

CABINET MEETING: 19 MARCH 2015

**REALIGNMENT OF THE 21ST CENTURY SCHOOLS
PROGRAMME**

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

AGENDA ITEM: 12

PORTFOLIO: EDUCATION & SKILLS (COUNCILLOR JULIA MAGILL)

Appendices 2 & 3 are not for publication as they contain exempt information of the description in paragraph(s) 16 of Part 4 of Schedule 12A of the Local Government Act 1972

Reason for this Report

1. To update Cabinet on the realigned Strategy for the Council's 21st Century Schools Programme, as a key part of the Council's Corporate Property Strategy.
2. To note that the approval in principle of the realigned strategy by Welsh Government is required and to authorise discussion with the Welsh Government to secure approval in principle.

Background

3. In November 2011, the Council submitted a 21st Century Schools Programme bid to Welsh Government. The level of Capital investment contained within that Programme (predicated upon 50% Welsh Government funding, 50% Authority funding) known as "Band A", was £137.328 million and this was approved in principle in December 2011. This was broken down into £68.664 million from Welsh Government and £68.664 million from the Council, funded from a number of sources including capital receipts from surplus education land, Section 106 contributions, Council capital programme funding and prudential borrowing. This grant funding is subject to approval by Welsh Government of detailed Business Cases for each individual scheme. Each project is assessed for its affordability and whether it fulfils the objectives of the 21st Century Schools Programme. "Band A" funding is in place until March 2019. On the 1st of April 2019 "Band B" funding will commence. It is important for the Council to give an early indication to

Welsh Government as to which projects it anticipates including in “Band B” funding.

4. Since 2011, nine school projects have been successfully completed under “Band A” and some £16.72 million of grant funding has been utilised. These include Ysgol Gymraeg Treganna, a new three form entry Welsh medium primary school in Canton, and the consolidation of English medium & Welsh medium provision in Whitchurch within Whitchurch Primary and Ysgol Gymraeg Melin Gruffyd.
5. The Programme now needs to be realigned to take account of changes since 2011. A key priority of the current administration is to raise educational attainment in Cardiff and capital expenditure has the potential to make an important contribution to creating high quality environments to support teaching and learning effectively. This aspiration is set against a backdrop of increasing financial pressure. In this respect new school developments will need to:
 - represent best value;
 - be delivered via innovative procurement methods; and
 - be community focussed, in order to benefit the wider community.
6. Cardiff has experienced significant population growth since 2011 and there is a need to address the sufficiency (supply) of school places. Also to be taken into account is that too much of the school estate is in poor condition. Through addressing these issues in partnership with Welsh Government, the Council will ensure that the best possible education for every child and young person is provided, regardless of their background or location in the city.

Issues

7. The realigned 21st Century Schools programme is framed with reference to the changes in population in the City, disparities in economic prosperity and educational outcomes, the sufficiency of school places and the condition of the educational estate.

Population Growth

8. Over the last five years the city has experienced an increase in population of approximately 1.1% per annum, which is around 3,800 individuals. It has also seen the arrival of significant numbers of international economic migrants, from countries such as Poland, Bulgaria and further afield. This population growth provides a challenge to the Local Authority in terms of providing sufficient good quality education places.
9. A further factor to consider is the impact that the two large housing sites within the Local Development Plan will have on the demand for schools places. The Deposit Cardiff Local Development Plan 2006-2026 predicts that the population of the City will rise by 22% by 2026. A significant part of the response to this is the inclusion of two major new strategic housing

sites in the City. This includes North East Cardiff and the area around the community of Pontprennau where some 5,800 homes are planned and the area to the North West of Cardiff and at Junction 33 of the M4 where some 7,000 new homes are planned. These new developments will be phased over the next ten years and will have a number of new primary and high schools built as key parts of the development. They will also have an impact on catchment areas within the wider city. So it is important that this future predicted growth and the provision of these new schools, via Section 106 Planning agreements, are considered within the 21st Century Schools Programme.

Economic Prosperity

10. When Cardiff is considered economically it can be seen as a city of two differing economies. The northern half of the city is in the main fairly prosperous, with low levels of unemployment and benefit claimants and generally higher levels of educational attainment. The south of the city, which includes part or all of the Neighbourhood Management Areas of Cardiff City and South, Cardiff South West and Cardiff East are quite different. This area, the “Southern Arc” of the city, includes the wards of Llanrumney, Rumney, Trowbridge, Adamsdown, Splott, Butetown, Grangetown, Riverside, Ely and Caerau. These areas, and in particular Ely, are some of the most deprived wards in Wales and have the highest levels of unemployment, children in low income families and lowest levels of educational attainment.
11. As set out in *Qualified for Life*: “[a] successful education system will directly contribute to a stronger economy, greater innovation, improved productivity and more high value businesses with more highly skilled jobs” (Welsh Government 2014). However, when we examine economically active young people in the City it is evident that, although at Year 11 the percentage has fallen significantly from 11% inherited from 2011 to 4% in 2014 there are still too many young people not engaging in education, training or employment across the City. This is particularly the case in the Neighbourhood Management Areas that lie within the Southern Arc of the City.
12. Over a quarter of Cardiff’s children (26.2%) live in low-income families, which exceeds the figures for both Wales (21.9%) and the UK (20.1%) (*Cardiff Research Centre Oct 13*). There are however, large disparities across the City. This ranged from just 3.0% in Lisvane to almost a half of all families in Ely (47.8%) being from low income families. From the 29 electoral divisions in Cardiff, some sixteen exceeded the Wales proportion of 21.9%. These included Adamsdown, Butetown, Splott, Caerau and Trowbridge. The Council is committed to breaking the link between disadvantage and educational attainment. It believes that a young person’s background must never limit their achievements and that all children should receive a good education regardless of their location in the City.

Educational Outcomes

13. Improving educational attainment is a key priority for Cardiff.
14. In 2014 there was a 2.9% improvement in outcomes for the Foundation Phase across Cardiff. There has been a similar improvement in the percentage of pupils reaching the expected level at key stage 2. In 2014 the improvement in the core subject indicator (CSI) was 2.6% which is greater than the national improvement (1.8%). Performance at Key Stage 3 also continues to be higher than average for Wales in terms of the proportion of pupils reaching the expected level. The rate of improvement (3.9%) was in line with the national improvement (4.0%).
15. In 2014 at KS4 there has been an improvement of 3.9% in Level 2+ GCSE results and this compares favourably with a national improvement of 2.4%. However Cardiff is still slightly below the Wales average with 54% achieving level 2+ GCSE results compared to Wales at 55%. There is, however, a marked variability between schools with similar contextual factors. 7 out of 19 secondary schools met or exceeded their expected outcome for the level 2+ threshold. In the 12 schools where performance was below expectation, 8 schools had outcomes below expectation by more than 5%. The lowest performing schools in Cardiff at KS4 were located within the southern arc of the City. These high schools, including Eastern High, Michaelston College and Glyn Derw High must be given priority within this realigned 21st Century Schools Programme, to address the Key Educational Aim of improving attainment at KS4.
16. Six high schools in Cardiff that face particular challenges are currently included with the Welsh Government's *Schools Challenge Cymru* Programme. Eastern High, Glyn Derw and Michaelston are included in this initiative along with St Illtyd's Catholic High School, Cantonian High and Willows High School.

Sufficiency of School Places

17. The number of pupils entering Reception has increased year on year, from around 3,300 pupils enrolled in 2007 to some 4300 pupils in 2014. The total number of pupils enrolled in primary education also increased from 24,500 pupils in 2009 to 27,200 pupils in 2014. This increase in demand of 30% amounts to an additional 30 Forms of Entry at Reception age, and projections based on Health service (GP registration data) indicate that the number of pupils enrolled in primary education will continue to rise. Whilst there were 2,761 net surplus places in primary schools at the most recent survey in 2014, equating to 9% of places, intakes at Reception are within 1% of the combined Published Admission Numbers across all schools. Projections indicate that there will be no net surplus at entry to Reception in September 2015. In recent years, localised increases in demand have been accommodated by utilising surplus places in nearby schools, and implementing changes to catchment areas where appropriate and sustainable. The priorities in Band A must now take account of this in order to ensure there is sufficient good quality nursery and primary school places available.

18. Consistent with Welsh Government policy, the Council has removed surplus English-medium community secondary school places and since 2011 the number of English-medium community secondary schools has been reduced from 18 to 16. The Council has also responded to the growing demand for Welsh-medium places and opened a new Welsh-medium secondary school in 2012, Ysgol Gyfyn Gymraeg Bro Eder, which will provide 1116 places and will ensure there are sufficient places to meet city-wide demand at entry to Year 7 from existing housing until September 2022. There were 3,554 surplus places in secondary schools at the most recent survey in 2014, equating to 15% of places. Projected intakes at entry to Year 7 indicate that there will be less than 10% surplus at entry to Year 7 in English-medium schools by September 2016 and there will be insufficient places to meet demand for English-medium places at entry by September 2019. Based on recent projections the level of surplus within Years 7-11 will exceed 10% until September 2019; however, a significant proportion of this surplus has been built in to the Welsh-medium sector to meet the growing demand evidenced in the primary sector, and it would be imprudent to reduce surplus any further.

Condition & Suitability of the Education Estate.

19. In Cardiff a significant number of properties, including both primary and secondary schools are in a poor state of repair. The Education estate has a significant maintenance backlog of some £85m of which £15m is Disability Discrimination Act compliance. However, the Authority's current spend on asset renewal is in the region of £2.7m per annum. This is used on a priority basis and is limited in the main to keeping properties wind and water tight. In many schools the teaching methods are inhibited by the suitability of the internal accommodation such as the flexibility of the space, its size and shape, accessibility, ventilation and acoustics.
20. The evidence for the poor condition of the education estate can be found within the EC Harris Condition Surveys that were undertaken in 2010. These surveys found:-
- 18% of all Cardiff schools are rated 'C' (condition is poor with major deterioration to the fabric of the building") or below for Condition;
 - 13% of all nursery and primary schools (including Special Schools) are rated C for Condition; and
 - 48% of all secondary schools are 'C' rated.
21. Ten secondary schools are classed as being in poor condition, with a combined repair maintenance backlog of approximately £24m. These include:-
- Eastern High School
 - Glyn Derw High School
 - Fitzalan High School
 - Cantonian High School

- Radyr High School
- Michaelston Community College
- Llanishen High School
- Whitchurch High School (Upper Section)
- Willows High School
- Ysgol Gyfun Gymraeg Glantaf

Of these 10 High Schools, 3 are considered poor for both condition and suitability. These include Glyn Derw High School, Fitzalan High School and Willows High School.

22. Whilst it is recognised that the total repair backlog of these High Schools is over £24m, the replacement cost of these facilities would be considerably higher. Should the Authority want to provide replacement new school facilities for the 10 High Schools listed above, the current value of investment required would be in excess of £160m. For this reason alone it is necessary to prioritise these new investments.
23. Some 16 Primary Schools in Cardiff are classed as poor for condition and have a combined repair backlog of £5.8m. Whilst recognising the need to address backlog maintenance, a pressing need within the Primary Sector is ensuring the sufficiency of school places. Projections indicate that there will be no net surplus of school places at entry to Reception by September 2015. (See paragraph 17). Therefore, the priorities in Band A must take account of this in order to ensure there are sufficient good quality nursery and primary school places available.
24. Asset Management and the funding received via 21st Century Schools Programme will not, as things stand, swiftly resolve the issues surrounding the estate. This is because the 21st Century Schools Programme funding is released in phases and because of the limitations of the funding likely to be made available in each phase. The Council has a statutory duty to provide sufficiency of school places; this means that within the context of a finite budget difficult decisions on prioritisation of schemes will have to be made.

