

**CABINET MEETING: 15 SEPTEMBER 2016**

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**SCHOOL ORGANISATION PROPOSALS: THE PROVISION OF  
ADDITIONAL ENGLISH-MEDIUM PRIMARY SCHOOL PLACES AT  
RADYR PRIMARY SCHOOL**

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

**AGENDA ITEM: 5**

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**PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)**

**Reason for this Report**

1. To enable the Cabinet to consider a recommendation to hold public consultation on a proposal which responds to the rising demand for additional English-medium primary school places in the Radyr and Morganstown areas of the city.

**Background**

2. There has been an increased demand for English-medium primary school places in the Radyr and Morganstown areas in the past five years. The area is served by two English-medium community primary schools, Bryn Deri Primary School and Radyr Primary School.
3. As a temporary measure to meet demand, additional places were provided using a combination of existing and temporary accommodation at Radyr Primary School in September 2012, September 2013, September 2014, September 2015 and September 2016.
4. Projections indicate that this demand for places will continue to exceed the capacity of local schools in future years and therefore a permanent solution is required.

**Issues**

**Demand for English-medium places within the Radyr Primary School  
catchment area**

5. The catchment area of Radyr Primary school falls entirely within, and serves part of, the Radyr and Morganstown ward. The Radyr and Morganstown ward is also served by Bryn Deri Primary School.

6. The Radyr Primary School catchment area lies within the catchment area of Radyr Comprehensive School. Projected demand for English-medium community school places varies in each of the primary school catchment areas within the secondary school catchment, however, the combined demand is at a high level.

### **School Capacities and Published Admission Numbers**

7. The published overall school capacity of Bryn Deri Primary School is 184 places. The Published Admission Number, agreed in consultation with the Governing Body of the school, is 30 places for each year group.
8. The school accommodates 8 teaching classrooms, including the nursery classroom. This allows for one classroom for the nursery and one for each year group from Reception to Year 6.
9. The published overall school capacity of Radyr Primary School was set in 2008 at 315 places. The Published Admission Number, agreed in consultation with the Governing Body of the school, is 45 places for each year group. The assessed capacity and Admission Number are based on 12 teaching classrooms, including two classrooms in a demountable unit.
10. A nursery class was established at the school in 2013. An additional demountable unit containing two classrooms was provided, allowing for the new nursery class to be accommodated within an existing classroom within the main building and providing the school with one (net) additional classroom.
11. The school presently accommodates 14 teaching classrooms, including the nursery classroom. This configuration is one classroom fewer than necessary for the school to organise two classes (i.e. as 2FE) for each year group from Reception to Year 6.
12. A reassessment of the capacity, taking into account the use of shared support space in the school, indicates that the school is able to accommodate up to 376 pupils.

### **Recent demand for places**

13. A growth in the pre-school population has been evident in recent years in the Radyr and Morganstown area.
14. School census data (PLASC) confirms that the number of pupils attending English-medium Reception places at any school, resident within the catchment area of Bryn Deri Primary School, exceeded 30 places by 8 pupils in January 2013 and by 4 pupils in January 2014.
15. The number of pupils attending English-medium Reception places, resident within the catchment area of Radyr Primary School, exceeded 45 places by 10 pupils in January 2014 and by 2 pupils in January 2015. Initial data analysis suggests that the number of pupils attending Reception at an English-medium primary school also exceeded 45 in January 2016 by 26 pupils.

16. In September 2012, to assist in meeting the demand for places in the local area, the Council agreed with the Governing Body of Radyr Primary School to allow the admission of up to 15 additional pupils to the school, utilising spare accommodation in the school.
17. In order to continue to accommodate pupils in Radyr and Morganstown in local English-medium schools, and to prevent late applicants being unable to obtain local school places in neighbouring schools, the Council has allowed the admission of up to 60 pupils at entry to Reception in the successive intakes since September 2012.
18. The combined demand for English-medium community school places in the Bryn Deri and Radyr catchment areas, and take up of places at the two schools, in recent years is set out below:

<b>Table 1: Pupils enrolled in EM community Reception classes</b>					
	<b>Primary School catchment area:</b>			<b>Pupils admitted to school</b>	
<b>Academic Year</b>	<b>Bryn Deri Primary</b>	<b>Radyr Primary</b>	<b>Bryn Deri Primary &amp; Radyr Primary combined catchment</b>	<b>Bryn Deri Primary</b>	<b>Radyr Primary</b>
2011/2012	26	29	55	30	38
2012/2013	38	39	77	30	60
2013/2014	34	55	89	30	60
2014/2015	28	47	75	30	56
2015/2016	25	71	96	30	60

### **School Class Organisation**

19. Schools that are highly/ fully subscribed and which also have a Published Admission Number that is not a multiple of 30 pupils are expected to operate mixed age classes. In the case of Radyr Primary School, the Published Admission Number of 45 provided a suitable balance with the demand for places in the area for a number of years and the school was able to balance numbers of pupils in each year group with other year groups, in order to operate as a 1.5 Form entry school.
20. Having admitted 60 pupils in September 2012 to meet the demand for places that could not be accommodated elsewhere, and demand for places having remained at a high level, the Council has required the school to admit in excess of 45 pupils each year since and school has not been able to return to a 1.5 form entry organisation.

