised that the actual level of receipts and s106 contributions realised will be very much dependent on the proposal and related development appraisal brought forward for consideration.

15. The developer has now provided the council with a proposal in relation to the Marland House/NCP car park sites and these are being reviewed by the Council's financial and commercial advisors. Should the proposals brought forward by the developer either result in lower receipts than previously anticipated or be reliant on an alternative funding strategy, then the resulting budgetary implications will need to be fully considered as part of any decision to proceed. The strategy for managing any

shortfall arising against the public realm budget would also need to be understood.

16. Where the proposed funding solution is reliant on future commercial income streams, then these will need to be robustly tested to understand the base assumptions, the level of sensitivity inherent within those assumptions and the resultant impact on affordability should changes occur over the life of the funding term. Other matters such as void periods, management costs, VAT, SDLT and wider taxation issues will also need to be factored into the overall affordability assessment.

17. The report seeks to delegate authority to conclude details of a phased Pre Planning Agreement as set in Appendices 1 and 2, subject to a specified maximum figure for the first phase, to the 30th June. In the event the Council becomes liable for the costs associated with the Pre Planning Agreement, these costs may become abortive and will need to be written-off to the Council's revenue account. The resulting budgetary implications will need to be managed within existing resources. In-light of the financial climate the council finds itself in, the challenges associated with accommodating a significant sum should not be under estimated.

18. Due to pre-agreed deadlines it is necessary for the council to fund an element of statutory compensation costs in advance of entering into the Pre-Planning Agreement. These sums can be initially met from the Cardiff Enterprise Zone earmarked reserve set-up to cover management and holding costs associated with buildings acquired as part of the redevelopment of Central Square. In the event that the Pre Planning Agreement is enforced, the design costs will be warranted to the council and could be used as part of an alternative proposal. Similarly, the council would still need to vacate existing tenants from Marland House in order to preserve the value of its asset and maximise its potential as part of any alternative scheme that may be brought forward.

19. It anticipated that the full financial implications of the developer's proposal will be reported to Cabinet in May as part of the next phase of key decisions required (as set-out in Appendix 1). The budget implications arising will need to be factored into the wider Capital Programme for future years, which is being progressed on the basis that any commitments relating to the interchange development are self-funded.

Legal Implications

20. In its dealings with property, the Council has to be mindful of its fiduciary duty to its council tax payers and the need to demonstrate value for money. In disposing of property, the Council has a specific duty to secure the best consideration reasonably obtainable, whether in cash or otherwise, pursuant to section 123 of the Local Government Act 1972.

21. The Council's Procedure Rules for the acquisition or disposal of interests in property provide that the Council's decision makers will have proper

regard to professional advice from a qualified valuer at all relevant stages during the process. The intention is that due probity and accountability can be demonstrated and value for money achieved. Value for money also has to be demonstrated in regard to the cost of carrying out of works.

22. In the case of commercial properties, disposal and acquisition prices are impacted upon by considerations such as achievable rental income, service charges and holding costs, the costs and values of redevelopment, funding costs, the tenanting of new accommodation and the cost obtaining vacant possession from sitting tenants. In the current economic climate, this kind of consideration can impact significantly upon residual valuations for the premiums attached to the granting and taking of commercial leases, and upon the viable level of Section 106 contributions.

RECOMMENDATION

Cabinet is recommended to delegate authority to the Director of Economic Development, in consultation with the Leader of the Council, the Cabinet Member for Corporate Services and Performance, the Cabinet Member for Transport, Planning and Sustainability, the Corporate Director Resources and the Interim Monitoring Officer to settle the terms of a phased Pre-Planning Agreement in accordance with paragraph 9 of this report and the proposal set out in Appendices 1 and 2 with a view to preserving the indicative timetable for the new Interchange building in advance of the recommendation to Cabinet in May 2016 regarding the funding package.

Neil Hanratty
Director
15 March 2016

The following appendices are attached:

Appendix 1: (Confidential) Summary of the Proposed Pre-planning Agreement for the new Transport Interchange

Appendix 2: (Confidential) Pre Planning Indicative Costs and Proposed Phased Cost Cap

Appendix 3: (Confidential) Financial Implications

By virtue of paragraph(s) 14, 21 of Part(s) 4 and 5 of Schedule 12A
of the Local Government Act 1972.

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