Strategy and Programme Aims

25. The Council's proposed Vision for the realigned 21st Century School Strategy is to deliver:

Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential

It is proposed that this vision can be realised through the achievement of four Key Educational Aims that directly link to the Welsh Government's National Programme Objectives. These will not only address the main educational issues of attainment and sufficiency but will also seek to ensure that Cardiff provides the best education for every child and young person regardless of their background or location in the City.

The four Key Educational Aims are as follows:-

26. **AIM 1: To Improve Educational Attainment, particularly in Key Stage 4 across the southern arc of the City.**

A good level of educational attainment, particularly at KS4, for the children and young people of Cardiff is a key educational priority. Striving for improved educational attainment for children and young people, will enrich their lives and provide them with the best possible social, economic and health opportunities. Educational attainment is varied across the City and that within the Southern Arc at Key Stage 4 is particularly low. The Local Authority is committed to breaking the link between disadvantage and educational attainment. A young person's background must never limit their achievements and all children should receive a good education regardless of their location in the City. Therefore a primary aim of this realigned strategy will be to improve educational attainment, particularly at Key Stage 4, across the southern arc of the City.

27. **AIM 2: To improve the Sufficiency and Suitability of School Places across Cardiff and ensure we are providing a 21st Century School Standard.**

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. Put simply, that is not the case currently. Cardiff has a number of educational establishments that are unable to deliver a modern curriculum and a significant number of schools that are in poor condition and are not accessible or sustainable. These must be addressed as priorities within this Strategy. The Council must ensure it has "Local schools for Local Children" and the right balance of school places for both English and Welsh medium education for the children and young people of Cardiff. By September 2015 it is projected that there will be no net surplus places at entry to Reception. The Council must ensure that this strategy takes account of this issue and undertakes its statutory duty in partnership with Welsh Government to provide sufficient good quality nursery and primary school places to a 21st Century Schools standard across the City.

28. **AIM 3: To ensure that Cardiff achieves Best Value from its financial resources to improve the efficiency and cost-effectiveness of the education estate.**

The provision of a good quality Education Service is one of the key priorities for the Council. However, within the current financial climate and during a sustained period of austerity measures, ensuring the Council achieves Best Value from its financial resources is more important than ever. The Council is committed to endeavouring to leverage the best available deal for each investment, or combinations of investments, from the supply side and market place. It will ensure compliance with competition requirements and the use of regional or other frameworks to procure services. An important factor in ensuring

the Council achieves Best Value is by investigating the potential for innovative procurement. This includes the use of off-site construction and standardised designs and it is the intention of the Authority to benchmark the best practice of other local authorities within the region and beyond.

29. **AIM 4: To facilitate the development of Community Focussed Schools, for the benefit of the wider community, across Cardiff.**

The modernisation of the schools estate has the potential to impact more widely than just on the educational service. This is why the 21st Century Schools Strategy is an integral part of the Council's Corporate Property Strategy. This is about ensuring that the role of schools at the heart of their communities is strengthened through the co-location of services, working in partnership and delivering additional specific community-orientated benefits. By exploring the development of Community Focussed Schools the Council could benefit the wider community, public sector service delivery and the public sector estate; in particular, by joining-up facilities such as libraries, leisure provision, health provision, community centres (and potentially a range of other facilities) under-one-roof on schools sites as part of a modern community campus. This could not only improve the quality of facilities available to children and parents but could also help retain a range of facilities in the heart of communities. One of the aims of this strategy will be that when new schools are being constructed, their potential to accommodate a range of community facilities will be proactively explored and where possible incorporated within the scheme.

Schools Prioritised for Investment

30. Cardiff's 21st Century Schools Programme has been investing in schools since 2011. Nine projects have been successfully completed so far and there are also currently eight projects that are committed to investment within this current "Band A" funding; that is, they are currently either onsite, being constructed, at tender stage or have statutory notices in place. These are outlined below:-

School Projects completed by December 2014

- Ysgol Gymraeg Treganna - new 3FE Welsh Medium Primary
 - Pencaerau Nursery - English medium consolidation & new nursery unit.
 - Whitchurch Primary – consolidation of 2.5FE English Medium Primary
 - Ysgol Melin Gruffyd – consolidation of 2FE Welsh Medium Primary
 - Ysgol Gymraeg Y Wern (phase 1) – remodelling to 2FE
 - Coed Glas Primary (phase 1) – remodelling to 2FE & nursery unit.
 - Llysfaen Primary – consolidation at 2FE & nursery unit.
 - Thornhill Primary – consolidation at 2FE & nursery unit.
 - Millbank Primary – consolidation at 1FE & new nursery unit
- Total Cost of Investment in projects completed: - £16.72m million

School Projects currently committed within Band A

- Hywel Dda Primary - consolidation of 2FE English Medium Primary
- Adamsdown Primary - remodelling to 2FE & nursery unit.
- Mount Stuart Primary - remodelling to 2FE & nursery unit.
- Pontprennau Primary – New 2FE Primary School with Community Centre
- Coed Glas Primary (phase 2) – consolidation of 2.5FE
- Ysgol Gymraeg Y Wern (phase 2) – consolidation of 2.5FE
- Herbert Thompson Primary – additional nursery places
- Eastern High – New 8FE High School & partnership with Cardiff & Vale College
- Fitzalan High - New Science facilities.

Total Investment in projects committed: - approx £66.3 million
(subject to tenders)

31. In realigning the “Band A” proposals, the Council will prioritise investment based on the programme’s four Key Educational Aims.

Realigned 21st Century School Proposals

32. Under Aim 1, to Improve Educational Attainment, particularly in Key Stage 4 across the Southern Arc of the City and Aim 2, in terms of suitability, it is proposed that the following project is prioritised:-
33. **Michaelston College, Glyn Derw High – New High School in the West of the City** - It is proposed to establish a new build 11-18 years, 8 form of entry (FE) High School to replace both Glyn Derw High and Michaelston College from September 2018. In order for pupils to begin realising the benefits of this reorganisation as quickly as possible, it is proposed to transfer Glyn Derw High School onto Michaelston Community College site from January 2016. In line with the Welsh Government’s School Organisation Code it is necessary for the Local Authority to undertake a statutory consultation on all proposals for new school provision, including assessing and evidencing future demand.
34. The Council has a statutory responsibility to ensure we have sufficient and suitable school places across the City and this is Aim 2 of our Strategy. In this respect and from the outcomes of the detailed options appraisals it is proposed that the following projects are prioritised within “Band A” as follows:-

Butetown, Grangetown, Riverside & Canton – New 2FE Welsh Medium Primary School

35. Within the wards of Butetown, Grangetown, Riverside and Canton there is predicted demand in excess of the current supply for Welsh Medium primary school places. The greatest shortfalls are projected particularly in

the wards of Grangetown and Butetown. In order to respond to this demand it is proposed to provide:-

- An addition of 2 forms of entry of Welsh Medium community school places to meet the projected shortfalls in Grangetown & Butetown.

The details of this proposal were approved for consultation at the 26th January Cabinet.

Butetown, Grangetown, Riverside & Canton – New 2FE English Medium Primary School

36. Within the wards of Butetown, Grangetown, Riverside and Canton there is predicted demand in excess of the current supply for English Medium primary school places. The greatest shortfalls are projected particularly in the wards of Grangetown and Butetown. In order to respond to this demand it is proposed to provide:-

- An addition of 2 forms of entry (60 places per year) of English Medium community school places to meet the projected shortfalls in Grangetown. The remaining shortfall in English medium places in Grangetown to be met through catchment area changes..

The details of this proposal were approved for consultation at the 26th January Cabinet.

Cyncoed, Penylan, Parts of Roath – New 2FE English Medium Primary School

37. There has been an increased demand for primary school places in Cyncoed, Penylan and part of Plasnewydd in the past five years. Proportionate demand for English medium primary school places has also increased in the past three years. Projections indicate that the demand for places in Cyncoed, Penylan and in parts of Plasnewydd will exceed the capacity of local schools in the future. In order to provide sufficient capacity to meet the increasing English medium community pupil demand within the local area it is proposed to:

- Establish a new 2 form of entry English medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way from September 2015.

A public consultation in the proposals was undertaken earlier this year and a report on the outcomes of the consultation and a decision to proceed to statutory notice was approved at the 26th January Cabinet.

Splott & Adamsdown – Increase of 1FE English & 1FE Welsh Medium Primary

38. Within the Wards of Splott and Adamsdown there is predicted to be significant growth in both English medium and Welsh Medium reception age children. It is predicted currently that this will last until at least September 2016, which is the latest year for which date is available. Therefore, there is a known shortfall in educational places in these Wards which the Local Authority has a statutory duty to address. When considering the range of schools in the areas, including faith based provision, it is proposed that:-
- an addition of 1FE (30 places per year) English-medium places are provided to meet the projected shortfall of places in the Adamsdown and Splott area. Balancing the supply of and demand for places between each of the schools is proposed to be met through catchment area changes and
 - an addition of 1FE Welsh-medium community school places are provided to meet the projected shortfalls in the in the Adamsdown and Splott area.
39. The details of this proposal for the Splott & Adamsdown ward will be contained within a Cabinet Report in the coming boths.

Llandaff North – Consolidation of permanent 1FE English & 1FE Welsh Medium Primary

40. Within the ward of Llandaff North and its surrounding locality there have been a number of changes to schools provision as part of the earlier 21st Century Schools Programme. An important part of this in 2010 was the formal establishment of Ysgol Glan Ceubal, a 1 form of entry Welsh Medium Primary School on the Gabalfa Primary School Site, following approval by the Welsh Minister. At the time the Welsh Minister noted that the local authority indicated that the site could become a permanent location for the school in the future but that this would require further statutory procedures.
41. At the same time there has been sustained demand for English Medium provision in the ward. The projected demand for English-medium places in the Gabalfa Primary School catchment area at entry to Reception exceeds the Published Admission Number in future years until 2016-17, the last year for which data are available. However, the implementation of catchment area changes combined with an increase to the Admission Number of 90 at nearby Whitchurch Primary School was approved for implementation from September 2015 to allow for a better balance in the number of pupils resident in the Gabalfa Primary and Whitchurch Primary catchment area.
42. In order to respond appropriately to demand for English-medium community primary school places, after the catchment area changes

from September 2015 and to permanently establish Ysgol Glan Ceubal on its existing site, the following is proposed:-

- Gabalfa Primary School – reconstruction project to reduce the surplus local capacity of the school by consolidating the school from 1.2FE to 1FE with 24 FTE nursery in permanent accommodation in order to reduce English-medium capacity from September 2015.
 - Ysgol Glan Ceubal – reconstruction project to increase primary capacity to 1FE and establish 24FTE nursery provision to meet increasing local demand from September 2016.
43. The details of this proposal for the Llandaff North ward were approved for consultation at the 22nd January Cabinet.
44. This realigned strategy prioritises three High Schools in the southern arc of the City at this stage. That is Eastern High with a new build 8FE and post 16 provision provided by Cardiff & Vale College which is already committed and a new build 8FE High School in the West which will be the replacement for Michaelston College and Glyn Derw High School. However it is recognised that the current level of “Band A” funding cannot address all the areas of concern under Key Aim 1 in the Southern Arc of the City. Nor can it address all the condition and suitability issues that are found within the High School sector, under Key Aim 2. Therefore the re-development or replacement of other High Schools, such as Fitzalan High and Cantonian High will need to be prioritised in any “Band B” funding. Similarly addressing the condition and suitability issues at Whitchurch High, Willows High and Radyr High and within the Primary School Sector should also be prioritised in the next round of funding. The Council will look to work with Welsh Government to fast track priority schemes in Band B wherever possible. It will also be important to look at the impact that new High Schools in the North West and South West of City, delivered as part of the Local Development Plan, will have on High School provision in Cardiff and that a full catchment area analysis may need to be undertaken at this time.
45. The availability of land for educational use in areas where the demand for school places is highest is critical to the success of the Programme. That is because the Council is committed to providing local schools for local children. This is particularly difficult within an urban environment and in some cases will require innovative solutions and partnership agreements to secure appropriate sites. This is the case in Butetown where the Council wants to safeguard an area of private land at the Hamadryad peninsular for potential future educational use. This is an area where predicted demand for school places is in excess of current supply. Nevertheless whether this land is chosen for use for future school provision will be dependent on a decision following a statutory consultation which will commence in May this year. Therefore the future use of this land will not be determined until after this is concluded. This land is currently owned by a Housing Association and it is proposed that the Council negotiate the purchase of this area to land bank for

educational purposes in the future. A key part of safeguarding this site in Butetown was negotiating an alternative development site for the Housing Association. Therefore, it is proposed that the Housing Association purchase the vacant land that is adjacent to County Hall, enabling the Council to purchase their site at the Hamadryad peninsular, which is within the predicted area of school place demand. The details of this proposal are contained within confidential Appendix 2.