21. As a consequence of this, the school would require an additional classroom for September 2017 in order for the Council to comply with admitting pupils up to the Published Admission Number of 45 places. Class structure details can be seen at Appendix 1.
22. The provision of an additional classroom would result in an enlargement of the premises of the school which would increase the capacity of the school by at least 25% resulting in a significant alteration (known as “regulated alterations”) for which proposals must be published (School Organisation Code 2013).

### **Future demand**

23. Projected demand based upon NHS data received in 2015 indicates that the number of English-medium community pupils entering Reception will remain at high levels until at least September 2018, the latest year for which data are available.

	<b>Primary School catchment area:</b>		
<b>Academic Year</b>	<b>Bryn Deri</b>	<b>Radyr</b>	<b>Bryn Deri &amp; Radyr combined catchment</b>
2016/ 2017	34	69	103
2017/ 2018	37	54	91
2018/ 2019	30	80	110

24. The above projections take account of a positive Cohort Survival Ratio in the area, indicative of pupils moving into the area in the years between the age of 0-4. This ratio is evident in the annual NHS population data update for the Bryn Deri and Radyr catchment areas.
25. Projected demand for school places takes account of data supplied by the NHS and the recent take-up of places. The Council is aware of a number of sites approved for housing and/ or under consideration by housing developers that, if progressed, would increase the demand for school places in the local area.
26. Whilst any additional housing, if agreed for development, will be expected to include provision for education, any new housing in the locality could create additional demand for school places in addition to that included in projections, at least in the short term. In the event of this being the case consideration would need to be given to how this demand would be met.

### **Solutions to meet demand**

27. The catchment areas of Radyr Primary School and Bryn Deri Primary School are abutted by those of the following primary schools:
  - Coryton Primary School, Whitchurch
  - Danescourt Primary School, Llandaff
  - Hawthorn Primary School, Llandaff North
  - Pentyrch Primary School, Pentyrch

- Peter Lea Primary School, Fairwater
  - Tongwynlais Primary School
  - Ysgol Gynradd Gwaelod Y Garth
28. The number of places available at Coryton, Hawthorn, Pentyrch and Tongwynlais primary schools and the demand for places in each of these catchment areas broadly balances with places available at each school.
29. Coryton, Hawthorn and Tongwynlais are, in terms of safe home to school walking distance, geographically distant from Radyr and Morganstown. There is no safe walking route between Radyr/ Morganstown and Pentyrch.
30. Whilst Ysgol Gynradd Gwaelod Y Garth is within a reasonable<sup>1</sup> walking distance of parts of Morganstown, demand for places at the school from within its catchment area also broadly balances with the places available.
31. Peter Lea Primary School is in close proximity to some parts of the Radyr Primary School catchment area. However, this school falls within the secondary school catchment area of Cantonian High School. The demand for places at the three English-medium community primary schools in the Cantonian catchment (namely Fairwater, Pentrebane and Peter Lea) broadly balances with the places available in these catchment areas combined.
32. Changes to catchment areas of the above schools, and to Radyr Primary and Bryn Deri Primary, would not therefore provide a sustainable solution to balance the supply of and demand for places across the wider area.
33. Danescourt Primary School falls within the secondary school catchment area of Radyr Comprehensive High School, is within walking distance of parts of the Radyr Primary School catchment area, and has surplus places in comparison to demand from within its catchment area.

Academic Year	Primary School catchment area:			Danescourt	Bryn Deri, Radyr , Danescourt combined catchment
	Bryn Deri	Radyr	Bryn Deri & Radyr combined catchment		
2016/ 2017	34	69	103	21	124
2017/ 2018	37	54	91	24	115
2018/ 2019	30	80	110	26	136

34. Projections indicate that it may therefore be possible to provide a broad balance in the overall supply of and demand for places across the catchment areas of Bryn Deri, Radyr and Danescourt Primary Schools.
35. However, the distribution of children in the catchment area of Radyr Primary School is such that:

- the majority of pupils in the Radyr Primary School catchment area are more than 2 miles from Danescourt Primary School.
  - a large proportion of pupils are resident North of the Radyr Primary School site, and would therefore pass the school to commute to Danescourt Primary,
  - a large proportion of pupils are resident on the 'Radyr sidings' development and would, based on existing safe walking routes, be required to commute in excess of two miles to Danescourt Primary School.
36. Danescourt Primary School has also been fully subscribed at entry in recent years. At entry in September 2016, all 60 places available at Danescourt Primary School were allocated and the final place offered, on the basis of proximity to the school, was in closer proximity to the school (1.227 miles) than that of pupils resident on the Radyr sidings estate.
37. This suggests that in future years, should no action be taken to balance catchment areas, those pupils in the Radyr catchment that are refused admission to the school would also be unlikely to gain admission to Danescourt Primary School.
38. In summary, retaining existing arrangements would not be likely to provide sufficient places for pupils in the Radyr Primary School catchment area to be accommodated in schools within two miles of the school.
39. Additionally, implementing this option would also not allow the Council to comply with the published admission arrangements in September 2017 i.e. admitting a minimum of 45 pupils, should there be sufficient successful applicants.
40. The provision of an additional classroom is therefore necessary in order for the school to admit pupils in accordance with these published admission arrangements.
41. Implementation of these arrangements on a permanent basis, would enable the school to organise classes as a two form entry intake (up to 60 pupils per year).

