

CABINET MEETING: 10 MARCH 2016

**SCHOOL ORGANISATION PROPOSALS: THE PROVISION OF
WELSH-MEDIUM AND ENGLISH-MEDIUM PRIMARY SCHOOL
PLACES IN AND AROUND LLANDAFF NORTH**

**REPORT OF DIRECTOR EDUCATION AND LIFELONG
LEARNING**

AGENDA ITEM: 9

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this Report

1. This report is to inform the Cabinet of any objections received to the statutory notice to:
 - Reduce Gabalfa Primary School from 1.2FE with 64 part-time nursery places to 1FE with 48 part-time nursery places from September 2017
 - Permanently establish Ysgol Glan Ceubal on its existing site at Colwill Road, Gabalfa, CF14 2PQ at 1FE from September 2016
 - Extend the age range of Ysgol Glan Ceubal from 4-11 to 3-11 from September 2016

Background

2. At its meeting on 03 December 2015 the Cabinet, in accordance with the terms of the Schools Standards and Organisation (Wales) Act, approved a recommendation for the publication of the statutory notices relating to Gabalfa Primary School and Ysgol Glan Ceubal.
3. Copies of the consultation document and the statutory notice can be found at Appendix 1.
4. The notice was published on the Council website and displayed in the local area on 05 January 2016. Additional stakeholders identified in the Welsh Government School Organisation Code as needing to receive either a hard copy of the notice or be emailed a link to the Council website were notified of publication of the notice.

5. The new School Organisation Code came into force in October 2013. Following this the 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. The Council must not approach the decision with a closed mind and any objections must be conscientiously considered.

Issues

7. No objections were raised in response to the statutory notice.

Requirements of the School Organisation Code

8. As set out in the School Organisation Code, the following factors should be taken into account by relevant bodies when exercising their function of approving/determining proposals. The Council must at all times consider the interests of the learners.

Quality and standards

9. The Council works closely with the governing bodies of schools to ensure that standards in schools are high, that teaching is good and that leadership and governance is strong. The Council works closely with two organisations in order to monitor the performance of schools and to support school improvement.
10. 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.
11. Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority has commissioned the Consortium to support and challenge schools in Cardiff.
12. When proposing changes of this type to schools Local Authorities are required to refer to the most recent Estyn reports, other evidence from performance monitoring and any other information available on school effectiveness.
13. Local Authorities must also demonstrate the likely impact of the proposals on the quality of :
 - outcomes (standards and wellbeing)
 - provision (learning experiences, teaching, care support and guidance and learning environment)

- leadership and management (leadership, improving quality, partnership working and resource management)

Estyn

14. Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils (Estyn).
15. The relevant Estyn Inspection reports provide grades against Key Questions and provide school with recommendations for improvement.
16. For inspections carried out since September 2010 a common inspection framework was introduced and Estyn inspections carried out after September 2010 provides judgements against three Key Questions.

Each key question is provided with a judgement:

- Excellent –many strengths, including significant examples of sector-leading practice
- Good – many strengths and no important
- Adequate – strengths outweigh areas for improvement
- Unsatisfactory – important areas for improvement outweigh strengths

Welsh Government categorisation of schools

17. In 2014 the Welsh Government introduced a new categorisation system that considered each school's standards alongside the school's capacity to improve so as to understand the level of support that organisations such as CSC need to give each other in order that they achieve their targets.
18. The categorisation system is described below:

Welsh Government Categorisation System	
Category	What the category means
Green	A highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement.
Yellow	An effective school which is already doing well and knows the areas it needs to improve.
Amber	A School in need of improvement which needs help to identify the steps to improve or to make change happen more quickly.
Red	A school in need of greatest improvement and will receive immediate, intensive support.

19. To determine the colour coded category as explained in the table above, schools are placed in one of four groups for standards (1-4) and for bringing about improvement (A-D) with 1 being the highest grouping for standards and A being the highest for improvement capacity.

Gabalfa Primary School

20. Gabalfa Primary School was last inspected in February 2015. The school's performance was judged to be good with prospects for improvement judged to go good.
21. The Welsh Government has categorised the school as Yellow.

Ysgol Glan Ceubal

22. Ysgol Glan Ceubal was last inspected in December 2013. The school's performance was judged to be good with prospects for improvement judged to be good.
23. The Welsh Government has categorised the school as Amber.
24. Further information regarding quality and standards at Gabalfa Primary School and Ysgol Glan Ceubal can be seen at Appendix 2.

Standards

25. The Council's aim is to provide sufficient good quality nursery and primary school places in both English-medium and Welsh-medium and Faith based education to a 21st Century school standard across the city. All children and young people in Cardiff should be educated in environments that are fit for purpose, in the right place and that are the right size to enable the effective delivery of first class education, improve the sufficiency and suitability of school places across Cardiff and ensure the provision of a 21st Century School Standard.
26. The Council has in place policies to support school improvement e.g. 'High Achievement for All' and 'Achievement for Inclusion'. It is working to respond to the key principles of the School Effectiveness Framework to secure better learning outcomes and well-being for all children including those at the existing schools which form part of these proposals.
27. It is not anticipated that there will be any impact on the quality and standards of education or the delivery of the Foundation Phase at any of the schools. It is expected that facilities developed to be suited for purpose would support more effective teaching and learning and therefore provide opportunities to improve the quality of provision.

Provision

28. The proposals will provide the opportunity to invest in providing high quality, modern facilities which would be able to support the delivery of a broad and balanced curriculum.

Leadership and Governance

29. The Council will work with the leadership of any new school/existing schools to develop a rigorous whole school approach to improvement

planning and secure good relationships with parents and other partners in order to ensure pupils receive a high quality education.

30. Careful planning will take place during the proposed period of change to avoid any risk of distraction or disruption to leadership and governance that could impact on educational outcomes.
31. The Council has no information to suggest that the Quality and Standards of existing school would be negatively affected by the proposals. The expectation would be that investment in new school facilities would add value and have potential to better support delivery of relevant curriculums and children's learning experiences.

Need for places and the impact on accessibility of schools

32. The projected demand, based on verified PLASC data supplied by schools in 2013, and population data supplied by the NHS in 2013, was summarised out in the Cabinet Report of 26 January 2015.

Demand for Welsh-medium places from within the Gabalfa Primary School catchment area, and demand for places at Gabalfa Primary School

33. The catchment area of Gabalfa Primary School falls entirely within, and serves part of, the Llandaff North ward. The Llandaff North ward is also served by Allensbank, Gabalfa, Hawthorn, Peter Lea and Hawthorn Primary Schools, each of which also serve parts of other wards.
34. Projected demand for English-medium community school places in each of the primary school catchment areas within this catchment varies. However, the combined demand is at a high level.
35. Analysis of the most recent verified PLASC data supplied by schools in 2015, and population data supplied by the NHS in 2015 has allowed the projected demand for school places from within each school catchment area to be updated. This is set out in Table 2 below.