Procurement Strategy

46. The Council has a good working relationship with bodies such as Constructing Excellence Wales (CEW), Consortium of Local Authorities in Wales CLAW, and the Welsh Local Government Association (WLGA) Collaborative Works Group and has been involved in various events and reviews around project processes and contractual arrangements in recent years. This includes the mid-term review of the South East Wales Schools Capital Working Group (SEWSCAP) undertaken by CEW, the recent review of the Council's own framework for building maintenance services by CEW, and the Councils involvement in shaping the next generation SEWSCAP framework at a regional level.
47. Modern Methods of Construction (MMC) embraces a range of technologies and processes involving various supply chain approaches and configurations, specifications, and construction mechanisms (for example, prefabrication and off-site assembly). The Council recognises the advantages that MMC bring and intend to utilise such methods at every opportunity during the delivery of the 21st Century School Programme.
48. The Council is introducing two-stage open book tendering as the preferred method of procuring major schemes throughout the authority. This is essentially building on the UK Government's Construction Strategy trial programme, and positive experiences elsewhere in Wales using this approach.
49. Using two stage open book, a client invites prospective integrated teams to bid for a project based on their ability to deliver an outline brief and cost benchmark. Following the first stage competition, the appointed team works alongside the client to build up a proposal, the construction contract being awarded at the second stage. This differs from the traditional cost-led procurement model in reducing industry bidding costs, enabling faster mobilisation and in providing the opportunity for clients to work earlier with a single integrated team. This method of procurement will be a key feature of the next generation SEWSCAP arrangement.

Projects Deferred from Band A

50. In the 2011 21st Century Schools Strategy there was a number of School Projects that were previously featured. These are no longer included within what is remaining of the "Band A" funding. This is because of the realigned priorities of the strategy and the limited funding still available. These Projects include the following:-

School Projects deferred

- St Mary the Virgin Church in Wales Primary – Consolidate at 1FE & Nursery
- Radnor Primary School – Remodel existing & establish new 32FTE Nursery
- St Patrick Roman Catholic Primary – Consolidate at 1.5FE & new 24FTE Nursery
- St Pauls Church in Wales Primary – Consolidate at 1FE & new 16FTE Nursery
- Christ the King Roman Catholic Primary – New 24FTE Place Nursery
- St Francis Roman Catholic Primary – Consolidate at 1.5FE & new 24FTE Nursery
- Ninian Park Primary - Consolidate at 2FE & 16FTE additional nursery places.
- Oakfield Primary – Remodel existing
- Meadowlane Primary – Remodel existing & 8FTE Nursery Unit
- Herbert Thompson Primary – Consolidate at 2.5FE.
- Corpus Christi Roman Catholic High School – New Hall
- Willows High School – upgrading of facilities

Total Investment required for projects deferred to Band B: - approx £20 million

51. These will now be considered within further round of Welsh Government grant funding. However should funding become available in the interim period these schemes could be considered for progression. Wherever possible, action has been taken to mitigate the effects of deferring schemes in the local areas affected. The original 2011 21st Century Schools bid would have delivered a further 408 FTE (816) additional nursery places. Of these 160FTE (320 places) would have been delivered through the investments proposed above. The proposals included within the realigned strategy would result in up to an additional 392FTE (784) additional nursery places. In addition whilst the projects as a whole may have been deferred, the Council has been able to deliver parts of projects and in doing so has delivered 48FTE (96) of the places listed in the 2011 submission above, outside of the 21st Century Schools Programme. Taking those planned as part of the realigned programme together with those the Council has been able to resolve itself, there would be a total of 440 FTE (880) additional nursery education places.
52. Nursery provision has been provided at St Francis Roman Catholic Primary School without use of 21st Century Schools funds. Similarly a reduced proposal for Herbert Thompson has been included in the realigned bid which will result in the addition of 16 nursery places without further works to the wider school premises. Whilst the establishment of other new nursery classes have been deferred from Band A, the impact of this is mitigated by alternative proposals included in the revised bid. St Pauls Church in Wales Primary, St Patricks Roman Catholic Primary School and Radnor Primary School are located within what is known as the “Four Wards” area, which is Butetown, Grangetown, Canton and Riverside. Whilst these schools will not benefit directly from the funding,

the local area will benefit from up to 192 part time nursery places (up to 96 English-medium and 96 Welsh-medium depending on the option progressed) as part of the “four wards” proposals that are outlined in paragraphs 34 and 35 These proposals were considered at the Cabinet meeting on the 26th January 2015. Some of the schools identified for deferral may still be developed in Band A, depending on the options emerging from consultation on the Four Wards, (St Mary the Virgin and Ninian Park). Whilst these potential developments and the additional nursery places mitigate the impact of deferring the schemes set out above, it is acknowledged that some primary schools will have to wait longer than originally planned for nursery places and that the planned development of a hall at Corpus Christi High Roman Catholic High School will also be delayed.

Financial Cost Model

53. A ‘Band A’ capital investment programme bid was submitted to Welsh Government in November 2011, and received ‘in-principle’ approval in December 2011. The approval was subject to the submission of scheme specific business cases to Welsh Government. The capital investment programme approved at that time totalled £137.328 million, and was predicated upon 50% grant funding from Welsh Government.
54. To date, business cases attracting £24.555 million grant funding have been submitted to and approved by Welsh Government (this includes future year grant funding).
55. The Authority match-funding element of the 21st Century Schools programme, totalling £68.664 million, was indicatively made up of Capital Programme allocations, S106 contributions, capital receipts and capital (prudential) borrowing.
56. The proposed realigned 21st Century Schools programme of investment has increased from £137.328 million to £167.641 million. It should be noted that part of this increase (£10.730 million) largely reflects the Eastern High School and Howardian Primary School proposals, as previously reported to Cabinet in July 2014.
57. The increase of £30.313 million to the programme does not attract an additional 50% (£15.156 million) grant funding from Welsh Government. However, if approved by Cabinet, the realigned programme will be submitted to Welsh Government with a view to agreeing the revised priority schemes. Welsh Government officials are aware that the full revised programme is not affordable without additional support from Welsh Government and this will be taken into account as part of the approval process.
58. The summary table below compares the current 21st Century Schools Financial Model with the proposed revised Model:

| | Current Investment Programme £ million | Proposed Investment Programme £ million |
|---|---|--|
| 21 st Century Schools Capital Expenditure | 148.057 | 167.641 |
| <u>Funded by:</u> | | |
| Authority Capital Resources (including Capital Programme General Fund allocations, S106 contributions and capital receipts | (21.156) | (32.676) |
| Welsh Government Capital Grant and supported borrowing | (68.664) | (68.664)* |
| Authority Prudential Borrowing | (58.237) | (66.301)* |

**The level of borrowing stated in the table for the proposed investment programme is not considered affordable, however Welsh Government will consider whether an additional grant can be made available to improve the affordability position in considering whether to approve the programme in principle.*

59. The proposed programme assumes an additional capital receipt in respect of the High School in the West proposal.
60. The Authority Prudential Borrowing figures above show the net level of borrowing over the life of the programme. However, it should be noted that the level of borrowing in early years of the programme may be higher, due to capital receipts generally being realised at the end of a specific scheme.
61. The SOP Revenue Reserve exists to manage the Capital Financing Requirements of the Prudential Borrowing, and the Organisational Restructuring costs of the programme. Revenue Release savings provide a significant source of funding for the SOP Reserve, and these savings come from a number of sources as identified below:
- **Facilities Management Savings** - Based on the facilities management element of the budget for closing schools that is no longer needed - for example lump sum for school heating, lighting, building maintenance.
 - **Falling Pupil Number Savings** - the historic amount identified as no longer allocated to schools as delegated budgets reduced as a result of the fall in pupils.
 - **Efficiency Savings** - an annual efficiency saving of 0.5% has been captured against the teaching element of all delegated schools budgets for a period of five years from 2009/10 to 2013/14.

62. The revised programme assumes an additional Revenue Release Saving arising from the High School in the West proposals. A number of additional Organisational Restructuring costs are proposed as follows:

- Deficit provisions for Glyn Derw and Michaelston High Schools totalling £2.861 million;
- Pump-priming funding for a new English Medium Primary school as part of the Butetown, Canton, Grangetown and Riverside proposals: £120,000
- Additional SOP implementation team posts totalling £264,000 over the period 2015/16 to 2019/20.

63. The tables below illustrate the impact upon the SOP Reserve, noting that an element of the Capital Financing Requirement and the Organisational Restructuring costs have arisen through non-21st Century Schools proposals, which are complete or coming to an end in 2015/16.

Table 1: Current SOP Reserve Balance Forecast

| | 2015/16 £000 | 2016/17 £000 | 2017/18 £000 | 2018/19 £000 | 2019/20 £000 | 2020/21 £000 |
|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Balance b/fwd | 6,773 | 6,749 | 6,586 | 5,371 | 4,302 | 2,891 |
| Revenue Release Savings | 7,747 | 7,947 | 7,947 | 7,947 | 7,947 | 7,947 |
| Organisational Restructuring | (3,156) | (3,023) | (2,582) | (2,591) | (2,431) | (137) |
| Capital Financing Requirement | (4,615) | (5,087) | (6,580) | (6,425) | (6,927) | (7,646) |
| Estimated balance c/fwd | 6,749 | 6,586 | 5,371 | 4,302 | 2,891 | 3,055 |

Table 2: Proposed SOP / 21st Century Schools Reserve Balance Forecast

| | 2015/16 £000 | 2016/17 £000 | 2017/18 £000 | 2018/19 £000 | 2019/20 £000 | 2020/21 £000 |
|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Balance b/fwd | 6,773 | 6,521 | 6,495 | 4,732 | (587) | (2,940) |
| Revenue Release Savings | 7,797 | 8,197 | 8,197 | 8,197 | 8,197 | 7,947 |
| Organisational Restructuring | (3,370) | (3,073) | (2,627) | (5,462) | (2,531) | (237) |
| Capital Financing Requirement | (4,679) | (5,150) | (7,333) | (8,054) | (8,019) | (8,139) |
| Estimated balance c/fwd | 6,521 | 6,495 | 4,732 | (587) | (2,940) | (3,369) |

64. Without additional financial support from Welsh Government, the proposed programme therefore forecasts a Reserve deficit in 2018/19. This deficit is forecast to worsen in 2019/20 and 2020/21, up to a peak deficit of £3.597 million in 2021/22. The deficit is then forecast to fall each year, reaching a surplus again in 2028/29.
65. Whilst every effort has been made to ensure the robustness of these estimates, and the financial model assumes a number of capital and revenue contingency provisions, it is considered prudent to set a minimum threshold of £1.5 million for future Reserve balances. The projected Reserve balances for 2018/19 to 2028/29 are therefore considered to breach the affordability threshold.
66. The SOP Reserve affordability threshold therefore requires the forecast balance to be increased by circa £5 million during the period up to and including 2021/22. The nature of the Prudential Borrowing financing mechanism means that an additional capital resource of £14.3 million would be required in 2016/17 to address the £5 million gap in the Reserve balance forecast. This will be highlighted to Welsh Government as part of the submission of the realigned programme. An increased Welsh Government contribution of £14.3 million would still represent an Authority contribution of more than 50% capital funding into the overall programme.
67. In the event that the Authority is able to attract an additional £14.3 million capital grant in 2016/17, over and above existing allocations, the revised profile of the SOP Reserve would look as follows:

Table 3: Proposed Reserve Balance Forecast (Including additional capital grant)

| | 2015/16 £000 | 2016/17 £000 | 2017/18 £000 | 2018/19 £000 | 2019/20 £000 | 2020/21 £000 |
|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Balance b/fwd | 6,773 | 6,521 | 6,871 | 6,416 | 2,375 | 1,270 |
| Revenue Release Savings | 7,797 | 8,197 | 8,197 | 8,197 | 8,197 | 7,947 |
| Organisational Restructuring | (3,370) | (3,073) | (2,627) | (5,462) | (2,531) | (237) |
| Capital Financing Requirement | (4,679) | (4,774) | (6,025) | (6,776) | (6,771) | (6,922) |
| Estimated balance c/fwd | 6,521 | 6,871 | 6,416 | 2,375 | 1,270 | 2,058 |

68. If the Authority is unsuccessful in attracting some, or all, of the additional capital grant, the Authority would need to reduce the level of capital investment to address the shortfall. Broadly, the full £14.3 million funding gap would equate to the value of two new primary schools. The programme would have to be re-prioritised accordingly and those schemes that have the lowest perceived levels of priority deferred. The prioritisation matrix is included within confidential Appendix 3.