(<sup>1</sup> Reasonable walking distance being less than two miles, this being set as the limit beyond which free home to school transport would have to be provided, in accordance with the Council's Home to School Transport Policy).

### **Demand for Welsh-medium places**

42. The Radyr and Morganstown ward is served by Ysgol Coed Y Gof, Pentreban, and Ysgol Gynradd Gwaelod Y Garth. The Published Admission Number for Ysgol Coed Y Gof is 60, and for the Welsh stream at Ysgol Gynradd Gwaelod Y Garth is 26.
43. Consultation on changes to the boundary between the catchment areas of these schools was undertaken in spring 2014, and the boundary amended

from September 2015. The demand for places at the schools remains at a high level; However, in the first round of admissions for entry in September 2016 all pupils resident in these catchment areas were able to be allocated a place at their catchment area school, if this was stated as their preference.

44. Ysgol Coed Y Gof was not fully subscribed in the first round of admissions for September 2016, admitting 49 pupils. Although Ysgol Gynradd Gwaelod Y Garth was fully subscribed in the first round, only 14 pupils were resident in the catchment area of the school. The remaining places were allocated to pupils resident in other areas, who stated a preference for the school.
45. Whilst the demand for places remains at a high level, the percentage of pupils requiring places in Welsh-medium community primary schools who are resident in the Ysgol Coed Y Gof catchment fell from 13% in January 2013 to 11% in 2015. The number and percentage of pupils requiring places in Welsh-medium community primary schools, who are resident in the Ysgol Gwaelod Y Garth catchment varies. However, all pupils resident in the catchment area requiring a place have been accommodated at the school in recent years.
46. It would therefore be prudent to continue to monitor the demand for Welsh-medium primary school places in the local area, and to bring forward appropriate proposals to balance the supply of and demand for places, when necessary.
47. The catchment areas of Ysgol Coed Y Gof and Ysgol Gynradd Gwaelod Y Garth lie within the catchment area of Ysgol Gyfun Gymraeg Plasmawr. Projected demand for Welsh-medium community school places varies in each of the primary school catchment areas within the secondary school catchment. However, the combined demand is at a high level. Consultation on reducing the catchment area of Ysgol Gyfun Gymraeg Plasmawr was undertaken in Spring 2016. The proposed reduction was approved and the boundary will be amended from September 2017.

#### **How would nursery provision be affected**

48. Nursery provision was established at Radyr Primary School in 2013 and currently operates with 32 part-time places. There is scope to increase the number of places within the existing accommodation subject to demand.

#### **How would secondary catchments/schools be affected**

49. At the point of expansion, Radyr Primary School would be in the existing Radyr Comprehensive catchment area.
50. Separate proposals would be brought forward in good time to ensure there are sufficient places to meet demand for English-medium places within the Radyr Comprehensive catchment areas if required.

## Quality and Standards

51. 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.
52. 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.
53. 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.
54. 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.
55. 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

56. 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).
57. The relevant Estyn Inspection reports provide grades against Key Questions and provide schools with recommendations for improvement.
58. For inspections carried out since September 2010 a common inspection framework was introduced and Estyn inspections carried out after September 2010 provides judgements against three Key Questions.
59. 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.
60. Radyr Primary School was last inspected in June 2011. The school's performance was judged to be good with prospects for improvement judged to be adequate.
61. In October 2012, the school was judged to have good progress and was removed from the list of schools requiring Estyn monitoring.
62. 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 CSC need to give each other in order that they achieve their targets.
63. The categorisation system is described below:

<b>Welsh Government Categorisation System</b>	
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.

64. The Welsh Government has categorised the school as Yellow.
65. Further information regarding quality and standards at Radyr Primary school can be seen at Appendix 2.

### **Standards**

66. 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.
67. 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 Radyr Primary School as a result of this proposal.

### **Provision**

68. The proposal seeks to provide appropriately for demand for English-medium primary school places in the Radyr and Morganstown areas.

### **Leadership and Governance**

69. The Council would continue to work with the leadership of Radyr Primary School to continue to ensure 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.

70. Careful planning would 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.

### **Potential Benefits**

71. The Council's aims to improve the sufficiency of school places and suitability of school places across Cardiff. This proposal would contribute towards this aim.
72. The following benefits would be expected to result from this proposal:
- Achieve a better match between the supply and demand for English-medium primary school places within the local area.
  - When compared with smaller schools, the scale of a two form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base.
  - A two form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
  - The ability to employ more teaching and support staff would allow the two form entry school to cover a wider range of curriculum expertise.

### **Potential Disadvantages**

73. The proposal could result in potential increased traffic congestion around the school site at drop off/pick up times. As noted at paragraph 3 the school has been operating at increased numbers since September 2012. The proposal if implemented would result in a marginal increase in the number of families accessing the school at drop off/pick up times. This is not however expected to have a significant impact on transport to/from the school and around the site.
74. Changes to any existing buildings can cause some disruption although experience shows that this can be kept to a minimum and the children's education does not suffer.