Table 1: Recent and projected demand for English-medium community school Reception places				
	Academic year			
	2014-2015 (PLASC)	2015-2016	2016-2017	2017-2018
Catchment area				
Gabalfa Primary School	30	24	27	23

36. It is evident from the above table that, based on NHS GP registration data and PLASC 2015 data supplied by schools, projected demand for English-medium community school places from within the reduced Gabalfa catchment area broadly matches the number of places available at the school.
37. The number of pupils taking up places at entry to Reception at Gabalfa Primary School has been lower than the demand from within its existing

catchment area as some parents have expressed a preference for other English-medium community schools and have gained admission for their children. Demand in recent years was also summarised in the Cabinet Report of 26 January 2015.

38. In December 2015*, there were 41 pupils enrolled in the Reception age group at Gabalfa Primary School, 11 pupils in excess of the proposed Published Admission Number for the School. However, of these 41 pupils, 26 were resident within the catchment area of the school and 15 pupils were resident in the catchment areas of other schools.
39. Although a number of English-medium primary schools in the local area were fully subscribed in the Reception age group in December 2015, demand from within each of the adjacent catchment areas, namely Allensbank, Birchgrove, Hawthorn and Whitchurch primary schools, was lower than each school could accommodate; the remaining places being taken up by children from areas further afield.

Demand for Welsh-medium places from within the Ysgol Glan Ceubal catchment area, and demand for places at Ysgol Glan Ceubal

40. The newly established catchment area of Ysgol Glan Ceubal, implemented from September 2014, serves parts of the Gabalfa, Llandaff North and Whitchurch wards. Each of these wards also serves more than one Welsh-medium primary school.
41. The catchment area of Ysgol Glan Ceubal was drawn from the catchment areas of Ysgol Pencae in Llandaff and Ysgol Mynydd Bychan in Gabalfa. The catchment areas of these two schools were reduced accordingly.
42. Analysis of the most recent verified PLASC data supplied by schools in 2015, and population data supplied by the NHS in 2015 has allowed the projected demand for school places from within each school catchment area to be updated. This is set out in Table 2 below.

Table 2: Recent and projected demand for Welsh-medium community school Reception places				
Catchment area	Academic year			
	2014-2015 (PLASC)	2015- 2016	2016- 2017	2017- 2018
Ysgol Glan Ceubal	30	30	29	37

43. It is evident from the above table that, based on NHS GP registration data and PLASC 2015 data supplied by schools, projected demand for Welsh-medium community school places from within the Ysgol Glan Ceubal catchment area broadly matches the number of places available at the school.

44. In the period from its establishment in 2010 to 2013, the growth in demand for places at Ysgol Glan Ceubal had been slow, during which period the area was served by Ysgol Mynydd Bychan and Ysgol Pencae.
45. In December 2015*, there were 21 pupils enrolled in the reception age group at Ysgol Glan Ceubal, 9 pupils less than the proposed Published Admission Number for the School. However, the combined demand for Welsh-medium places from the neighbouring catchment areas of Ysgol Mynydd Bychan and Ysgol Pencae exceeded supply of places by 14 pupils.

* (Source: EMS ONE live database, 17 December 2015).

46. It should be noted that, any projection data for the catchment areas of the schools named in the preceding paragraphs is likely to be different to that which may be forecast when changes to the organisation of the schools and/ or catchment areas are implemented.
47. Initial analysis of city-wide data provided by the NHS for 2015 also suggests that there a similar number of pupils in the cohort born in 2013/14 (4,502) compared to the previous year's cohort, born in 2012/13 (4,468). Comparing this NHS dataset with that of the previous years for the each cohort indicates that there is a marginal fall in the population and in projected intakes city-wide, however, this should be considered in the context that the city-wide demand already exceeds the number of places available at entry in permanent school accommodation.
48. Sufficient accommodation should also be retained on a temporary basis until the larger year cohorts (those in excess of 30 per year group) at Gabalfa Primary School transfer to secondary education. This would allow demand to be monitored for both English-medium and Welsh-medium education, and to respond to any sustained changes in demand.

Resourcing of education

49. School budgets are primarily funded by formula funding mechanism which uses pupil numbers as its main driver. Any increase or decrease in pupil numbers at individual schools would need to be reflected in the revenue budget of the school. The proposals will ensure a fairer and more equitable distribution of funding between mainstream schools within the Cardiff area.

How would nursery provision be affected?

50. Gabalfa Primary School currently has 64 part-time nursery places. Under this proposal the number would reduce to 48 part-time places, in line with the reduction in the size of the school from 1.2FE to 1FE.
51. It is proposed that nursery provision be established at Ysgol Glan Ceubal from January 2016 with up to 24 part-time places initially rising to 48 part-time places when in new build accommodation.

52. 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.
53. In the event the proposal is implemented, accommodation would need to be of sufficient size to provide for the revised numbers of children and the appropriate investment made to realise the appropriate space in accordance with the numbers of places offered. The outdoor area would also be taken into account to ensure the area is able to offer a range of activities relevant to the delivery of the Foundation Phase to this age group.
54. The Local Authority has needed to purchase Welsh-medium nursery education places within this locality in recent years following 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.
55. 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.
56. 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. The proposals will provide better integration of early years education with childcare services.
57. It must be noted that having a nursery place at a school, does not guarantee a reception place and is subject to the admissions process.

Local Member consultation

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

Reason for Recommendations

59. To respond to the need to provide sufficient capacity to meet the English-medium and Welsh-medium community primary pupil and nursery demand in and around the Llandaff North area.

Legal Implications

60. Any proposal to make a regulated alteration to a community school falls to be considered as a regulated alteration to a school under Section 42 of the School Standards and Organisation (Wales) Act 2013.
61. Section 48 of the 2013 Act requires that any proposal in respect of a regulated alteration must first be consulted upon and then a formal notice published in accordance with the Schools Organisation Code for the time being.
62. Those steps have taken place and a formal 28 day notice period was allowed for objections. As the Report states, no objections have been received.
63. Under the Code the Authority is required to take into account certain factors in formulating proposals and those factors are referred to in the text of this Report.
64. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.
65. 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
66. The Council also has to consider whether the proposals will improve access for disabled pupils in accordance with the Equality Act 2010.
67. The report identifies that the Equality Impact Assessment has been updated and is appended at Appendix 3. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty.
68. The Cabinet must make a final determination of the proposals within 16 weeks of the end of the objection period.

