

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

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

**AGENDA ITEM: 5**

---

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

**Reason for this Report**

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

**Background**

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

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

## **Issues**

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

## **Summary of objections and comments**

### **9. Objections raised regarding traffic**

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

### **Appraisal of objection**

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

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

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

**Appraisal of objection**

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

English-medium primary schools.

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

28. **Objection regarding catchment areas**

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

**Appraisal of objection**

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

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

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

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

### **Appraisal of objection**

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

### **Admission Arrangements**

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

### **Management and staffing arrangements**

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

## **Catchment area arrangements**

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

## **Accommodation for September 2015**

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

## **Requirements of the School Organisation Code**

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

## **Quality and Standards**

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

## **Need for places and the impact on accessibility of schools**

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

## **School Capacities, Condition and Suitability of School Buildings**

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



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

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

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

### Existing English-medium provision

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

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

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

### Existing Welsh-medium provision

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

### Existing Faith-School provision

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

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

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

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

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

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

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

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

### Future demand for places

#### Meeting projected demand from the increasing population

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

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

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

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

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

### How might demand change?

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

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

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

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

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

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

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

## Resource Implications

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

### **How would other services be affected?**

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

### **Reason for Recommendations**

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

### **Local Member consultation**

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

### **Financial Implications**

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



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

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

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

### **Legal Implications**

115. The report sets out the matters to which the decision maker must have regard in accordance with the School Organisation Code (pursuant to the School Standards and Organisation (Wales) Act 2013) when deciding whether or not to confirm the proposals to establish a new school.
116. As the Council will be determining its own proposals under section 53 of the School Standards and Organisation (Wales) Act, it will be necessary to publish a summary of the statutory objections and the Authority's response to those objections (referred to as the "Objection Report") within 7 days of the determination of its proposals. This includes sending copies to various people/bodies, inclusion of the website and making it available on request.
117. The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are:
- Age
  - Gender reassignment
  - Sex
  - Race – including ethnic or national origin, colour or nationality
  - Disability
  - Pregnancy and maternity
  - Marriage and civil partnership
  - Sexual orientation
  - Religion or belief – including lack of belief
118. As such the decision on whether to proceed to publish intention to implement the proposal has to be made in the context of the Council's equality act public sector duties.
119. The report identifies that the Equality Impact Assessment has been updated to take into account the consultation and is appended as part of Appendix 3. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty.
120. The decision maker must have due regard to the Equality Impact Assessment in making its decision.

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

### **HR Implications**

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

### **Statutory Screening Tool**

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

### **Equality Impact Assessment**

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

### **Sustainability Assessment**

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

## **Traffic and Transport Implications**

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

## **RECOMMENDATIONS**

The Cabinet is recommended to

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

**Nick Batchelar**

Director

22 May 2015

*The following appendices are attached:*

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

# 21st Century Schools Consultation Document 2014

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

22 October 2014 – 03 December 2014



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



# Table of Contents

	Page
1. Introduction	2
2. Explanation of terms used in this document	2
3. How can you find out more and give your views?	3
4. Your Views Matter	3
5. Background to the proposal	4
6. The proposal	4
7. Primary School Provision catchment area in Cyncoed, Penylan and Plasnewydd Map	5
• Site Location / Indicative Layout	6
• List of proposed facilities at the new school	6
8. Schools serving the area at present	7
• School Capacities, Condition and Suitability of School Buildings	7
• Existing English-medium provision	7
• Existing Welsh-medium provision	8
• Existing Faith-School provision	8
9. Future demand for places	10
• Meeting projected demand from the increasing population	10
• How might demand change?	10
10. How would nursery provision be affected?	11
11. How would other schools be affected?	12
• Interim Arrangements	14
12. How would secondary schools be affected?	14
13. How would other services be affected?	14
14. Quality and Standards	15
• Estyn	15
• Local Authority and Central South Consortium	15
15. What are the educational benefits of these proposals?	17
16. Potential disadvantages of these proposals	18
17. Risks associated with these proposals	18
18. Alternatives considered	18
• Status Quo – no changes to school buildings or catchment areas	18
• Changing catchment boundaries and not changing existing school buildings	19
• Changing catchment boundaries and extending existing school buildings	20
• Establish a new 2 form entry school on the Howardian site and change catchment areas	22
19. Admissions and catchment area arrangements	23
20. Financial Matters	23
21. Human Resources matters	23
22. Transport Matters	24
23. Learner Travel Arrangements	25
24. Impact of the proposal on the Welsh Language	25
25. Equality Matters	25
26. Sustainability Matters	25
27. Considering community impact	26
28. Key dates	26
• What happens next?	26
• What are the key dates proposed for this consultation and the process overall?	26
29. Frequently Asked Questions	27
30. Consultation Response Form	28

## Introduction

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

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

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

## Explanation of terms used in this document

Please note the following terms used throughout this document:

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

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

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

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

'SEN' - Special Educational Needs

'FSM' - Free School Meals

'EAL' - English as an Additional Language



## How can you find out more and give your views?

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

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

Details of the consultation meeting dates are given below:

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

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

## Your Views Matter

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

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

## Background to the Proposal

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

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

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

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

## The proposal

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

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

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

# Primary School provision catchment area in Cyncoed, Penylan and Plasnewydd



## PRIMARY SCHOOL PROVISION SERVING CYNCOED, PENYLAN AND PLASNEWYDD

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

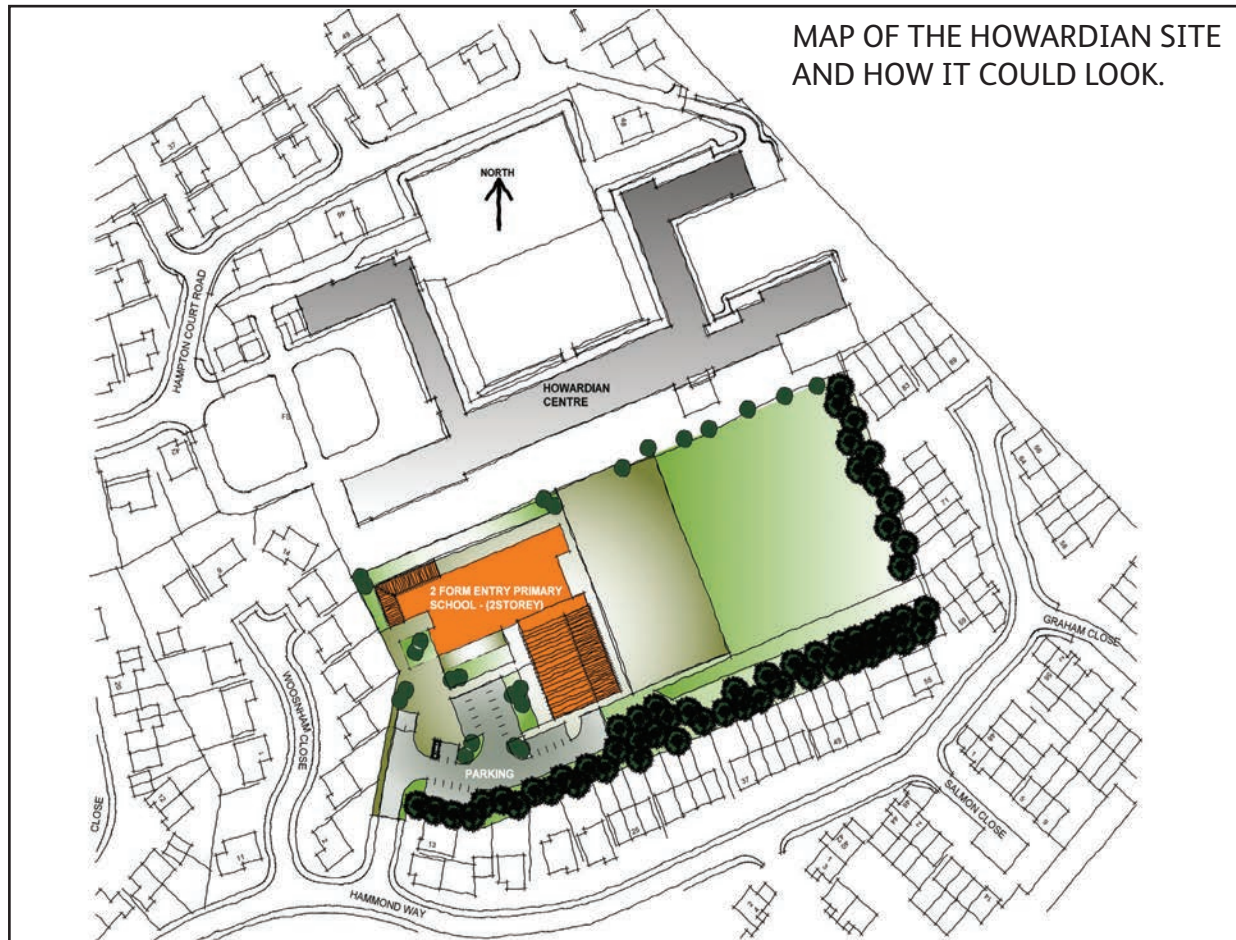
- |          |  |          |   |
|----------|--|----------|---|
| <b>1</b> | Lakeside Primary School catchment area   | <b>2</b> | Marlborough Primary School catchment area |
| <b>3</b> | Rhydypenau Primary School catchment area | <b>4</b> | Roath Park Primary School catchment area  |

Reproduced from the Ordnance Survey mapping with the permission of the Controller of Her Majesty's Stationery Office © Crown Copyright. Unauthorised reproduction infringes Crown Copyright and may lead to prosecution or civil proceedings.

This copy is produced specifically to supply Council information. No further copies may be made.

CARDIFF COUNTY COUNCIL  
Licence no. LA09005L

## Site Location / Indicative Layout



## List of proposed facilities at the new school

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

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

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

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

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

## Schools serving the area at present

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

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

### School Capacities, Condition and Suitability of School Buildings

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

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

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

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

### Existing English-medium provision

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

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

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

### Existing Welsh-medium provision

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

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

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

### Existing Faith-School provision

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Future demand for places

### Meeting projected demand from the increasing population

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

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

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

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

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

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

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

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

### How might demand change?

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

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



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

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

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

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

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

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

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

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

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

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

## How would nursery provision be affected?

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

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

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

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

## How would other schools be affected?

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

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

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

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

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

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

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

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

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

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

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

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

## Interim arrangements

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

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

## How would secondary schools be affected?

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

## How would other services be affected?

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

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

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

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

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

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

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

The Pupil Referral Unit would need to be relocated before September 2015.

## Quality and Standards

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

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

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

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

### Estyn

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

Each Key Question is provided with a judgement:

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

Good - Many strengths and no important areas requiring significant improvement

Adequate - Strengths outweigh areas for improvement

Unsatisfactory - Important areas for improvement outweigh strengths

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

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

### Local Authority and Central South Consortium

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## What are the educational benefits of these proposals?

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

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

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

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

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

## Potential disadvantages of these proposals

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

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

## Risks associated with these proposals

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

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

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

## Alternatives considered

### Status quo – no changes to school buildings or catchment areas

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



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

### Changing catchment boundaries and not changing existing school buildings

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

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

### Changing catchment boundaries and extending existing school buildings

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

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

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

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

## Admissions and catchment area arrangements

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

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

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

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

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

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

## Financial Matters

The partial sale of land at the Howardian site would generate a capital receipt, which can be used to support part of the proposed new-build. However, after allowing for this receipt, estimated further resources of £4.5 m would be required.

In November 2011, the Council submitted a 21st Century Schools Programme bid to Welsh Government. The level of Capital investment contained within that Programme (predicated upon 50% Welsh Government funding, 50% Authority funding) was approved in principle in December 2011. The full approval of specific grant funding is subject to approval by Welsh Government of detailed Business Cases for specific schemes. It is proposed that the 21st Century School Programme is reviewed and amended to release sufficient resources for construction. This review will take place in Autumn 2014.

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

School budgets are primarily funded by formula funding mechanism which uses as its main driver pupil numbers. Any increase (or decrease) in pupil numbers at individual schools would need to be reflected in the revenue budget of the school.

## Human Resources Matters

A Human Resources Framework has been produced in consultation with key stakeholders including Headteachers, governors, representatives of the diocesan authorities and the trade unions. It provides the basis for managing the human resources issues associated with Schools Organisation Planning and its purpose is to support governing bodies and staff working in schools, through a variety of strategies and with the ultimate aim of minimising compulsory redundancies across schools in Cardiff.

There would be a number of Human Resources implications relating to the proposal to establish an English-medium community primary school with nursery provision. Initially a starter class would be established for September 2015 with a current Headteacher of an established Cardiff school who would have management responsibility until the temporary governing body of the new school appoints a permanent Headteacher. The governing body of the school would need to consider the timescales for the appointment of a Headteacher in order that an appropriate staffing structure may be prepared and appointed to. The Headteacher and governing body would also need to consider the HR policies and procedures that it would adopt in relation to recruitment and once the school is established, in relation to the management of staff.

The Council would advocate the adoption of the HR Manual for Schools which has been designed to provide information and guidance to governing bodies, Headteachers and staff, on the human resources issues affecting schools, including a summary of the human resources responsibilities of governing bodies and Headteachers. The full adoption of the HR Manual would ensure that any staffing vacancies at the school would provide opportunities for individuals on the school redeployment register, in line with the Council's Redeployment and Redundancy Policy for schools.

There is potential for the establishment of a new school to impact on the catchment areas of other existing schools in the area. If pupil numbers remain similar, any changes in catchment areas for the primary schools should not impact greatly on staffing. Larger changes could be managed through natural turnover of staff and through the effective use of the redeployment process for schools.

## Transport Matters

In order to fully establish the Transport requirements for the Howardian site, a Transport Investigation is recommended prior to the Transport Assessment required for the planning process.

It is assumed that there would be two entrances to the new site, one from Hampton Court Road and one from Hammond Way. These are both residential streets and are cul-de-sacs.

School entrances would require adequate School Keep Clear road markings with associated Traffic Regulation Orders in order to ensure the entrances are kept clear of parked vehicles, and allow easy pedestrian access.

A 20mph zone would be required in the vicinity of the school entrances to ensure traffic speeds are appropriate for the changes. Traffic calming features may be required.

In order to ensure a school site is accessible for pupils walking or cycling to school, the walking routes to the site would be assessed.

With regard to access from the wider area, the existing pedestrian crossing facilities at the junction of Colchester Avenue with Pen-y-lan Road are poor and may require upgrading if this proposal proceeds. This is a busy junction, which does not currently have controlled pedestrian crossing facilities, and this could be a barrier to pupils walking to school.

Similarly, the junctions of Dorchester Avenue and Winchester Avenue with Waterloo Road require improving. The pedestrian facilities are poor at these junctions and could be a barrier to pupils when walking to school. Improvements to the pedestrian facilities may therefore be required if the proposals proceed.

## Learner Travel Arrangements

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

## Impact of the proposal on the Welsh Language

It is not anticipated that there will be any negative impact on the Welsh Language as a result of these proposals.

This proposal does not seek to change the number of Welsh-medium primary school places available in the area. A separate proposal has recently been consulted on to provide additional places at Ysgol y Wern which serves part of the Cyncoed area. There are sufficient places available at Ysgol y Berllan Deg to serve the demand from within its catchment area in recent years and projections indicate that there would be sufficient places until at least 2017/18.

Officers are monitoring birth rates, the yield from proposed housing and the patterns of take up in Welsh-medium provision at primary and secondary age with a view to bringing forward appropriate plans to meet any increased demand.

## Equality Matters

An initial Equality Impact Assessment has been carried out on this proposal and concludes that there is a potential impact on all groups in society that use the community provision on the Howardian site. The level of community provision on this site would need to be agreed once it is known that the proposal to build a school is to proceed and following the outcome of the options appraisal for the commissioning of youth services.

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

If the proposal were to proceed, further equality impact assessments would be undertaken including an assessment on the design for any new build accommodation or refurbishment/ adaptation of existing accommodation.

## Sustainability Matters

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

## Considering Community Impact

There is a need to increase the number of English-medium community places available without impacting adversely on the community. The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. Officers will work with schools and any community group to ensure that the proposal avoids negative impacts wherever possible.

A Transport Investigation is recommended prior to the Transport Assessment required for the planning process.

## Key dates

### What happens next?

The feedback from this consultation will be collated and summarised, and a report presented to the Council's Cabinet. This consultation report will be available for all persons to view on the Council website and copies can be obtained on request by using the contact details in this document.

The Council's Cabinet will consider the report and will decide whether to proceed with the proposal, make changes to the proposal or not proceed with the proposal.

If the Cabinet decides to proceed with the proposal, a Statutory Notice would be published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 requires that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections must be made in writing or by email, and sent to the Council within 28 days of the date on which the proposal was published.

The Council's Cabinet would consider the outcome of the Statutory Notice at the next available Cabinet meeting and determine whether to implement the proposal.

If there are objections, the Council would publish an objection report providing a summary of the objections and the Council's response to those objections within 7 days of the day of the determination of the proposal. This report would be available for all persons in view on the Council website and copies can be obtained on request by using the contact details in this document.

If the Council's Cabinet approve the proposal, the proposed implementation date is **September 2015**.

### What are the key dates proposed for this consultation and the process overall?

Consultation period 22 October 2014 to 03 December 2014.

- Officers submit report to the City of Cardiff Council Cabinet on outcomes of consultation
- Council Cabinet considers responses to consultation and makes a decision about whether to proceed to Statutory Notice.
- If Council Cabinet decides to proceed with the proposal, a Statutory Notice would be published allowing 28 days for any objections.
- If any objections are received the Council's Cabinet would decide whether or not to approve the proposal.



## Frequently Asked Questions

- **What would the proposals mean for children currently attending schools in the local area?**

Children currently attending these schools would remain at the schools.

- **If the proposed new school is opened would nursery provision be available?**

It is proposed that nursery places would be available from the opening of the school in September 2015.

- **If the new school opens would it admit children into the older year groups?**

It is proposed that children be admitted to the Nursery and Reception age groups from September 2015 with the school filling as children move through the age groups.