### **Risks associated with this proposal**

75. There is a risk that the expected number of pupils entering Reception does not materialise. Whilst this appears unlikely, officers will ensure projections are kept under review and respond to any such changes in demand accordingly.
76. There is a possibility of development constraints not yet identified becoming apparent and having both cost and delay implications.

### **Catchment area arrangements**

77. There are not proposed changes to catchment areas as part of this proposal.

### **Local Member consultation (where appropriate)**

78. The Local Member has been consulted and is supportive of the proposal.

### **Reason for Recommendations**

79. To respond to demand for English-medium primary school places in the Radyr and Morganstown areas.

### **Financial Implications**

80. This report seeks authority to consult on a proposal to increase the capacity of Radyr Primary School to allow the school to admit up to 60 pupils from September 2017. There are no direct financial implications of the decision to undertake a consultation exercise.
81. Following the consultation, a further Cabinet report on the proposals will be required, which would seek to clarify the funding arrangements and detailed financial implications would be provided as part of that report.
82. Currently, no bid for Council Capital Programme funding has been made, however it is anticipated that any funding required would be sought from this source. Expectations arising during the consultation exercise will need to be managed appropriately until full confirmation of funding has been received.

### **Legal Implications (including Equality Impact Assessment where appropriate)**

83. Under the Education Act 1996, the Council has a responsibility for education and must provide sufficient school places for pupils of compulsory school age.
84. A local authority can make proposals to make regulated alterations to a community school which include enlargement of the premises to increase its capacity under section 42 and Schedule 2 of the Schools Standards and Organisation (Wales) Act 2013. The Council is required prior to publishing its proposals to undertake a consultation on those proposals in accordance with section 48 of that Act and the School Organisation Code. The recommendation seeks authority to carry out that statutory consultation.
85. Any proposals must be the subject of full and fair consultation and due regard must be had by the Cabinet to the responses before a final decision is taken.
86. The Council 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. 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

87. 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 public sector equality duties.
88. The report identifies that the Equality Impact Assessment has been updated to take into account the consultation and is included in the Statutory Screening Tool at Appendix 1. 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. The decision maker must have due regard to the Equality Impact Assessment in making its decision.
89. 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 public sector equality duties.
90. In accordance with the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards included within the Council's Compliance Notice issued by the Welsh Language Commissioner, the Council must also consider the consultation must also consider (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.
91. The decision maker must also have regard to certain other matters when making its decision as outlined in the Statutory Screening tool (including where appropriate a Strategic Environmental Assessment). The decision maker is therefore referred to the Screening Tool attached at Appendix 1.

## **HR Implications**

92. HR People Services will work with the Governing Body of Radyr Primary in readiness for its permanent expansion. In line with the SOP HR Framework the Headteacher and the Governing Body will be encouraged to undertake a review of their staffing structure to ensure that they are sufficient for expansion as the numbers on roll increase. This will have to be balanced against the forecasted school budget. However, it is likely that the permanent expansion of the school will result in the creation of additional permanent vacancies.
93. HR People Services will also provide recruitment support in line with the Council's Redeployment and Redundancy Policy which the Governing Body has adopted. This means that any new vacancies arising as a consequence of an increase in the numbers on role, will provide opportunities for staff on the school redeployment register.

## **Transport Implications**

94. A Traffic and Transport Assessment has been commissioned to assess any potential impact on traffic and transport in the event of the proposal being implemented. Following the consultation, a further Cabinet report on the proposals will be required and any implications arising out of the assessment would be provided as part of that report.
95. Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools. The Council's transport policy for school children can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk))

## **RECOMMENDATIONS**

The Cabinet is recommended to:

1. Authorise officers to consult on a proposal to increase the capacity of Radyr Primary School to allow the school to admit up to 60 pupils from September 2017.
2. Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

**Nick Batchelar**  
**Director**  
**9 September 2016**

*The following appendices are attached:*

Appendix 1 – Class structure details  
Appendix 2 – Quality and Standards  
Appendix 3 – Statutory Screening Tool

## Radyr Primary School – Class Structure

Class organisation: 2015/16								
Class	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
1	30							30
2	29							29
3		30						30
4		30						30
5			30					30
6			30					30
7				30				30
8				30				30
9					30			30
10					14	14		28
11						30		30
12							23	23
13							21	21
<b>Total</b>	<b>59</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>44</b>	<b>44</b>	<b>44</b>	<b>371</b>

Class organisation: 2016/17								
Class	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
1	30							30
2	30							30
3		30						30
4		29						29
5			30					30
6			30					30
7				30				30
8				30				30
9					30			30
10					30			30
11						30		30
12						14	14	28
13							30	30
<b>Total</b>	<b>60</b>	<b>59</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>44</b>	<b>44</b>	<b>387</b>

<b>Class organisation: 2017/18 – existing accommodation</b>								
<b>Class</b>	<b>Yr 0</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>	<b>Total</b>
1	45?							<b>45</b>
2		30						<b>30</b>
3		30						<b>30</b>
4			30					<b>30</b>
5			29					<b>29</b>
6				30				<b>30</b>
7				30				<b>30</b>
8					30			<b>30</b>
9					30			<b>30</b>
10						30		<b>30</b>
11						30		<b>30</b>
12							22	<b>22</b>
13							22	<b>22</b>
<b>Total</b>	<b>45?</b>	<b>60</b>	<b>59</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>44</b>	<b>388</b>

