

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

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

AGENDA ITEM:4

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this Report

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

Background

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

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 This notice will therefore be withdrawn by informing the Welsh Ministers in writing as stipulated in The Schools Standards and Frameworks Act, Schedule 6 paragraph 8 (5).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 The proposal to increase the capacity of Baden Powell Primary School published on 01 July 2013 has to be formally withdrawn.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

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

Current capacity

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

Establishing local demand for primary school places

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

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

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

25. Forecasts have been prepared based on:

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

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

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

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

Summary forecasts of demand for places at entry to Reception

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

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

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

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

Proposed additional capacity to meet the deficit

28. In summary, it is proposed that:

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

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

Options

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

Option 1

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

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

Option 2

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

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

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

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

Interim Arrangements

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

How would nursery provision be affected?

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

Quality and Standards

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

Educational Benefits

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

Potential disadvantages of these proposals

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

Risks

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

Alternatives considered

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

Impact of proposal on the Welsh Language

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

Local Member consultation

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

Reason for Recommendations

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

Financial Implications

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

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

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

Legal Implications

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

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

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

HR Implications

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

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

Transport Implications

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

Learner Travel Arrangements

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

Admission and catchment area arrangements

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

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

Statutory Screening Tool

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

Equality Impact Assessment

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

Sustainability Assessment

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

Community Impact

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

RECOMMENDATIONS

The Cabinet is recommended to:

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

Option 1

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

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

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

Option 2

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

NICK BATCHELAR

Director
22 May 2015

The following appendices are attached:

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

Projections and Forecasts

Establishing local demand for school places in Adamsdown and Splott

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Schools within the Willows High School catchment area:

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

English-medium community schools

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

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

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

Welsh-medium community schools

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

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

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

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

Faith-based primary schools

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

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

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

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

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

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

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

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

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

Proposed new housing

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Summary forecasts of demand for places at entry to Reception

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

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

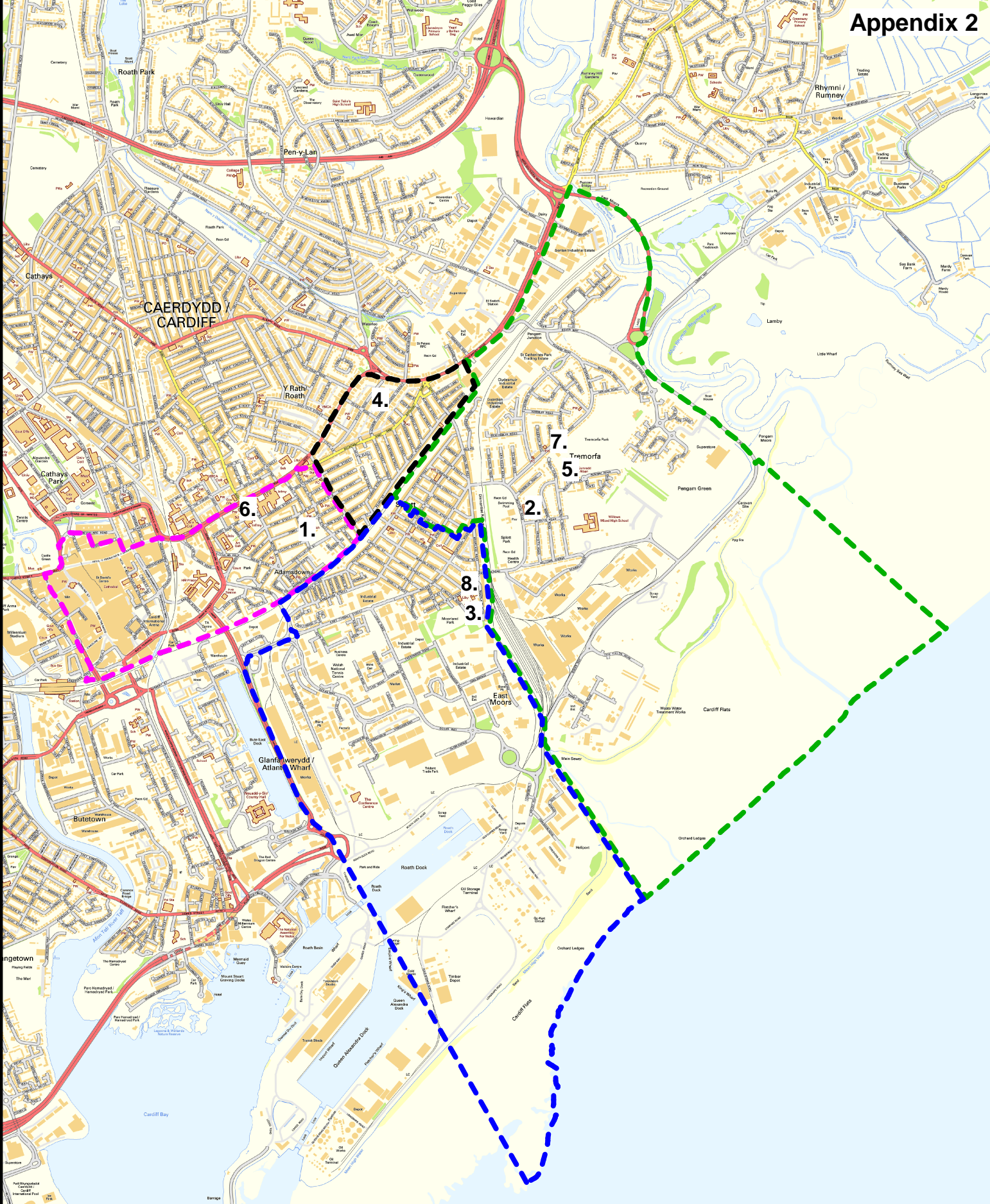
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When compared to the existing supply of places at Reception age, projections taking account of the uplift in Welsh-medium demand, take up of Faith school places capped at capacity and demand for English-medium school places taking account of this cap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