Financial Implications

69. The realigned 21st Century Schools Programme totalling £167.6 million was approved by Cabinet in March and submitted to Welsh Government. Welsh Government subsequently approved in-principle a slightly reduced programme of £164.1 million. Within this re-aligned programme is an in-principle budget of £6.82 million for a project to consolidate Gabalfa Primary and permanently establish Ysgol Glan Ceubal.
70. The project has not yet progressed to SOC business case stage and therefore any expenditure on the project is restricted to 5% of the project budget until further approval is granted by WG. This threshold would be expenditure to a value of £341,000.
71. Some design and preparatory works have taken place on the site in regard to an alternative delivery model which would have formed part of the project costs and been eligible for match funding from Welsh Government had that project proceeded to FBC approval stage. These costs will be ineligible for WG match funding under the option being proposed and therefore will be wholly incurred by the Council. These costs have a value of approximately £45,000 and will be funded from the SOP revenue reserve.

HR Implications

72. HR People Services will work with the leadership and Governing Bodies of Ysgol Glan Ceubal and Gabalfa Primary Schools to ensure that they have appropriate staffing levels and structures in place when the changes to the size of the schools are implemented. Under the SOP HR Framework the schools will be encouraged to assess whether their current staffing structures are fit for purpose.
73. Moreover, the schools will also have to consider how their shared facilities will operate, be managed and staffed, so HR People Services will work with the schools alongside the Education Service to determine this and implement any consequences of the new operational arrangements.
74. It is hoped that any resultant reduction required in staffing levels could be achieved through natural turnover. However, should this not be possible the schools will need to manage this using their agreed Redeployment and Redundancy Policy and consultation with both staff and trade unions.

Equality Impact Assessment

75. An Equality Impact Assessment has been carried out on the options proposed to go forward. The assessment concluded that this proposal would not adversely affect a particular group in society. If the proposal were to proceed, further equality impact assessments would be undertaken including an assessment on the design for any new build accommodation.

Traffic and Transport Implications

76. 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.
77. There is an existing 20mph speed limit on Colwill Road, which includes speed cushions. Speed cushions are not always effective at reducing traffic speeds and it is recommend that these are replaced with full width speed tables and enhanced signage as part of a School Safety Zone.
78. An initial assessment of the walking routes to the school suggests that in order to improve the pedestrian access it will be necessary to create a School Safety Zone on Colwill Road which will incorporate a tabled zebra crossing outside the school gates and improvements to the existing traffic calming.
79. The majority of school pupils live to the north of the school site and will have to cross Gabalfa Avenue to access the school. Improvements are likely to be required to the pedestrian crossing facilities on Gabalfa Avenue.
80. No fee-paying school transport would be provided to Gabalfa Primary School or Ysgol Glan Ceubal as all pupils living within each school's catchment area live within two miles walking distance of the shared site and therefore the Council has no statutory duty to provide any free transport. Discussions will be held with the Commercial bus operators in the area to review commercial services although it is unlikely that any changes would be made to the existing routes to divert via the shared site.
81. All addresses within the catchment areas of Gabalfa Primary School or Ysgol Glan Ceubal are within 2 miles of the shared site, and therefore no pupils resident in the catchment area of either school wishing to attend an English-medium or Welsh-medium community primary school would qualify for free home to school transport. This is only provided for primary age pupils who live two or more miles from the nearest appropriate catchment area school.
82. Cardiff Council School Transport section would be able to provide families with advice on safe walking routes to school based on individual home addresses.

83. 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).

Sustainability Assessment

84. A Strategic Environmental Assessment (SEA) of the proposal has been carried out in accordance with European Legislation. The assessment confirms that the proposal is compatible with the environmental objective identified 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.

Community Impact

85. The following are taken into account when considering a proposal: Public Open space, parkland, noise and traffic congestion. Officers will work with school and any community groups to ensure that any proposal(s) brought forward would avoid negative impacts wherever possible. The potential to accommodate a range of community facilities will be proactively explored and where possible incorporated within any new build school.

Welsh Language Impact

86. It is anticipated that there will be a positive impact on the Welsh Language as a result of these proposals. This proposal seeks to increase the number of Welsh-medium nursery places available for the area.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Approve the proposals as set out in paragraph 1 without modification
2. Authorise officers to take the appropriate actions to implement the proposals as set out in paragraph 1.
3. Authorise officers to publish the decision within 7 days of determination of the proposal.
4. Delegate the approval, only following the respective grant approvals by Welsh Government, of any necessary contracts to the Director of Education and Lifelong Learning in consultation with the Corporate Director Resources & Section 151 Officer, Director of Legal Services and the Cabinet Members for Corporate Services & Performance and Education & Skills.

Nick Batchelar

Director

4 March 2016

The following appendices are attached:

Appendix 1 – Llandaff North Consultation Document February 15 and Statutory Notice

Appendix 2 – Summary of Estyn findings for Gabalfa Primary School and Ysgol Glan Ceubal

Appendix 3 – Statutory Screening Tool including Equality Impact Assessment and Strategic Environmental Assessment

21st Century Schools Consultation Document 2015

The provision of Welsh-medium and English-medium primary
school places in and around Llandaff North

12 February – 25 March 2015



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

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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.

'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

School Action - When a class or subject teacher identifies that a pupil has SEN they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.

School Action Plus - When the class or subject teacher and the SEN Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through School Action can be put in place.

Statemented - A child has SEN if he or she has learning difficulties which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

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 Llandaff North Library.

Details of the consultation meeting dates are given below:

Nature of Consultation	Date/Time	Venue
Public Meeting	Tuesday 17 Mar 6.30 - 8.30pm	Gabalfa Community Centre, Colwill Road
Drop in session	Wednesday 25 Feb 10.00 - 12.00pm	LLandaff North Library
Drop in session	Tuesday 03 Mar 5.00 - 7.00pm	LLandaff North Library

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 32 of this document or completing the online form www.cardiff.gov.uk/21stCenturySchools.

Alternatively contact the School Organisation Planning Team on (029) 2087 2720.

The closing date for responses to this consultation is 25 March 2015.

Background to the Proposal

Gabalfa Primary School is an English-medium community primary school that occupies two buildings. The infant and junior buildings are separated by shared playing fields. Two of the classrooms in the infant building are occupied by Ysgol Glan Ceubal.

Ysgol Glan Ceubal was formally established on the Gabalfa Primary School site (in part of the Gabalfa Primary infant building) in Sept 2010 following approval from the Welsh Minister. The Welsh Minister noted that the local authority indicated that the site could become a permanent location for the school in the future but that this would require further statutory procedures.

In November 2011, the Council submitted a 21st Century Schools Programme bid to Welsh Government. The level of Capital investment contained within that Programme (predicated upon 50% Welsh Government funding, 50% Authority funding) known as "Band A", was £137m and this was approved in principle in December 2011.

The proposals for this area included in the bid were as follows:

- Gabalfa Primary School – reconstruction project to reduce the surplus English-medium local capacity of the school by consolidating the school from 1.2 Form Entry (FE) to 1FE with 48 part-time nursery places in permanent accommodation in order to reduce English-medium capacity from September 2015.
- Ysgol Glan Ceubal – reconstruction project to increase primary Welsh-medium capacity to 1FE and establish nursery provision with 48 part-time places to meet increasing local demand from September 2016.