Pupils would not be admitted into older year groups of the proposed new school as this would have a destabilising effect on surrounding schools and could also be difficult to manage in the proposed new school.

- **What would happen to older siblings already in other primary schools?**

Older siblings already attending other primary schools would remain at those schools.

- **What would the local catchment areas be if this proposal goes ahead?**

Catchment areas need to be of a size and geographical area that can sustain schools close to their proposed pupil capacities and should the proposal to establish a new school on the Howardian site proceed, it would be necessary to consult at a later date on revising catchment area arrangements.

- **Would the proposal have an impact on traffic in the local area?**

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

- **What about local childcare providers in the area?**

The City of Cardiff Council is supportive of Early Years Childcare providers, and as such the aim would be to work with local childcare providers to enable continued service delivery.

- **When would a Governing Body be formed?**

If the proposal is progressed a temporary governing body would be established for the new school following the publication of a statutory notice. A range of stakeholders would be presented on the temporary governing body, including parents, teachers (from local schools), non-teaching staff (from local schools), Local Authority representatives and community partners. The Council would appoint the Local Authority non-teaching staff and parent governors and the temporary governing body would appoint the teacher and community governors.

- **What would the uniform be?**

A uniform for the school would be decided upon by the Temporary Governing Body of the school.

# CONSULTATION RESPONSE FORM (HOWARDIAN 2014)

Your views matter, please tell us what you think about the proposal by:

Completing and returning the accompanying questionnaire to the address given at the bottom of the form.

Completing the online response form at [www.cardiff.gov.uk/21stcenturyschools](http://www.cardiff.gov.uk/21stcenturyschools)

Or if you prefer you can e-mail your views to: [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk)

**Please note that all comments sent in writing or by e-mail must contain the full name and full postal address of the person making the comments.**

**The closing date for responses to this consultation is 3 December 2014. Unfortunately no responses received after this date can be considered by the Council.**

Responses made to consultation will not be counted as objections to the proposals. Objections could only be registered following publication of a statutory notice.

Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

**Do you support the proposal to establish a new 2FE English-medium primary school on part of the site of the Howardian Community Centre from September 2015?**

Yes

No

If you do not support the proposal, please give your reasons together with any changes or alternatives that you would like to suggest.

Do you wish to make any other comments?

Thank you for your comments

Please tick the box below if you wish to be notified of publication of the consultation report

Please return this form to the School Organisation Planning Team, Room 219, County Hall, CF10 4UW by 3 December 2014

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

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

**AGENDA ITEM:9**

---

**PORTFOLIO: EDUCATION & SKILLS (COUNCILLOR JULIA MAGILL)**

**Reason for this Report**

1. This report is to inform the Cabinet of the outcome of the public consultation on the proposal to provide additional English-medium primary school provision in Cyncoed, Penylan and parts of Plasnewydd. The report presents an evaluation of the consultation responses and seeks permission from Cabinet to authorise Officers to publish the statutory notice.

**Background**

2. At its meeting on 17 July 2014, the Cabinet received a report outlining recommendations to respond to demand for English-medium community primary school places in Cyncoed, Penylan and parts of Plasnewydd.
3. The Cabinet authorised officers to consult on establishing a new 2FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB from September 2015.

**Issues**

4. The consultation ran from 22 October 2014 to 03 December 2014.
5. Parents and others in the local community, together with staff and Governors of the affected schools were invited to respond to the consultation.
6. The consultation process involved:
  - o Distribution of a Consultation Document outlining background, rationale and implications. This document has been distributed to parents, local childcare providers, Headteachers and Chairs of

- Governors of nearby schools, all Members and other stakeholders;
  - Two public meetings at which the proposal was explained and questions answered;
  - Two public drop in sessions where officers were available to answer questions.
  - Workshop sessions were arranged with local primary age children to provide an opportunity for pupils to ask questions and learn more about the proposal and give their views. The School Pupil consultation methodology is attached as Appendix 1 and the Record of the Pupil meeting is attached as Appendix 2.
  - A consultation response slip for return by post or e-mail, attached to the consultation document.
  - An online response form at [www.cardiff.gov.uk/21stCenturySchools](http://www.cardiff.gov.uk/21stCenturySchools)
7. The views expressed at Council organised meetings and on paper or electronically through the appropriate channels, have been recorded.
  8. In total 85 online responses and 36 paper / email responses were received.
  9. Formal written responses were received from Estyn, Local Members, Assembly Members, Rhydypenau Primary School and responses were also received from parents and members of the public.
  10. Formal responses are attached as Appendix 3.
  11. The points raised in the consultation received are set out in *italics* below and have been grouped according to the issues raised where appropriate. The paragraphs following these points contain the Council's response to the consultation and concerns raised.

## **Support for the Proposal**

### **Responses received during the consultation period**

12. Views and concerns expressed on options for increasing English-medium provision in Cyncoed, Penylan and parts of Plasnewydd were noted following the drop in sessions, public meetings and sessions with school pupils, as well as through the response form and online response form.
13. In respect of the proposed provision of additional English-medium primary school places in the area, the majority view expressed during the consultation at meetings and in written correspondence was one of general support; however a number of concerns regarding the proposal were also raised.
14. 77 respondees indicated that they did support the proposal and 40 respondees indicated that they did not support the proposal. 4 respondees did not indicate either way.

15. *The majority view is that an additional English-medium community primary school is needed in the area and that it should be within the current Cardiff High school catchment area although it has been explained during the consultation that the City of Cardiff Council do not operate a 'feeder school' system from primary to secondary schools and it was reaffirmed that Cardiff High applications are considered as a separate application process.*
16. The concerns expressed are set out below and are appraised, clarifying the rationale for decisions and plans for mitigation where appropriate.

### ***Establishment of the proposed new school***

#### **Views expressed**

17. *The details of the establishment of the proposed new school caused concern throughout the consultation. The views expressed included:*
  - *how the temporary governing body is established;*
  - *options available if the proposal did not go ahead;*
  - *the timescale for establishing a new school including staffing and admissions;*
  - *examples of new successful English-medium primary schools from within the Central South Consortium;*
  - *how many years the temporary accommodation will need to be used for;*
  - *what facilities will be available at the new school and how the site will be managed when the primary school is built.*

#### **Appraisal of views expressed**

18. The Council acknowledges the concerns of staff, pupils and parents regarding the timescales for establishing a new school including the leadership and management for the new school to support the quality and standards of education.
19. The temporary governing body appointment process would start early in 2015 subject to approval to proceed to statutory notice and they would be responsible for staff appointments with support from the LA and CSC.
20. The consultation document appraised a number of alternatives as follows:
  - changing catchment boundaries and not changing existing school buildings;
  - changing catchment boundaries and extending existing school buildings; and
  - establish a new 2 form entry school on the Howardian site and change catchment areas.
21. If the proposal were to proceed, the earliest that parents could apply for a place at the school would be May 2015 (subject to the statutory consultation process having been completed).

22. Currently the City of Cardiff Council is the only Council in the Central South Consortium needing to establish new English-medium schools as other Councils are still addressing surplus places. The same principle of establishing a Welsh-medium school would apply to an English-medium school. The Council has established a number of Welsh-medium schools in the last 6 years: Ysgol Glan Ceubal, Ysgol Gymraeg Nant Caerau, Ysgol Pen Y Pil and Ysgol Gymraeg Pen-y-Groes with the majority receiving good in their inspection reports.
23. In their response to the consultation, Estyn's view was that *"the proposal is likely to maintain the current standards of education in the area"*.
24. One of the priorities for the 21<sup>st</sup> Century Schools programme is to provide Community Focused Schools. If the proposal goes ahead, the details of the school design in respect of this would be discussed with the temporary governing body and newly appointed Headteacher. A list of proposed facilities being considered as part of the design for the new school include:
- Classrooms;
  - Studio;
  - Heads Office;
  - Main Hall;
  - Group Room;
  - Stores;
  - Meeting room;
  - Kitchen/store/office;
  - WC facilities;
  - SEN/Group Room Reception/Admin Changing facilities;
  - SEN/PPA Room Food/DT Room Visitors Lobby/Waiting;
  - Nursery facilities,
  - Cloaks,
  - Staff Room.
25. There is limited capital funding for the new school build but LA Officers are investigating opportunities to provide greater community access. Officers are currently exploring a number of options which include; the relocation of the music provision (currently located in the Howardian Centre) to other retained Council youth provisions across Cardiff, the potential to locate the music studio with another local youth service provider and the potential for Studio 22 to develop as a youth led social enterprise.
26. The City of Cardiff Council has experience in the successful delivery of building projects on occupied sites resulting from the progression of a growing school organisation programme. The school would be established on the Howardian site in existing and/or temporary accommodation. During the construction of the new build accommodation it would need to remain in operation. The Council has experience of delivering new build and refurbishment projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety.

## ***Pupil Projections in the local area***

### **Views expressed**

27. *Concerns were raised regarding the credibility of the forecast numbers and that over the past two years pupil numbers forecast for Rhydypenau Primary have been inaccurate.*

### **Appraisal of views expressed**

28. Projections are based on NHS GP registration data and on historic Number on roll and catchment area information taken from the PLASC (Pupil Level Annual School Census) returns. PLASC data is submitted and verified by schools on a specified census date annually and is therefore the most robust source of pupil data.
29. The data included in the consultation document and presented at consultation meetings clearly detailed the numbers of pupils resident in each of the primary school catchment areas, who are enrolled in any primary school of the relevant language medium, rather than the number of pupils enrolled in each school.
30. The council use of data clearly evidences the need to provide additional school places. In their response, Estyn state that the proposal has appropriately recognised that future demand for primary school places is likely to be greater than that available in the area.
31. All information currently available affirms the need to provide additional English-medium primary school places to serve the areas of Cyncoed, Penylan and Plasnewydd.

## ***Staffing***

### **Views expressed**

32. *Concerns were expressed regarding the temporary leadership and management arrangements for the proposed new school and the process for the appointment of permanent staff.*

### **Appraisal of views expressed**

33. A current Headteacher of an established Cardiff primary school would have management responsibility until the temporary governing body of the new school appoints a permanent Headteacher. The governing body of the school would need to consider the timescales for the appointment of a Headteacher in order that an appropriate staffing structure may be prepared and appointed to. The Headteacher and governing body would also need to consider the HR policies and procedures that it would adopt in relation to recruitment and once the school is established, in relation to the management of staff.

34. The process for establishing a temporary governing body is set out in guidance. The regulations state that any governor appointed to a temporary governing body must be suitably experienced and this is defined as having either current or previous experience as a governor or temporary governor of a maintained school. Governors are able to serve on two governing bodies and also a temporary governing body. If the proposal goes ahead, this process would start as soon as possible to provide the temporary governing body with time to start the staff recruitment process.

### **Catchment areas**

#### **Views expressed**

35. *Concerns were raised regarding the potential implications on catchment areas.*

#### **Appraisal of views expressed**

36. The establishment of each individual school catchment area requires the Council to undertake a formal consultation. The Council, in its role as admission authority, consults with schools annually in respect of school admission arrangements, including school catchment areas.
37. Parents may express a preference for a place at any school regardless of where they live and applications would be considered in accordance with the published admissions criteria. Whilst residence in the catchment area is a priority criterion, residing outside of the catchment area does not preclude a pupil from admission.
38. Catchment areas reflect a traditional boundary relative to the location and capacity of a school, and the distribution of demand for admission from its local community at the time of establishment. The catchment areas need to be of a size and geographical area that can sustain schools with the proposed pupil capacities and are sufficiently convenient for the majority of pupils and parents in the locality. The demand and the distribution of both pupils and school places changes over time and catchment areas may therefore be amended to reflect this following consultation.
39. Projections indicate that demand for places at Marlborough from within its catchment will continue to be at high levels in future years and retaining the existing catchment area could therefore result in in-catchment pupils being less able to access a place at their local school. Amending defined catchment areas by adding or removing residential areas must be considered in the context of the wider area, including the supply of and demand for school places, the potential impact upon each school and upon parents.
40. A strategic aim of the Council is to balance the supply of and demand for English-medium primary school places from within each secondary school catchment area. The establishment of a new primary school



would not automatically lead to an increase in the number of children eligible to get into any particular secondary school as the admissions policy is not based on a feeder system; therefore, even if a place is secured within a catchment primary school it does not mean there is an entitlement to a place at a particular secondary school. Instead applications for secondary school are considered specific to where your child lives at the point of application to secondary school.

41. The Council may resolve catchment demand in excess of catchment supply by reducing catchment areas, increasing a school's capacity, or providing a new school.
42. There are new high schools proposed for Cardiff within the life cycle of the Local Development Plan (ending in 2026). As a result secondary school catchment areas across the city are likely to be reconsidered in the future. Decisions regarding secondary school catchment areas would be taken in time to respond to demand appropriately. The immediate priority is to resolve the current insufficiency of places at primary level.

### **Concerns regarding Admission arrangements**

#### **Views expressed**

43. *Older pupils should be admitted to the school as soon as it opens rather than the initial intake being for Nursery and Reception age pupils only.*
44. *There were also questions raised about the waiting list for current schools. Concerns were raised over the admissions arrangements and the demand in the area resulting in siblings attending different schools.*

#### **Appraisal of views expressed**

45. It is proposed that children be admitted to the Nursery and Reception age groups from September 2015 with the school filling as children move through the age groups. Pupils would not be admitted into older year groups at the outset as this would have a destabilising effect on surrounding schools and could also be difficult to manage in the proposed new school.
46. The application process cannot commence until May 2015 at the earliest. The proposed new school looks to support the demand for places from within the Marlborough Primary and Roath Park Primary school catchment areas, and therefore it is expected that the proposed new school applicants would include those who have not been successful in their applications for those two primary schools.
47. The Admission to Schools 2015/2016: Information for Parents outlined the information for waiting lists:  
*"Where a place has been refused, the application will be placed on a waiting list. Applications received in the annual allocation of places will remain on the waiting list until the 30 September 2015. Applications*

*received outside of the annual allocation of places for In Year admissions will remain on the waiting list until the end of the term in the academic year to which the application relates. After this time parents will be expected to make a further application for admission.*

*“A child’s position on the waiting list may change as applications may be received that have a higher degree of priority under the admission criteria” (page 17).*

48. The current City of Cardiff Council admissions oversubscription criteria relating to siblings for primary admissions is as follows:  
*“2. (a) Where an older sibling was directed by the Council to an alternative school because the alternative school was previously the catchment area school, if the parent desires, the Council will admit younger siblings to the alternative school. This applies only where the older sibling is in attendance at the alternative school during the academic year to which the application relates. In addition the younger sibling must be residing in the same address (or an address within the catchment area that was the subject of the change before it was implemented) that the older sibling was living at the time of the original application” (page 11).*

### **Traffic, transport and parking**

#### **Views expressed**

49. *Concerns were expressed regarding increased traffic around the proposed site and the congestion that would be caused on surrounding roads, especially Barons Court Road, Hampton Court Road, Hammond Way, Ravenscourt and Turnham Green.*

#### **Appraisal of views expressed**

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

- encourage sustainable transport – walking, cycling, public transport and car sharing
  - reduce car use.
52. Cardiff's transport network is under pressure and experiences congestion from commuters driving into the city and people making short local trips by car. Traffic associated with the school run adds to congestion. The City of Cardiff Council's policy is to encourage and promote the increased use of sustainable travel modes and to promote independent travel to school wherever possible.
53. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.
54. Provision of parent parking places is generally not supported by the City of Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools are generally only for staff and to meet operational needs.
55. Any additional concerns raised by the Transport or Highways departments that are not part of the required planning consent would be excluded on the basis that these would be a matter for the Highways department to address in line with their normal development work prioritisation processes.

### **Concerns regarding the impact on existing local schools**

#### **Views expressed**

56. *Concerns were raised as to whether the proposal would reduce demand for existing local schools and could have a negative impact on their school budgets.*
57. *Concerns were also raised that by providing an additional 2 FE primary school in Pontprennau as well as an additional 2FE primary school in Penylan there is a risk of over-provision within the area. This could jeopardise the pupil numbers in the existing schools.*
58. *There were concerns that the proposed 96 nursery places was too many.*
59. *There were also concerns expressed concerning the school building conditions and temporary accommodation at existing schools that need work.*
60. *An option was put forward for an alternative proposal to extend Rhydypenau Primary to a 3FE school with investment in the building. It was stated that this would require minimal investment and could be achieved for September 2015 and 2016.*

61. *Estyn have raised concern that the consultation proposals have not identified sufficiently how to manage the risks associated with additional nursery provision and other schools.*
62. *Estyn have identified that the information has not sufficiently demonstrated that the council have considered how surplus places in Albany road primary school (sic), the Welsh medium schools or the faith schools could be used to accommodate future demand for primary school places.*

### **Appraisal of views expressed**

63. One of the priorities for the 21<sup>st</sup> Century Schools programme is to provide sufficient places to meet demand. The section in the consultation document, 'How would other schools be affected?' outlines the impact on other schools as being minimal. However, demand for places will be monitored and proposals will be developed in the future as appropriate.
64. The proposal for 96 part time equivalent nursery places reflects the number of places needed for a 2FE primary school to accommodate for the rising 4s and rising 3s and funding will be dependent on demand. The nursery would open with a lower number of 48 until the move into permanent accommodation. Numbers will be monitored throughout this period.
65. Cardiff is a growing city and with the proposed new housing developments the need for primary and secondary school provision under continual review city wide. Any further changes in provision would need to go through a separate process.
66. Albany Primary School falls within a separate secondary school catchment area (Cathays High School). Whilst the demand for places in the Albany Primary School catchment area has increased in recent years, projected demand from within the catchment remains below the school's Published Admission Number. However, the supply of places throughout the Cathays High School catchment area (which also includes the primary school catchment areas of Allensbank and Gladstone primary schools) is sufficient to meet demand and has a small proportion of surplus, and this is projected to continue.
67. The proportion of Reception age pupils enrolled in Welsh-medium education resident in the combined area fell from 15.5% in January 2008 to 11.7% in January 2011, and fell further to 10% in January 2013. The proportion of Reception age pupils enrolled in Faith schools fluctuated between 4.8% and 11.7% in the period 2007 – 2013. The demand for Welsh-medium and Faith schools is sufficient for individual school capacity.
68. All information currently available affirms the need to provide additional English-medium primary school places to serve the areas of Cyncoed, Penylan and Plasnewydd.