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

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

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



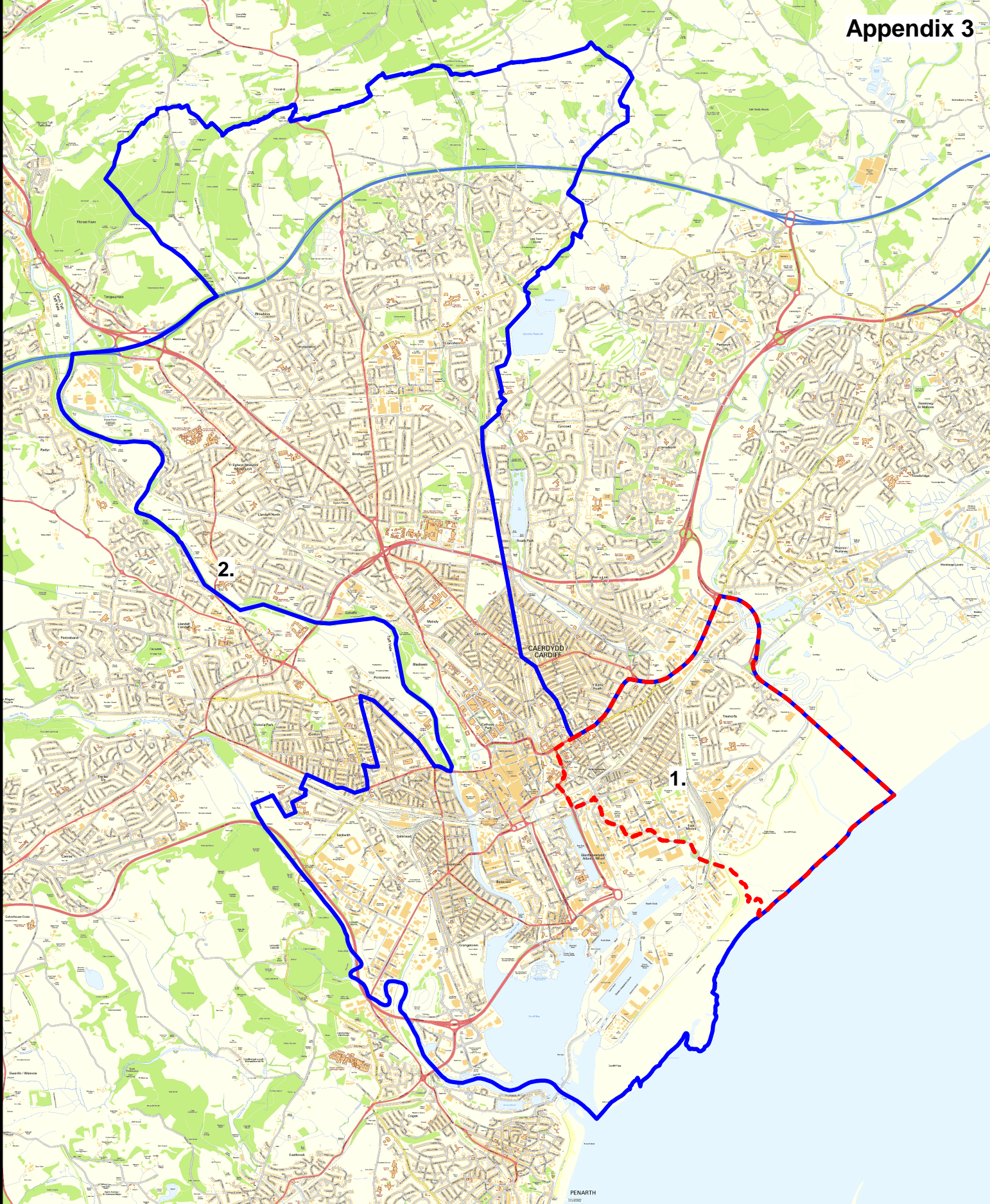
Willows High School catchment area and primary school catchment areas within