69. There are financial pressures which may also impact upon the existing financial model and / or the Council, should the revised programme not gain approval. For example the revised programme includes provision to address the deficit balances for the Glyn Derw and Michaelston High School delegated budgets upon closure. Whilst steps are already being taken to manage the deficits down, further action would be necessary if approval is not given to the re-aligned programme.
70. It should be noted that few if any of the capital investment proposals included within the revised programme are considered to be the 'do maximum' option, and therefore a number of compromises have been made on schemes remaining within the programme. This is in addition to the compromises which have been made in displacing schemes. Reducing the list of schemes included within the revised programme would therefore pose a significant challenge to the Directorate, and could result in significant educational risks.
71. The capital and revenue provisions included within the revised proposals are considered to be robust with adequate contingencies for unforeseeable costs. The Directorate is therefore confident that proposals can be delivered within these provisions, and Project Managers will endeavour to achieve Value for Money savings against these provisions as appropriate.
72. The previous programme / financial model included a 'Technical Contingency' capital provision. This contingency was not allocated to specific schemes, but existed to manage capital underspends and overspends within the SOP financial model. The revised programme does not include a 'Technical Contingency' provision. Therefore, in the event that unforeseen costs result in an overspend (over and above scheme specific contingency) the Directorate would need to consider whether the scope of other 21st Century Schools schemes can be reduced to accommodate the overspend.
73. The existing revenue contingency provision of £250,000 per annum, as approved by Cabinet in November 2013, will continue to exist in the revised model. Expenditure from this contingency is managed and agreed by the SOP Programme Board which meets monthly.
74. Submission of the re-aligned Strategic Outline Programme will seek an agreement in-principle from WG for a level of capital investment (the agreed level of investment will be up to a maximum of £167.641 million, subject to addressing the shortfall as highlighted). Full grant approval for specific schemes within the programme will then be subject to the submission of business cases to WG.
75. Plans and designs for schemes will need to be developed in order to inform a robust business case submission, and it is therefore necessary to incur costs prior to the submission (and thus prior to full grant approval). However, the Authority clearly needs to manage the level of expenditure incurred prior to full approval, and the Directorate will need to appropriately plan the business case submissions into their delivery programme(s).

76. Previous Cabinet reports have attempted to manage this issue generally and in respect of the specific Eastern High proposal, with the following Recommendations:

Cabinet 7 November 2013 – Schools Organisation Financial Model:

Authorise Officers to proceed with initial design works for 21st Century Schools schemes up to 5% of project value and not commit Council to any other financial obligations, ahead of full approval of grant funding.

Cabinet 17 July 2014 – School Organisation Proposals: Recommendations Relating to the Siting of Eastern High Following Consultation:

following full approval of the 21st Century Schools grant, delegate authority to the Director of Education and Lifelong Learning in consultation with the Cabinet Members for Education and Skills and Corporate Services and Performance, the County Solicitor, and the Corporate Director for Resources, to determine all aspects of the procurement process to appoint a contractor for the construction of a new Eastern High and replacement all weather pitch in conjunction with the construction of post 16 facilities on the CAVC site in Trowbridge.

77. The business case process for large scale schemes (such as Eastern High School) requires up to three stages of approval by Welsh Government – Strategic Outline Case (SOC), Outline Business Case (OBC) and Full Business Case (FBC). For such schemes the full grant approval is not received until approval of the Full Business Case. Welsh Government would anticipate that robust, final designs and costs are defined in the Full Business Case. Achieving this level of robustness will require levels of appropriate expenditure to be incurred, and it is therefore necessary to revise the existing restrictions.
78. It is proposed that a similar delegated authority to the one mentioned above in respect of Cabinet 17 July 2014 be given to the Director of Education & Lifelong Learning (in consultation with the Cabinet Members for Education & Skills and Corporate Services & Performance, the County Solicitor, and the Corporate Director for Resources) and is managed by the following limits:

| Business Case Stage | None | Strategic Outline Case | Outline Business Case | Full Business Case |
|--|------|------------------------|-----------------------|--------------------|
| Percentage of overall project (or grouped projects where relevant) capital investment which may be incurred / committed, following approval stage. | 5% | 10% | 20% | 100% |

79. Therefore, following Welsh Government approval of the Strategic Outline Case, up to 10% of the overall capital budget for a specific scheme may be incurred / committed. An Outline Business Case will need to be submitted and approved prior to commitment of expenditure above 10%. Following approval of the Outline Business Case, up to 20% of the specific scheme capital budget may be incurred / committed before a Full Business Case is submitted.
80. For the avoidance of doubt, prior to the Strategic Outline Case submission or for low value schemes where only a one stage (Business Justification Case) business case is required, the 5% limit as set by Cabinet on 7 November 2013 shall apply.
81. In respect of the Eastern High Project, due to the overriding time constraint to open the new school building in September 2017 and the requirement to commence the procurement of the project immediately, the usual thresholds will need to be amended. The reason for this is that the Strategic Outline Business Case for the Project will not be approved by Welsh Government until the Capital Panel on the 30th of March and it is the intention to issue the Stage 1 tender for this project prior to that. Therefore the thresholds for this Project will be as outlined below.

| Eastern High Business Case Stage | None | Outline Business Case | Full Business Case |
|--|------|-----------------------|--------------------|
| Percentage of overall project (or grouped projects where relevant) capital investment which may be incurred / committed, following approval stage. | 20% | 20% | 100% |

Benefits Management

82. The strategic goal of the 21st Century Programme is to realise the four educational aims and deliver outcomes and benefits of strategic relevance to the children and young people of Cardiff. Robust benefits management is a key part of any successful programme. This is because an assessment of the anticipated benefits that will be derived is essential for the continued justification of any Programme. Benefits are the measurable improvements that result from the outcomes of work, so if the Council is to successfully track its programme benefits, then they must be both specific and measurable.
83. There are 6 identified key Programme Benefits that can be specified and measured as directly contributing to our four Key Educational Aims. These are outlined overleaf and demonstrate the direct link to the relevant Key Educational Aim.

| Educational Aim | Programme Benefit |
|---|--|
| <p>Aim 1: To improve Educational Attainment, particularly in Key Stage 4 across the southern arc of the City.</p> | <p>SOPBEN001: To provide modern inspiring high performing learning facilities across the City to a 21st Century School standard.</p> |
| | <p>SOPBEN002: Improve educational outcomes and well being for the learner so all Children and Young People in Cardiff can maximise their full potential.</p> |
| | <p>SOPBEN003: Improve access, inclusion and equality to reduce known links between disadvantage and educational attainment.</p> |
| <p>Aim 2 : To improve the sufficiency and suitability of school places across Cardiff and ensure we are providing a 21st Century School Standard.</p> | <p>SOPBEN004: Achieve a better match between the supply and demand for school places across the City.</p> |
| <p>Aim 3 : To ensure that Cardiff achieves Best Value from its financial resources to improve the efficiency and cost-effectiveness of the educational estate.</p> | <p>SOPBEN005: To provide facilities that are sustainable and efficient in terms of carbon performance, use of resources and flexibility to meet future needs of learners and communities.</p> |
| <p>Aim 4: To facilitate the development of Community Focussed Schools, for the benefit of the wider community, across Cardiff.</p> | <p>SOPBEN006: Strengthen the role of schools at the heart of their community through co-location of community services within schools site and integrated services where appropriate.</p> |

Table 1: Key Educational Aim and Programme Benefit alignment

84. These Programme Benefits will be included within the Education Business Plan. Benefit Profiles will be developed for each Programme Benefit, outlining how each will be quantified and measured, including baselines, measure frequency, target values and target dates. As these define the aspirations and intentions of the programme and its constituent projects, it is important that all projects are appropriately aligned to achieving these shared goals. In support of this, each project will have a similar benefits management regime, with specific and quantifiable measures and critical success factors identified and monitored.

Local Member Consultation

85. Consultations have taken place with a range of stakeholders about the realigned priorities and aims of the 21st Century Schools Strategy. These included Local Members, Diocese, Arch Diocese, Head Teachers and Governing Bodies.

86. All those consulted were supportive of the realigned Vision and four key Educational Aims, in particular, Key Aim 1 about Educational Attainment and Key Aim 2 about the sufficiency of school places. There was also general support for the principles of achieving Best Value by the use of standardised designs and the use of innovative procurement methods. Those consulted were very supportive of the development of Community Focused Schools and wanted to engage in more constructive dialogue with the Local Authority about this in the future.

87. In addition, several consulted suggested that opportunities to maximise education facilities development should be realised where possible in order to make the most of the economies of scale in construction terms. For example the inclusion of relevant SEN provision where appropriate and consistent with the emerging SEN Strategy, rather than adding on at a later stage. These are to be considered where relevant as part of individual consultations in the future.
88. When Officers met with Head Teachers and Chair of Governors of schools whose projects were deferred as a result of the reprioritisation, it was clear that there was disappointment. However, all consultees understood and accepted the reasons for the realignment and that the sufficiency of schools places was a priority issue for the Council.

Reason for Recommendations

89. In November 2011, the Council submitted a 21st Century Schools Programme bid to Welsh Government. The level of Capital investment contained within that Programme known as “Band A”, was £137.328 million and this was approved in principle in December 2011. The Programme now needs to be realigned to take account of changes since 2011. This includes the need to address the current levels of educational attainment at KS4 in the Southern arc; provide a sufficiency of primary places ensuring best value from the financial resources available and the need to ensure schools are assets that benefit their wider community.

Legal Implications

91. The Authority is under a number of duties relating to the availability and suitability of education and education premises including:
- Section 13 Education Act 1996 – duty to contribute to spiritual moral mental and physical development of the community by securing that efficient primary and secondary education are available to meet the needs of the population in their area.
 - Section 13A EA 1996 – duty to carry out functions with a view to promoting high standards, ensuring fair access to opportunity for education and promoting fulfillment of learning potential.
 - Section 14 EA 1996 – duty to secure sufficient schools for providing primary and secondary education are available in its area.
 - Section 118 School Standards and Framework Act (“SSFA”) – the duty to secure that provision of nursery education for children between 3-5 is sufficient for their area.
 - Section 22 SSFA – duty to make premises available to be used for the purposes of maintained schools school and maintaining the premises.
 - Section 175 Education Act 2002 – duty to make arrangements for ensuring that their functions are exercised with a view to safeguarding and promoting the welfare of children.