## **Concerns regarding what will happen with the Housing development and Public Open Space**

### **Views expressed**

69. *The Penylan ward has a dearth of Public Open Space, many hectares below what was formerly called The National Playing Fields Recommendations, and, when Howardian Comprehensive was closed an assurance was given that the open space that is there now would remain in perpetuity for use by local residents.*

### **Appraisal of views expressed**

70. The green space on the site is not held by the Council as formal Public Open Space. The Education Acts empower the Council to provide open spaces, the use of which can be enjoyed by school pupils. The land has not been used for anything more than sporadic public leisure.
71. Under section 106 with new housing developments there is a requirement for open space, for example if 48 units are built on the site then there would be an open space requirement of 0.38ha.

## **Community Focused Schools**

### **Views expressed**

72. *Adult Community Learning and youth facilities should be co-located on the site. This could be achieved by ensuring that the new school is planned according to community focused school design principles.*

### **Appraisal of views expressed**

73. A community focused school is one that provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community which could include adult education, study support, ICT facilities and community sports programmes. These possibilities are currently being explored with ACL, the youth service and partner organisations.
74. Funding delegated to schools for the purpose of providing statutory education cannot be used to subsidise other services.

## **Concerns regarding the future use of the Howardian Centre**

### **Views expressed**

75. *Concerns were raised over the relocation of the current facilities at the centre including the Adult Community Education, Youth Services, Cardiff Print Workshop and Teacher Training.*

## Appraisal of views expressed

76. The following services at the centre are being reviewed but it is envisaged that the building will remain until 2018:
77. **Adult Community Education**  
The Howardian site is owned by the Council and is currently used to deliver a range of services including Adult Community Learning classes; youth centre facility, large meeting facilities and some office accommodation.
78. Initial feasibility studies indicate the potential to locate the proposed new school so that the Howardian Centre can continue in use thus remaining available for Adult Community Learning (ACL) provision. However, the site has already been identified for potential development under the Housing Partnership Programme. Whilst at present, it is not envisaged such development would take place before 2018 this would require consideration to be given to accommodation for ACL.
79. **Youth Service**  
The future of Youth Services is currently being considered as part of a commissioning process. An options paper outlining how Youth Services could be delivered in the future across Cardiff (including information regarding transition from existing service delivery to any new model of youth service provision) is expected to be considered by Cabinet later this year. Following this review consideration would be given to what buildings may be needed should the Youth Centre be demolished.
80. Initial feasibility studies indicate the potential to locate the proposed new school so that the Howardian Centre can continue in use. However, this proposal would result in the demolition of the existing Youth Centre.
81. Set out below are the activities currently accommodated at the Youth Centre.
82. The Duke of Edinburgh Scheme for Cardiff is currently centrally managed from the Howardian Youth Centre. The Scheme stores a large amount of outdoor equipment on site in two large containers. However this could be relocated and there is sufficient time to do this effectively in the event the decision is taken to proceed with this proposal.
83. The Youth Club currently runs for several evenings per week and the music studio in the main Howardian building is also very well used by Youth Services. There is also an Inclusion group that uses the Youth Centre facility once a week. Additionally, the Pupil Referral Unit uses the Youth Centre facilities daily between 9am and 3pm to deliver sessions.
84. Should the Youth Centre be demolished, the Howardian Centre would potentially be available on an interim basis for Youth Services.
85. If the proposal for a new school proceeds, the potential scope for community use including Youth activities would be explored.

86. The PRU would need to be relocated before September 2015.
87. iii). Office Space  
The City of Cardiff Council is undertaking a review of Council building and consolidating buildings.

### **Engagement with children and young people**

88. Officers met with pupils from Marlborough Primary School and Roath Park Primary School to explain the proposals and seek their views.
89. **i). Marlborough Primary Pupils Views**  
Officers met with 8 pupils from years 5 and 6 at Marlborough Primary. Having explained the proposal, officers asked pupils to list what they felt were the advantages and disadvantages of the proposal. Pupils listed the following as the most important advantages: *“Less pollution”* and *“Less stress for parents and children to get into their chosen school”*. Pupils listed the following as the disadvantages that concerned them the most *“very expensive”* and *“traffic”*.
90. **ii). Roath Park Primary Pupils Views**  
Officers met with 12 pupils from years 5 and 6 at Roath Park Primary. Having explained the proposal, officers asked pupils to list what they felt were the advantages and disadvantages of the proposal. Pupils listed the following as the most important advantages: *“Less pollution”* and *“enough schools”*. Pupils listed the following as the disadvantages that concerned them the most *“Not enough places in high school”* and *“impact on younger relatives who might not be able to go to Roath Park primary or Cardiff High School”*.

### **Reasons for Recommendations**

91. To respond to the rising demand for English-medium community primary education in Cyncoed, Penylan and parts of Plasnewydd.
92. There has been an increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd in the past five years. Proportionate demand for English-medium primary school places has also increased in the past three years. Projections indicate that the demand for places in Cyncoed, Penylan and in parts of Plasnewydd will exceed the capacity of local schools in future years.
93. As a temporary measure to meet demand, additional places were provided at entry to schools in Cyncoed utilising existing accommodation in September 2012 and September 2013. However, providing additional places at these schools has not benefited families in the Penylan area who were unable to gain places at their local school. Temporary measures have also been provided for September 2014 which have enabled a greater number of Penylan children to be admitted to their local school however there is limited space and therefore a permanent solution is required.

94. The option consulted on and which is recommended to publish a statutory notice is therefore to establish a new 2FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB from September 2015.

### **Legal Implications**

95. The recommendations seek authority to publish a statutory notice of the proposal, to establish a new 2FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB from September 2015.
96. The recommendation to publish a statutory notice follows a period of consultation undertaken pursuant to the school organisation code. This report (together with the appendices attached to it) represents the consultation report required by the code to be published within 13 weeks of the end of the consultation period (including setting out Estyn's view as provided in the consultation responses of the merits of the proposal).
97. Due regard must be had by the Cabinet to the responses received during the consultation which took place between 22 October 2014 to 03 December 2014 before a decision is taken on whether to publish a statutory notice of the proposals consulted upon (or as may have been modified to reflect the consultation responses). Formal responses to the consultation are attached in Appendix 2.
98. The Council must if it wishes to proceed publish notice of the proposals within 26 weeks of the end of the consultation period (including delivery of hard copies or e-mail links to the relevant website to various statutory consultees). Such a statutory notice must comply with section 48 of the School Standards and Organisation (Wales) Act 2013 (2013 Act) and the School Organisation Code.
99. Following publication there would be a period for objections of at least 28 days following which a further report would need to be made to the Cabinet summarising the statutory objections and the responses to such objections. It would then be for the Cabinet to review those objections and determine having due regard to the objections and the responses to them whether to implement the proposals.
100. In connection with the proposed partial sale of land at the Howardian site it should be noted that the Council has a legal obligation under Section 123 of the Local Government Act to obtain the best consideration reasonably obtainable from its land disposals.

### **Financial Implications**

101. In November 2011, the Council submitted a 21st Century Schools Programme bid to Welsh Government (WG). The level of Capital



investment contained within that Programme (predicated upon 50% WG funding, 50% Authority funding) was approved in principle in December 2011. The full approval of specific grant funding is subject to approval by WG of detailed Business Cases for specific schemes. The 21st Century Schools Programme is being reviewed and amended to address the current priorities of the Authority.

102. A new-build 2FE primary school at Howardian was not included within the original 21st Century Schools Programme bid, and the Education Directorate will therefore need to seek confirmation from WG that they are content for this scheme to be added into the Programme.
103. As referred to in the pre-consultation report – presented to Cabinet in July 2014 – a review of the 21<sup>st</sup> Century Schools Programme has been undertaken and it is anticipated that this will be reported to Cabinet in February 2015. Positive discussions have taken place with WG, indicating that an increased Capital investment Programme may be able to attract additional WG grant funding, over and above the in-principle approval in December 2011. This is subject to the submission of an updated Strategic Outline Programme to WG.
104. The additional capital grant available could be up to £7.5 million, and this would be predicated upon the Authority identifying an equivalent level of match-funding (to maintain WG's maximum intervention rate of 50%). As highlighted within the pre-consultation report, and the Eastern High School report also presented to Cabinet in July 2014, the Programme has expanded since December 2011 where additional Capital Receipts have been identified. Without the additional WG grant there currently remains a shortfall of £4.5 million against the Howardian Primary School proposal, however it is hoped that the revised Strategic Outline Programme will be able to attract additional grant, and thus make the proposal affordable. If sufficient additional grant is not available, Cabinet will need to consider whether other proposals are displaced to release funds or whether alternative resources can be identified, if the proposal is to proceed. If neither of these options are taken forward then there could be an impact on the Council's overall Capital Programme.
105. If sufficient capital resources are not identified and the scheme does not go ahead then any abortive design or other project costs incurred would become a revenue cost to the SOP Reserve.
106. The grant allocation is also subject to submission by the Authority of detailed Business Cases, and subsequent full approval by WG. The Directorate will need to ensure that expectations arising during the statutory notice period are managed appropriately until the revised Strategic Outline Programme has been endorsed by WG, and until full grant approval is received.
107. The partial sale of land at the Howardian site would generate a Capital Receipt, which can be used to support part of the proposed new-build. An assumed Capital receipt is included within the SOP Consolidated

Financial Model, but until the formalities of the disposal are complete, there remains a risk that the realised value of the receipt may be lower.

108. School budgets are primarily funded by formula funding mechanism which uses as its main driver pupil numbers. Any reduction in pupil numbers of any neighbouring school would reduce the budget share of that individual school.
109. Following conclusion of the statutory notice period Cabinet will need to be presented with robust cost estimates and Financial Implications.

### **Human Resources Implications**

110. A Human Resources Framework has been produced in consultation with key stakeholders including headteachers, governors, representatives of the diocesan authorities and the trade unions. It provides the basis for managing the human resources issues associated with School Organisation Planning and its purpose is to support governing bodies and staff working in schools, through a variety of strategies and with the ultimate aim of minimising compulsory redundancies across schools in Cardiff.
111. There would be a number of Human Resources implications relating to the proposal to establish an English-medium community primary school with nursery provision on the Howardian Community Education Centre.
112. The governing body of the school would need to consider the timescales for the appointment of a Headteacher in order that an appropriate staffing structure may be prepared and appointed to.
113. The Headteacher and governing body would also need to consider the HR policies and procedures that it would adopt in relation to recruitment and once the school is established, in relation to the management of staff. The Council would advocate the adoption of the HR Manual for Schools which has been designed to provide information and guidance to governing bodies, Headteachers and staff, on the human resources issues affecting schools, including a summary of the human resources responsibilities of governing bodies and Headteachers.
114. The full adoption of the HR Manual would ensure that any staffing vacancies at the school would provide opportunities for individuals on the school redeployment register, in line with the Council's Redeployment and Redundancy Policy for schools.
115. There is potential for the establishment of a new school to impact on the catchment areas of other existing schools in the area. If pupil numbers remain similar, the changes in catchment areas for the primary schools should not impact greatly on staffing. Larger changes could be managed through natural turnover of staff and through the effective use of the redeployment process for schools.

## **Traffic and Transport Implications**

116. Traffic and transport implications will be considered as part of the Transport Assessment that will be required as part of the formal planning application and therefore until this is completed it will not be possible to predict the outcomes. The information from this assessment will inform any stipulations made as condition of planning consent should this proposal be permitted to proceed to implementation.
117. Under this proposal there are no plans to change the Council's policy on the transport of children to and from schools. Any pupils affected by these proposals will be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy for school children can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).
118. In order to fully establish the Transport requirements for the Howardian site, a Transport Investigation is recommended prior to the Transport Assessment required for the planning process.
119. It is assumed that there would be two entrances to the new site, one from Hampton Court Road and one from Hammond Way. These are both residential streets and are cul-de-sacs.
120. School entrances would require adequate School Keep Clear road markings with associated Traffic Regulation Orders in order to ensure the entrances are kept clear of parked vehicles, and allow easy pedestrian access.
121. A 20mph zone would be required in the vicinity of the school entrances to ensure traffic speeds are appropriate for the changes. Traffic calming features may be required.
122. In order to ensure a school site is accessible for pupils walking or cycling to school, the walking routes to the site should be assessed.
123. With regard to access from the wider area, the existing pedestrian crossing facilities at the junction of Colchester Avenue with Pen-y-lan Road are poor and require upgrading. This is a busy junction, which does not currently have controlled pedestrian crossing facilities, and this may be a barrier to pupils walking to school.
124. Similarly, the junctions of Dorchester Avenue and Winchester Avenue with Waterloo Road require improving. The pedestrian facilities are poor at these junctions and could be a barrier to pupils when walking to school. Junction build-outs and speed tables are required to improve the pedestrian facilities.
125. If there are highways improvements that are stipulated as conditions of any planning permission sought these will be addressed and there has been a nominal amount of funds built into the costs of the proposal to cover this in the event the proposal is permitted to proceed.

## **Environmental Assessments**

126. The Statutory Screening Tool (attached at Appendix 4) includes the Equality Impact Assessment (EIA) and Strategic Environmental Assessment (SEA). The SEA carried out in respect of the proposal in accordance with European Legislation concludes that the proposal is compatible with the environmental objectives identified in the SEA of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme. An Environmental Assessment will also be carried out as part of any planning application process.
127. The decision maker must have due regard to the SEA (and other matters referred to in the Statutory Screening Tool) when making decisions.

## **Admission Arrangements**

128. There are no plans to change the Council's policy on the admission of children to schools as a result of this proposal.
129. Admission arrangements for Cardiff schools for the 2015/16 academic year were approved by the Council in early 2014. In accordance with the New School (Admissions) (Wales) Regulations 2006, the Council is consulting on the arrangements which will apply for admissions to the proposed new school.
130. It is proposed that the admission arrangements in the approved policy for existing schools are also applied to the proposed new primary school and that the admission number for the school is 60. As the proposed new primary school, if established, would not have a catchment area at the time of opening the criteria relating to residence in the school's catchment area would not be applicable.
131. Any amendments to admission arrangements such as the establishment and/ or revision of catchment areas could not be implemented until September 2016 at the earliest.
132. If the proposal were to proceed, the earliest that parents could apply for a place at the school would be May 2015 (subject to the statutory consultation process having been completed).
133. Should the proposal to establish a new school proceed, it would be necessary to consult at a later date on revising catchment area arrangements in order to achieve a better match of future catchment populations to the local school capacities.
134. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can also be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk))
135. The Council would implement this intake by authorising the admission of pupils in accordance with its published admissions criteria.

## **Equality Impact Assessment**

136. The Council also has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must, in the decision making process, have due regard to the need to (i) eliminate unlawful discrimination (ii) advance equality of opportunity and (iii) foster good relations on the basis of protected characteristics, which are:
- (a) Age
  - (b) Disability
  - (c) Gender reassignment
  - (d) Marriage and civil partnership
  - (e) Pregnancy and maternity
  - (f) Race – this includes ethnic or national origin, colour or nationality
  - (g) Religion and belief – this includes lack of belief
  - (h) Sex
  - (i) Sexual orientation
137. An Initial Equality Impact Assessment has been carried out and is attached. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty.
138. The decision maker must have due regard to the Equality Impact Assessment in making its decision. The Initial Equality Impact Assessment (attached at Appendix 4) concludes that the proposals would not adversely affect a particular group in society. If the proposals were to proceed, further equality impact assessments would be undertaken including an assessment at the design stage.

## **Sustainability Assessment**

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

## **Community Impact**

140. The following are taken into account when considering a proposal: Public Open space, parkland, noise and traffic congestion. Officers will work with schools and any community groups to ensure that should the proposal proceed it would avoid negative impacts wherever possible. Further information for the impact on traffic and transport can be found in paragraphs 49 to 55; public open spaces can be found in paragraphs 69 to 71; and community services can be found in paragraphs 72 to 74.

## **RECOMMENDATIONS**

The Cabinet is recommended to:

1. Authorise officers to publish a statutory notice to establish a new 2FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB from September 2015.
2. Authorise consultation on catchment area arrangements, as outlined in the consultation document, for implementation should the proposal proceed.
3. Note that prior to implementation of the proposal a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposal.

### **NICK BATCHELAR**

Director

20 January 2015

*The following appendices to be attached:*

Appendix 1 - Pupil Consultation Methodology

Appendix 2 - Record of Pupil Meeting reports

Appendix 3 - Formal Responses to Consultation

Appendix 4 - Statutory screening tool including Equality Impact Assessment and Strategic Environmental Assessment

*The following Background Papers have been taken into account*

Cabinet Report - School Organisation Planning: Primary school provision in Cyncoed, Penylan and parts of Plasnewydd: 17 July 2014

## **Pupil Consultation Methodology**

### **Consultation on the Provision of Additional English-Medium Primary School places in Cyncoed, Penylan and parts of Plasnewydd**

## **Pupil Consultation Methodology**

Officers ran consultation sessions with primary aged children at Marlborough Primary and Roath Park Primary.

The sessions opened with a brief explanation of the proposal, the work of the Schools Organisation team and how the consultation works.

This was followed by a short presentation which outlined:

- what the proposal is
- why change is needed
- what schools might look like
- benefits
- disadvantages
- catchment area arrangements
- what happens next

Officers worked with children to identify positive aspects of the proposal and any aspects of the proposal that the children had concerns/worries about.

Following this, the children had the opportunity to prioritise the positive aspects of the proposal and the aspects that were a cause for concern/worry using coloured sports.