<b>Class organisation: 2017/18 – with additional classroom</b>								
<b>Class</b>	<b>Yr 0</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>	<b>Total</b>
1	30							<b>30</b>
2	30							<b>30</b>
3		30						<b>30</b>
4		30						<b>30</b>
5			30					<b>30</b>
6			29					<b>29</b>
7				30				<b>30</b>
8				30				<b>30</b>
9					30			<b>30</b>
10					30			<b>30</b>
11						30		<b>30</b>
12						30		<b>30</b>
13							22	<b>22</b>
14							22	<b>22</b>
<b>Total</b>	<b>60</b>	<b>60</b>	<b>59</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>44</b>	<b>403</b>

<b>Class organisation: 2018/19 – with additional classroom</b>								
<b>Class</b>	<b>Yr 0</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>	<b>Total</b>
1	30							<b>30</b>
2	30							<b>30</b>
3		30						<b>30</b>
4		30						<b>30</b>
5			30					<b>30</b>
6			30					<b>30</b>
7				30				<b>30</b>
8				29				<b>29</b>
9					30			<b>30</b>
10					30			<b>30</b>
11						30		<b>30</b>
12						30		<b>30</b>
13							30	<b>30</b>
14							30	<b>30</b>
<b>Total</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>59</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>419</b>



The Table below shows the Estyn judgements, recommendations (Estyn Inspection June 2011), WG category and the Foundation Phase and Key Stage 2 data for Radyr Primary School

<b>Estyn judgements and recommendations, WG category, FP &amp; KS 2 data</b>	
<b>School's current Performance</b>	<b>Good</b>
<b>School's prospect for improvement</b>	<b>Adequate</b>
<b>Key Questions</b>	<b>Judgement</b>
<b>Key Question 1: How good are the outcomes?</b>	<b>Good</b>
Standards	Good
Wellbeing	Good
<b>Key Question 2: How good is provision?</b>	<b>Good</b>
Learning experiences	Adequate
Teaching	Good
Care, support and guidance	Good
Learning environment	Good
<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
Leadership	Adequate
Improving quality	Adequate
Partnership working	Good
Resource management	Good
<b>Recommendations</b>	
R1	Continue to focus on raising standards of achievement for all pupils
R2	Improve the planning of key skills to ensure coherency, progression and development across the school
R3	Improve teacher's planning to meet the needs of all pupils
R4	Clarify the roles and responsibilities of school leaders at all levels to improve development planning
R5	Improve the partnership between the school and parents or guardians
<b>Welsh Government Support Category</b>	
*Pupils achieving the expected outcome in the FP areas of learning (2015)	95%
*Pupils achieving the expected level in the core subjects at KS2 (2015)	96.4%
*Attendance (2015)	96.7%

\*further information can be found on the website: [mylocalschool.wales.gov.uk](http://mylocalschool.wales.gov.uk)

# Increasing Provision at Radyr Primary School



## 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](mailto: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

<b>Name of Strategy / Policy / Activity:</b> Proposal to provide additional English-medium primary school places in the Radyr and Morganstown area of the city.	<b>Date of Screening:</b> <b>August 2016 (new)</b>
<b>Service Area/Section: Education &amp; Lifelong Learning</b>	<b>Lead Officer:</b> Nick Batchelar
<b>Attendees:</b> Self assessment	

<b>What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function</b>	<b>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.]</b>
<p>To respond to the rising demand for additional English-medium primary school places in the Radyr and Morganstown area of the city.</p>	<p>There has been an increased demand for English-medium primary school places in the Radyr and Morganstown area in the past four years.</p> <p>The area is served by two English-medium community primary schools, Bryn Deri Primary School and Radyr Primary School.</p> <p>As a temporary measure to meet demand additional places were provided using a combination of existing and temporary accommodation at Radyr Primary School in September 2013, September 2014, September 2015 and September 2016.</p> <p>Projections indicate that this demand for places will exceed the capacity of local schools in future years and therefore a permanent solution is required.</p> <p>The increased number of primary aged pupils will be accommodated in demountable classrooms. The location and installation of the demountable accommodation would be subject to planning consent. Site and financial constraints do not allow for the expansion of existing facilities.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to ensure the accessibility of the proposed demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M, BB98 and BB102.</p>