- Section 57 Education Act 2002 – power of Welsh Ministers to direct a LEA to exercise its school Organisation powers in the event of excessive or insufficient provision of school places.
91. The development of the School Organisation Plan must have regard to those duties.
 92. In implementing the School Organisation Plan the Authority must comply with the School Organisation Code and the provisions of Part 3 of the Schools Standards and Organisation (Wales) Act 2013 including provisions as to consultation, publishing statutory notices and notification of decisions.
 93. Consultation gives rise to the legitimate expectation that the outcome of the consultation will be considered in terms of determining the way forward. Therefore consultation is required to be undertaken:
 - i. when the proposals are at a formative stage (with no decision having been made);
 - ii. on the basis that the consultation feedback will be properly considered and could change the proposals;
 - iii. with the provision of sufficient information and time to facilitate expression of views by consultees and consideration of those views prior to making any decision on the proposals;
 94. In relation to consultation the decision maker must genuinely and conscientiously consider the feedback from each consultation and have proper regard to it when making any decision in relation to the subject matter of that consultation.
 95. In addition in relation to the purchase and sale of land relating to the proposal for use of land at Hamadryad Peninsula for education purposes the Council must comply with its duty under section 123 of the Local Government Act 1972 to obtain best consideration. This will need to be addressed in the final agreement reached. The Council has power to purchase land at Hamadryad Peninsula for education purposes in advance of any final decision (to be made following consultation) in respect of any options for establishing any school for the area to be located on the site. However it is important to note that a final decision on the use of the site would be subject to the outcomes of the statutory consultation process which would be required and therefore the purchase in advance could prove abortive. Nevertheless it would be open to the Council to subsequently dispose of the land and use the proceeds for implementation of the option which at that time is preferred if it is on another site).
 96. The decision recommended in this report will impact on different schools and the pupils attending them in different ways. 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.

97. 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
98. This duty necessarily involves, in relation to the recommendations in this report, (particularly the recommendation to approve the amended strategy) , the need to undertake Equality Impact Assessments to ensure that the decision maker has understood the potential impacts of the proposals in terms of equality. This assists the decision maker to ensure that it is making proportionate and rational decisions having due regard to the public sector equality duty.
99. A Programme Equality Impact Assessment has been undertaken and is attached as Appendix 1. Assessment will also be undertaken for each individual Project and these will include consideration of views and information obtained through public and statutory consultation.
100. The decision maker must consider and have due regard to the Programme Equality Impact Assessment prior to making the decisions recommended in the report.

Financial Implications

101. The 21st Century Schools investment programme is managed and monitored within the School Organisation Plan consolidated financial model. It should be noted that the investment programme forms a significant element of the Capital Programme albeit most of it is funded from revenue release savings which have either been released or identified. These amounts are then used to fund revenue costs and capital costs which have not been met by scheme specific sources of funding such as grants and capital receipts. Given its overall size decisions made in respect of the SOP need to be considered alongside the Council's overall financial position. The 2015/16 Budget Report identified increasing concerns in respect of financial resilience of the Council over the life of the Medium Term Financial Plan and this was demonstrated in the local indicator which show the gross ratio of capital financing costs expressed as a percentage of the controllable budget. Any decisions in respect of the SOP will need to be cognisant of both the financial risks within the model and the financial context against which these decisions are made.

102. The capital element of the over-arching financial model brings together forecast capital expenditure (including contingency and inflation provisions) and specific capital resources such as capital receipts, Capital Programme provisions, Section 106 contributions and Welsh Government capital grant funding. The net capital expenditure requirement – over and above the specific capital resources – is funded through Prudential Borrowing. The borrowing is repaid over 25 years, with interest chargeable on outstanding principal at a rate of 5.25% per annum.
103. The revenue element of the financial model is managed via the SOP revenue reserve and is funded through revenue release savings as set out in paragraph 61 above. The Capital Financing Requirement and the Organisational Restructuring costs are then drawn-down from the reserve each year. The sustainability of the SOP reserve, and thus the affordability of the programme / financial model, is measured by the future profile of the reserve balance. An earlier iteration of the revised programme was presented to the Investment Review Board and its cross-Directorate membership of officers, at which it was agreed that a minimum future balance of £1.5 million is considered to be a prudent level when evaluating the affordability of the financial model.
104. The revised 21st Century Schools programme set out in this report identifies a capital funding gap of circa £14.3 million, if addressed in 2016/17. The nature of Prudential Borrowing means that, if this additional resource were to be available but not until a later year, the level of the requirement would be larger. An additional capital receipt is also assumed in the proposed model.
105. If some or all of the required additional capital resources are not identified – from Welsh Government or otherwise – to meet the indicative funding gap, then the capital investment proposals would need to be reduced accordingly. The Directorate have recognised the potential need for a further re-alignment of the programme in this eventuality in paragraph 68.
106. If the full £14.3 million additional grant is available in 2016/17, the impact after allowing for the increased capital expenditure of £30.313 million results in a net reduction in the level of Prudential Borrowing required (a reduction of £6.236 million), in comparison to the existing financial model. In the short to medium term this results in a Capital Financing Requirement saving of circa £1.333 million, as can be illustrated in Tables 1 and 3 in paragraphs 63 and 67 above. The Capital Financing Requirements for the period 2015/16 to 2020/21 is £37.280 million in the existing financial model, and £35.947 million in the proposed model.
107. The minimum forecast reserve balances in the existing model and the proposed model are both in 2019/20: surpluses of £2.891 million and £1.270 million respectively. Therefore a variance of £1.621 million. Despite the decrease in Capital Financing Requirements, the forecast balance for the proposed model is lower due to the additional Organisational Restructuring costs totalling £3.245 million.

108. It should also be noted that the significant fall in Organisational Restructuring costs after 2019/20, and thus the reason for the increasing reserve balance thereafter, is that the SOP implementation team are only budgeted from this financial model until 2019/20. At that point the 'Band A' programme will end, and prior to 2019/20 Welsh Government will be inviting 'Band B' investment proposals to take place beyond 2019/20. The delivery of a 'Band B' programme will clearly require additional Organisational Restructuring costs which are not currently assumed within the SOP reserve model, and therefore Cabinet should be mindful of this when viewing positively the 2020/21 (and beyond) reserve balance.
109. There are a number of financial risks which should also be highlighted as part of this programme, though notably these risks could apply to either the existing or revised programme:
- Realised capital receipt values being lower than those assumed within the model;
 - Indicative Welsh Government grant funding not receiving full approval following the submission of the revised Strategic Outline Programme and / or the submission of scheme-specific business cases;
 - Capital expenditure deemed not to have adhered to grant Terms and Conditions at Audit;
 - Programme delays may have inflationary implications upon the capital expenditure estimates, as well as specific additional costs (capital or revenue) arising due to mitigation measures;
 - Individual proposals which incur design costs and are subsequently amended or do not proceed may give rise to abortive costs, which would need to be met from the revenue reserve.
110. Welsh Government grant is further sub-divided into capital grant and capital borrowing, the latter being supported by a 30 year revenue grant (Local Government Borrowing Initiative). The 30 year revenue grant must fund the specific Capital Financing charges arising, and therefore must be earmarked for explicit use within this programme.
111. The Directorate will need to profile the submission of Welsh Government business cases into the programmes of individual schemes. As a reminder, the 'Schools Organisation Financial Model' report to Cabinet on 7 November 2013 recommended (Recommendation 5):
- Authorise Officers to proceed with initial design works for 21st Century Schools schemes up to 5% of the project value and not commit Council to any other financial obligations, ahead of full approval of grant funding.*
112. School budgets are primarily funded by formula funding mechanism which uses as its main driver pupil numbers. Individual proposals will

need to consider what impact, if any, the proposals have upon the pupil numbers of neighbouring schools. Consideration needs to be given as to whether the SOP model should provide an amount to support any neighbouring schools impacted as a result of a specific scheme. In the event that no consideration is provided, it is anticipated that the Directorate will put in place a robust business plan to ensure that there will be no impact.

113. Paragraphs 74 to 80 set out the proposed delegated authority for the commitment of expenditure, recognising the process which must be undertaken prior to full grant approval being confirmed by WG. Individual schemes are each specifically reliant upon WG grant to achieve affordability, and indeed – as highlighted within this report – the programme as a whole is subject to WG grant approval.
114. A specific scheme which does not attain full grant approval may be subject to significant revisions, or prove abortive. Abortive costs would need to be charged to the SOP revenue reserve and therefore could have a significant adverse impact upon the overall affordability of the programme as a whole. It is therefore prudent to adopt the stages of delegated authority as described in paragraph 78.
115. The proposed delegated authority thresholds defined in this report are deemed appropriate for schemes going forward, although this report proposes an initial exception for Eastern High School. A combined SOC and OBC has been submitted to WG, and will be considered at their Capital Panel meeting at the end of March 2015. Under the proposed delegation mechanism, this would suggest that the project currently only has delegated authority to incur / commit up to 5% of the overall project capital budget. Recommendation 5 of this report seeks agreement to delegate authority to initiate the pre-tender process, and the delivery programme for this project requires this decision to be taken before the end of March. Pertinently, although the main contract for the new High School will be a significant capital cost, the first stage of the tender process should not incur or commit the Authority to additional capital expenditure (over and above the interim costs currently being incurred). The OBC approval should then be in place in readiness for the second stage of the tender process.
116. Recommendation 3 of this report seeks authority to progress land deals for the purchase of land at Hamadryad Peninsular and the disposal of land adjacent to County Hall. Detailed estimates of the transactions are set out in Confidential Appendix 2. The estimated purchase price of the Hamadryad land – as stated in Appendix 2 – has been allowed for within the £167.641 million investment programme. If the purchase costs increase, this may clearly have further implications for the affordability of the programme. Cabinet will need to consider whether the purchase of this land provides appropriate value for money, within the context of a programme which has highlighted a significant shortfall in resources.
117. If the site is not subsequently used for educational purposes it is assumed that the Directorate will be able to dispose of the site and generate a capital receipt of at least the initial purchase price, therefore

avoiding a net adverse impact upon the 21st Century Schools programme.

118. The linkages between the Hamadryad site and the land adjacent to County Hall are highlighted in paragraph 45. An assumption of the capital income receivable for the disposal of the land adjacent to County Hall was made in the February 2015 Budget report to full Council, and any variation to that assumption when the actual receipt is realised may impact upon those Budget proposals.
119. In approving this current report Cabinet are acknowledging the intention to dispose of the County Hall adjacent site via a single party, and therefore Cabinet will need to be content that the Authority is achieving best value for this site.
120. Appendix 2, and therefore the SOP / 21st Century Schools model, has not made provision for any potential VAT and / or Stamp Duty Land Tax issues arising, which will need to be considered by the Director of Economic Development as part of the delegated decision(s).

Human Resources Implications

121. There are no specific HR implications arising from the overarching 21st Century Schools Programme. The HR implications arising from individual proposals will be provided in reports relating to those proposals as appropriate.

Environmental Assessments

122. A Strategic Environmental Assessment (SEA) has been undertaken on the realigned 21st Century Schools Programme in accordance with European Legislation and is attached as part of Appendix 1. The assessment concludes that the strategic proposals are largely compatible with the environmental objectives that underpin school organisation proposals (it identifies potential impacts, however it details mitigation measures to minimise these). The decision maker should have regard to the SEA before making its decision. An Environmental Assessment will also be carried out as part of any planning application process for individual projects.

Equality Impact Assessment

130. A Programme Equality Impact Assessment has been undertaken and concludes that the proposals would not adversely affect a particular group in society. If the proposals were to proceed, further equality impact assessments would be undertaken in connection with the implementation of each project.