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

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Ysgol Glan Morfa and Ysgol Gyfun Gymraeg Glantaf catchment areas

1. Ysgol Glan Morfa /
catchment area

2. Ysgol Gyfun Gymraeg Glantaf /
catchment area

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Quality and Standards

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

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

Green Support Category

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

Yellow Support Category

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

Amber Support Category

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

Red Support Category

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

Estyn

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

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

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

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

Grade 1 good with outstanding features

Grade 2 good features and not important shortcomings

Grade 3 good features outweigh shortcomings

Grade 4 some good features, but shortcomings in important areas

Grade 5 many important shortcomings

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

Each key question is provided with a judgement:

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

Good – Many strengths and no important areas requiring significant improvement

Adequate – Strengths outweigh areas for improvement

Unsatisfactory – Important areas for improvement outweigh strengths

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

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

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

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

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

Willows Catchment - Increasing Primary Provision

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

Cardiff Council

Statutory Screening Tool Guidance



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

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

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

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

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

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

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

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

Statutory Screening Tool

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

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

Option 1

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

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

- also have cost implications).

Option 2

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

Alternatively:

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

Proposed additional capacity to meet the deficit

It is proposed that:

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

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

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

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

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

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

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

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

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
					<p>curriculum.</p> <p>Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice. The proposal would result in English-medium and Welsh-medium provision each increasing by 1 Form of Entry.</p> <p>Option 1 would see nursery, Flying Start and primary and secondary school provision occupying one site. This would allow partnership working between these provisions and consideration to be given to better alignment between services. These options would involve relocating nursery and primary age pupils to the Willows High site. The Council has experience of relocating nursery and primary age pupils. Ysgol Treganna and Tan Yr Eos primary schools were recently brought together as one school on a new site.</p> <p>Option 2 would likely result in these provisions remaining on separate sites. However, it would be possible to consider relocating Tremorfa Nursery on part of the existing Baden Powell site, subject to available funding.</p> <p>✓ The provision of nursery places makes it possible for a child to remain on the same site and in familiar surroundings for their primary education (subject to a successful application to the primary school). Under all options, this would be the case for Moorland Primary School and Ysgol Glan Morfa but under Option 1 this arrangement could change at Baden Powell Primary school as provision may be provided by a standalone nursery school (Tremorfa Nursery School).</p> <p><i>Health and Safety and Safeguarding</i></p> <p>✓ Under option 1 Baden Powell Primary School would transfer onto part of the Willows High School site along with Flying Start provision. Although the different provisions on the site would be</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>in separate accommodation, it would result in Flying Start and the primary and secondary age range sharing one access road. It is anticipated that perceived issues around pupil safety in terms of different age groups in the same locality and movement of traffic may be raised during public consultation.</p> <p>The Council has experience of delivering new build projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety. Under option 1, the new build would be constructed in an isolated construction site i.e. a site only accessible by contractors.</p> <p>Option 1 would require expansion of Moorland into the Ysgol Glan Morfa buildings, whilst operating a live site.</p> <p><i>Design</i></p> <p>If the new build accommodation is a standalone standardised build it would be wheelchair accessible and the design would incorporate the SEN facilities required by the relevant Building Bulletin. The operational management of the school could also enable use of rooms not designated for SEN.</p> <p><u>All ages</u></p> <p><i>Community engagement</i></p> <p>Under option 1 moving Baden Powell away from the new Hub may result in a missed opportunity to improve the school's community engagement agenda.</p> <p style="text-align: center;">✓</p> <p><i>Transport and Traffic</i></p> <ul style="list-style-type: none"> - Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public
	✓				

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

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

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

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

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

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

Investment in school buildings improves the learning environment, contributes to the delivery of the modern curriculum and should have a positive impact on the economy as it helps learners to achieve their potential.

Investment in school buildings improves the learning environment and contributes to the delivery of the modern curriculum.

Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice. The proposal would result in English-medium and Welsh-medium provision each increasing by 1 Form of Entry.

Option 1 would see nursery, Flying Start and primary and secondary school provision occupying one site. This would allow partnership working between these provisions and consideration to be given to better alignment between services. These options would involve relocating nursery and primary age

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

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

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

Health and Safety and Safeguarding

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

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

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

Design

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

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

Secure by Design

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

Accessibility

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

Designs would take into account the needs of the following:

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

If the new build accommodation is a standardised build further discussion would be needed on how the design caters for pupils with learning disabilities.

Transport for disabled pupils would not be affected. Transport needs are assessed on an individual basis.

Environmental sustainability

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

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

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

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

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

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

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

APPRAISAL:

The following assessments to be undertaken:

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

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

Part 2: Strategic Environmental Assessment Screening

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

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

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

Part 3: Habitat Regulation Assessment (HRA)

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

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

Appendix 1 – Statutory Requirements

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

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

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

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

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

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

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

Background:

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

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

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

Alternatively:

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

Proposal

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

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

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

Option 1

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

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

Option 2

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

Key:

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

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

SEA Objectives	Option 1		Option 2						Do Nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<p>A new 2FE '*standardised build' Baden Powell Primary school with part-time nursery places (appropriate number to be confirmed) on the Willows High School site which would require the transfer of Baden Powell Primary to the Willows High School site.</p> <p>Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 64-80 (tbc) part-time nursery places.</p> <p>Transfer the expanded Ysgol Glan Morfa to the vacated Baden Powell Primary School site.</p> <p>Increase the capacity of Moorland Primary School from 2FE to 3FE with 96-112 (number tbc) part-time nursery places utilising the vacated Ysgol Glan Morfa buildings.</p> <p>This option also provides the opportunity to consider the transfer of Tremorfa Nursery from its existing site at Mona Place, Tremorfa, CF24 2TG on to the Willows High School site. The Nursery School would remain as a separate entity and continue to provide nursery places for the local area in addition to replacing the nursery unit currently operating at Baden Powell Primary School. This would require the age range of Baden Powell Primary School to be reduced from 3-11 to 4-11.</p>		<p>Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 64-80 (tbc) part-time nursery places.</p> <p>Transfer the expanded Ysgol Glan Morfa to a new 2FE '*standardised build' primary school on a new site on land at the Maltings.</p> <p>Increase the capacity of Moorland Primary School from 2FE to 3FE with 64-80 (tbc) part-time nursery places, utilising the vacated Ysgol Glan Morfa buildings.</p> <p>Baden Powell Primary School to remain at its existing capacity on its current site.</p>						
1. Promote a greener economy by delivering a sustainable pattern of English Medium, Welsh Medium and Faith Schools across Cardiff	✓	Achieved as this proposal should result in schools with sustainable intakes. Minimal surplus school places and high room utilisation rates ensures money and energy is not wasted on heating underutilised spaces. The standalone new build accommodation would achieve a BREEAM Excellent rating and A rated for energy performance.	✓	Same as option 1	✓		✓		x	<p>Do nothing is not an option as projected demand for school places shows the number of pupils entering Reception in the Willows High catchment area increasing significantly in future years.</p> <p>If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school which can then impact on the ability of those schools to meet demand from their own catchment areas.</p> <p>Demountable accommodation could be provided but it would not be a sustainable solution as it would not include additional ancillary facilities (e.g. hall space).</p>
2. Reduce greenhouse gas emissions through: a) Energy efficient building design and disposing of poor quality surplus accommodation	a) ✓/o b) ✓	<p>a) Standalone new build:</p> <ul style="list-style-type: none"> - Achieved as this proposal would provide new build accommodation that is BREEAM Excellent and A rated for energy performance. - Where possible, Passivhaus design principles and methodology would be applied and adopted which result in facilitating most of the school classroom windows facing North/South orientation, limiting and optimising summer and winter sun respectively. This minimises the use of energy for heating or cooling a room. - The wall construction and key junction details would be carefully developed to achieve a highly air tight building. - Wherever possible the design would promote, specify and use locally sourced materials which have a commitment to sustainability and the environment. <p>Extensions:</p>						a) 0 b) x	<p>a) No improvement to existing accommodation (same as proposal)</p> <p>b) If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic criss-crossing the city.</p>	

SEA Objectives	Option 1		Option 2						Do Nothing	