## Record of Pupil Meeting reports

**Schools Programme  
Record of  
Pupil Meeting  
Marlborough Primary  
14.11.14  
10 am to 11 am**

**Present:**

Rosalie Phillips (Project Officer) and Laura Lloyd-Lewis (Project Officer)

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

No	Heading	Action
1.	<p>LLL explained why the meeting was being held and the format of the meeting and everyone was introduced.</p> <p>There were 8 pupils at the meeting from Year 5 and 6 from the School Council.</p>	
	<p>LLL explained that pupils could ask questions throughout the session and provided the details of the proposal in a Powerpoint presentation to pupils.</p> <p>The following questions/statements were raised by pupils:</p> <ul style="list-style-type: none"> <li>• Their school was popular and that some children can not go there who want to go there as there are not enough places;</li> <li>• There will be more places at Cardiff High will need more money;</li> <li>• If there are more primary school places would there be enough High school, College and University places;</li> <li>• If there are any changes to the catchment area then it could affect families;</li> <li>• Would their Headteacher be taken away from them to support the new school;</li> <li>• What would happen if the school was not built?;</li> <li>• How will not having older siblings at the new school affect the pupils?;</li> <li>• What would be the school opening times?</li> </ul> <p>RP then asked pupils what they felt the advantages were to the proposals.</p> <p>Pupils gave their comments which were recorded on Post It notes and pupils used stickers to mark which ones were the most important advantages.</p> <p>Pupils identified the following advantages:</p> <ul style="list-style-type: none"> <li>• Enough school places;</li> <li>• Less pollution;</li> <li>• Modern buildings;</li> <li>• Less stress for parents and children to get into chosen school;</li> <li>• More time to get to school;</li> <li>• More opportunities;</li> <li>• Space for intervention groups.</li> </ul> <p>The most important reason was to have less pollution.</p> <p>RP then asked pupils what they felt the disadvantages were to the proposals.</p>	



No	Heading	Action
	<p>Pupils gave their comments which were recorded on Post It notes and pupils used stickers to mark which ones were the most important disadvantages.</p> <p>Pupils identified the following disadvantages:</p> <ul style="list-style-type: none"> <li>• Very expensive;</li> <li>• May not have enough pupils;</li> <li>• Community may not want school;</li> <li>• Building work;</li> <li>• Using up land;</li> <li>• School should be reception to Year 6;</li> <li>• Traffic.</li> </ul> <p>The most important reason was it was very expensive.</p> <p>LLL thanked the pupils for being very interactive with lots of ideas and for taking the time to meet with officers.</p> <p><b>Meeting ended at 11 am.</b></p>	



**Schools Programme**  
**Record of**  
**Pupil Meeting**  
**Roath Park Primary**  
**17.11.14**  
**9.30 am to 10.30 am**



**Present:**

Rosalie Phillips (Project Officer) and Laura Lloyd-Lewis (Project Officer)

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

No	Heading	Action
1.	<p>LLL explained why the meeting was being held and the format of the meeting and everyone was introduced.</p> <p>There were 12 pupils at the meeting from Year 5 and 6 from the School Council.</p>	
	<p>LLL explained that pupils could ask questions throughout the session and provided the details of the proposal in a Powerpoint presentation to pupils.</p> <p>The following questions/statements were raised by pupils:</p> <ul style="list-style-type: none"> <li>• Their school was popular and that some children can not go there who want to go there as there are not enough places;</li> <li>• There will be more places at Cardiff High will need more money;</li> <li>• If there are more primary school places would there be enough High school, College and University places;</li> <li>• If there are any changes to the catchment area then it could affect families;</li> <li>• Would their Headteacher be taken away from them to support the new</li> </ul>	

No	Heading	Action
	<p>school;</p> <ul style="list-style-type: none"> <li>• What would happen if the school was not built?;</li> <li>• How will not having older siblings at the new school affect the pupils?;</li> <li>• What would be the school opening times?</li> </ul> <p>RP then asked pupils what they felt the advantages were to the proposals.</p> <p>Pupils gave their comments which were recorded on Post It notes and pupils used stickers to mark which ones were the most important advantages.</p> <p>Pupils identified the following advantages:</p> <ul style="list-style-type: none"> <li>• Enough school places;</li> <li>• Less pollution;</li> <li>• Popular city / lots of people want to live here;</li> <li>• Healthier to walk;</li> <li>• Smaller waiting list;</li> <li>• More prosperity;</li> <li>• School won't be overcrowded;</li> <li>• Less traffic / safer roads;</li> <li>• Short distance to school;</li> <li>• Enough schools.</li> </ul> <p>The most important reason was to have less pollution and enough schools.</p> <p>RP then asked pupils what they felt the disadvantages were to the proposals.</p> <p>Pupils gave their comments which were recorded on Post It notes and pupils used stickers to mark which ones were the most important disadvantages.</p> <p>Pupils identified the following disadvantages:</p> <ul style="list-style-type: none"> <li>• Not enough places in high school;</li> <li>• Neighbours might not like it;</li> <li>• Parents need to get to work – traffic congestion;</li> <li>• Friends - go to different reception classes / schools;</li> <li>• Loss of open space;</li> <li>• Impact on younger relatives.</li> </ul> <p>The most important reason was it was not enough places in high school and impact on younger relatives.</p> <p>LLL thanked the pupils for being very interactive with lots of ideas and for taking the time to meet with officers.</p> <p><b>Meeting ended at 10.30 am.</b></p>	

We write in response to the 21<sup>st</sup> Century Schools Consultation Document entitled: "The Provision of Additional English-Medium Primary School Provision in Cyncoed, Penylan and parts of Plasnewydd."

As elected Councillors for Penylan, we broadly support the principle underlying the proposals outlined in the consultation document – which is to ensure a sufficiency of primary school places to meet the demand in the Penylan area.

In response to the consultation document we wish to make the following points:

- We acknowledge that the Council's Schools Service is having to respond to a volatile and rapidly changing demographic situation in Penylan and that, of necessity, the proposals contained in the consultation document will need to be implemented to a time-scale and in circumstances that are less than ideal.
- One of the consequences of this is that interim arrangements will need to be made and it will not prove possible for parents to express a preference in the normal way to send their children to the temporary nursery and reception classes that will be located on the Howardian Centre site in September 2015. We understand that parents should express a preference to send their children to an existing school and that, should the Council's Cabinet approve the proposals in May 2015, parents would then be able to lodge applications for the temporary classes which would be allocated according to the Council's published admissions policy which gives a high priority to proximity considerations. In order that parents living in the existing Marlborough Primary School catchment area do not lose out on places for their children at the temporary provision by default, **we recommend that every family living in the Marlborough Primary School catchment area receives a letter from the Council inviting them to apply for a place at the new temporary provision after the Cabinet decision in May 2015.** Whilst we accept that this will place an additional administrative burden on the Council's Schools Service, we feel it is essential that every family is alerted to the fact that they are eligible to apply for a place for their children at a local school.
- We note that the time-scale for the creation of new school catchment areas and possible consequent adjustments to adjoining school catchment areas is such that the new school in Penylan may not have a dedicated catchment area until September 2017 or later. If this is the case, it is likely that there will be continuing confusion about admission arrangements to primary schools in Penylan for some years. **We recommend that letters are sent to parents living in the catchment area of Marlborough Primary School reminding them of the exceptional arrangements for admission to the new school until such time as a permanent catchment area has been established.**
- We recognise that the unprecedented demand for school places in the Penylan area will impact upon the ability of the local secondary school (Cardiff High School) to make adequate provision in the medium term. Whilst this is beyond the scope of the current consultation document, it is an associated issue which is likely to cause uncertainty and anxiety to families living in the area. **We, therefore, recommend that the Council's Schools Service brings forward proposals to address the increasing pressure on Cardiff High School to accommodate rising pupil numbers at the earliest possible opportunity in order to remove uncertainties within the community and address the concerns that will inevitably arise.**

- We note that the interim arrangements for the creation of a new primary school in Penylan may involve the implementation of a temporary management structure at the school. **It is our express wish that any such arrangements do not impact adversely upon the management and day to day operation of Marlborough Primary School.**
- Subsequent to the publication of the consultation document, it has been confirmed that, due to procurement and tendering lead in times, it will not prove possible to complete the first phase of building at the permanent school by September 2016 and that September 2017 is the earliest date by which such provision is likely to be completed. This will mean that temporary provision will need to be made in September 2016 for nursery, reception and year 1 pupils. **It is our expectation that the temporary accommodation provided will be of the highest standard, whether it is housed in the existing Howardian Centre or in alternative buildings, and that the educational facilities on offer to the pupils will be at least on a par with those available to pupils in permanent accommodation elsewhere.**
- The protracted procurement and construction phase associated with the delivery of permanent school accommodation has the potential to create a disruptive school environment which would not be conducive to effective teaching and learning. **It is essential that the Council's Schools Service carefully manages the sequencing of building activities on the site in such a manner as to reduce to an absolute minimum the potential of such activities to compromise the standard and quality of the pupils' education.**
- The time-scale within which the temporary school provision has to be made – i.e. between the Cabinet meeting in May 2015 and the opening of the temporary accommodation in September 2015, is such that exceptional arrangements will need to be put in place to ensure that appropriate and suitable accommodation is provided and that appropriately qualified and experienced staff are in post. **It is our expectation that the standard and quality of education on offer to pupils attending the temporary school is not, in any way, compromised by the contracted time-scale in which the school will need to be operational. We assume that timely arrangements will be put in place to ensure the creation of a temporary governing body.**
- It is apparent that the Council intends to enter into a housing partnership arrangement in respect of the portion of the Howardian Centre site not required for the new school and that residential development is likely to take place post 2018. The consequent demolition of the Howardian Centre, together with the proposed closure of the Howardian Youth Centre will result in the withdrawal of valued Adult Community Learning (ACL) facilities and youth provision from Penylan. **It would, therefore be our preferred option that the new school be provided in tandem with ACL and youth facilities co-located on the site. This could be achieved by ensuring that the new school is planned according to community focussed school design principles. The concept of community focussed schools has a long history in England and Wales. The Welsh Government's paving document, "The Learning Country", expresses the ambition that schools should be at the heart of their communities. Specific guidance on community focussed schools in Wales is provided in the NAFW Circular No. 34/2003 – which outlines how all schools in Wales should build on existing provision to offer additional services and activities to their pupils, families and wider communities. In England, the concept has been taken a stage further and the "English Extended Schools" policy declares that schools must provide a "core offer" of a varied range of activities**

including study support, childcare, activity clubs, parenting/family support, easy access specialist services and community access to school facilities. The construction of a new primary school in Penylan will provide the opportunity to embrace the community focussed school principle by incorporating design features that provide the necessary physical attributes to enable the school to be used for community purposes both during and beyond the school day. The opportunity must not be passed up to foster close working relationships between a range of services, including Schools, Lifelong Learning, the Youth Service and Leisure, to eliminate duplication of provision whilst delivering these services in a more streamlined and cost-effective way.

- It is our expectation that the new school buildings will be fully compliant with the Disability Discrimination Act and that they will conform with the recommendations of the South Wales Fire & Rescue Authority – that all new schools incorporate a comprehensive fire sprinkler system.
- We note the comments in the consultation document (at page 18) which identify the potential for increased traffic congestion around the school site at drop off and pick up times. This is a legitimate concern. It is our view that very careful consideration needs to be given to the location of the main vehicular access gates to the new school and the impact this is likely to have upon traffic circulation in the area. In planning the management of traffic generated by the school, it is important that consideration is given to other likely future developments in the area which might have an impact on traffic circulation. For example, the remainder of the Howardian Centre site is earmarked for a housing partnership scheme post 2018 and the likelihood is that this will be accessed via Hampton Court Road – thus generating significant additional traffic along that thoroughfare. Hammond way is a fairly wide carriageway that currently serves the Howardian Centre. The junction of Hammond Way and Colchester Avenue is regulated by traffic signals. Hammond way is, however, a cul-de-sac and, if it did provide the main vehicular route-way to the new school, it would be desirable if a traffic circulatory system could be provided within the school grounds, with designated drop off and pick up points, in order to avoid vehicles engaging in reversing manoeuvres near the school entrance.
- Every opportunity should be taken to encourage pupils to walk to and from the new school and this must include the implementation of measures that will enhance pedestrian safety in the area. In this respect, we support the comments on page 24 of the consultation document that refer to the need to introduce signage, road markings and a 20 mph zone.
- We also support the comments that stress the need to consider measures in the wider area – including the upgrading of the pedestrian facilities at the junction of Colchester Avenue and Penylan Road and the implementation of measures to improve pedestrian safety at the junctions of Waterloo Road and Dorchester Avenue/Winchester Avenue.
- We note that the disposal of the land at the Howardian Centre site for housing may secure a capital receipt for the Council which could be used, in some measure, to meet the cost of pedestrian and transport facilities. Also, it may be possible to enter into a Section 106 agreement with the future developers of the site to secure additional funding towards such schemes.

We are grateful for the opportunity to comment on the proposed provision of additional primary school provision in the Penylan area and trust that our comments will receive serious consideration as part of the decision making process.

Councillor Joe Boyle  
41, Axminster Road,  
Penylan,  
Cardiff,  
CF23 5AR

Councillor Patricia Burfoot,  
12, Barons Court Road,  
Penylan,  
Cardiff,  
CF23 9DF

Councillor Bill Kelloway,  
40, Dan-Y-Coed Road,  
Cyncoed,  
Cardiff,  
CF23 6NB

**County Councillors - Penylan**



Cardiff Council  
School Organisation Planning Team  
Room 219  
County Hall  
Cardiff CF10 4UW

Schoolresponses@cardiff.gov.uk

Our Ref: 125010/CC/Education

Date: 3<sup>rd</sup> December 2014

Dear Sir or Madam

**21<sup>st</sup> CENTURY SCHOOLS CONSULTATION DOCUMENT 2014**  
**The Provision of additional English-Medium primary School Provision in  
Cyncoed, Penylan and parts of Plasnewydd.**

We are aware of the increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd and that many parents living in the relevant catchment areas are unable to secure places for their children.

We note that, whilst the demand for places in the Albany Primary School catchment has increased, and has been fully subscribed at entry in recent years, projected demand from within the catchment remains below the school's Published Admission Number, and the supply of places throughout the Cathays High School catchment areas is sufficient to meet current and projected demand.

However, the primary schools within the Cardiff High School catchment area are over-subscribed with applications from both catchment and out of catchment children, and families who have moved into some new build properties, and into the relevant catchment areas after the initial application for places has been determined, who have been refused admission.

This demand for places within these primary schools also impacts on the capacity of Cardiff High and we are aware that this is already causing concern for families living in its catchment area. We appreciate this is not the subject of the current consultation but, to help allay those concerns, we trust the Council will submit proposals as to how this will be addressed as soon as is practicably possible

---

Jenny Willott MP  
38 The Parade  
Cardiff  
CF24 3AD  
Tel: 029 2046 22756

---

Eluned Parrott AM  
38 The Parade  
Cardiff  
CF24 3AD  
Tel: 029 2043 2326

The demand for primary school places from families living in Cyncoed has been partially met by utilising existing accommodation, which has also enabled children living in Pentwyn and Pontprennau, who live in closer proximity to the schools, to be admitted to Lakeside and Rhydypenau Primary Schools.

However, the temporary measures provided for families living in Penylan and parts of Plasnewydd have not met demand, as this has risen by a greater proportion, which Marlborough and Roath Park Primary Schools are unable to meet. This has impacted on schools in neighbouring catchment areas, such as Albany, Stacey and Gladstone Primary, which have also been fully subscribed at entry in recent years.

A permanent solution is, therefore, required and we welcome the proposal to establish a new 2 FE school providing two classes of 30 children in each year group serving the age range of 3-11 years on part of the site of the Howardian Community Education Centre in Hammond Way from September 2015.

We understand this will enable the admission of 60 pupils at entry to Reception year and up to 96 part-time nursery places, who will be accommodated in existing buildings and/or temporary accommodation as appropriate during the construction of a new build school.

We trust the temporary accommodation will be of a high standard and the construction of the new building will not adversely affect the pupils' education. We also trust the transitional management arrangements will be satisfactory for the operation of both schools.

We appreciate that, owing to time restrictions, interim arrangements will have to be introduced that will not enable parents to express a preference in the normal way as to whether they would wish their children to attend the existing Marlborough and Roath Park Primary Schools or the new Howardian School. We would, therefore, request that every family living in these two school catchment areas, but who have not secured a place at either of them for September 2015, be invited to apply for a place at Howardian. This will ensure that they do not lose a place at Howardian by default. We would also ask that letters be sent to parents living in the Marlborough and Roath Park Primary School catchment areas to remind them of the interim admission arrangements until the new catchment area has been established.

We are, of course, mindful of the fact that this development will involve the demolition of the buildings accommodating the popular Adult Community Learning (ACL) facilities and youth provision. The Welsh Government supports community focussed schools and has provided guidance as to how all schools in Wales should offer additional services and activities to their pupils, families and wider communities.

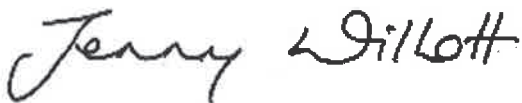


We trust that accommodation for these facilities will be included in the plans for the new school buildings and they will also comply with the latest DDA requirements and incorporate a fire sprinkler system.

We note that it is assumed that there would be two entrances to the new site; one from Hampton Court Road and one from Hammond Way. As stated, these are both residential streets and cul-de-sacs and we are conscious of potential increased traffic congestion, especially around school commuting times. This is an issue of concern that has been raised with us by local residents.

Obviously, families should be encouraged and facilitated to walk to and from the new school but the designated main vehicular access will have to be seriously considered and carefully implemented, especially in view of proposed future housing developments on the same site, which will also generate an increase in traffic.

Yours sincerely



**Jenny Willott MP**  
**Member of Parliament**  
**Cardiff Central**



**Eluned Parrott AM**  
**Regional Assembly Member**  
**South Wales Central**

## **Estyn response to the proposal by Cardiff council to establish a new 2 form entry English-medium primary school on part of the site of the Howardian Community Centre**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

### **Introduction**

This is a consultation proposal from Cardiff council.

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

- establishing a new 2 form entry English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre from September 2015;
- admitting 60 pupils at entry to Reception Year;
- including up to 96 part time nursery places; and
- establishing an existing and/or demountable accommodation during construction of a new build school.