Community Impact

131. There is a need to increase the number of English-medium and Welsh-medium places available throughout the City without impacting adversely on the community. The following are taken into account when

considering a proposal: Public Open space, parkland, noise and traffic congestion. Officers will work with schools and any community groups to ensure that should individual proposals proceed it would avoid negative impacts wherever possible.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Approve the realigned 21st Century Schools Programme.
2. note that the approval in principle of the realigned strategy by Welsh Government is required and to authorise the Director of Education and Lifelong Learning to seek to secure Welsh Government approval in principle for the realigned programme, including additional grant funding.
3. Delegate authority to the Director of Economic Development (in consultation with the Cabinet Members for Education & Skills and Corporate Services & Performance, the County Solicitor, and the Corporate Director for Resources) to negotiate and complete the purchase of land on the Hamadryad Peninsula for education purposes and to dispose of the land adjacent to County Hall.
4. Delegate authority to the Director of Education & Lifelong Learning (in consultation with the Cabinet Members for Education & Skills and Corporate Services & Performance, the County Solicitor, and the Corporate Director for Resources) to determine all aspects of the procurement process (including for the avoidance of doubt development of all procurement documentation and selection and award criteria, commencement of procurement through to award of contracts) for specific 21st Century Schools proposals in line with the realigned strategy once approved and the thresholds set out in paragraphs 78 to 80, save that in respect of the Eastern High School Project, the thresholds referred to above will be amended as set out in paragraph 81.

NICK BATCHELAR

Director

13 March 2015

The following appendices are attached:

- Appendix 1: Statutory Screening Tool including Equality Impact Assessment and Strategic Environmental Assessment for the 21st Century Schools Programme.
- Appendix 2: Confidential - Details of land purchase at Hamadryad Peninsular & disposal of land adjacent to County Hall.
- Appendix 3: Confidential – Prioritisation Matrix for 21st Century School Programme

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: Realigned 21 st Century schools Programme 2015 | Date of Screening: February 2015 |
| Service Area/Section: Education & Lifelong Learning | Lead Officer: Nick Batchelar |
| Attendees: Self assessment | |

| What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function | Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.] |
|--|--|
| <p>Vision</p> <p><i>Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential</i></p> <p>Aim 1 Improve educational attainment particularly at Key Stage 4 and across the southern arc of the city</p> <p>Aim 2 To improve the Sufficiency and Suitability of School Places across Cardiff and ensure we are providing a 21st Century School Standard</p> <p>Aim 3 To ensure that Cardiff achieves Best Value from its financial resources to improve the efficiency and cost-effectiveness of the education estate.</p> <p>Aim 4 To facilitate the development of Community Focussed Schools, for the benefit of the wider community, across Cardiff.</p> | <p>The 21st Century Schools Programme is being realigned to take account of changes since 2011. During this time Cardiff has experience notable population growth and there is a need to address the sufficiency (supply) of school places. The disparity in the level of educational attainment between the North and South of the City has also increased. In order to address these issues, four key Educational Aims have been developed. These are based around educational attainment, sufficiency of places, the efficient use of the school estate and ensuring Cardiff has community focused schools. It is these four aims that form the basis of the realignment of Cardiff's 21st Century Schools Programme. Through addressing these issues Cardiff would ensure that it provides the best possible education for every child and young person regardless of their background or location in the city.</p> <p>The programme also needs to address the poor condition of a significant number of schools and the suitability of a number of schools (improved facilities to enable the delivery of the modern curriculum).</p> <p>Based on EC Harris surveys the following is currently found:-</p> <ul style="list-style-type: none"> • 18% of all Cardiff schools are rated 'C' (condition is poor with major deterioration to the fabric of the building") or |

below for Condition;

- 13% of all nursery and primary schools (including Special Schools) are rated C for Condition; and
- 41% of all secondary schools are 'C' rated.

In Band A, the programme would in the main address the sufficiency of primary school places across city but would prioritise the southern arc of the city in terms of addressing the condition/suitability of accommodation.

The schools in the southern arc serve the most socially deprived areas in the city where there are low levels of attainment at KS4 and there are high numbers of young people and adults who are not in education, training or employment.

Immediate investment is needed in this area to replace existing secondary school facilities with fit for purpose facilities so that the schools in the area are best placed to deliver improvements in attainment and educational outcomes. This would help address the link between disadvantage and attainment.

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 | <p>People in Cardiff are healthy; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i> <i>vulnerable citizens and areas of multiple deprivation</i> <i>Addressing instances of inequality in health</i> | x | | | | <ul style="list-style-type: none"> - In Band A, the programme would in the main address the sufficiency of primary school places across city but would prioritise the southern arc of the city in terms of addressing the condition/suitability of accommodation. - The schools in the southern arc serve the most socially deprived areas in the city where there are low levels of attainment at KS4 and there are high numbers of young people and adults who are not in education, training or employment. - Immediate investment is needed in this area to replace existing secondary school facilities with fit for purpose facilities so that the schools in the area are best placed to deliver improvements in attainment and educational outcomes. This would help address the link between disadvantage and attainment. - See 1.2 below – local schools for local children to encourage walking and cycling and promote health - See 1.3 below re crime prevention - Secure by Design |
| 1.2 | <p>People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and</i> | x | | | | <ul style="list-style-type: none"> - The programme aims to provide schools of the right size. Minimising surplus places should mean high utilization rates (energy/water resources not used to heat and supply underutilised accommodation). |

| 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 | |
| <i>creating a carbon lite city</i> | | | | | <ul style="list-style-type: none"> - The programme would provide new build extensions and schools that are BREEAM and EPC A rated. - The programme would remove or replace accommodation that is rated poor for sustainability. - The programme aims to provide local schools for local children to encourage use of non-polluting modes of transport. - Water efficient measures are built into building designs and drainage is addressed through Sustainable Urban Drainage Systems (SUDS). |
| <ul style="list-style-type: none"> • <i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i> | x | | | | <ul style="list-style-type: none"> - 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. - 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. |

| 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"> - A Traffic/Transport assessment would be carried out as part of the planning application process. - A travel plan would 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. |
| <ul style="list-style-type: none"> • <i>reducing environmental pollution (land, air, noise and water)</i> | | | x | | As part of the BREEAM process, an acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact. A further report would be prepared for a proposal in line with the BB93 Acoustics for School requirements. |
| <ul style="list-style-type: none"> • <i>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</i> | x | | | | <p>Contractors are required to demonstrate how they meet the requirements relating to consumption and waste reduction as set out by the Welsh Government and in the procurement framework (e.g. SEWSCAP).</p> <p>The following could be incorporated into new build designs:</p> <ul style="list-style-type: none"> • Sustainable urban drainage system • Solar hot water • Photovoltaic • Natural Ventilation • Control of solar gains • Rainwater Harvesting • A or A+ rated materials in accordance with BRE Green Guide to Specification <p>Cardiff Council, Waste Management would advise on the provision of waste and recycling collection on school sites.</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"> <i>encouraging biodiversity</i> | | | | x | <p>Where required a Phase 1 survey (Preliminary Ecological Assessment) of a site would be undertaken 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 for a project.</p> <p>The following proposals/ projects would likely need Phase 1 surveys undertaken:</p> <ul style="list-style-type: none"> Howardian (Howardian site) Eastern High (CAVC/Greenway site) Willows (sites yet to be identified) Four Wards (Hamadryad and St Cuthbert Primary options) <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p> |
| 1.3 | <p>People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>reducing crime, fear of crime and increasing safety of individuals</i> <i>addressing anti-social behaviour</i> <i>protecting vulnerable adults and children in Cardiff from harm or abuse</i> | x | | | | <p>The South Wales Police's Crime Prevention Design Advisor would be consulted on a project where appropriate and the recommendations considered and incorporated where practicable.</p> |
| 1.4 | <p>Cardiff has a thriving and prosperous economy;</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> <i>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</i> <i>Assisting those Not in Education, Employment or Training</i> <i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i> | x | | | x | <p>Schools provide employment.</p> <p>Investment in school buildings improves the learning environment, contributes to the delivery of the modern curriculum and should have a positive impact on the economy as it helps learners to achieve their potential. See 1.5 below.</p> <p>Consideration would be given to using local sub-contractors and suppliers. As part of any tender process, emphasis is placed on</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"> <i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i> | | | | | <p>how the construction project must benefit the local economy. Examples of key Performance Indicators are as follows:</p> <ul style="list-style-type: none"> Contractors 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. |
| 1.5 | <p>People in Cardiff achieve their full potential;</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> promoting and improving access to life-long learning in Cardiff raising levels of skills and qualifications giving children the best start improving the understanding of sustainability addressing child poverty (financial poverty, access poverty, participation poverty) the United Nations Convention on the Rights of a Child and Principles for Older persons | x | | | | <p>Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.</p> <p>A key focus of the programme is providing the best possible learning facilities and learning opportunities to inspire and enable young people to achieve their full potential. At secondary level, this should encourage young people to access post-16 provision, should reduce the percentage of school leavers not in education, employment and training and in turn should improve their life chances.</p> <p>The Eastern High investment for example would provide a new build school with onsite post-16 provision to raise the aspirations of pupils and foster a natural progression from school to college. The new build facilities would provide learning environments that are capable of facilitating quality 14-19 provision and the delivery of teaching and learning strategies that are key to addressing the link between disadvantage and attainment.</p> |
| 1.6 | <p>Cardiff is a Great Place to Live, Work and Play</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> promoting the cultural diversity of Cardiff encouraging participation and access for all to physical | | | x | | <p>Consideration is given at the design stage to providing spaces that have the potential to be used by the community in response to local need.</p> <p>The new school project in Pontprennau aims to deliver a joint school and community facility.</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 | |
| | <p>activity, leisure & culture</p> <ul style="list-style-type: none"> • <i>play opportunities for Children and Young People</i> • protecting and enhancing the landscape and historic heritage of Cardiff • <i>promoting the City's international links</i> | | | | | <p>The Eastern High project with its vision of providing a community destination brings together a school and post-16 provision onto one site and enables the post-16 provider to deliver non-grant funded activities/services to the community.</p> <p>This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.</p> <p>The Council's online sources are used to check whether there are any cultural heritage receptors recorded within a site</p> |
| 1.7 | <p>Cardiff is a fair, just and inclusive society.</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> • <i>the elimination of discrimination, harassment or victimisation for equality groups</i> | x | | | | <p>Programme level</p> <p>An Equality Impact Assessment in accordance with the Equality Act 2010 has been carried out on the Programme (see page 15)</p> <p>Proposal and project level</p> <p>Equality Impact Assessments are also carried out on each proposal and project. An initial equality impact assessment is carried out at the proposal stage and is updated following consultation. A further equality impact assessment is then carried out at the design stage on a new build scheme 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.</p> <p>Recruitment of school staff</p> <p>The Council's recruitment/redeployment process ensures that</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 | |
| | | | | | | good practice is followed, including the application of the Council's policies on equal opportunities. |
| | <ul style="list-style-type: none"> 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 | | Consultation/engagement <ul style="list-style-type: none"> Public and statutory consultation is carried out if required. Relevant departments in the Council engaged. Submission of designs to the Design Commission for Wales (DCfW) Review Panel The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) that includes representatives from external groups would be given the opportunity to comment at the design stage. South Wales Police's Crime Prevention Design Advisor if required |
| | EQUALITY IMPACT ASSESSMENT (This is attached on page 15) | | | | | |
| 1.8 | The Council delivers positive outcomes for the city and its citizens through strong partnerships Consider the potential impact on <ul style="list-style-type: none"> strengthening partnerships with business and voluntary sectors the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings | | | | x | <p>Modern school facilities can provide flexible spaces for partnership working (integrated services).</p> <p>The Eastern High project with its vision of providing a community destination brings together a school and post-16 provision onto one site. It is recognised that the synergies that result from collaboration with a post 16 provider and especially on-site post-16 provision raises the aspirations of pupils and fosters a natural progression from school to college.</p> |

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

- A key focus of the programme is providing the best possible learning facilities and learning opportunities to inspire and enable young people to achieve their full potential. At secondary level, this should encourage young people to access post-16 provision, should reduce the percentage of school leavers not in education, employment and training and in turn should improve their life chances.
- Schools provide employment.
- Consideration would be given to using local sub-contractors and suppliers.
- Modern school facilities can provide flexible spaces for partnership working (integrated services) and can be valuable community assets (potential for efficiency savings).