	<p>A new 2FE '*standardised build' Baden Powell Primary school with part-time nursery places (appropriate number to be confirmed) on the Willows High School site which would require the transfer of Baden Powell Primary to the Willows High School site.</p> <p>Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 64-80 (tbc) part-time nursery places.</p> <p>Transfer the expanded Ysgol Glan Morfa to the vacated Baden Powell Primary School site.</p> <p>Increase the capacity of Moorland Primary School from 2FE to 3FE with 96-112 (number tbc) part-time nursery places utilising the vacated Ysgol Glan Morfa buildings.</p> <p>This option also provides the opportunity to consider the transfer of Tremorfa Nursery from its existing site at Mona Place, Tremorfa, CF24 2TG on to the Willows High School site. The Nursery School would remain as a separate entity and continue to provide nursery places for the local area in addition to replacing the nursery unit currently operating at Baden Powell Primary School. This would require the age range of Baden Powell Primary School to be reduced from 3-11 to 4-11.</p>		<p>Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 64-80 (tbc) part-time nursery places.</p> <p>Transfer the expanded Ysgol Glan Morfa to a new 2FE '*standardised build' primary school on a new site on land at the Maltings.</p> <p>Increase the capacity of Moorland Primary School from 2FE to 3FE with 64-80 (tbc) part-time nursery places, utilising the vacated Ysgol Glan Morfa buildings.</p> <p>Baden Powell Primary School to remain at its existing capacity on its current site.</p>							
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
b) Promoting sustainable modes of transport and integrated transport systems		<ul style="list-style-type: none"> - Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation. <p>b) Locating additional provision central to the area it would serve should minimise use of cars or public transport and encourage walking and cycling to and from school.</p> <p>Traffic and transport implications including measures to encourage walking and cycling would be considered as part of a Transport Assessment.</p> <p>Pupils are entitled to free school transport only if they are over the statutory school starting age and under 11 (Primary aged), living over two miles from the nearest appropriate catchment school for their home address.</p>								
3. Promote health and wellbeing by protecting and enhancing public open space and improving access to POS	0	As the space on the existing and proposed school sites are not accessible to the public and/or are not formally held by the Council as Public Open Space.	0	As the space on the existing and proposed school sites are not accessible to the public and/or are not formally held by the Council as Public Open Space.	✓	The land at Pengam Green is owned by the Council. It is proposed that if a school were to be built on part of this site, the community value of the site could be enhanced with the provision of a publicly accessible multi-use games area. Any existing recreational facilities on the site would be retained or replaced.	✓	The land at the Maltings is owned by the Council. It is proposed that if a school were to be built on part of this site, the community value of the site could be enhanced with the provision of a publicly accessible multi-use games area. Any existing recreational facilities on the site would be retained or replaced.	0	N/A
4. Minimise air, light and noise pollution associated with building development and traffic congestion	a) ✓ b) x Mitigation	<p>a) Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>The new build would be located so as to avoid any adverse impact on access to natural light for neighbouring properties.</p> <p>b) An increase in the number of children attending the schools could increase the volume of traffic in the vicinity of the schools.</p> <p>Mitigated by:</p> <ul style="list-style-type: none"> - locating additional provision central to the area it would serve. This would minimise use of cars or public transport and encourage walking and cycling to and from school. - Limited scope for parking would encourage walking to school. Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs. - Formalising the parking regime outside the schools to discourage unsafe parking and help with enforcement. - A Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. - A Travel Plan that encourages the use of public transport, walking and cycling - Giving consideration to providing a non statutory bus service based on demand - Consideration given to improving the traffic and transport infrastructure 						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 criss-crossing the city.	