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

Please use the following scale when considering what contribution the activity makes:		
<b>+</b>	Positive	Positive contribution to the outcome
<b>-</b>	Negative	Negative contribution to the outcome
<b>ntrl</b>	Neutral	Neutral contribution to the outcome
<b>Uncertain</b>	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	
<b>1.1</b>	<p><b>People in Cardiff are healthy;</b>  <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i></li> <li><i>vulnerable citizens and areas of multiple deprivation</i></li> <li><i>Addressing instances of inequality in health</i></li> </ul>	x				<p>N/A</p> <p>As the open space used by the school is not accessible to the public, the only potential impact of a school organisation proposal would be a loss of visual amenity value. The additional demountable accommodation would be in keeping with the existing school buildings and therefore there would not be a significant impact on the visual amenity value of the school site as a whole.</p>
<b>1.2</b>	<p><b>People in Cardiff have a clean, attractive and sustainable environment;</b>  <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the causes and consequences of Climate Change and creating a carbon lite city</i></li> </ul>	x				<p>The demountable accommodation would be new and therefore would be of suitable environmental quality for the foreseeable future. The demountable accommodation would be approved by Building Control.</p>
	<ul style="list-style-type: none"> <li><i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i></li> </ul>	x				<p>To reduce congestion and associated pollution in the vicinity of Radyr Primary School, a Travel Plan which includes schemes such as the Park Safe/Walk Safe scheme which encourages parents to park further away from the school would be explored by the school.</p>
	<ul style="list-style-type: none"> <li><i>reducing environmental pollution (land, air, noise and water)</i></li> </ul>			x		<p>Water efficient measures may be possible to a lesser or greater extent depending on the compatibility of existing buildings.</p>
	<ul style="list-style-type: none"> <li><i>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</i></li> </ul>	x				<p>The demountable accommodation would be new and therefore would be of suitable environmental quality for the foreseeable future. The demountable accommodation would be approved by Building Control.</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li><i>encouraging biodiversity</i></li> </ul>				x	Any potential impact on the natural environment would be taken into account at an early stage in the planning and design process.
<b>1.3</b>	<b>People in Cardiff are safe and feel safe;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li><i>reducing crime, fear of crime and increasing safety of individuals</i></li> <li><i>addressing anti-social behaviour</i></li> <li><i>protecting vulnerable adults and children in Cardiff from harm or abuse</i></li> </ul>	x				N/A
<b>1.4</b>	<b>Cardiff has a thriving and prosperous economy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li><i>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</i></li> <li><i>Assisting those Not in Education, Employment or Training</i></li> <li><i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i></li> <li><i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i></li> </ul>	x			x	<p>The school would provide employment.</p> <p>Consideration would be given to using local sub-contractors and suppliers.</p>
<b>1.5</b>	<b>People in Cardiff achieve their full potential;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li><i>promoting and improving access to life-long learning in Cardiff</i></li> <li><i>raising levels of skills and qualifications</i></li> <li><i>giving children the best start</i></li> <li><i>improving the understanding of sustainability</i></li> <li><i>addressing child poverty (financial poverty, access poverty, participation poverty)</i></li> <li><i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i></li> </ul>	x  x   x			x	<p>The following benefits would be expected to result from this proposal:</p> <ul style="list-style-type: none"> <li>Achieve a better match between the supply and demand for English-medium primary school places within the local area.</li> <li>When compared with smaller schools, the scale of a two form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base.</li> <li>The ability to employ more teaching staff and support staff would allow the two form entry school to cover a wider range of curriculum expertise.</li> </ul>

	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	<p><b>Cardiff is a Great Place to Live, Work and Play</b>  <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>promoting the cultural diversity of Cardiff</i></li> <li><i>encouraging participation and access for all to physical activity, leisure &amp; culture</i></li> <li><i>play opportunities for Children and Young People</i></li> <li><i>protecting and enhancing the landscape and historic heritage of Cardiff</i></li> <li><i>promoting the City's international links</i></li> </ul>			x		Using the Council's online sources there are no cultural heritage receptors recorded within the site boundary.
1.7	<p><b>Cardiff is a fair, just and inclusive society.</b>  <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the elimination of discrimination, harassment or victimisation for equality groups</i></li> </ul>	x				See Equality Impact Assessment below and attached.  Recruitment of school staff: The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.
	<ul style="list-style-type: none"> <li><i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i></li> <li><i>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</i></li> </ul>			x		<ul style="list-style-type: none"> <li>- Public consultation with relevant stakeholders and pupil consultation as appropriate.</li> <li>- Ecological Appraisal - external surveyors if appropriate</li> </ul>
	<b>EQUALITY IMPACT ASSESSMENT (This is attached on page 12)</b>					
1.8	<p><b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b>  <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>strengthening partnerships with business and voluntary sectors</i></li> <li><i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i></li> </ul>				x	N/A

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

**Economic**

- The school would provide employment.
- Consideration would be given to using local sub-contractors and suppliers.
- Potential efficiencies if the school facilities were used to deliver community provision outside of school hours.

**Social**

- Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.
- There could be the potential for community use of school facilities outside of school hours.
- The new proposal would increase English-medium primary school provision to serve the Radyr and Morganstown areas. This should minimise the outflow of pupils to other areas of Cardiff thereby reducing the use of cars or public transport and encouraging walking and cycling to and from school.
- Accessibility has been considered. See Equality Impact Assessment section 3.2.

**Environmental sustainability**

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

Recommendations made in the Equality Impact Assessment /Traffic Assessment at the design stage and any Ecological appraisal would be taken into account in the planning application Design & Access Statement and any Environmental Assessment respectively.

## Part 2: Strategic Environmental Assessment Screening

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

<p><b>Is a Full Strategic Environmental Assessment Screening Needed?</b></p> <ul style="list-style-type: none"> <li>▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes</li> <li>▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below)</li> </ul>	<b>Yes</b>	<p><b>No</b> X An SEA has been undertaken (attached)</p>
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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 [sustainabledevelopment@cardiff.gov.uk](mailto: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](mailto: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.*

## Equality Impact Assessment

### Corporate Template



<b>Policy/Strategy/Project/Procedure/Service/Function Title:</b> To provide additional English-medium primary school places in the Radyr and Morganstown area of the city.
New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Janine Nightingale	Job Title: Head of Schools Organisation, Access & Planning
Service Team: Schools Organisation Planning (SOP)	Service Area: Education
Assessment Date: 16/08/16	

**1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**

To provide additional English-medium primary school places in the Radyr and Morganstown area of the city.