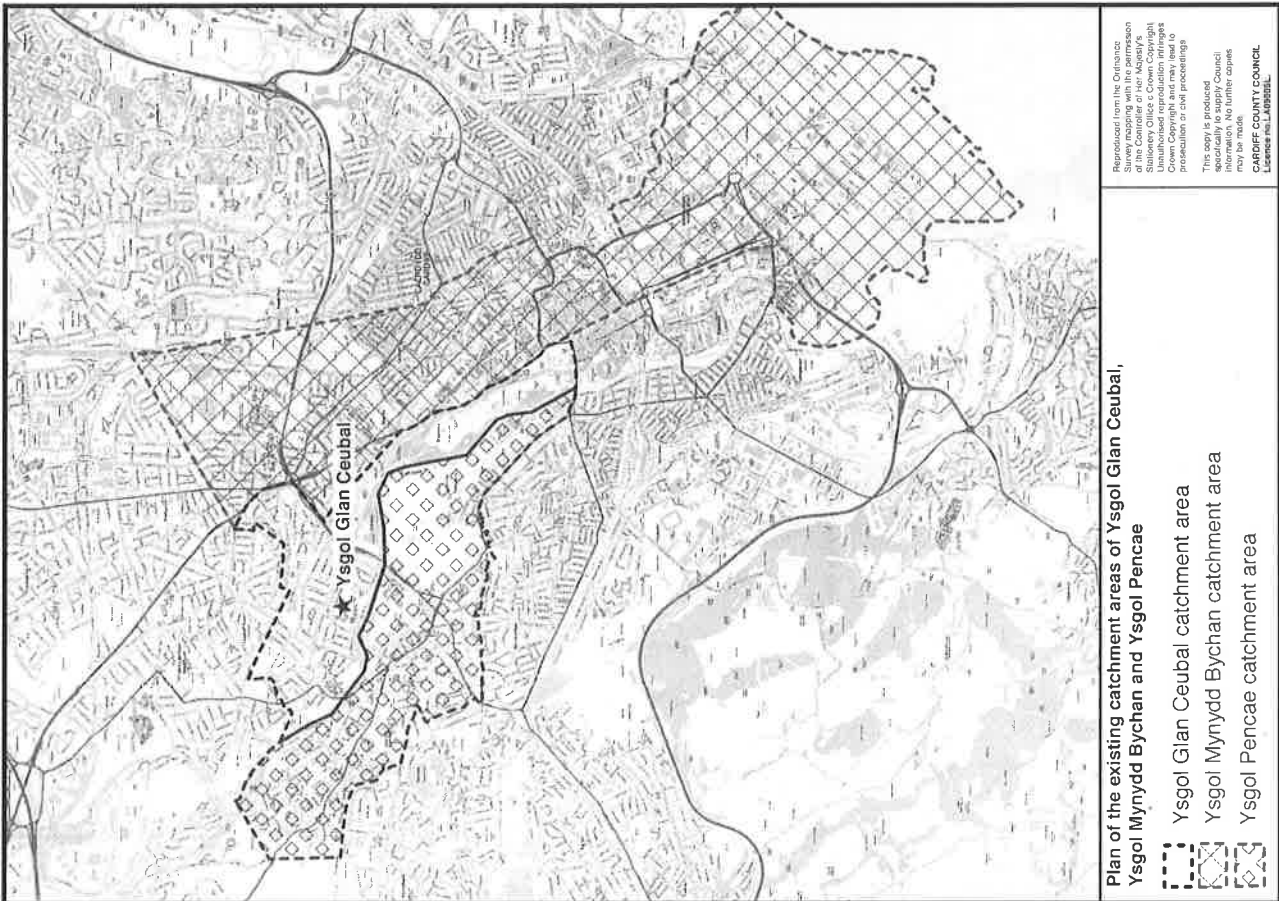
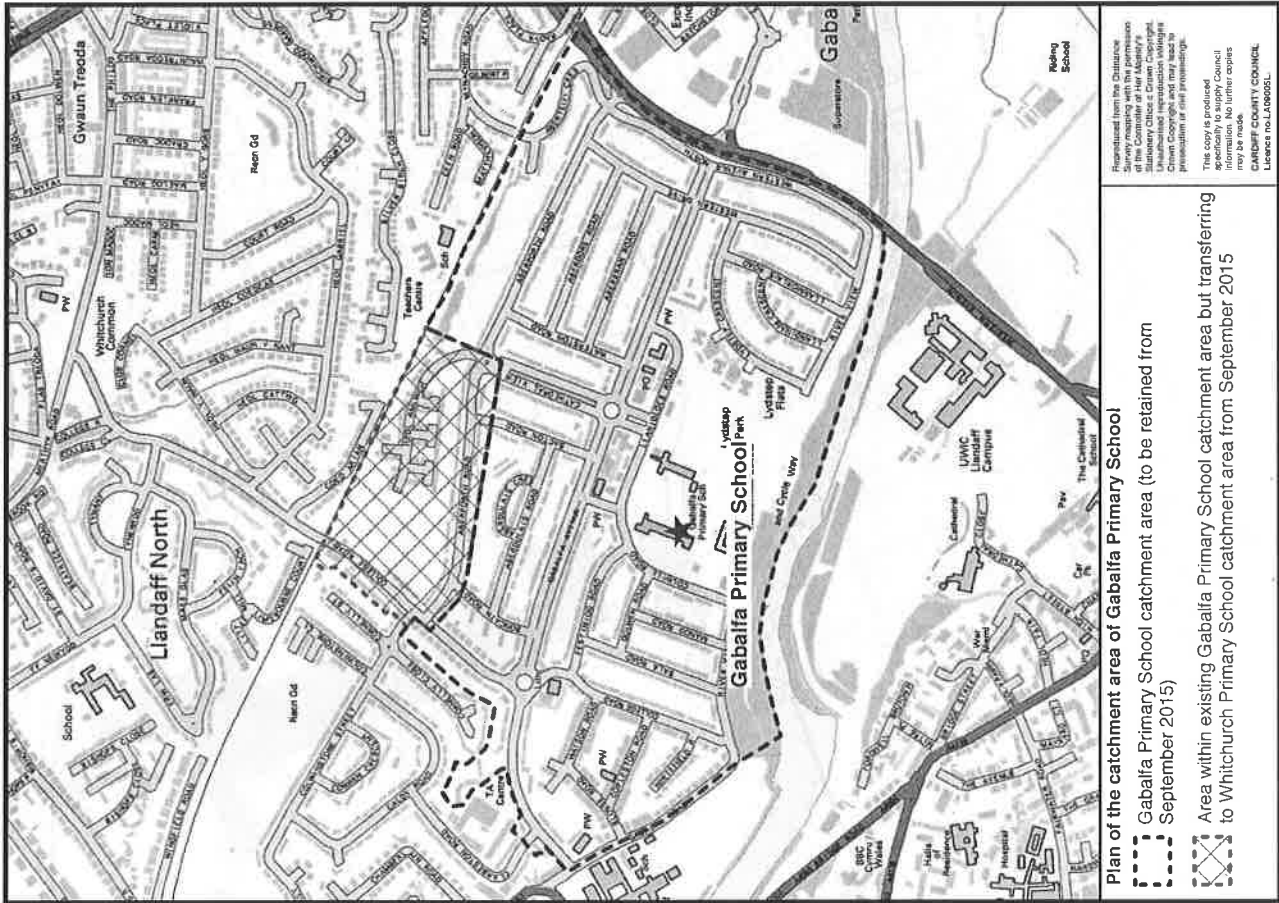
The proposal