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

### **Summary/ Conclusion**

The proposer has set out a clear rationale for addressing the increase in demand for primary school education in the area and how the proposal intends to meet this demand. However, this proposal was not included in the original 21st Century

Schools Programme bid, and the proposer will therefore need to seek confirmation from Welsh Government that they are content for this scheme to be added into the Programme

It is Estyn's opinion that this proposal is likely to maintain the current standards of education in the area.

### **Description and benefits**

The proposer has provided a clear rationale for the proposal i.e. that a new primary school is needed to address the increase in demand for English medium primary school places in the area.

The proposer has appropriately outlined the expected benefits of the proposal which include ensuring that there is sufficient capacity to meet the increasing English-medium pupil demand within the local area. However it has only identified two potential disadvantages of the proposal which are around disruption caused by traffic and building works. It does not appear to have given sufficient consideration to the disruption caused to the services currently provided at the Howardian centre including adult and community learning, the youth club and the pupil referral unit.

The proposer has suitably considered how the proposals impact on nursery provision and other schools in the area. It has identified risks associated with the proposals but not identified sufficiently how they will manage those risks.

The proposer has suitably considered different options and the potential advantages and disadvantages of each option when compared with the status quo. It has demonstrated why the preferred option was chosen based on the large number of advantages and few disadvantages.

The proposer has appropriately considered that any pupils affected by this proposal as a result of catchment area changes would be offered the same support with transport as is provided throughout Cardiff and in accordance with the Council's transport policy for school children. The council has carried out an initial equality impact assessment and recognised that there is a potential impact on all groups that use the Howardian site.

The proposer has presented a clear breakdown of schools and their capacity in the area as well as the projected pupil demand over the next few years. The proposer has appropriately recognised that future demand for primary school places is likely to be greater than that available in the area. However, the proposer has not sufficiently demonstrated that they have considered how surplus places in Albany road primary school, the Welsh medium schools or the faith schools could be used to accommodate future demand for primary school places.

The authority has stated that there will not be any negative impact on the Welsh Language as a result of these proposals. There appears to be sufficient places in

Welsh medium schools in the area to meet the projected demand. However it isn't clear from the proposal whether the council has undertaken an analysis of the projected demand for Welsh medium education in the area.

### **Educational aspects of the proposal**

The proposer has considered appropriately the outcomes of recent relevant Estyn inspection reports and has provided the consortium categorisation of two local schools. The proposer's summary of outcomes at both schools is concise and clear. Estyn's data analysis supports the local authority's analysis, however the proposer has not considered how these schools compare with other schools with similar levels of free school meal entitlement. The proposer states that the proposed establishment of the new build school would attract high quality leadership, management and teaching. However this has not always been the case when new schools have opened in the authority.

The proposer has suitably considered the impact of the proposals to ensure delivery of the full curriculum at the Foundation Phase and at each key stage. The proposer states that the proposal would mean that pupils would be educated in high quality modern buildings which would be able to support the delivery of a broad and balanced curriculum including the requirements of the National Curriculum and the full Foundation Phase. This assertion is reasonable.

The proposer has recognised that the pupil referral unit would need to be relocated, however no detail of how this will be undertaken is provided. The proposer appropriately states that if the proposal were to proceed, further equality impact assessments would be undertaken including an assessment on the design for any new build accommodation or refurbishment/ adaptation of existing accommodation.

The proposer has not identified any negative impact on learner travel arrangements. However, it has identified potential issues around transport, walking routes and pedestrian crossing facilities. The proposer appropriately intends to investigate these areas further should the proposals proceed.

# Rhydypenau Primary School & Nursery Unit



# Ysgol Gynradd Rhydypenau ac Uned Feithrin

Headteacher  
Prifathrawes: **Mrs Carolyn A. Evans** B.Ed., Dip.Maths., Dip.Eng.

24<sup>th</sup> November 2014

School Organisation Planning Team  
Room 219  
County Hall  
Atlantic Wharf  
CARDIFF  
CF10 4UW

## Consultation on proposals to establish a 2 form entry school on the site of Howardian: a response from the governors of Rhydypenau Primary School.

At a recent meeting, governors expressed strong concerns about the proposed primary school to be established within the site of the Howardian Centre.

Their main concerns are detailed below:

### 1. Governors question the reliability of the data:

While data will undoubtedly have been collected and processed by appropriate methodology and therefore be considered entirely valid, our own experience leads us to question the credibility of the forecast numbers. Over the past 2 years, pupil numbers forecast for our school have been grossly inaccurate:

For example, in February 2013:

- Numbers forecast for September 2013 were 75 pupils within catchment  
There were in fact 60.
- Numbers forecast for September 2014 were 86 within catchment  
There were in fact 60 applications
- Numbers forecast for September 2015 are 69 pupils within catchment
- Numbers forecast for September 2016 are 93

**Governors would appreciate a response to this.**

Cardiff County Council Cyngor Sir Caerdydd



**2. The table on page 7 of the consultation document describes the buildings at Rhydypenau Primary as satisfactory:**

The council is aware that Rhydypenau Primary School has an excellent record of success. However, over half of our 500 children are in currently educated in temporary buildings, many dating back to the 1940s. The school has been forced to accommodate at least 60% of its pupils in temporary buildings for the past 25 years.

**Governors would appreciate a response to this.**

**3. Governors question whether there is a need for an additional 2 form entry school, in addition to the school due to open in Pontprennau in September 2015.**

Governors believe that there is a risk of over-provision within the area. They question whether there will be a risk of other primary schools within the catchment area of Cardiff High School losing children to the new school, thereby jeopardising numbers at these existing schools.

Governors would like the council to consider an investment in the buildings of Rhydypenau Primary, enabling them to accommodate at least one additional class each year. This could be achieved in September 2015 and 2016 with minimal investment, affording opportunities for the LA to plan an additional build in time for September 2017 and make the necessary consultations re catchment areas. Arguably, this alternative plan would make more efficient use of Local Authority and Welsh Government resources in a time of financial austerity.

**Governors would appreciate a response to this.**

Yours sincerely



Nonny Matthewson  
Chair of Governors

## Cardiff Council Statutory Screening Tool Guidance

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

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

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

---

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

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

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

---

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

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

## Statutory Screening Tool

<b>Name of Strategy / Policy / Activity:</b> Primary school provision in Cyncoed, Penylan and parts of Plasnewydd	<b>Date of Screening:</b> December 2014 (update)
<b>Service Area/Section: Education &amp; Lifelong Learning</b>	<b>Lead Officer:</b> Nick Batchelar
<b>Attendees:</b> Self assessment	
<b>What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function</b>  <u>Proposal</u>  To provide sufficient capacity to meet the increasing English-medium community pupil demand within the local area by: <ul style="list-style-type: none"> <li>• Establishing a new 2 FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB (formerly Howardian High School) from September 2015</li> <li>• The school to admit 60 pupils at entry to Reception Year</li> <li>• The school to include up to 96 part time nursery places</li> <li>• The school to be established in existing and/or demountable accommodation during construction of a new build school.</li> </ul> <p>At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.</p>	<b>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</b>  There has been an increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd in the past five years. Proportionate demand for English-medium primary school places has also increased in the past three years.  Projections based upon NHS data received in 2013 indicate that the number of English-medium community places entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available.  When considering likely demand for places across the area a number of factors have been used to inform projections and forecasts, including: <ul style="list-style-type: none"> <li>• Recent and historic populations known to be living in each area utilising NHS data</li> <li>• Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools</li> <li>• Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places.</li> </ul> <p>Forecasts have been prepared based on:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• known populations along with a potential 3.6% annual uplift in English-medium places by comparison with recent take up patterns between 2011-2013 across the combined Marlborough and Roath Park catchment area</li> </ul> <p>Taking all relevant factors into account a 3.6 % uplift is considered the most appropriate.</p>



In addition, forecasts have taken into account:

- current residential populations with the 3.6% uplift in English-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in the Appendices of the Cabinet Report: 'Schools Organisation Planning - Primary school provision in Cyncoed, Penylan and parts of Plasnewydd' July 2014.

### **Summary forecasts of demand for places at entry to Reception**

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of 62 - 87 Reception places in the Cardiff High School catchment area based on existing housing. There is a projected shortfall of English-medium places in the Marlborough and Roath Park catchment areas and a broad balance in the supply of and demand for English-medium places in the Lakeside and Rhydypenau Primary School catchment areas.

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

- a deficit of 52 English-medium community school places in September 2015, rising to a deficit of 60 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the take-up of places continue at existing levels
- alternatively, a deficit of 73 English-medium community school places in September 2015, rising to a deficit of 85 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the uplift of 3.6% in the take-up of English-medium places continue
- A surplus of 3 English-medium community school places in September 2015, followed by a deficit of 2 places in the combined Lakeside and Rhydypenau catchment areas.

### **Howardian site**

The Howardian site has been identified as a potential site for housing. It is proposed that the new school is established on part of this site.

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

Please use the following scale when considering what contribution the activity makes:		
<b>+</b>	Positive	Positive contribution to the outcome
<b>-</b>	Negative	Negative contribution to the outcome
<b>ntrl</b>	Neutral	Neutral contribution to the outcome
<b>Uncertain</b>	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
<b>1.1</b>	<p><b>People in Cardiff are healthy;</b> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i></li> <li><i>vulnerable citizens and areas of multiple deprivation</i></li> <li><i>Addressing instances of inequality in health</i></li> </ul>	x				<ul style="list-style-type: none"> <li>- See 1.2 below – encouraging walking, cycling and use of public transport</li> <li>- See 1.3 below re crime prevention - Secure by Design</li> </ul>
<b>1.2</b>	<p><b>People in Cardiff have a clean, attractive and sustainable environment;</b> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the causes and consequences of Climate Change and creating a carbon lite city</i></li> </ul>	x				<ul style="list-style-type: none"> <li>- Any standalone new build accommodation should achieve an overall rating of BREEAM 'Excellent' for the project.</li> <li>- If possible, Passivhaus design principles and methodology would be applied and adopted which result in facilitating most of the school classroom windows facing North/South orientation, limiting and optimising summer and winter sun respectively. This minimises the use of energy for heating or cooling a room.</li> <li>- The wall construction and key junction details would be carefully developed to achieve a highly air tight building.</li> <li>- Wherever possible the design would promote, specify and use locally sourced materials which have a commitment to sustainability and the environment.</li> </ul>
	<ul style="list-style-type: none"> <li><i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i></li> </ul>	x				<ul style="list-style-type: none"> <li>- The limited scope for parking would encourage walking and cycling to school.</li> <li>- Consideration would be given to improving the road, infrastructure, walking routes and public transport.</li> <li>- A travel plan would be submitted along with the planning</li> </ul>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						application, detailing proximity to public transport and walking and cycling routes.
	<ul style="list-style-type: none"> <li>reducing environmental pollution (land, air, noise and water)</li> </ul>			x		As part of the BREEAM process, an acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of the proposed school. A further report would be prepared for the proposal in line with the BB93 Acoustics for School requirements.
	<ul style="list-style-type: none"> <li>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</li> </ul>	x				<p>The following could be incorporated into the design of the scheme:</p> <ul style="list-style-type: none"> <li>Sustainable urban drainage system</li> <li>Solar hot water</li> <li>Photovoltaic</li> <li>Natural Ventilation</li> <li>Control of solar gains</li> <li>Rainwater Harvesting</li> <li>A or A+ rated materials in accordance with BRE Green Guide to Specification</li> </ul> <p>Cardiff Council, Waste Management would advise on the provision of waste and recycling collection at the site.</p>
	<ul style="list-style-type: none"> <li>encouraging biodiversity</li> </ul>				x	<p>A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.</p> <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p>
<b>1.3</b>	<b>People in Cardiff are safe and feel safe;</b>	x				The South Wales Police's Crime Prevention Design Advisor

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>reducing crime, fear of crime and increasing safety of individuals</i></li> <li><i>addressing anti-social behaviour</i></li> <li><i>protecting vulnerable adults and children in Cardiff from harm or abuse</i></li> </ul>					would be consulted and the recommendations considered and incorporated where practicable. It is the aim that the building would meet the Secure by Design standard.
<b>1.4</b>	<p><b>Cardiff has a thriving and prosperous economy;</b></p> <p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</i></li> <li><i>Assisting those Not in Education, Employment or Training</i></li> <li><i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i></li> <li><i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i></li> </ul>	x			x	<p>The school would provide employment.</p> <p>Consideration would be given to using local sub-contractors and suppliers.</p>
<b>1.5</b>	<p><b>People in Cardiff achieve their full potential;</b></p> <p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>promoting and improving access to life-long learning in Cardiff</i></li> <li><i>raising levels of skills and qualifications</i></li> <li><i>giving children the best start</i></li> <li><i>improving the understanding of sustainability</i></li> <li><i>addressing child poverty (financial poverty, access poverty, participation poverty)</i></li> <li><i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i></li> </ul>	x			x	<p>The facility would provide education (every child has the right to education)</p> <p>Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.</p> <p>Potentially the school buildings could be used to deliver community provision including life-long learning activities outside of school hours.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to the accommodation used to establish the school in the first instance and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
1.6	<b>Cardiff is a Great Place to Live, Work and Play</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>• promoting the cultural diversity of Cardiff</li> <li>• encouraging participation and access for all to physical activity, leisure &amp; culture</li> <li>• play opportunities for Children and Young People</li> <li>• protecting and enhancing the landscape and historic heritage of Cardiff</li> <li>• promoting the City's international links</li> </ul>			x		Using the Council's online sources there are no cultural heritage receptors recorded within the site boundary.
1.7	<b>Cardiff is a fair, just and inclusive society.</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>• the elimination of discrimination, harassment or victimisation for equality groups</li> </ul>	x				See Equality Impact Assessment below and attached.  Recruitment of school staff: The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.
	<ul style="list-style-type: none"> <li>• has the community or stakeholders been engaged in developing the strategy/policy/activity?</li> <li>• 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)?</li> </ul>			x		<ul style="list-style-type: none"> <li>- Engagement through public consultation with relevant stakeholders</li> <li>- Design Commission for Wales (DCfW) Review Panel</li> <li>- The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) that includes representatives from external groups would be given the opportunity to comment at the design stage.</li> <li>- Relevant departments in the Council</li> <li>- South Wales Police's Crime Prevention Design Advisor</li> <li>- Ecological Appraisal - external surveyors if appropriate</li> </ul>
<b>EQUALITY IMPACT ASSESSMENT (This is attached on page 12)</b>						
1.8	<b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>• strengthening partnerships with business and voluntary sectors</li> </ul>				x	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;

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
<ul style="list-style-type: none"> <li><i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i></li> </ul>					Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.

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

**Economic**

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

**Social**

- Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.
- There could be the potential for community use of school facilities outside of school hours.
- The proposal should have a positive impact on the environment and the health and well-being of pupils. The new proposal would establish primary school provision to serve the local area. This should minimise the outflow of pupils to other areas of Cardiff thereby reducing the use of cars or public transport and encouraging walking and cycling to and from school.
- Secure by Design
- Accessibility has been considered. See Equality Impact Assessment section 3.2.

**Environmental sustainability**

- It is proposed that the design achieves BREEAM Excellent or above.
- The limited scope for parking would encourage walking and cycling to school.
- Consideration would be given to improving the road infrastructure, walking routes and public transport.
- A travel plan would be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.
- A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.

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

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

## Part 2: Strategic Environmental Assessment Screening

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

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

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

## Part 3: Habitat Regulation Assessment (HRA)

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

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



## Appendix 1 – Statutory Requirements

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

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

# Equality Impact Assessment

## Corporate Template

**Policy/Strategy/Project/Procedure/Service/Function Title:**

Primary school provision in Cyncoed, Penylan and parts of Plasnewydd

**New/Existing/Updating/Amending**

Proposal stage (update following public consultation)

**Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?**

Name: Janine Nightingale	Job Title: Head of Schools Organisation, Access & Planning
Service Team: Schools Organisation Planning (SOP)	Service Area: Education
Assessment Date: December 2014	

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

#### Proposal

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

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

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

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

**(What is the basis for the proposal?)**

Projections based upon NHS data received in 2013 indicate that the number of English-medium community places entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available.

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

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

Forecasts have been prepared based on:

- likely demand if take up patterns were to remain consistent with the most recent years applying these trends to the relevant populations coming through in future years.
- known populations along with a potential 3.6% annual uplift in English-medium places by comparison with recent take up patterns between 2011-2013 across the combined Marlborough and Roath Park catchment area

Taking all relevant factors into account a 3.6 % uplift is considered the most appropriate.

In addition, forecasts have taken into account:

- current residential populations with the 3.6% uplift in English-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in the Appendices of the Cabinet Report: 'Schools Organisation Planning - Primary school provision in Cyncoed, Penylan and parts of Plasnewydd' July 2014.

**Summary forecasts of demand for places at entry to Reception**

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of 62 - 87 Reception places in the Cardiff High School catchment area based on existing housing. There is a projected shortfall of English-medium places in the Marlborough and Roath Park catchment areas and a broad balance in the supply of and demand for English-medium places in the Lakeside and Rhydyphenau Primary School catchment areas.

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

- a deficit of 52 English-medium community school places in September 2015, rising to a deficit of 60 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the take-up of places continue at existing levels

- alternatively, a deficit of 73 English-medium community school places in September 2015, rising to a deficit of 85 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the uplift of 3.6% in the take-up of English-medium places continue
- A surplus of 3 English-medium community school places in September 2015, followed by a deficit of 2 places in the combined Lakeside and Rhydypenau catchment areas.

#### Howardian site

The Howardian site has been identified as a potential site for housing. It is proposed that the new school is established on part of this site.

### 3 Assess Impact on the Protected Characteristics

#### 3.1 Age

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

	Yes	No	N/A
3 to 11 years	<b>+ve in terms of the provision of a new primary school</b>		
11 to 18 years	<b>Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.</b>		
18 - 65 years			
Over 65 years			

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

#### **Educational provision (Age 3-11)**

This proposal would provide:

- Sufficient capacity to meet the increasing English-medium community pupil demand within the local area.
- High quality, sustainable modern buildings which would be able to support the delivery of a broad and balanced curriculum.
- A 2FE primary school. When compared with smaller schools:
  - the scale of a two form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base.
  - A two form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
  - The ability to employ more teaching and support staff would allow the two form entry school to cover a wider range of curriculum expertise.
- The provision of nursery places makes it possible for a child to remain on the same site and in familiar surroundings for their primary education (subject to a successful application to the primary school).