**2. Please provide background information on the Policy/ Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

There has been an increased demand for English-medium primary school places in the Radyr and Morganstown areas for the past four years. The area is served by two English-medium community primary schools, Bryn Deri Primary School and Radyr Primary School.

**3 Assess Impact on the Protected Characteristics**

**3.1 Age**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on younger/older people?

	Yes	No	N/A
3 to 11 years	x		
11 to 18 years		x	
18 - 65 years		x	
Over 65 years		x	

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

**Primary school provision (Age 3-11)**

The Council aims to improve the sufficiency and suitability of school places across Cardiff. This proposal would contribute towards this aim. The following benefits would be expected

to result from this proposal:

Achieve a better match between the supply and demand for English-medium primary school places within the local area.

When compared with smaller schools, the scale of a two form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base.

A two form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors  
The ability to employ more teaching and support staff would allow the two form entry school to cover a wider range of curriculum expertise.

### **Catchment areas**

The proposal would not result in catchment area changes.

### **Potential impact on community provision (All Ages)**

n/a

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

n/a

### **If no differential impact, explain the reason(s) for this assessment:**

#### *Transport and traffic*

- Management of access to the school site prior/during parent drop off and pick up times would help with health & safety.
- Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to:
  - o manage transport efficiently
  - o improve access by all means of travel for employees, visitors, patients and students
  - o encourage sustainable transport – walking, cycling, public transport and car sharing
  - o reduce car use.
- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.

### **Employed age group**

#### *Redeployment opportunities*

There may still be a perception that redeployment opportunities to the new school could be affected by age. The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.2 Disability and Access

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<p><b>If no differential impact, explain the reason(s) for this assessment:</b></p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage on the accessibility of the new demountable build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p> <p><b>New demountable accommodation</b></p> <p>The design would take into account the needs of the following:</p> <ul style="list-style-type: none"> <li>- Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.</li> <li>- 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.</li> <li>- Those with a physical impairment – e.g. level threshold doors, lifts with disabled access</li> <li>- Those with learning disabilities – e.g. quiet spaces</li> </ul> <p>The design stage would give consideration to future proofing the accommodation in terms of accessibility. For example, space could be provided to enable accessible toilets to be modified without significant structural changes being required.</p> <p>Special Educational Needs (SEN) School Action support is provided in the classroom. However, there may be occasions where pupils are withdrawn from a classroom to receive an intervention.</p> <p><b>Transport</b></p> <p>Transport for pupils with a disability would not be affected as it would be provided if required to meet the child’s needs in accordance with the SEN Code of Practice.</p>

### 3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.4 Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
N/A

### 3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		x	
Maternity			N/A

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve

accessibility to the new demountable accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

### 3.6 Race

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

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

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

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

**If no differential impact, explain the reason(s) for this assessment:**

The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.

### 3.7 Religion, Belief or Non-Belief

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

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

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

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

**If no differential impact, explain the reason(s) for this assessment:**

The proposal would not have a differential impact upon faith as the provision would be available to all.

The senior staff in a school would be best placed to manage diversity in terms of belief (e.g. provision of a space for prayer).

### 3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		x	
Women		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women		x	
Heterosexual		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
(Fears that recruitment opportunities could be affected by sexual orientation)  Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.  The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language		x	
Other languages			

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
Proposals are brought forward to meet demand for English-medium or Welsh-medium education.

### 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.

It is Cardiff Council policy to provide signage in English and Welsh but not in other spoken languages. Therefore, additional way-finding methods would be considered including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols.

## 4. Consultation and Engagement

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

If the proposal proceeds, the Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) would be given the opportunity to comment at the design stage.

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

Groups	Actions
Age	See Generic over-arching actions below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	If the proposal were to proceed, an equality impact assessment would be carried out. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

## 6. Further Action

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

## 7. Authorisation

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

Completed By: Rachel Willis	Date: August 2016
Designation: : School Organisation, Access & Planning	
Approved By: Michele Duddridge Hossain	
Designation: School Organisation, Access & Planning	



**Environmental Report: Sustainability Appraisal (SA) Incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning proposal to provide additional English-medium primary school places in the Radyr and Morganstown area of the city.**

**Background**

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

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

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

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

**Proposal**

To provide additional English-medium primary school places in the Radyr and Morganstown area of the city.