In order to provide sufficient capacity to meet the English-medium and Welsh-medium community primary pupil demand in and around the Llandaff North area the Council is now consulting on the following proposals to:

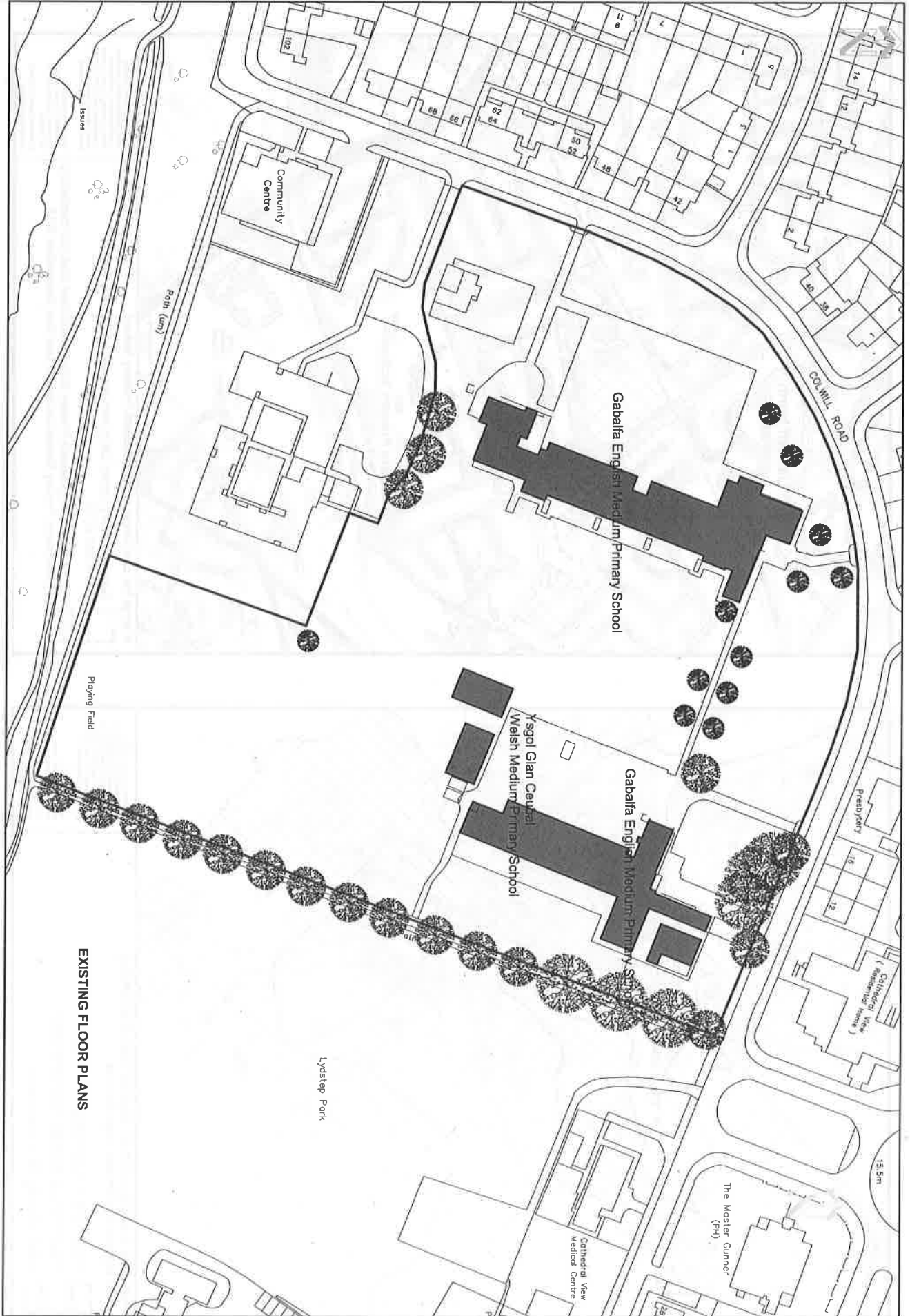
- Consolidate Gabalfa Primary School at 1 Form of Entry with 48 part-time nursery places from September 2017.
- Permanently establish Ysgol Glan Ceubal on its existing site at Colwill Road, Gabalfa, CF14 2PQ at 1 Form of Entry from September 2016.
- Extend the age range of Ysgol Glan Ceubal from 4-11 to 3-11 which would require the establishment of 48 part-time nursery places from January 2016.

Three potential delivery options (outlined in detail on pages 14-19) have been identified and we are seeking your opinion on these options.

Primary School provision catchment area maps



Existing Site Layout



EXISTING FLOOR PLANS

Schools serving the area at present

Llandaff North is currently served by a number of English-medium and Welsh-medium community 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 and around Llandaff North and forecast demand.

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 community primary school	English-medium (EM) / Welsh-medium (WM)	School Buildings	Capacity (age 4-11)	Capacity (nursery - part time places)
Allensbank Primary School	EM	Satisfactory	300	64
Birchgrove Primary School	EM	Satisfactory	411	N/a
Gabalfa Primary School	EM	Satisfactory	247	64
Gladstone Primary	EM	Satisfactory	216	64
Hawthorn Primary School	EM	Good	210	64
Peter Lea Primary School	EM	Satisfactory	320	96
Severn Primary School	EM	Satisfactory	420	160
Whitchurch Primary School	EM	Has not yet been assessed post establishment but is expected to be at least satisfactory	630	80
Ysgol Glan Ceubal	WM	Satisfactory	57*	N/a
Ysgol Gymraeg Melin Gruffydd	WM	Has not yet been assessed post transfer to former Eglwys Newydd site but expected to be at least satisfactory	420	64
Ysgol Pencae	WM	Satisfactory	186	N/a
Ysgol Mynydd Bychan	WM	Satisfactory	192	64

*In addition to the permanent capacity of Ysgol Glan Ceubal of 57 places, located within the Gabalfa Primary School buildings, the school also utilises two demountable units which include two additional classrooms, hall space and a staffroom.