Social

- Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.
- Consideration is given at the design stage to providing spaces that have the potential to be used by the community.
- An Equality Impact Assessment in accordance with the Equality Act 2010 has been carried out on the Programme (see page 15)
- Equality Impact Assessments are also carried out on each proposal and project. An initial equality impact assessment is carried out at the proposal stage and is updated following consultation. A further equality impact assessment is then carried out at the design stage on a new build scheme 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 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.
- The South Wales Police's Crime Prevention Design Advisor would be consulted on a project where appropriate and the recommendations considered and incorporated where practicable.
- Accessibility has been considered.
- Locating provision central to the area it serves should encourage walking/cycling to school and should have a positive impact on the health and well-being of pupils.

Environmental sustainability

- Delivery of this programme would include removing accommodation that is rated C (Poor) for sustainability with more energy efficient new build accommodation.
- The programme aims to provide schools of the right size. Minimising surplus places should mean high utilization rates (energy/water resources not used to heat and supply underutilised accommodation).
- The programme would provide new build extensions and schools that are BREEAM and EPC A rated.
- The programme would remove or replace accommodation that is rated poor for sustainability.
- 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 procurement framework (e.g. SEWSCAP).

- The programme aims to provide local schools for local children to encourage use of non-polluting modes of transport.
- Limiting the scope for parking should encourage walking and cycling to school.
- Consideration is given to improving the road infrastructure, walking routes and public transport.
- If required, a Phase 1 survey (Preliminary Ecological Assessment) of a site would be undertaken 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 any planning application.

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

All projects

Recommendations made in the Equality Impact Assessment /Traffic Assessment at the design stage would be taken into account in the planning application Design & Access Statement. A detailed Environmental Assessment (including Ecological Appraisal) would be completed if required as part of any planning application for an individual project.

Part 2: Strategic Environmental Assessment Screening

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

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

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

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
 Equality Impact Assessment
 Corporate Template



| |
|--|
| Policy/Strategy/Project/Procedure/Service/Function Title: |
| Realigned 21 st Century Schools Programme 2015 |
| New/Existing/Updating/Amending |

| | |
|---|---|
| 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: February 2015 | |

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

| |
|--|
| <p>Vision</p> <p><i>Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential</i></p> <p>Aim 1 Improve educational attainment particularly at Key Stage 4 and across the southern arc of the city</p> <p>Aim 2 To improve the Sufficiency and Suitability of School Places across Cardiff and ensure we are providing a 21st Century School Standard</p> <p>Aim 3 To ensure that Cardiff achieves Best Value from its financial resources to improve the efficiency and cost-effectiveness of the education estate.</p> <p>Aim 4 To facilitate the development of Community Focussed Schools, for the benefit of the wider community, across Cardiff.</p> |
|--|

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

| |
|---|
| <p>(What is the basis for the proposal?)</p> <p>The 21st Century Schools Programme is being realigned to take account of changes since 2011. During this time Cardiff has experience notable population growth and there is a need to address the sufficiency (supply) of school places. The disparity in the level of educational attainment between the North and South of the City has also increased. In order to address these issues, four key Educational Aims have been developed. These are based around educational attainment, sufficiency of places, the efficient use of the school estate and ensuring Cardiff has community focused schools. It is these four aims that form the basis of the realignment of Cardiff's 21st Century Schools Programme. Through addressing these issues Cardiff would ensure that it provides the best possible education for every child and young person regardless of their background or location in the city.</p> |
|---|

The programme also needs to address the poor condition of a significant number of schools and the suitability of a number of schools (improved facilities to enable the delivery of the modern curriculum).

Based on EC Harris surveys the following is currently found:-

18% of all Cardiff schools are rated 'C' (condition is poor with major deterioration to the fabric of the building") or below for Condition;

13% of all nursery and primary schools (including Special Schools) are rated C for Condition; and

41% of all secondary schools are 'C' rated.

In Band A, the programme would in the main address the sufficiency of primary school places across city but would prioritise the southern arc of the city in terms of addressing the condition/suitability of accommodation.

The schools in the southern arc serve the most socially deprived areas in the city where there are low levels of attainment at KS4 and there are high numbers of young people and adults who are not in education, training or employment.

Immediate investment is needed in this area to replace existing secondary school facilities with fit for purpose facilities so that the schools in the area are best placed to deliver improvements in attainment and educational outcomes. This would help address the link between disadvantage and attainment.

3 Assess Impact on the Protected Characteristics

3.1 Age

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

| | Yes | No | N/A |
|----------------|-----|----|-----|
| 3 to 11 years | +ve | | |
| 11 to 18 years | +ve | | |
| 18 - 65 years | +ve | | |
| Over 65 years | +ve | | |

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:

There would not be a differential impact on a specific age group as a result of this programme. Delivery of the programme would have a positive impact on learners of all ages as its objectives are to provide:

- Modern inspiring learning facilities across the city
- Improved access and inclusion reducing known links between disadvantage and attainment
- Improved educational outcomes with all children and young people maximising their full potential

- A better match between the supply and demand for places across the city – this encourages walking/cycling to school, benefiting the health and wellbeing of pupils.
- Sustainable schools in terms of carbon performance and their flexibility to meet the future educational needs of learners and communities.
- Schools at the heart of the community and co-located community and/or integrated services where appropriate

In Band A, the programme would address the sufficiency of places across city but would prioritise the southern arc of the city in terms of addressing the suitability of accommodation.

The schools in the southern arc serve the most socially deprived areas in the city where there are low levels of attainment at KS4 and there are high numbers of young people and adults who are not in education, training or employment.

Immediate investment is needed in this area to replace existing secondary school facilities with fit for purpose facilities so that the schools in the area are best placed to deliver improvements in attainment and educational outcomes. This would help address the link between disadvantage and attainment.

Recruitment/redeployment opportunities (employed age group)

There may still be a perception that recruitment/deployment opportunities could be affected by age. The Council's procedure for managing staffing changes arising from reorganisation of school places would be used in implementing any changes. 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 | +ve | | |
| Physical Impairment | +ve | | |
| Visual Impairment | +ve | | |
| Learning Disability | +ve | | |
| Long-Standing Illness or Health Condition | | | X |
| Mental Health | | | X |
| Substance Misuse | | | X |
| Other | | | X |

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

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

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

Delivery of the programme would have a positive impact on accessibility. Half of all schools in Cardiff are not fully wheelchair accessible and therefore choice of school for pupils with disabilities is dictated by the level of adaptations. There are only three secondary schools that can be considered fully wheelchair accessible which means that many areas of Cardiff do not provide "accessible pathways" from primary to secondary school. In many cases, pupils are not able to stay with their peer group at transition and have to travel across the city to attend secondary education that can meet their needs.

It is difficult to adapt schools so that they become fully wheelchair accessible and so accessibility is only significantly improved with the provision of new build schools. Delivering all projects in Band A could deliver at least six new build primary schools and delivery of the two new build secondary schools would provide “accessible pathways” in the East and West of the city.

Equality Impact Assessment at proposal and project level

Equality Impact Assessments are carried out on each proposal and project. An initial equality impact assessment is carried out at the proposal stage and is updated following consultation. A further equality impact assessment is then carried out at the design stage on a new build scheme and to identify any reasonable adjustments that could be made to improve accessibility to any existing accommodation. This assessment feeds into the Design and Access Statement that accompanies any planning application. The equality impact assessments would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

New build accommodation

All new build projects would take into account the needs of the following:

Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.

Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and Braille language on signs.

Those with a physical impairment – e.g. level threshold doors, lifts with disabled access

Those with learning disabilities – e.g. quiet spaces

Special Educational Needs (SEN) School Action support is provided in the classroom. However, there may be occasions where pupils are withdrawn from a classroom to receive an intervention. If the new build accommodation is a standardised design, discussion would be needed on the design approach and how it caters for pupils with SEN (School Action).

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.

Consultation

Feedback from public consultation and from engagement with schools would be considered. The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) would also be given the opportunity to comment at the design stage.

Transport

Transport for pupils with a disability would not be affected as it would be provided if required to meet the child’s needs in accordance with the SEN Code of Practice.

3.3 Gender Reassignment

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

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

| |
|--|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| What action(s) can you take to address the differential impact? |
| If no differential impact, explain the reason(s) for this assessment: |
| Feedback arising from consultation on a project would inform provision e.g. privacy of toilet provision, changing areas. |
| Recruitment/redeployment opportunities |
| The Council's procedure for securing staffing requirements would be used to ensure that good practice is followed, including the application of the Council's policies on equal opportunities. |

3.4. Marriage and Civil Partnership

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

| | Yes | No | N/A |
|-------------------|-----|----|-----|
| Marriage | | | X |
| Civil Partnership | | | X |

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

3.5 Pregnancy and Maternity

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

| | Yes | No | N/A |
|-----------|-----|----|-----|
| Pregnancy | | x | |
| Maternity | | | N/A |

| |
|--|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| What action(s) can you take to address the differential impact? |
| If no differential impact, explain the reason(s) for this assessment: |
| An equality impact assessment would be carried out at the design stage on a new build scheme and to identify any reasonable adjustments that could be made to improve accessibility to any 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 |
| Recruitment/redeployment opportunities |
| The Council's procedure for securing staffing requirements would be used to ensure that good practice is followed, including the application of the Council's policies on equal opportunities. |

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 programme 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 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. |
| <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. 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. |
| New accommodation would be designed to incorporate the EAL facilities required by Building Bulletin 103. |
| 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).

The Council provides education for access by all children and young people and therefore does not itself establish faith schools.

3.8 Sex

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

| | Yes | No | N/A |
|-------|-----|----|-----|
| Men | | x | |
| Women | | x | |

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

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

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

Recruitment/redeployment opportunities

The Council's procedure for securing staffing requirements would be used to ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.9 Sexual Orientation

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

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

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

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

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

(Fears that recruitment opportunities could be affected by sexual orientation)

Recruitment/redeployment opportunities

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 would be used to ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

3.10 Language

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

| | Yes | No | N/A |
|-----------------|-----|----|-----|
| Welsh Language | | x | |
| Other languages | | x | |

| |
|--|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| What action(s) can you take to address the differential impact? |
| If no differential impact, explain the reason(s) for this assessment: |
| Proposals are brought forward to meet demand for English-medium or Welsh-medium education. |
| Projects |
| 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. |
| Language support (EAL) |
| The programme 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. |
| New accommodation would be designed to incorporate the EAL facilities required by Building Bulletin 103 |

4. Consultation and Engagement

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

| |
|---|
| All projects |
| The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) are given the opportunity to comment at the design stage. |

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

| Groups | Actions |
|------------------------------|---|
| Age | All projects Equality Impact Assessments are carried out on each proposal and project. An initial equality impact assessment is carried out at the proposal stage and is updated following consultation. A further equality impact assessment is then carried out at the design stage on a new build scheme and to identify any reasonable adjustments that could be made to improve accessibility to any existing accommodation. This assessment feeds into the Design and Access Statement that accompanies any planning application. The equality impact assessments 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. |
| Disability | |
| Gender Reassignment | |
| Marriage & Civil Partnership | |
| Pregnancy & Maternity | |
| Race | |
| Religion/Belief | |
| Sex | |
| Sexual Orientation | |
| Language | |

6. Further Action

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

7. Authorisation

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

| | |
|--|---------------------|
| Completed By: Clive Bailey | Date: February 2015 |
| Designation: Policy, Equalities and Reports Officer | |
| Approved By: Janine Nightingale | |
| Designation: Head of Schools Organisation, Access & Planning | |
| Service Area: Education | |

Environmental Report: Sustainability Appraisal (SA) Incorporating Strategic Environmental Assessment (SEA) of the realigned 21st Century Schools Programme, 2015

Background

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

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

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

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

To request a copy of the assessment on the Strategic Framework please contact Clive Bailey, 029 2087 3166, CBailey@cardiff.gov.uk

Realigned 21st Century Schools Programme

Vision

Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential

Aim 1 Improve educational attainment particularly at Key Stage 4 and across the southern arc of the city

Aim 2 To improve the Sufficiency and Suitability of School Places across Cardiff and ensure we are providing a 21st Century School Standard

Aim 3 To ensure that Cardiff achieves Best Value from its financial resources to improve the efficiency and cost-effectiveness of the education estate.