Key:

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

See table headers below: \* Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA objective	Proposal		Meet demand by directing pupils to other schools in the area or neighbouring schools and/or revising catchment areas		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
1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff	✓	Achieved by expanding an existing school to meet the projected demand for places.	x	<p>The nearest primary school to Radyr Primary School is Bryn Deri Primary School.</p> <p>Increasing primary provision at Radyr Primary School provides the opportunity to achieve high quality school places which meet the needs of Cardiff's growing and changing population, as outlined as a key goal in the Council's Cardiff 2020 document, "A renewed vision for education and learning in Cardiff".</p>	x	<p>There is an immediate need for the Council to provide additional English-medium primary school places in the Radyr area as projections indicate that demand for places will exceed the capacity of local schools in future years and therefore a permanent solution is required.</p> <p>Providing additional English-medium primary school places at Radyr Primary School meets the Council's vision of 4 Key Educational Aims:</p> <p><b>AIM 1:</b> To improve Educational Attainment;  <b>AIM 2:</b> To improve the Sufficiency and Suitability of School Places across Cardiff and ensure we are providing a 21<sup>st</sup> Century School Standard;  <b>AIM 3:</b> To ensure that Cardiff achieves Best Value from its financial resources to improve the efficiency and cost-effectiveness of the education estate.  <b>AIM 4:</b> To facilitate the development of Community Focussed Schools, for benefit of the wider community, across Cardiff.</p>

SEA objective	Proposal		Meet demand by directing pupils to other schools in the area or neighbouring schools and/or revising catchment areas		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
<p>2. Reduce greenhouse gas emissions through:</p> <p>a) Energy efficient building design and disposing of poor quality surplus accommodation</p> <p>b) Promoting sustainable modes of transport and integrated transport systems</p>	<p>0</p> <p>x Mitigation</p>	<p>An increase in the number of children attending a school could increase the volume of traffic in the immediate vicinity.</p> <p>However, if the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p> <p>Traffic and transport implications including measures to encourage walking and cycling would be considered as part of the Transport Assessment for the proposal.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Limited scope for parking would encourage walking and cycling 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.</li> <li>- Consideration would be given to providing safe walking routes to existing designated parking in the wider locality.</li> <li>- Management of access to the school site prior/during parent drop off and pick up times would help with health &amp; safety.</li> <li>- School safety zones could be set up to address health and safety concerns from increased traffic flows in the school vicinity</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• manage transport efficiently</li> <li>• improve access by all means of travel for employees, visitors and pupils/students</li> <li>• encourage sustainable transport – walking, cycling, public transport and car sharing</li> </ul> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	N/A	N/A (See comments next to SEA Objective 1. above)	x	<p>Doing nothing is not an option as additional capacity is needed to meet the demand for places.</p> <p>If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p>
<p>3. Promote health and wellbeing by protecting and enhancing Public Open Space (POS) and improving access to POS</p>	0	<p>As the open space in and around the school are not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value. However, given the nature of the proposal and the value of the open space it is considered that the impact would be minimal.</p>	N/A	N/A (See comments next to SEA Objective 1. above)	N/A	N/A (See comments next to SEA Objective 1. above)
<p>4. Minimise air, light and noise pollution associated with building development and traffic congestion</p>	0	<p>a) Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>The position of the demountable accommodation would seek to minimise any adverse impact on access to natural light for neighbouring properties.</p> <p>b) An increase in the number of children attending the school could increase the volume of traffic in the vicinity of the school.</p>	N/A	N/A (See comments next to SEA Objective 1. above)	x	<p>If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic</p>

SEA objective	Proposal		Meet demand by directing pupils to other schools in the area or neighbouring schools and/or revising catchment areas		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
	<b>x Mitigation</b>	<p>Locating provision central to the area it would serve should reduce this outflow of pupils to schools elsewhere in Cardiff, minimise the use of polluting modes of transport such as cars and buses and encourage walking and cycling to and from school.</p> <p>To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> <li>Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement.</li> <li>The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school.</li> </ul>				transversing the city.
5. <i>Protect and enhance biodiversity, flora and fauna</i>	? Mitigation required?	A Phase 1 survey (Preliminary Ecological Assessment) of the site(s) could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.	N/A	N/A (See comments next to SEA Objective 1. above)	N/A	N/A (See comments next to SEA Objective 1. above)
6. <i>Protect and enhance the landscape (habitats/visual amenities)</i>	? Mitigation required?	A Phase 1 survey (Preliminary Ecological Assessment) of the site(s) could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.	N/A	N/A (See comments next to SEA Objective 1. above)	N/A	N/A (See comments next to SEA Objective 1. above)
7. <i>Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems</i>	✓	Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable Urban Drainage Systems (SUDS).	N/A	N/A (See comments next to SEA Objective 1. above)	N/A	N/A (See comments next to SEA Objective 1. above)
8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i>	0	If the proposal were to proceed, an equality impact assessment would be carried out on the accessibility of the design and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.	N/A	N/A (See comments next to SEA Objective 1. above)	N/A	N/A (See comments next to SEA Objective 1. above)
9. <i>Protect and enhance designated historic assets</i>	0	There are no registered historic assets within the proposed site.	N/A	N/A (See comments next to SEA Objective 1. above)	N/A	N/A (See comments next to SEA Objective 1. above)

## Conclusion

The proposal has been assessed to be largely compatible with the environmental objectives used to assess the goal and principles of the “21<sup>st</sup> Century Schools: A Strategic Framework for a School Building Improvement Programme” underpin school organisation proposals.

There has been an increased demand for English-medium primary school places in the Radyr and Morganstown area in the past four years. The area is served by two English-medium community primary schools, Bryn Deri Primary School and Radyr Primary School.

There is an immediate need for the Council to provide additional English-medium primary school places in the Radyr and Morganstown areas as projections indicate that this demand for places will exceed the capacity of local schools in future years and therefore a permanent solution is required.