There is no faith based primary school provision in the Llandaff North area. Some pupils from this area attend faith based primary schools in other areas.

The most recent school data indicates that, from Llandaff North, an average of 4 pupils per year group attend, St Joseph's RC Primary School and an average of 2 per year group attend Llandaff CiW Primary School. A few pupils from the area attend other faith based primary schools.

Calculating local demand for school places

In order to calculate the likely demand for school places, historic trends specific to well established school catchment areas have been used. The geographical unit that is most suitable to analyse the demand for English-medium primary school places is the catchment area of Gabalfa Primary School (see page 5).

The geographical units that are most suitable to analyse the demand for Welsh-medium primary school places are the combined catchment areas of Ysgol Glan Ceubal, Ysgol Pencae and Ysgol Mynydd Bychan (see page 5).

Supply of and demand for places

Capacity available at Gabalfa Primary School and Ysgol Glan Ceubal

The Published Admission Number (PAN) at Gabalfa Primary School is 43 places.

The Published Admission Number for Ysgol Glan Ceubal of 28 is based on the available accommodation allocated to Ysgol Glan Ceubal at the time of its establishment.

At present Gabalfa Primary School is being accommodated in the former Junior School building and four classrooms in the former Infant School building.

Ysgol Glan Ceubal which currently has children in Reception to Year 5 is being accommodated in the remaining Infant School accommodation with an additional two classrooms, a staffroom and a hall space being provided in demountable accommodation.

Additionally a Welsh-medium Education Unit (immersion unit) established in July 2010 is based at Ysgol Glan Ceubal. Pupils here are latecomers to Welsh-medium education and it is intended to accelerate Welsh language learning with a view to pupils joining their substantive school following intensive input.

The unit receives pupils once they have been registered at a Welsh-medium primary school. Current staff based at the unit include, one qualified teacher and one full time teaching assistant and the unit occupies one classroom at Ysgol Glan Ceubal.

Demand for English-medium places

Demand from within the Gabalfa Primary School catchment area

The catchment area of Gabalfa Primary School falls entirely within, and serves part of, the Llandaff North ward. The Llandaff North ward is also served by Allensbank, Gabalfa, Hawthorn, Peter Lea and Hawthorn Primary Schools, each of which also serve parts of other wards.

The Gabalfa Primary School catchment area lies within the catchment area of Whitchurch High (Foundation) School. Projected demand for English-medium community school places in each of the primary school catchment areas within this catchment varies. However, the combined demand is at a high level.

Since the approval of school organisation proposals in Whitchurch in January 2011, the number of pupils resident in the existing Gabalfa Primary School catchment area requiring English-medium Reception places has risen from 45 pupils in January 2011 to 48 pupils in 2013, and is projected to rise further to 55 pupils in January 2016 and 57 in January 2017.

The projected demand for English-medium places in the existing Gabalfa Primary School catchment area at entry to Reception exceeds the Published Admission Number in future years until 2016-17, the last year for which data are available.

The number of pupils resident in the existing Whitchurch Primary School catchment area requiring English-medium Reception places has also risen from 59 pupils in January 2011 to 71 pupils in January 2013, and is projected to rise further to 74 pupils in January 2017.

Approval for the reduction of the Gabalfa Primary School catchment area, and enlargement of the adjacent Whitchurch Primary School catchment was given by the Cabinet in April 2014 and will be implemented from September 2015.

The implementation of catchment area changes combined with an increase to the Admission Number of 90 at Whitchurch Primary School will allow for a better balance in the number of pupils resident in the Gabalfa Primary and Whitchurch Primary catchment areas.

Table 2 below table sets out the projected demand from within the existing catchment areas and within the amended catchment areas.

Catchment areas	Academic year			
	2013-2014	2014-2015	2015-2016	2016-2017
Gabalfa Primary - reduced catchment	49	43	41	43
Whitchurch Primary - existing catchment	68	73	72	74
Area transferring from Gabalfa catchment to Whitchurch catchment	13	10	14	14
Expanded Whitchurch Primary catchment	81	83	86	88

It is evident from the above table that, based on NHS GP registration data and PLASC 2013 data supplied by schools, projected demand for English-medium community school places from within the reduced Gabalfa catchment area broadly matches the number of places available at the school.

Demand for places at Gabalfa Primary School

The number of pupils taking up places at entry to Reception at Gabalfa Primary School has been lower than the demand from within its existing catchment area as some parents have expressed a preference for other English-medium community schools and have gained admission for their children.

Table 3 below sets out the number of pupils resident within the existing Gabalfa Primary School catchment area enrolled in English-medium community primary schools, and the number of pupils enrolled at the Gabalfa Primary School.

	Year Group							Total
	Rec	1	2	3	4	5	6	
(1) Pupils resident within the existing Gabalfa Primary School catchment area and enrolled in any English-medium community primary school – PLASC January 2013	48	54	47	39	38	35	34	295
(2) The number of pupils enrolled at Gabalfa Primary School, January 2012 (NOR)	34	29	22	15	28	22	26	176
(3) The number of pupils enrolled at Gabalfa Primary School, January 2013 (NOR)	35	39	29	23	17	31	21	195
(4) The number of pupils enrolled at Gabalfa Primary School, January 2014 (NOR)	38	35	42	36	20	16	32	219
(5) The number of pupils enrolled at Gabalfa Primary School, December 2014 (EMS One Live data)	27	38	36	41	33	17	17	209

In recent years, a significant proportion of pupils enrolled at Gabalfa Primary School were admitted outside of the normal admissions round. This may partly be a consequence of a number of schools serving adjacent catchment areas, including Birchgrove, Hawthorn, and Whitchurch primary schools being fully subscribed at entry to Reception and therefore unable to accommodate additional pupils that have subsequently moved to the local area.

Demand for Welsh-medium places

Demand from within the Ysgol Glan Ceubal, Ysgol Pencae and Ysgol Mynydd Bychan catchment area

The newly established catchment area of Ysgol Glan Ceubal, implemented from September 2014, serves parts of the Gabalfa, Llandaff North and Whitchurch wards. Each of these wards also serves more than one Welsh-medium primary school.

The catchment area of Ysgol Glan Ceubal was drawn from the catchment areas of Ysgol Pencae in Llandaff and Ysgol Mynydd Bychan in Gabalfa. The catchment areas of these two schools were reduced accordingly.

The projected demand for Welsh-medium places in these combined catchment areas at entry to Reception exceeds the Published Admission Numbers of Ysgol Pencae and Ysgol Mynydd Bychan in future years until 2016-17, the last year for which data are available.