#### **Impact on the delivery of education (Age 3-11)**

The school would be established on the Howardian site in existing and/or temporary accommodation. During the construction of the new build accommodation it would need to remain in operation. The Council has experience of delivering new build and refurbishment projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety.

### **Catchment area (Children attending primary or secondary school)**

The proposal would result in catchment area changes. These are revised in order to better match supply to demand across the city and provide local schools for local children.

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

#### *Adult Community Learning (ACL)*

Initial feasibility studies indicate the potential to locate the proposed new school so that the Howardian Centre can continue in use thus remaining available for Adult Community Learning (ACL) provision. However, the site has been identified for potential development under the Housing Partnership Programme. Whilst at present, it is not envisaged such development would take place before 2018 consideration would need to be given to accommodation for ACL.

#### *Groups using the Youth Centre*

The proposal would result in the demolition of the existing Youth Centre.

The activities currently accommodated at the Youth Centre are as follows:

- The Duke of Edinburgh Scheme for Cardiff is currently centrally managed from the Howardian Youth Centre. The Scheme stores a large amount of outdoor equipment on site in two large containers. However this could be relocated and there is sufficient time to do this effectively in the event the decision is taken to proceed with this proposal.
- The Youth Club currently runs for several evenings per week and the music studio in the main Howardian building is also very well used by Youth Services. There is also a Mental Health group that uses the Youth Centre facility once a week. Additionally, the Pupil Referral Unit uses the Youth Centre facilities daily between 9am and 3pm to deliver sessions.

The PRU would need to be relocated before September 2015.

#### *Use of external facilities/green space*

The green space on the site is not held by the Council as formal Public Open Space. The Education Acts empower the Council to provide open spaces, the use of which can be enjoyed by school pupils. The land has not been used for anything more than sporadic public leisure.

The Council is aware that there has been some informal use by dog walkers. If a school were to be built on this site, dog walkers would need to use established facilities in the wider locality.

However, the Housing Partnership Programme is proposing a new housing development on part of the site. Under Section 106, new housing developments are required to provide some Public Open Space (POS) e.g. for a 48 unit development there would be a requirement of 0.38 hectares of POS.

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

## **Groups using the Youth Centre**

Should the Youth Centre be demolished, the Howardian Centre would potentially be available on an interim basis.

The future of Youth Services is currently being considered as part of a commissioning process. An options paper outlining how Youth Services could be delivered in the future across Cardiff (including information regarding transition from existing service delivery to any new model of youth service provision) is expected to be considered by Cabinet later this year.

Following this review consideration would be given to what buildings may be needed should the Youth Centre be demolished.

### *Community use of school facilities*

If the proposal for a new school proceeds, the potential scope for community use of the school building including Youth activities would be explored.

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

### *Transport and traffic*

The proposal for a new school should have a positive impact on the environment and the health and well-being of pupils.

If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.

The proposal would establish primary school provision to serve the local area. This would minimise the outflow of pupils to other areas of Cardiff thereby reducing the use of cars or public transport and encouraging walking and cycling to and from school.

Transport and traffic implications would be considered as part of the Transport Assessment that is required in order to achieve planning consent.

Limited scope for parking will encourage walking and cycling to school.

A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.

- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.
- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.
- Consideration would be given to providing safe walking routes to existing designated parking in the wider locality.

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

### Employed age group

#### *Redeployment opportunities*

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

## 3.2 Disability and Access

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

	Yes	No	N/A
Hearing Impairment	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Physical Impairment			
Visual Impairment			
Learning Disability			
Long-Standing Illness or Health Condition			X
Mental Health			X
Substance Misuse			X
Other			X

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

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

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

See Section 3.1 of this Equality Impact Assessment.

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

If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

**New build accommodation**

The design would take into account the needs of the following:

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

The design stage would give consideration to future proofing the accommodation in terms of accessibility. For example, space could be provided to enable accessible toilets to be modified without significant structural changes being required.

Special Educational Needs (SEN) School Action support is provided in the classroom. However, there may be occasions where pupils are withdrawn from a classroom to receive an intervention.

If the new build accommodation is a standardised design, further discussion would be needed on the design approach and how it caters for pupils with SEN (School Action).

**Transport**

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

**3.3 Gender Reassignment**

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

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		

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

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

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

See Section 3.1 of this Equality Impact Assessment.



<b>If no differential impact, explain the reason(s) for this assessment:</b>
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.4. Marriage and Civil Partnership

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

	Yes	No	N/A
Marriage			X
Civil Partnership			X

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

### 3.5 Pregnancy and Maternity

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

	Yes	No	N/A
Pregnancy	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Maternity			N/A

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
<b>What action(s) can you take to address the differential impact?</b>
See Section 3.1 of this Equality Impact Assessment.
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.  If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school and on the accessibility of the new build accommodation. The equality impact assessment would take into account

policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

### 3.6 Race

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

	Yes	No	N/A
White	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Mixed / Multiple Ethnic Groups			
Asian / Asian British			
Black / African / Caribbean / Black British			
Other Ethnic Groups			

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

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

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

See Section 3.1 of this Equality Impact Assessment.

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

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

### 3.7 Religion, Belief or Non-Belief

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

	Yes	No	N/A
Buddhist	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Christian			
Hindu			
Humanist			
Jewish			
Muslim			
Sikh			
Other			

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

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

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

See Section 3.1 of this Equality Impact Assessment

<b>If no differential impact, explain the reason(s) for this assessment:</b>
The senior staff in a school would be best placed to manage diversity in terms of belief (e.g. provision of a space for prayer).

### 3.8 Sex

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

	Yes	No	N/A
Men	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Women			

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
<b>What action(s) can you take to address the differential impact?</b>
See Section 3.1 of this Equality Impact Assessment
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.9 Sexual Orientation

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

	Yes	No	N/A
Bisexual	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Gay Men			
Gay Women			
Heterosexual			

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
<b>What action(s) can you take to address the differential impact?</b>

See Section 3.1 of this Equality Impact Assessment
<b>If no differential impact, explain the reason(s) for this assessment:</b>
(Fears that recruitment opportunities could be affected by sexual orientation)  Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.  The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.10 Language

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

	Yes	No	N/A
Welsh Language	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Other languages			

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
<b>What action(s) can you take to address the differential impact?</b>
See Section 3.1 of this Equality Impact Assessment
<b>If no differential impact, explain the reason(s) for this assessment:</b>
Proposals are brought forward to meet demand for English-medium or Welsh-medium education.  If the proposal proceeds, signage and other way finding techniques would be considered when establishing the school in existing and/or temporary accommodation and as part of the design for the new build school.  It is Cardiff Council policy to provide signage in English and Welsh but not in other spoken languages. Therefore, additional way-finding methods would be considered including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols.

### 4. Consultation and Engagement

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

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

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

<b>Groups</b>	<b>Actions</b>
Age	See Generic over-arching actions below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	<p>Should the Youth Centre be demolished, the Howardian Centre would potentially be available on an interim basis.</p> <p>If the proposal for a new school proceeds, the potential scope for community use including Youth activities would be explored.</p> <p>The future of Youth Services is currently being considered as part of a commissioning process. An options paper outlining how Youth Services could be delivered in the future across Cardiff (including information regarding transition from existing service delivery to any new model of youth service provision) is expected to be considered by Cabinet later this year.</p> <p>Following this review consideration would be given to what buildings may be needed should the Youth Centre be demolished.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school in the first instance and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p>

**6. Further Action**

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

**7. Authorisation**

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

Completed By: Clive Bailey	Date: December 2014
Designation: Policy, Equalities and Reports Officer	
Approved By: Michele Duddridge-Hossain	
Designation: SOP Team Manager	
Service Area: Education	

## **Environmental Report: Sustainability Appraisal (SA) Incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB.**

### **Background**

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

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

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

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

**To request a copy of the assessment on the Strategic Framework please contact Clive Bailey, 029 2087 3166, [CBailey@cardiff.gov.uk](mailto:CBailey@cardiff.gov.uk)**

### Proposal

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

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

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

There has been an increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd in the past five years. Proportionate demand for English-medium primary school places has also increased in the past three years.

Projections based upon NHS data received in 2013 indicate that the number of English-medium community places entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available.

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

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

Forecasts have been prepared based on:

- likely demand if take up patterns were to remain consistent with the most recent years applying these trends to the relevant populations coming through in future years.
- known populations along with a potential 3.6% annual uplift in English-medium places by comparison with recent take up patterns between 2011-2013 across the combined Marlborough and Roath Park catchment area

Taking all relevant factors into account a 3.6 % uplift is considered the most appropriate.

In addition, forecasts have taken into account:

- current residential populations with the 3.6% uplift in English-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in the Appendices of the Cabinet Report: 'Schools Organisation Planning - Primary school provision in Cyncoed, Penylan and parts of Plasnewydd' July 2014.

### **Summary forecasts of demand for places at entry to Reception**

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of 62 - 87 Reception places in the Cardiff High School catchment area based on existing housing. There is a projected shortfall of English-medium places in the Marlborough and Roath Park catchment areas and a broad balance in the supply of and demand for English-medium places in the Lakeside and Rhydypenau Primary School catchment areas.

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

- a deficit of 52 English-medium community school places in September 2015, rising to a deficit of 60 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the take-up of places continue at existing levels
- alternatively, a deficit of 73 English-medium community school places in September 2015, rising to a deficit of 85 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the uplift of 3.6% in the take-up of English-medium places continue
- A surplus of 3 English-medium community school places in September 2015, followed by a deficit of 2 places in the combined Lakeside and Rhydypenau catchment areas.

### **Howardian site**

The Howardian site has been identified as a potential site for housing. It is proposed that the new school is established on part of this site.

Key:

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

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

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		*Alternative 1: Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
<p>1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff</p> <p><i>(the phrase "promote a greener economy" describes the aspiration to minimise the combined carbon footprint of Cardiff's schools through new build, maintaining a low level of surplus capacity, and where possible, introducing energy/water efficiency measures)</i></p>	✓	<p>Achieved by establishing a new school with sufficient capacity to meet the projected shortfall of places in the locality.</p> <p>Achieved by providing a new build school that is BREEAM Excellent or above.</p> <p>Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable urban drainage systems (SUDS). Since 2010, SUDS have been compulsory for new build schemes.</p>	x	<p>Schools in neighbouring areas, such as Llanedeyrn Primary School and Springwood Primary School (within the Llanishen High School catchment) have a significant proportion of surplus places at entry to Reception and catchment projections indicate that this will continue until at least September 2016 (the latest date for which data are available).</p> <p>Projections for September 2015 and 2016 indicate:</p> <ul style="list-style-type: none"> <li>a surplus of 39 English-medium community school places in September 2015, rising to a surplus of 54 in September 2016, in the combined Llanedeyrn and Springwood catchment areas.</li> </ul> <p>Whilst surplus places remain available in these schools, these are considered to be not suitably located as they are distant from the seat of the demand for English-medium places, and few parents resident in the catchment areas of Marlborough and Roath Park have taken up places at these schools in recent years. Allensbank Primary School (within the Cathays High School catchment) also has a significant proportion of surplus places at entry to Reception and catchment projections indicate that this will continue until at least September 2016:</p> <ul style="list-style-type: none"> <li>a surplus of 10 English-medium</li> </ul>	x	<p>Doing nothing is not an option as additional capacity is needed to meet the demand for places.</p>



SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		*Alternative 1: Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
				<p>community school places in September 2015, rising to a surplus of 20 in September 2016, in the Allensbank catchment area.</p> <p>However, the projected demand for English-medium places at schools neighbouring Allensbank (which include Gladstone, Rhydypenau and Ton-Yr-Ywen primary schools) also exceeds the supply of places. Allensbank is therefore well placed to meet excess demand from these areas rather than the excess demand from the Marlborough and Roath Park catchment areas.</p> <p>Proposals have also been brought forward to meet the excess demand from within the catchment areas of English-medium schools South of Newport Road and schools in this area could not serve the excess demand from the Marlborough and Roath Park catchment area.</p> <p>It is therefore considered that the revision of catchment areas does not present a suitable alternative to providing additional capacity in the Marlborough and Roath Park catchment areas to meet the local shortfall of places.</p>		

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
<p>2. Reduce greenhouse gas emissions through:</p> <p>a) Energy efficient building design and disposing of poor quality surplus accommodation</p> <p>b) Promoting sustainable modes of transport and integrated transport systems</p>	<p>✓</p> <p>✓</p>	<p>a)</p> <p>Achieved by providing a new build that is BREEAM Excellent.</p> <p>b)</p> <p>The proposal for a new school should have a positive impact on the environment and the health and well-being of pupils.</p> <p>If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p> <p>Limited scope for parking will encourage walking and cycling to school.</p> <p>Traffic and transport implications including measures to encourage walking and cycling would be considered as part of the Transport Assessment for the proposal.</p> <p>A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.</p> <ul style="list-style-type: none"> <li>- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.</li> <li>- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</li> <li>- Consideration would be given to providing safe walking routes to</li> </ul>	N/A	N/A see comments next to SEA Objective 1 above	x	<p>Doing nothing is not an option as additional capacity is needed to meet the demand for places.</p> <p>If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p>

<b>SEA objective</b>	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		<b>*Alternative option 2:</b> Do nothing	
	<b>Rating</b>	<b>Commentary/ explanation of compatibility with SEA objective</b>	<b>Rating</b>	<b>Commentary/ explanation of compatibility with SEA objective</b>	<b>Rating</b>	<b>Commentary/ explanation of compatibility with SEA objective</b>
		<p>existing designated parking in the wider locality.</p> <ul style="list-style-type: none"> <li>- Management of access to the school site prior/during parent drop off and pick up times would help with health &amp; safety.</li> <li>- 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"> <li>o manage transport efficiently</li> <li>o improve access by all means of travel for employees, visitors, patients and students</li> <li>o encourage sustainable transport – walking, cycling, public transport and car sharing</li> <li>o reduce car use.</li> </ul> </li> <li>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</li> </ul> <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity</p>				

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
3. Promote health and wellbeing by protecting and enhancing Public Open Space (POS) and improving access to POS	0	<p>The green space on the site is not held by the Council as formal Public Open Space. The Education Acts empower the Council to provide open spaces, the use of which can be enjoyed by school pupils. The land has not been used for anything more than sporadic public leisure.</p> <p>The Council is aware that there has been some informal use by dog walkers. If a school were to be built on this site, dog walkers would need to use established facilities in the wider locality.</p>	N/A	N/A see comments next to SEA Objective 1 above	0	N/A (See comments next to SEA Objective 1. above)
4. Minimise air, light and noise pollution associated with building development and traffic congestion	<p>0</p> <p><b>x</b></p> <p><b>Mitigation</b></p>	<p>a) Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>The design of the new build would seek to minimise any adverse impact on access to natural light for neighbouring properties.</p> <p>As part of the BREEAM process, an acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of the proposed school.</p> <p>b) An increase in the number of children attending the school could increase the volume of traffic in the vicinity of the school.</p> <p>Locating provision central to the area it would serve should reduce this outflow of pupils to schools elsewhere in Cardiff, minimise the use of polluting modes of transport such as cars and buses and encourage walking and cycling to and from school.</p> <p>To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> <li>▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement.</li> <li>▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school.</li> </ul>	N/A	N/A see comments next to SEA Objective 1 above	x	If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
5. <i>Protect</i> and enhance biodiversity, flora and fauna	?	A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.  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.	N/A	N/A see comments next to SEA Objective 1 above	0	N/A (See comments next to SEA Objective 1. above)
6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)	?		N/A	N/A see comments next to SEA Objective 1 above	0	N/A (See comments next to SEA Objective 1. above)
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	✓	Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable Urban Drainage Systems (SUDS).	N/A	N/A see comments next to SEA Objective 1 above	0	N/A (See comments next to SEA Objective 1. above)
8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	0	Achieved by making schools community focused - opening facilities to the public e.g. evening classes.  If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school in the first instance and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.	N/A	N/A see comments next to SEA Objective 1 above	0	N/A (See comments next to SEA Objective 1. above)
9. <i>Protect and enhance</i> designated historic assets	0	There are no registered historic assets within the proposed site.	N/A	N/A see comments next to SEA Objective 1 above	0	N/A (See comments next to SEA Objective 1. above)

## Conclusion

The proposal has been assessed to be largely compatible with the environmental objectives used to assess the goal and principles of the "21st Century Schools: A Strategic Framework for A School Building Improvement Programme" that underpin school organisation proposals. The proposal for a new build school should have a positive impact on the environment. If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city. The new build accommodation should achieve an overall rating of BREEAM 'Excellent' for the project.

A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site would be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (see Objective 4), measures to mitigate the effect are detailed.

## THE CITY OF CARDIFF COUNCIL

### SCHOOL STANDARDS AND FRAMEWORK ACT 1998

#### ENGLISH MEDIUM SCHOOL PROVISION

**NOTICE IS HEREBY GIVEN** in accordance with Sections 41 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code, that the City of Cardiff Council (herein after “the Authority”), having consulted such persons as appeared to them to be appropriate, propose to:

Establish a new 2FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB from September 2015.

The Authority undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the Authority’s responses and the views of Estyn is available to view at [www.cardiff.gov.uk/21stCenturySchools](http://www.cardiff.gov.uk/21stCenturySchools)

The new school is to have a capacity of 420 places and to cater for the age range 3-11 incorporating a 48 Full Time Equivalent (FTE, that is a total of 96 part time) nursery places.

It is intended that the proposal will be implemented from September 2015.

In respect of the proposal for the new School it is proposed that:

- The school will be a community school and will admit pupils of both sexes.
- The admission arrangements for the school will not make any provision for selection by aptitude, or for pupil banding.
- The number of pupils to be admitted to the school in Reception (the relevant age group), at age 4 or 5, in the first school year in which the proposals will have been implemented will be 60.