Aim 4 To facilitate the development of Community Focussed Schools, for the benefit of the wider community, across Cardiff.

Background

The 21st Century Schools Programme is being realigned to take account of changes since 2011. During this time Cardiff has experience notable population growth and there is a need to address the sufficiency (supply) of school places. The disparity in the level of educational attainment between the North and South of the City has also increased. In order to address these issues, four key Educational Aims have been developed. These are based around educational attainment, sufficiency of places, the efficient use of the school estate and ensuring Cardiff has community focused schools. It is these four aims that form the basis of the realignment of Cardiff's 21st Century Schools Programme. Through addressing these issues Cardiff would ensure that it provides the best possible education for every child and young person regardless of their background or location in the city.

The programme also needs to address the poor condition of a significant number of schools and the suitability of a number of schools (improved facilities to enable the delivery of the modern curriculum).

Based on EC Harris surveys the following is currently found:-

- 18% of all Cardiff schools are rated 'C' (condition is poor with major deterioration to the fabric of the building") or below for Condition;
- 13% of all nursery and primary schools (including Special Schools) are rated C for Condition; and
- 41% of all secondary schools are 'C' rated.

In Band A, the programme would in the main address the sufficiency of primary school places across city but would prioritise the southern arc of the city in terms of addressing the condition/suitability of accommodation.

The schools in the southern arc serve the most socially deprived areas in the city where there are low levels of attainment at KS4 and there are high numbers of young people and adults who are not in education, training or employment.

Immediate investment is needed in this area to replace existing secondary school facilities with fit for purpose facilities so that the schools in the area are best placed to deliver improvements in attainment and educational outcomes. This would help address the link between disadvantage and attainment.

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 | Option 1: Realigned 21 st Century Schools Programme | | Option 2: Asset Renewal Programme | | 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. <i>Promote a greener economy by delivering a sustainable pattern of schools across Cardiff</i> | ✓ | <p>The programme aims to provide schools of the right size. Minimising surplus places should mean high utilization rates (energy/water resources not used to heat and supply underutilised accommodation).</p> <p>The programme would provide new build extensions and schools that are BREEAM and Energy Performance Certificate (EPC) A rated. (all proposals/projects).</p> <p>The programme would remove or replace accommodation that is rated poor for sustainability.</p> <p>The programme aims to provide local schools for local children to encourage use of non-polluting modes of transport.</p> <p>Water efficient measures are built into building designs and drainage is addressed through Sustainable Urban Drainage Systems (SUDS).</p> | x | <p>The Council has a Statutory Duty to provide sufficient school places.</p> <p>Cardiff's Asset renewal programme would not be able to deliver additional capacity in response to increases in demand for school places. The Authority's current spend on asset renewal is in the region of £2.7m per annum. This is used on a priority basis and is limited in the main to keeping properties wind and water tight.</p> | x | <p>Doing nothing is not a viable option the Council has a Statutory Duty to provide sufficient places and sustainable additional capacity to meet the demand for places.</p> <p>Demountable accommodation could be provided but it would not be a sustainable solution as it would reach a point where additional ancillary facilities would be required (e.g. hall space). These facilities can only be provided in permanent buildings.</p> <p>Providing demountable accommodation could only be an interim measure.</p> |

| SEA objective | Option 1: Realigned 21 st Century Schools Programme | | Option 2: Asset Renewal Programme | | Do nothing | |
|---|--|--|-----------------------------------|---|-------------------|--|
| | 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>✓</p> <p>✓</p> | <p>a)</p> <p>The programme would provide new build extensions and schools that are BREEAM and EPC A rated.</p> <p>The programme would include removing or replacing accommodation that is rated poor for sustainability.</p> <p>b)</p> <p>Providing local schools for local children aims to minimise the use of polluting modes of transport by encouraging walking and cycling to and from school.</p> <p>If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p> <p>Limited scope for parking also encourages walking and cycling to school.</p> <p>A travel plan is submitted along with planning applications, detailing proximity to public transport and walking and cycling routes.</p> <ul style="list-style-type: none"> - Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood. - Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs. - Consideration would be given to providing safe walking routes to existing designated parking in the wider locality. - Management of access to the school site prior/during parent | <p>X</p> <p>X</p> <p>x</p> | <p>a) Cardiff's Asset Renewal Programme would also not be able to address or improve the condition/sustainability of the school estate.</p> <p>In Cardiff a significant number of properties, including both primary and secondary schools are in a poor state of repair. The Education estate has a significant maintenance backlog of some £85m with half of all schools being rated poor for sustainability (energy efficiency).</p> <p>However, the Authority's current spend on asset renewal is in the region of £2.7m per annum. This is used on a priority basis and is limited in the main to keeping properties wind and water tight. In many schools the teaching methods are inhibited by the suitability of the internal accommodation such as the flexibility of the space, its size and shape, accessibility, ventilation and acoustics.</p> <p>b) Cardiff's asset renewal programme would not be able to deliver additional capacity in response to increases in demand for school places. 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>X</p> <p>x</p> | <p>a) The school estate has a significant maintenance backlog of some £85m with half of all schools being rated poor for sustainability (energy efficiency).</p> <p>b) Doing nothing is not a viable option as additional capacity is needed to meet the demand for places. If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p> |

| SEA objective | Option 1: Realigned 21 st Century Schools Programme | | Option 2: Asset Renewal Programme | | Do nothing | |
|--|--|--|-----------------------------------|-----|------------|---|
| | Rating | Commentary/ explanation of compatibility with SEA objective | | | Rating | Commentary/ explanation of compatibility with SEA objective |
| | | <p>drop off and pick up times would help with health & safety.</p> <ul style="list-style-type: none"> - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing - reduce car use. - A School Travel Plan is specifically designed to address the transport needs of pupils and staff and would vary according to the nature of the education being provided and the catchment area of the school. - School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity. - Changes to the traffic and transport infrastructure would be considered as part of the Transport Assessment for a proposal. | | | | |
| 3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS | 0 | <p>The open space within a school site is usually not held by the Council as formal Public Open Space.</p> <p>A number of projects/ proposals in the programme include the need for schools to use off-site pitches on Public Open Space during school hours. However, the impact on organised community use of POS should therefore be minimal. The maintenance of pitches would also benefit the community use of POS outside of school hours. The following projects/proposals could result in use of POS:</p> <ul style="list-style-type: none"> • Eastern High • Four Wards (Hamadryad, St Cuthbert's Primary, Ninian Park Primary and Channel View options) • Willows (sites yet to be identified) | 0 | N/A | 0 | |

| SEA objective | Option 1: Realigned 21 st Century Schools Programme | | Option 2: Asset Renewal Programme | | 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 |
| 4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion | <p>0</p> <p>x</p> <p>Mitigation</p> <p>Mitigation</p> | <p>a) Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>The design would seek to minimise any adverse impact on access to natural light for neighbouring properties.</p> <p>As part of the BREEAM process, an acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of a development.</p> <p>b) An increase in the number of children attending a school or the development of a school on a new site could increase the volume of traffic in the immediate vicinity.</p> <p>Locating provision central to the area it would serve should minimise the use of polluting modes of transport and encourage walking and cycling to and from school.</p> <p>To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. ▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. ▪ Limited scope for parking to encourage walking and cycling ▪ Changes to the traffic and transport infrastructure would be considered as part of the Transport Assessment for a proposal. | 0 | N/A | x | If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city. |
| 5. <i>Protect</i> and enhance biodiversity, flora and fauna | ? | <p>Potential mitigation required following survey</p> <p>Where required, a Phase 1 survey (Preliminary Ecological Assessment) of a site would be undertaken 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 for a project.</p> <p>The following proposals/ projects would likely need Phase 1 surveys undertaken:</p> | 0 | N/A | 0 | N/A |

| SEA objective | Option 1: Realigned 21 st Century Schools Programme | | Option 2: Asset Renewal Programme | | 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 |
| | | <ul style="list-style-type: none"> Howardian (Howardian site) Eastern High (CAVC/Greenway site) Willows (sites yet to be identified) Four Wards (Hamadryad and St Cuthbert Primary options) | | | | |
| 6. <i>Protect</i> and enhance the landscape (habitats/visual amenities) | ? Potential mitigation required following survey | <ul style="list-style-type: none"> (Pontprennau – mitigation included in planning application. Planning application has been approved and contractors onsite) <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p> | 0 | N/A | 0 | N/A |
| 7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems | ✓ | Water efficient measures are built into building designs and drainage is addressed through Sustainable Urban Drainage Systems (SUDS). | x | The Asset Renewal Programme is limited in the main to keeping properties wind and water tight. | x | The Asset Renewal Programme is limited in the main to keeping properties wind and water tight. |
| 8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all | 0 | <p>Providing educational facilities that can also potentially be used by the community for community/leisure activities should reduce the need to travel to other parts of Cardiff to access community services. This should promote the use of sustainable modes of travel (walking and cycling).</p> <p>An equality impact assessment would be carried out at the design stage on the accessibility of a new build scheme and/or 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.</p> | x | The Asset Renewal Programme is limited in the main to keeping properties wind and water tight. | 0 | N/A |
| 9. <i>Protect and enhance</i> designated historic assets | 0 | The Council's online sources are used to check whether there are any cultural heritage receptors recorded within a site proposed for development. | 0 | N/A | 0 | N/A |

Conclusion

The realigned 21st Schools Programme 2015 has been assessed to be largely compatible with the environmental objectives used to assess the goal and principles of the "21st Century Schools: A Strategic Framework for A School Building Improvement Programme" that underpin school organisation proposals.

The programme aims to provide schools of the right size and in the right place. Minimising surplus places should mean high utilization rates (energy/water resources not used to heat and supply underutilised accommodation). Providing local schools for local children should encourage use of non-polluting modes of transport. If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.

The programme would also provide new build schools and extensions that are BREEAM and EPC A rated and would include removing or replacing accommodation that is rated poor for sustainability.

Where the assessment has identified a potential environmental impact measures to mitigate the effect are detailed:

- A number of proposed sites for development would likely need Phase 1 surveys undertaken 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 for a project.
- An increase in the number of children attending a school or the development of a school on a new site could increase the volume of traffic in the immediate vicinity. Locating provision central to the area it would serve should minimise the use of polluting modes of transport and encourage walking and cycling to and from school. To reduce congestion and associated pollution the following would be considered:
 - Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement.
 - The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school.
 - Limited scope for parking to encourage walking and cycling
 - Changes to the traffic and transport infrastructure would be considered as part of the Transport Assessment for a proposal.
- A number of projects/ proposals in the programme include the need for schools to use off-site pitches on Public Open Space during school hours. As the school would use the POS during school hours the impact on organised community use should be minimal. The maintenance of school pitches would improve the facilities available to the community.

This assessment has assessed the 21st Schools Programme at a strategic level. A detailed Environmental Assessment would be completed if required as part of any planning application for an individual project.