The below table sets out the projected demand from with the catchment areas of Ysgol Pencae, Ysgol Mynydd Bychan and Ysgol Glan Ceubal:

Table 4: Projected Welsh-medium (WM) demand at entry to Reception in the Ysgol Pencae and Ysgol Mynydd Bychan catchment areas (Ysgol Glan Ceubal catchment data included within catchments of Ysgol Pencae and Ysgol Mynydd Bychan as PLASC data not yet available for the amended catchment boundaries).

Catchment area	Admission Number	2013-2014	2014-2015	2015-2016	2016-2017
Ysgol Pencae	30	46	43	47	46
Ysgol Mynydd Bychan	30	36	40	34	39
Ysgol Glan Ceubal	30 (proposed)	-	-	-	-
Total demand	90	82	83	81	85
Excess demand		22	23	21	25

Demand for places at Ysgol Glan Ceubal

In the period from its establishment in 2010 to 2013, the growth in demand for places at Ysgol Glan Ceubal has been slow. It should be noted that, until the implementation of its catchment area in September 2014, this area was served by Ysgol Mynydd Bychan and Ysgol Pencae. These two schools were each able to accommodate 30 pupils at entry to Reception and parents in the locality had, in accordance with the admissions application process, been informed of these schools being their 'catchment area school'.

Table 5: Recent take up of Welsh-medium places

	Year Group							Total
	Rec	1	2	3	4	5	6	
(1) Pupils resident within the Ysgol Mynydd Bychan or Ysgol Pencae catchment area and enrolled in any Welsh-medium community primary school – PLASC January 2013	87	83	76	63	62	74	47	492
(2) The number of pupils enrolled at Ysgol Glan Ceubal, January 2012 (NOR)	8	5	3	-	-	-	-	16
(3) The number of pupils enrolled at Ysgol Glan Ceubal, January 2013 (NOR)	10	9	8	3	-	-	-	30
(4) The number of pupils enrolled at Ysgol Glan Ceubal, January 2014 (NOR)	10	11	9	8	3	-	-	41
(5) The number of pupils enrolled at Ysgol Glan Ceubal, December 2014 (EMS One Live data)	24	11	8	7	8	4	-	62

Admission to Reception classes – September 2014

Since the implementation of changes to the catchment areas of Ysgol Pencae and Ysgol Mynydd Bychan and the establishment of a catchment area for Ysgol Glan Ceubal in September 2014 the number of pupils admitted to Reception at Ysgol Glan Ceubal has increased significantly when compared to previous intakes.

There are presently 24 pupils enrolled in Reception class* of which 15 are resident with the Ysgol Glan Ceubal catchment area compared to 10 enrolled in Reception in January 2014. Both Ysgol Pencae and Ysgol Mynydd Bychan are fully subscribed and each has 30 pupils enrolled in Reception.

The number of pupils admitted to Reception at Gabalfa Primary School has reduced in comparison to previous intakes. There are presently 27 pupils enrolled in Reception class* compared to 38 enrolled in Reception in January 2014.

* (Source: EMS ONE live database, 3 December 2014).

Forecast demand for each school and catchment area

As the majority of pupils likely to enrol at Ysgol Glan Ceubal would not only be from within its catchment area, but would also be resident in the catchment area of Gabalfa Primary School, it is expected that as the intakes at one school grows, the intakes at the other school would likely reduce (should the pupil population remain at similar levels).

However, any increase in demand for places at Ysgol Glan Ceubal or at Gabalfa Primary School is not likely to reduce the demand for places at the other school by the equivalent number of pupils, as Ysgol Glan Ceubal serves a larger catchment area than Gabalfa Primary School.

Following a period of slow growth in demand for places at Ysgol Glan Ceubal, during which time the majority of pupils living within the local area were able to access other established schools, there was a significant increase in demand for Reception places in September 2014.

Whilst a single year of admissions data is not indicative of an established pattern, similar increases in demand have also been evident at other Welsh-medium schools including Ysgol Pen Y Pil and Ysgol Gymraeg Nant Caerau once catchment areas were implemented and permanence of school sites locations determined. Each of these schools was established as a starter class to meet excess demand in their local area, and demand for places at these schools and from within each catchment area has remained at high levels and has exceeded the number of places available.

At present, Ysgol Glan Ceubal does not have a nursery class. A number of parents resident in the area have therefore enrolled children at other schools offering nursery provision, such as Ysgol Mynydd Bychan, and wish to continue their child's education in the same school. It has also been evident at other new primary schools that the addition of nursery provision leads to an increased uptake in places.

It should be noted that, any projection data for the catchment areas of the schools named in the preceding paragraphs is likely to be different to that which may be forecast when changes to the organisation of the schools and/ or catchment areas are implemented.

Initial analysis of city-wide data provided by the NHS for 2014 also suggests that there are fewer pupils in the cohort born in 2012/13 than in the previous year's cohort (born in 2011/12), upon which projections are based. This fall in the birth-rate is markedly different to the successive birth-rate increases of recent years. It is therefore unclear at this stage whether the previous cohort (born in 2011/12), represents a peak and a new projection trend will begin, or whether the most recent cohort (born in 2012/13) is a 'blip' and is unreflective of a continued trend.

Sufficient accommodation should also be retained on a temporary basis until the larger year cohorts (those in excess of 30 per year group) at Gabalfa Primary School transfer to secondary education. This would allow demand to be monitored for both English-medium and Welsh-medium education, and to respond to any sustained changes in demand.

List of facilities included in a school

Any changes to the school buildings would be within The Department of Education: Area guidelines for mainstream schools Building Bulletin 103: April 2014 which sets out that the following facilities need to be included in any school:

- Teaching space: internal and external
- Halls/dining area
- Learning resource areas
- Staff and administration
- Storage
- Toilets and personal care
- Kitchen facilities
- Circulation, plant and internal walls

Three potential delivery options have been identified.

Option 1

Traditional build extensions and adaptations of the existing school buildings to enable both schools to operate at 1FE

This option would require the traditional build extensions (including new nursery accommodation) on both schools to be phased, with building works not completed until late 2017/2018.

It is proposed that nursery provision be established at Ysgol Glan Ceubal from January 2016. To allow for this, it would be necessary to install demountable accommodation to house the existing Gabalfa Primary Nursery which would in turn allow for the Ysgol Glan Ceubal Nursery unit to be accommodated in the existing Gabalfa Primary School nursery accommodation. This option would enable both nursery units to be situated adjacent to the relevant Foundation Phase classes, and would facilitate a smoother flow from Nursery through to Reception. It would also allow nursery children to have greater integration with the older children and be able to immerse themselves in the Welsh language.

Following completion of the new nursery building at Gabalfa Primary school, the nursery unit would be transferred allowing for the vacated demountable accommodation to be utilised if required by Gabalfa Primary School during the period that the larger year cohorts are moving through the school. It is anticipated that demountable accommodation would be required until the permanent accommodation is completed.