Parents of children who are admitted for nursery education will still need to apply for a place at the school if they wish their child to transfer to the reception class. Attendance at the nursery will not guarantee admission to the School.

The Authority has responsibility for admitting pupils to the School and set the admission criteria.

Any arrangements for the transport of pupils will be made in accordance with the Authority’s existing policies on school transport.

Within a period of 28 days after the date of publication of these proposals, that is to say by 23 March 2015 any person may object to these proposals.

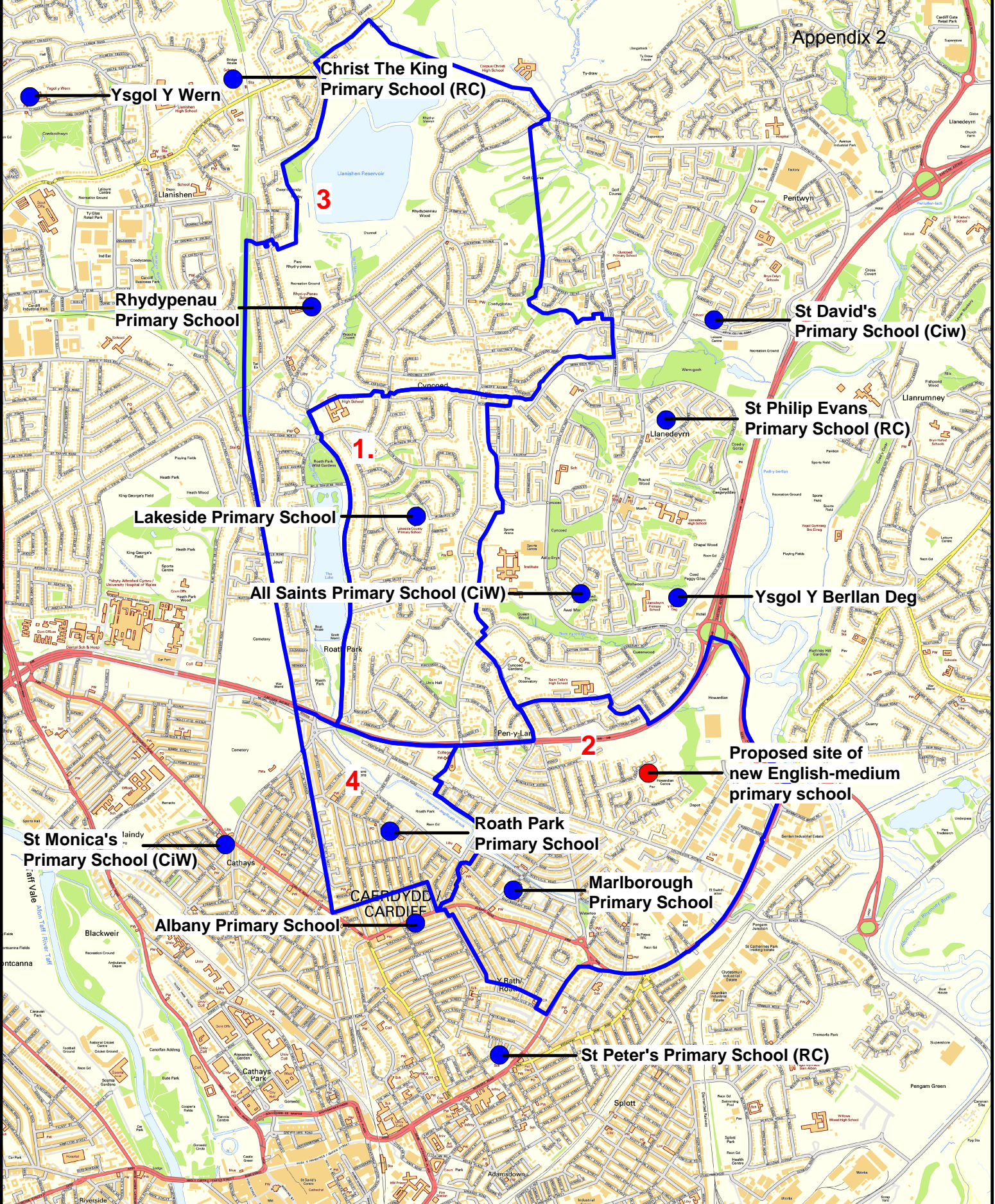
Objections should be sent to the Director of Education and Lifelong Learning, Cardiff County Council, County Hall, Atlantic Wharf, Cardiff CF10 4UW.

Objections may also be sent to the Director of Education and Lifelong Learning, Cardiff County Council using the following e-mail address: [SchoolResponses@cardiff.gov.uk](mailto:SchoolResponses@cardiff.gov.uk)

Please note that any such objection sent by e-mail must contain the full name and postal address of the objector.







**PRIMARY SCHOOL PROVISION SERVING CYNCOED, PENYLAN AND PLASNEWYDD**  
 Plan of the existing catchment areas of Lakeside, Marlborough, Rhydyphenau and Roath Park primary schools (which taken together form the Cardiff High School catchment area) and primary schools serving the area

- |          |  |          |  |
|----------|--|----------|--|
| <b>1</b> | <b>Lakeside Primary School catchment area</b>    | <b>2</b> | <b>Marlborough Primary School catchment area</b> |
| <b>3</b> | <b>Rhydyphenau Primary School catchment area</b> | <b>4</b> | <b>Roath Park Primary School catchment area</b>  |

Reproduced from the Ordnance Survey mapping with the permission of the Controller of Her Majesty's Stationery Office © Crown Copyright. Unauthorised reproduction infringes Crown Copyright and may lead to prosecution or civil proceedings.

This copy is produced specifically to supply Council information. No further copies may be made.

**CARDIFF COUNTY COUNCIL**  
 Licence no.LA09005L.

## Cardiff Council Statutory Screening Tool Guidance

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

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

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

---

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

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

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

---

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

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

## Statutory Screening Tool

<b>Name of Strategy / Policy / Activity:</b> Primary school provision in Cyncoed, Penylan and parts of Plasnewydd	<b>Date of Screening:</b> April 2015 (update)
<b>Service Area/Section: Education &amp; Lifelong Learning</b>	<b>Lead Officer:</b> Nick Batchelar
<b>Attendees:</b> Self assessment	
<b>What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function</b>  <u>Proposal</u>  To provide sufficient capacity to meet the increasing English-medium community pupil demand within the local area by: <ul style="list-style-type: none"> <li>• Establishing a new 2 FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB (formerly Howardian High School) from September 2015</li> <li>• The school to admit 60 pupils at entry to Reception Year</li> <li>• The school to include up to 96 part time nursery places</li> <li>• The school to be established in existing and/or demountable accommodation during construction of a new build school.</li> </ul> <p>At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.</p>	<b>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</b>  There has been an increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd in the past five years. Proportionate demand for English-medium primary school places has also increased in the past three years.  Projections based upon NHS data received in 2013 indicate that the number of English-medium community places entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available.  When considering likely demand for places across the area a number of factors have been used to inform projections and forecasts, including: <ul style="list-style-type: none"> <li>• Recent and historic populations known to be living in each area utilising NHS data</li> <li>• Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools</li> <li>• Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places.</li> </ul> <p>Forecasts have been prepared based on:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• known populations along with a potential 3.6% annual uplift in English-medium places by comparison with recent take up patterns between 2011-2013 across the combined Marlborough and Roath Park catchment area</li> </ul> <p>Taking all relevant factors into account a 3.6 % uplift is considered the most appropriate.</p>

In addition, forecasts have taken into account:

- current residential populations with the 3.6% uplift in English-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in the Appendices of the Cabinet Report: 'Schools Organisation Planning - Primary school provision in Cyncoed, Penylan and parts of Plasnewydd' July 2014.

### **Summary forecasts of demand for places at entry to Reception**

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of 62 - 87 Reception places in the Cardiff High School catchment area based on existing housing. There is a projected shortfall of English-medium places in the Marlborough and Roath Park catchment areas and a broad balance in the supply of and demand for English-medium places in the Lakeside and Rhydypenau Primary School catchment areas.

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

- a deficit of 52 English-medium community school places in September 2015, rising to a deficit of 60 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the take-up of places continue at existing levels
- alternatively, a deficit of 73 English-medium community school places in September 2015, rising to a deficit of 85 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the uplift of 3.6% in the take-up of English-medium places continue
- A surplus of 3 English-medium community school places in September 2015, followed by a deficit of 2 places in the combined Lakeside and Rhydypenau catchment areas.

### **Howardian site**

The Howardian site has been identified as a potential site for housing. It is proposed that the new school is established on part of this site.

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

Please use the following scale when considering what contribution the activity makes:		
<b>+</b>	Positive	Positive contribution to the outcome
<b>-</b>	Negative	Negative contribution to the outcome
<b>ntrl</b>	Neutral	Neutral contribution to the outcome
<b>Uncertain</b>	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
<b>1.1</b>	<p><b>People in Cardiff are healthy;</b> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i></li> <li><i>vulnerable citizens and areas of multiple deprivation</i></li> <li><i>Addressing instances of inequality in health</i></li> </ul>	x				<ul style="list-style-type: none"> <li>- See 1.2 below – encouraging walking, cycling and use of public transport</li> <li>- See 1.3 below re crime prevention - Secure by Design</li> </ul>
<b>1.2</b>	<p><b>People in Cardiff have a clean, attractive and sustainable environment;</b> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the causes and consequences of Climate Change and creating a carbon lite city</i></li> </ul>	x				<ul style="list-style-type: none"> <li>- Any standalone new build accommodation should achieve an overall rating of BREEAM 'Excellent' for the project.</li> <li>- If possible, Passivhaus design principles and methodology would be applied and adopted which result in facilitating most of the school classroom windows facing North/South orientation, limiting and optimising summer and winter sun respectively. This minimises the use of energy for heating or cooling a room.</li> <li>- The wall construction and key junction details would be carefully developed to achieve a highly air tight building.</li> <li>- Wherever possible the design would promote, specify and use locally sourced materials which have a commitment to sustainability and the environment.</li> </ul>
	<ul style="list-style-type: none"> <li><i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i></li> </ul>	x				<ul style="list-style-type: none"> <li>- The limited scope for parking would encourage walking and cycling to school.</li> <li>- Consideration would be given to improving the road, infrastructure, walking routes and public transport.</li> <li>- A travel plan would be submitted along with the planning</li> </ul>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						application, detailing proximity to public transport and walking and cycling routes.
	<ul style="list-style-type: none"> <li>reducing environmental pollution (land, air, noise and water)</li> </ul>			x		As part of the BREEAM process, an acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of the proposed school. A further report would be prepared for the proposal in line with the BB93 Acoustics for School requirements.
	<ul style="list-style-type: none"> <li>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</li> </ul>	x				<p>The following could be incorporated into the design of the scheme:</p> <ul style="list-style-type: none"> <li>Sustainable urban drainage system</li> <li>Solar hot water</li> <li>Photovoltaic</li> <li>Natural Ventilation</li> <li>Control of solar gains</li> <li>Rainwater Harvesting</li> <li>A or A+ rated materials in accordance with BRE Green Guide to Specification</li> </ul> <p>Cardiff Council, Waste Management would advise on the provision of waste and recycling collection at the site.</p>
	<ul style="list-style-type: none"> <li>encouraging biodiversity</li> </ul>				x	<p>A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.</p> <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p>
<b>1.3</b>	<b>People in Cardiff are safe and feel safe;</b>	x				The South Wales Police's Crime Prevention Design Advisor

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>reducing crime, fear of crime and increasing safety of individuals</i></li> <li><i>addressing anti-social behaviour</i></li> <li><i>protecting vulnerable adults and children in Cardiff from harm or abuse</i></li> </ul>					would be consulted and the recommendations considered and incorporated where practicable. It is the aim that the building would meet the Secure by Design standard.
<b>1.4</b>	<p><b>Cardiff has a thriving and prosperous economy;</b></p> <p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</i></li> <li><i>Assisting those Not in Education, Employment or Training</i></li> <li><i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i></li> <li><i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i></li> </ul>	x			x	<p>The school would provide employment.</p> <p>Consideration would be given to using local sub-contractors and suppliers.</p>
<b>1.5</b>	<p><b>People in Cardiff achieve their full potential;</b></p> <p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>promoting and improving access to life-long learning in Cardiff</i></li> <li><i>raising levels of skills and qualifications</i></li> <li><i>giving children the best start</i></li> <li><i>improving the understanding of sustainability</i></li> <li><i>addressing child poverty (financial poverty, access poverty, participation poverty)</i></li> <li><i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i></li> </ul>	x  x  x			x	<p>The facility would provide education (every child has the right to education)</p> <p>Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.</p> <p>Potentially the school buildings could be used to deliver community provision including life-long learning activities outside of school hours.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to the accommodation used to establish the school in the first instance and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
1.6	<b>Cardiff is a Great Place to Live, Work and Play</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>• promoting the cultural diversity of Cardiff</li> <li>• encouraging participation and access for all to physical activity, leisure &amp; culture</li> <li>• play opportunities for Children and Young People</li> <li>• protecting and enhancing the landscape and historic heritage of Cardiff</li> <li>• promoting the City's international links</li> </ul>			x		Using the Council's online sources there are no cultural heritage receptors recorded within the site boundary.
1.7	<b>Cardiff is a fair, just and inclusive society.</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>• the elimination of discrimination, harassment or victimisation for equality groups</li> </ul>	x				See Equality Impact Assessment below and attached.  Recruitment of school staff: The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.
	<ul style="list-style-type: none"> <li>• has the community or stakeholders been engaged in developing the strategy/policy/activity?</li> <li>• 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)?</li> </ul>			x		<ul style="list-style-type: none"> <li>- Engagement through public consultation with relevant stakeholders</li> <li>- Design Commission for Wales (DCfW) Review Panel</li> <li>- The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) that includes representatives from external groups would be given the opportunity to comment at the design stage.</li> <li>- Relevant departments in the Council</li> <li>- South Wales Police's Crime Prevention Design Advisor</li> <li>- Ecological Appraisal - external surveyors if appropriate</li> </ul>
<b>EQUALITY IMPACT ASSESSMENT (This is attached on page 12)</b>						
1.8	<b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>• strengthening partnerships with business and voluntary sectors</li> </ul>				x	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;



Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
<ul style="list-style-type: none"> <li><i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i></li> </ul>					Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.

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

**Economic**

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

**Social**

- Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.
- There could be the potential for community use of school facilities outside of school hours.
- The proposal should have a positive impact on the environment and the health and well-being of pupils. The new proposal would establish primary school provision to serve the local area. This should minimise the outflow of pupils to other areas of Cardiff thereby reducing the use of cars or public transport and encouraging walking and cycling to and from school.
- Secure by Design
- Accessibility has been considered. See Equality Impact Assessment section 3.2.

**Environmental sustainability**

- It is proposed that the design achieves BREEAM Excellent or above.
- The limited scope for parking would encourage walking and cycling to school.
- Consideration would be given to improving the road infrastructure, walking routes and public transport.
- A travel plan would be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.
- A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.

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

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

## Part 2: Strategic Environmental Assessment Screening

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

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

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

## Part 3: Habitat Regulation Assessment (HRA)

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

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

## Appendix 1 – Statutory Requirements

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

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

## Equality Impact Assessment

### Corporate Template



<b>Policy/Strategy/Project/Procedure/Service/Function Title:</b>  Primary school provision in Cyncoed, Penylan and parts of Plasnewydd
<b>New/Existing/Updating/Amending</b>  Proposal stage (update following public consultation)

<b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b>	
Name: Janine Nightingale	Job Title: Head of Schools Organisation, Access & Planning
Service Team: Schools Organisation Planning (SOP)	Service Area: Education
Assessment Date: April 2015	

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

<p><u>Proposal</u></p> <p>To provide sufficient capacity to meet the increasing English-medium community pupil demand within the local area by:</p> <ul style="list-style-type: none"> <li>• Establishing a new 2 FE English-medium community primary school serving the age range 3-11 on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB (formerly Howardian High School) from September 2015</li> <li>• The school to admit 60 pupils at entry to Reception Year</li> <li>• The school to include up to 96 part time nursery places</li> <li>• The school to be established in existing and/or demountable accommodation during construction of a new build school.</li> </ul> <p>At the outset all school facilities necessary to accommodate the relevant ages of children (i.e. nursery and reception classes) in the 2015-2016 academic year would be provided on the Howardian site, utilising existing buildings and / or temporary accommodation as appropriate.</p>
--

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

**(What is the basis for the proposal?)**

Projections based upon NHS data received in 2013 indicate that the number of English-medium community places entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available.

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

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

Forecasts have been prepared based on:

- likely demand if take up patterns were to remain consistent with the most recent years applying these trends to the relevant populations coming through in future years.
- known populations along with a potential 3.6% annual uplift in English-medium places by comparison with recent take up patterns between 2011-2013 across the combined Marlborough and Roath Park catchment area

Taking all relevant factors into account a 3.6 % uplift is considered the most appropriate.

In addition, forecasts have taken into account:

- current residential populations with the 3.6% uplift in English-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in the Appendices of the Cabinet Report: 'Schools Organisation Planning - Primary school provision in Cyncoed, Penylan and parts of Plasnewydd' July 2014.

**Summary forecasts of demand for places at entry to Reception**

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of 62 - 87 Reception places in the Cardiff High School catchment area based on existing housing. There is a projected shortfall of English-medium places in the Marlborough and Roath Park catchment areas and a broad balance in the supply of and demand for English-medium places in the Lakeside and Rhydypenau Primary School catchment areas.

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

- a deficit of 52 English-medium community school places in September 2015, rising to a deficit of 60 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the take-up of places continue at existing levels

- alternatively, a deficit of 73 English-medium community school places in September 2015, rising to a deficit of 85 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the uplift of 3.6% in the take-up of English-medium places continue
- A surplus of 3 English-medium community school places in September 2015, followed by a deficit of 2 places in the combined Lakeside and Rhydypenau catchment areas.

#### Howardian site

The Howardian site has been identified as a potential site for housing. It is proposed that the new school is established on part of this site.