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	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
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5. <i>Protect and enhance biodiversity, flora and fauna</i>	? Mitigation	<p>Ecological surveys would be undertaken as necessary and recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.</p> <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p>	? Mitigation	Same as option 1	? Mitigation		? Mitigation		0	N/A
6. <i>Protect and enhance the landscape</i>	? Mitigation	Any potential impact on the natural environment would be taken into account at an early stage in the design process so that it can be mitigated.	? Mitigation	Same as option 1	? Mitigation		? Mitigation		0	N/A
7. <i>Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems</i>	a) 0 b) ?	<p>a) Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable urban drainage systems (SUDS).</p> <p>b) Water efficient measures may be possible to a lesser or greater extent depending on the compatibility of existing buildings.</p>	a) 0 b) ?	Same as option 1	a) 0 b) ?		a) 0 b) ?		0	N/A
8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i>	a) ✓ b) ?	<p>a) All new build accommodation must be DDA accessible under the Equality Act 2010.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to ensure the accessibility of any new build accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.</p> <p>b)</p> <p>Under option 1 and 2, moving Baden Powell away from the new Hub may result in a missed opportunity to improve the school's community engagement agenda.</p>	a) ✓	<p>a) All new build accommodation must be DDA accessible under the Equality Act 2010.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to ensure the accessibility of any new build accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. The equality impact assessment would take into account policies such as</p>	a) ✓ b) ?	Same as option 3		0	N/A	

SEA Objectives	Option 1		Option 2				Do Nothing		
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	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	
	?	<p>Consideration is given at the design stage to providing spaces that have the potential to be used by the community in response to local need.</p> <p>Modern school facilities can provide flexible spaces for partnership working (integrated services) and use as valuable community assets (potential for efficiency savings).</p> <p>This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.</p>	b) ?	<p>the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.</p> <p>b) ?</p> <p>Consideration is given at the design stage to providing spaces that have the potential to be used by the community in response to local need.</p> <p>Modern school facilities can provide flexible spaces for partnership working (integrated services) and use as valuable community assets (potential for efficiency savings).</p> <p>This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.</p>					
9. Protect and enhance designated historic assets	0	There are no registered historic assets within the site boundary of the existing or proposed sites?	0	Same as option 1	0	Same as option 1	0	Same as option 1	N/A

Conclusion

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

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