### 3 Assess Impact on the Protected Characteristics

#### 3.1 Age

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

	Yes	No	N/A
3 to 11 years	<b>+ve in terms of the provision of a new primary school</b>		
11 to 18 years	<b>Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.</b>		
18 - 65 years			
Over 65 years			

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

#### **Educational provision (Age 3-11)**

This proposal would provide:

- Sufficient capacity to meet the increasing English-medium community pupil demand within the local area.
- High quality, sustainable modern buildings which would be able to support the delivery of a broad and balanced curriculum.
- A 2FE primary school. When compared with smaller schools:
  - the scale of a two form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base.
  - A two form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
  - The ability to employ more teaching and support staff would allow the two form entry school to cover a wider range of curriculum expertise.
- The provision of nursery places makes it possible for a child to remain on the same site and in familiar surroundings for their primary education (subject to a successful application to the primary school).

#### **Impact on the delivery of education (Age 3-11)**

The school would be established on the Howardian site in existing and/or temporary accommodation. During the construction of the new build accommodation it would need to remain in operation. The Council has experience of delivering new build and refurbishment projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety.

### **Catchment area (Children attending primary or secondary school)**

The proposal would result in catchment area changes. These are revised in order to better match supply to demand across the city and provide local schools for local children.

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

#### *Adult Community Learning (ACL)*

Initial feasibility studies indicate the potential to locate the proposed new school so that the Howardian Centre can continue in use thus remaining available for Adult Community Learning (ACL) provision. However, the site has been identified for potential development under the Housing Partnership Programme. Whilst at present, it is not envisaged such development would take place before 2018 consideration would need to be given to accommodation for ACL.

#### *Groups using the Youth Centre*

The proposal would result in the demolition of the existing Youth Centre.

The activities currently accommodated at the Youth Centre are as follows:

- The Duke of Edinburgh Scheme for Cardiff is currently centrally managed from the Howardian Youth Centre. The Scheme stores a large amount of outdoor equipment on site in two large containers. However this could be relocated and there is sufficient time to do this effectively in the event the decision is taken to proceed with this proposal.
- The Youth Club currently runs for several evenings per week and the music studio in the main Howardian building is also very well used by Youth Services. There is also a Mental Health group that uses the Youth Centre facility once a week. Additionally, the Pupil Referral Unit uses the Youth Centre facilities daily between 9am and 3pm to deliver sessions.

The PRU would need to be relocated before September 2015.

#### *Use of external facilities/green space*

The green space on the site is not held by the Council as formal Public Open Space. The Education Acts empower the Council to provide open spaces, the use of which can be enjoyed by school pupils. The land has not been used for anything more than sporadic public leisure.

The Council is aware that there has been some informal use by dog walkers. If a school were to be built on this site, dog walkers would need to use established facilities in the wider locality.

However, the Housing Partnership Programme is proposing a new housing development on part of the site. Under Section 106, new housing developments are required to provide some Public Open Space (POS) e.g. for a 48 unit development there would be a requirement of 0.38 hectares of POS.

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



## **Groups using the Youth Centre**

Should the Youth Centre be demolished, the Howardian Centre would potentially be available on an interim basis.

The future of Youth Services is currently being considered as part of a commissioning process. An options paper outlining how Youth Services could be delivered in the future across Cardiff (including information regarding transition from existing service delivery to any new model of youth service provision) is expected to be considered by Cabinet later this year.

Following this review consideration would be given to what buildings may be needed should the Youth Centre be demolished.

### *Community use of school facilities*

If the proposal for a new school proceeds, the potential scope for community use of the school building including Youth activities would be explored.

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

#### *Transport and traffic*

The proposal for a new school should have a positive impact on the environment and the health and well-being of pupils.

If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.

The proposal would establish primary school provision to serve the local area. This would minimise the outflow of pupils to other areas of Cardiff thereby reducing the use of cars or public transport and encouraging walking and cycling to and from school.

Transport and traffic implications would be considered as part of the Transport Assessment that is required in order to achieve planning consent.

Limited scope for parking will encourage walking and cycling to school.

A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.

- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.
- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.
- Consideration would be given to providing safe walking routes to existing designated parking in the wider locality.

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

### Employed age group

#### *Redeployment opportunities*

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

## 3.2 Disability and Access

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

	Yes	No	N/A
Hearing Impairment	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Physical Impairment			
Visual Impairment			
Learning Disability			
Long-Standing Illness or Health Condition			X
Mental Health			X
Substance Misuse			X
Other			X

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

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

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

See Section 3.1 of this Equality Impact Assessment.

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

If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

**New build accommodation**

The design would take into account the needs of the following:

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

The design stage would give consideration to future proofing the accommodation in terms of accessibility. For example, space could be provided to enable accessible toilets to be modified without significant structural changes being required.

Special Educational Needs (SEN) School Action support is provided in the classroom. However, there may be occasions where pupils are withdrawn from a classroom to receive an intervention.

If the new build accommodation is a standardised design, further discussion would be needed on the design approach and how it caters for pupils with SEN (School Action).

**Transport**

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

**3.3 Gender Reassignment**

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

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.		

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

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

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

See Section 3.1 of this Equality Impact Assessment.

<b>If no differential impact, explain the reason(s) for this assessment:</b>
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.4. Marriage and Civil Partnership

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

	Yes	No	N/A
Marriage			X
Civil Partnership			X

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

### 3.5 Pregnancy and Maternity

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

	Yes	No	N/A
Pregnancy	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Maternity			N/A

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
<b>What action(s) can you take to address the differential impact?</b>
See Section 3.1 of this Equality Impact Assessment.
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.  If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school and on the accessibility of the new build accommodation. The equality impact assessment would take into account

policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

### 3.6 Race

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

	Yes	No	N/A
White	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Mixed / Multiple Ethnic Groups			
Asian / Asian British			
Black / African / Caribbean / Black British			
Other Ethnic Groups			

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

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

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

See Section 3.1 of this Equality Impact Assessment.

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

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

### 3.7 Religion, Belief or Non-Belief

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

	Yes	No	N/A
Buddhist	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Christian			
Hindu			
Humanist			
Jewish			
Muslim			
Sikh			
Other			

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

Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.

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

See Section 3.1 of this Equality Impact Assessment

<b>If no differential impact, explain the reason(s) for this assessment:</b>
The senior staff in a school would be best placed to manage diversity in terms of belief (e.g. provision of a space for prayer).

### 3.8 Sex

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

	Yes	No	N/A
Men	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Women			

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
<b>What action(s) can you take to address the differential impact?</b>
See Section 3.1 of this Equality Impact Assessment
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.9 Sexual Orientation

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

	Yes	No	N/A
Bisexual	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Gay Men			
Gay Women			
Heterosexual			

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
<b>What action(s) can you take to address the differential impact?</b>

See Section 3.1 of this Equality Impact Assessment
<b>If no differential impact, explain the reason(s) for this assessment:</b>
(Fears that recruitment opportunities could be affected by sexual orientation)  Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.  The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.10 Language

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

	Yes	No	N/A
Welsh Language	Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly.  See Section 3.1 of this Equality Impact Assessment.		
Other languages			

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
Potential impact on all groups currently using the Youth Centre which would need to be managed accordingly. See Section 3.1 of this Equality Impact Assessment.
<b>What action(s) can you take to address the differential impact?</b>
See Section 3.1 of this Equality Impact Assessment
<b>If no differential impact, explain the reason(s) for this assessment:</b>
Proposals are brought forward to meet demand for English-medium or Welsh-medium education.  If the proposal proceeds, signage and other way finding techniques would be considered when establishing the school in existing and/or temporary accommodation and as part of the design for the new build school.  It is Cardiff Council policy to provide signage in English and Welsh but not in other spoken languages. Therefore, additional way-finding methods would be considered including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols.

## 4. Consultation and Engagement

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

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

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

<b>Groups</b>	<b>Actions</b>
Age	See Generic over-arching actions below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	<p>Should the Youth Centre be demolished, the Howardian Centre would potentially be available on an interim basis.</p> <p>If the proposal for a new school proceeds, the potential scope for community use including Youth activities would be explored.</p> <p>The future of Youth Services is currently being considered as part of a commissioning process. An options paper outlining how Youth Services could be delivered in the future across Cardiff (including information regarding transition from existing service delivery to any new model of youth service provision) is expected to be considered by Cabinet later this year.</p> <p>Following this review consideration would be given to what buildings may be needed should the Youth Centre be demolished.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school in the first instance and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p>

**6. Further Action**

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

**7. Authorisation**

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

Completed By: Rachel Willis	Date: April 2015
Designation: Policy, Equalities and Reports Officer	
Approved By: Michele Duddridge-Hossain	
Designation: SOP Team Manager	
Service Area: Education	



## **Environmental Report: Sustainability Appraisal (SA) Incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB.**

### **Background**

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

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

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

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

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

### Proposal

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

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

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

There has been an increased demand for primary school places in Cyncoed, Penylan and parts of Plasnewydd in the past five years. Proportionate demand for English-medium primary school places has also increased in the past three years.

Projections based upon NHS data received in 2013 indicate that the number of English-medium community places entering Reception will continue to increase in future years until at least September 2016, the latest year for which data are available.

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

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

Forecasts have been prepared based on:

- likely demand if take up patterns were to remain consistent with the most recent years applying these trends to the relevant populations coming through in future years.
- known populations along with a potential 3.6% annual uplift in English-medium places by comparison with recent take up patterns between 2011-2013 across the combined Marlborough and Roath Park catchment area

Taking all relevant factors into account a 3.6 % uplift is considered the most appropriate.

In addition, forecasts have taken into account:

- current residential populations with the 3.6% uplift in English-medium places and
- likely populations from the future residential developments currently in construction and proposed.

Full information regarding projections and forecasts prepared relevant to the area and the methodology used to establish likely demand are set out in the Appendices of the Cabinet Report: 'Schools Organisation Planning - Primary school provision in Cyncoed, Penylan and parts of Plasnewydd' July 2014.

### **Summary forecasts of demand for places at entry to Reception**

The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of 62 - 87 Reception places in the Cardiff High School catchment area based on existing housing. There is a projected shortfall of English-medium places in the Marlborough and Roath Park catchment areas and a broad balance in the supply of and demand for English-medium places in the Lakeside and Rhydypenau Primary School catchment areas.

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

- a deficit of 52 English-medium community school places in September 2015, rising to a deficit of 60 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the take-up of places continue at existing levels
- alternatively, a deficit of 73 English-medium community school places in September 2015, rising to a deficit of 85 in September 2016, in the combined Marlborough and Roath Park catchment areas, should the uplift of 3.6% in the take-up of English-medium places continue
- A surplus of 3 English-medium community school places in September 2015, followed by a deficit of 2 places in the combined Lakeside and Rhydypenau catchment areas.

### **Howardian site**

The Howardian site has been identified as a potential site for housing. It is proposed that the new school is established on part of this site.

Key:

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

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

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		*Alternative 1: Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
<p>1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff</p> <p><i>(the phrase "promote a greener economy" describes the aspiration to minimise the combined carbon footprint of Cardiff's schools through new build, maintaining a low level of surplus capacity, and where possible, introducing energy/water efficiency measures)</i></p>	✓	<p>Achieved by establishing a new school with sufficient capacity to meet the projected shortfall of places in the locality.</p> <p>Achieved by providing a new build school that is BREEAM Excellent or above.</p> <p>Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable urban drainage systems (SUDS). Since 2010, SUDS have been compulsory for new build schemes.</p>	x	<p>Schools in neighbouring areas, such as Llanedeyrn Primary School and Springwood Primary School (within the Llanishen High School catchment) have a significant proportion of surplus places at entry to Reception and catchment projections indicate that this will continue until at least September 2016 (the latest date for which data are available).</p> <p>Projections for September 2015 and 2016 indicate:</p> <ul style="list-style-type: none"> <li>a surplus of 39 English-medium community school places in September 2015, rising to a surplus of 54 in September 2016, in the combined Llanedeyrn and Springwood catchment areas.</li> </ul> <p>Whilst surplus places remain available in these schools, these are considered to be not suitably located as they are distant from the seat of the demand for English-medium places, and few parents resident in the catchment areas of Marlborough and Roath Park have taken up places at these schools in recent years. Allensbank Primary School (within the Cathays High School catchment) also has a significant proportion of surplus places at entry to Reception and catchment projections indicate that this will continue until at least September 2016:</p> <ul style="list-style-type: none"> <li>a surplus of 10 English-medium</li> </ul>	x	<p>Doing nothing is not an option as additional capacity is needed to meet the demand for places.</p>

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		*Alternative 1: Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
				<p>community school places in September 2015, rising to a surplus of 20 in September 2016, in the Allensbank catchment area.</p> <p>However, the projected demand for English-medium places at schools neighbouring Allensbank (which include Gladstone, Rhydypenau and Ton-Yr-Ywen primary schools) also exceeds the supply of places. Allensbank is therefore well placed to meet excess demand from these areas rather than the excess demand from the Marlborough and Roath Park catchment areas.</p> <p>Proposals have also been brought forward to meet the excess demand from within the catchment areas of English-medium schools South of Newport Road and schools in this area could not serve the excess demand from the Marlborough and Roath Park catchment area.</p> <p>It is therefore considered that the revision of catchment areas does not present a suitable alternative to providing additional capacity in the Marlborough and Roath Park catchment areas to meet the local shortfall of places.</p>		

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
<p>2. Reduce greenhouse gas emissions through:</p> <p>a) Energy efficient building design and disposing of poor quality surplus accommodation</p> <p>b) Promoting sustainable modes of transport and integrated transport systems</p>	<p>✓</p> <p>✓</p>	<p>a)</p> <p>Achieved by providing a new build that is BREEAM Excellent.</p> <p>b)</p> <p>The proposal for a new school should have a positive impact on the environment and the health and well-being of pupils.</p> <p>If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p> <p>Limited scope for parking will encourage walking and cycling to school.</p> <p>Traffic and transport implications including measures to encourage walking and cycling would be considered as part of the Transport Assessment for the proposal.</p> <p>A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.</p> <ul style="list-style-type: none"> <li>- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.</li> <li>- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</li> <li>- Consideration would be given to providing safe walking routes to</li> </ul>	N/A	N/A see comments next to SEA Objective 1 above	x	<p>Doing nothing is not an option as additional capacity is needed to meet the demand for places.</p> <p>If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p>

<b>SEA objective</b>	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		<b>*Alternative option 2:</b> Do nothing	
	<b>Rating</b>	<b>Commentary/ explanation of compatibility with SEA objective</b>	<b>Rating</b>	<b>Commentary/ explanation of compatibility with SEA objective</b>	<b>Rating</b>	<b>Commentary/ explanation of compatibility with SEA objective</b>
		<p>existing designated parking in the wider locality.</p> <ul style="list-style-type: none"> <li>- Management of access to the school site prior/during parent drop off and pick up times would help with health &amp; safety.</li> <li>- 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"> <li>o manage transport efficiently</li> <li>o improve access by all means of travel for employees, visitors, patients and students</li> <li>o encourage sustainable transport – walking, cycling, public transport and car sharing</li> <li>o reduce car use.</li> </ul> </li> <li>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</li> </ul> <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity</p>				

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
3. Promote health and wellbeing by protecting and enhancing Public Open Space (POS) and improving access to POS	0	<p>The green space on the site is not held by the Council as formal Public Open Space. The Education Acts empower the Council to provide open spaces, the use of which can be enjoyed by school pupils. The land has not been used for anything more than sporadic public leisure.</p> <p>The Council is aware that there has been some informal use by dog walkers. If a school were to be built on this site, dog walkers would need to use established facilities in the wider locality.</p>	N/A	N/A see comments next to SEA Objective 1 above	0	N/A (See comments next to SEA Objective 1. above)
4. Minimise air, light and noise pollution associated with building development and traffic congestion	<p>0</p> <p>X</p> <p>Mitigation</p>	<p>a) Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>The design of the new build would seek to minimise any adverse impact on access to natural light for neighbouring properties.</p> <p>As part of the BREEAM process, an acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of the proposed school.</p> <p>b) An increase in the number of children attending the school could increase the volume of traffic in the vicinity of the school.</p> <p>Locating provision central to the area it would serve should reduce this outflow of pupils to schools elsewhere in Cardiff, minimise the use of polluting modes of transport such as cars and buses and encourage walking and cycling to and from school.</p> <p>To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> <li>▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement.</li> <li>▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school.</li> </ul>	N/A	N/A see comments next to SEA Objective 1 above	x	If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.

SEA objective	Proposal to establish a 2 FE primary school on part of the site of the Howardian Community Education Centre, Hammond Way, Cardiff CF23 9NB		Meet demand by directing pupils to neighbouring schools and/or revising catchment areas		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
5. <i>Protect</i> and enhance biodiversity, flora and fauna	?	A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.  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.	N/A	N/A see comments next to SEA Objective 1 above	0	N/A (See comments next to SEA Objective 1. above)
6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)	?		N/A	N/A see comments next to SEA Objective 1 above	0	N/A (See comments next to SEA Objective 1. above)
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	✓	Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable Urban Drainage Systems (SUDS).	N/A	N/A see comments next to SEA Objective 1 above	0	N/A (See comments next to SEA Objective 1. above)
8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	0	Achieved by making schools community focused - opening facilities to the public e.g. evening classes.  If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to accommodation used to establish the school in the first instance and on the accessibility of the new build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.	N/A	N/A see comments next to SEA Objective 1 above	0	N/A (See comments next to SEA Objective 1. above)
9. <i>Protect and enhance</i> designated historic assets	0	There are no registered historic assets within the proposed site.	N/A	N/A see comments next to SEA Objective 1 above	0	N/A (See comments next to SEA Objective 1. above)

## Conclusion



The proposal has been assessed to be largely compatible with the environmental objectives used to assess the goal and principles of the "21st Century Schools: A Strategic Framework for A School Building Improvement Programme" that underpin school organisation proposals. The proposal for a new build school should have a positive impact on the environment. If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city. The new build accommodation should achieve an overall rating of BREEAM 'Excellent' for the project.

A Phase 1 survey (Preliminary Ecological Assessment) of the Howardian site would be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (see Objective 4), measures to mitigate the effect are detailed.