Alternatively, an option of providing nursery provision for Ysgol Glan Ceubal at an adjacent church hall from January 2016 until onsite accommodation becomes available has been considered. Early discussions have taken place with the representatives of the church hall who are supportive of the proposal. However this would require investment in the church hall in the form of an electrical rewire and the installation of nursery toilets. Additionally, this would incur a daily hire charge for use of the hall. The estimated cost for investment works, including one year's hire is approximately £130,000.

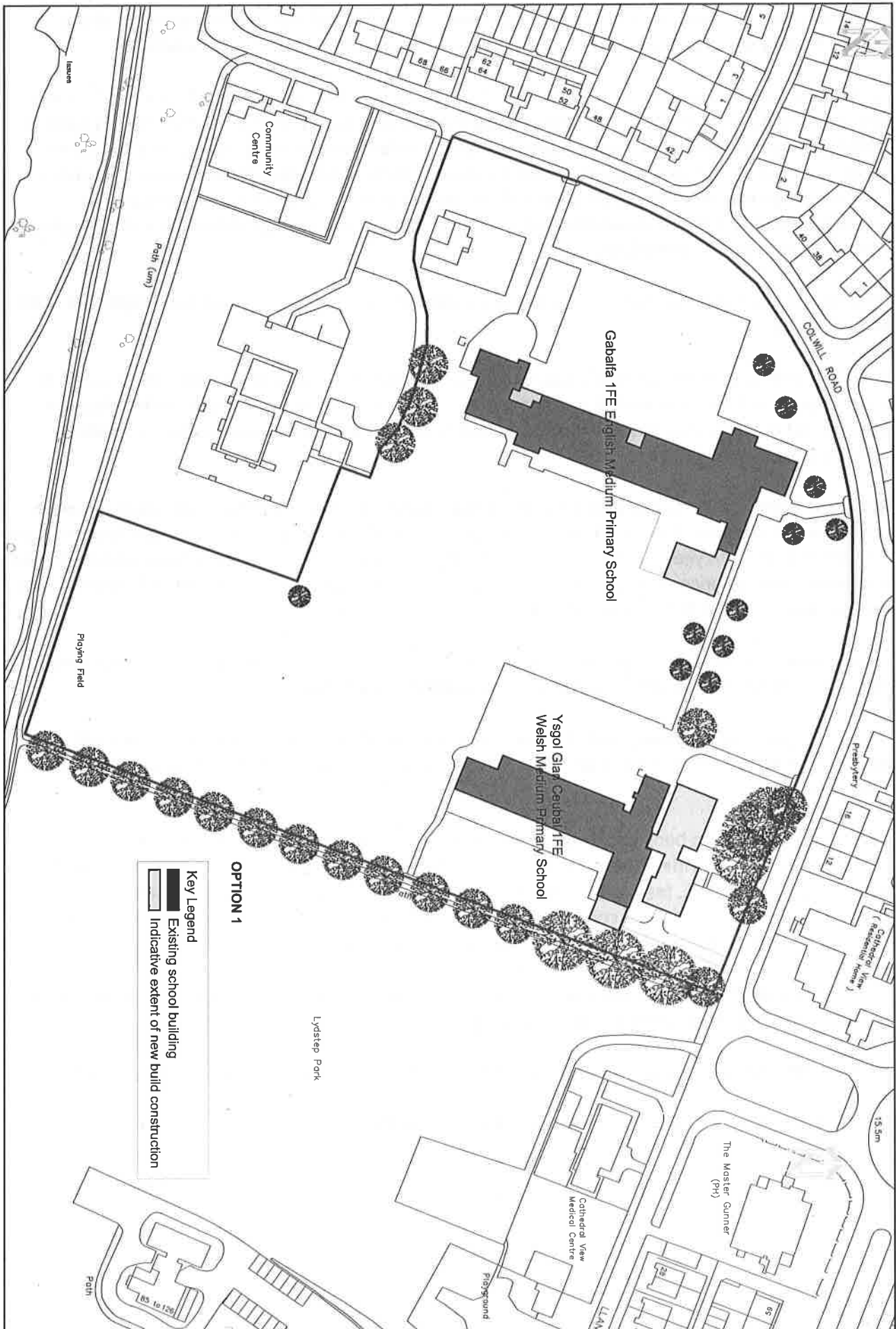
An Initial Development Appraisal (IDA) carried out for this option has indicated costs of £3.569m for construction and light internal refurbishment; however, this would not address the existing high priority asset maintenance issues. Additional costs of c£1m for works such as Highways, IT, FFE, fees, temporary nursery facilities, contingency and money already committed against the budget need to be allowed for. However, further work will be needed on this option to refine this estimate.

This IDA cost also does not take into account ongoing maintenance costs on the aged fabric of the buildings. It is estimated that if all priority items were to be addressed in the next 5-7 years additional funding of c£1 million would be required.

This option would involve several phases including demolition of sections of both existing schools buildings. Managing this, while keeping the schools operational, would be challenging and also offer significant health and safety challenges.

Implementation of this option would mean that both schools would not be able to operate independently of each other for a number of years.

Option 1



Option 2

New 1FE 'standardised build' school with nursery for Ysgol Glan Ceubal, new standalone nursery and Reception class unit at Gabalfa Primary, retention and refurbishment of existing Gabalfa Primary School accommodation and demolition of current Ysgol Glan Ceubal building.

A standardised design refers to a predetermined building form, the client (i.e. the Council) effectively buys 'off plan' to a pre designed solution. Contractors are able to minimise costs by reducing the fees spent on design and tendering as they already have a predetermined design and supply chain and also do not have to include a significant cost for risk due to the early engagement of the contractor. In-house design fees are also significantly reduced as it does not require a bespoke design. The buildings would meet Welsh Governments funding conditions such as BREEAM and also be designed in accordance with BB103 Guidelines.

A 1FE standardised build primary school would cost less to build when compared to a traditional build primary school.

Under this option, the former junior building currently occupied by Gabalfa Primary School would be retained, extended and adapted. It is recommended that this building be retained, rather than the former infant building, as it has two halls and also has the advantage of upgrades to the building including double glazing.

The former Infant building occupied by Ysgol Glan Ceubal is in poorer condition and would require a greater level of investment work. Replacing this poorer condition building would potentially save up to £1m over the next ten years, if all items included within the condition survey were to be addressed and for ongoing maintenance. It is therefore proposed that this building be demolished and replaced by a new standardised build 1FE primary school.

A stand-alone nursery and Reception classroom of standardised or modular build and a small covered linkage to the main hall would be provided for Gabalfa Primary School.

The remaining Gabalfa Primary School accommodation would be refurbished and priority asset maintenance issues addressed as part of the scheme. The refurbishment would be undertaken during school holidays.

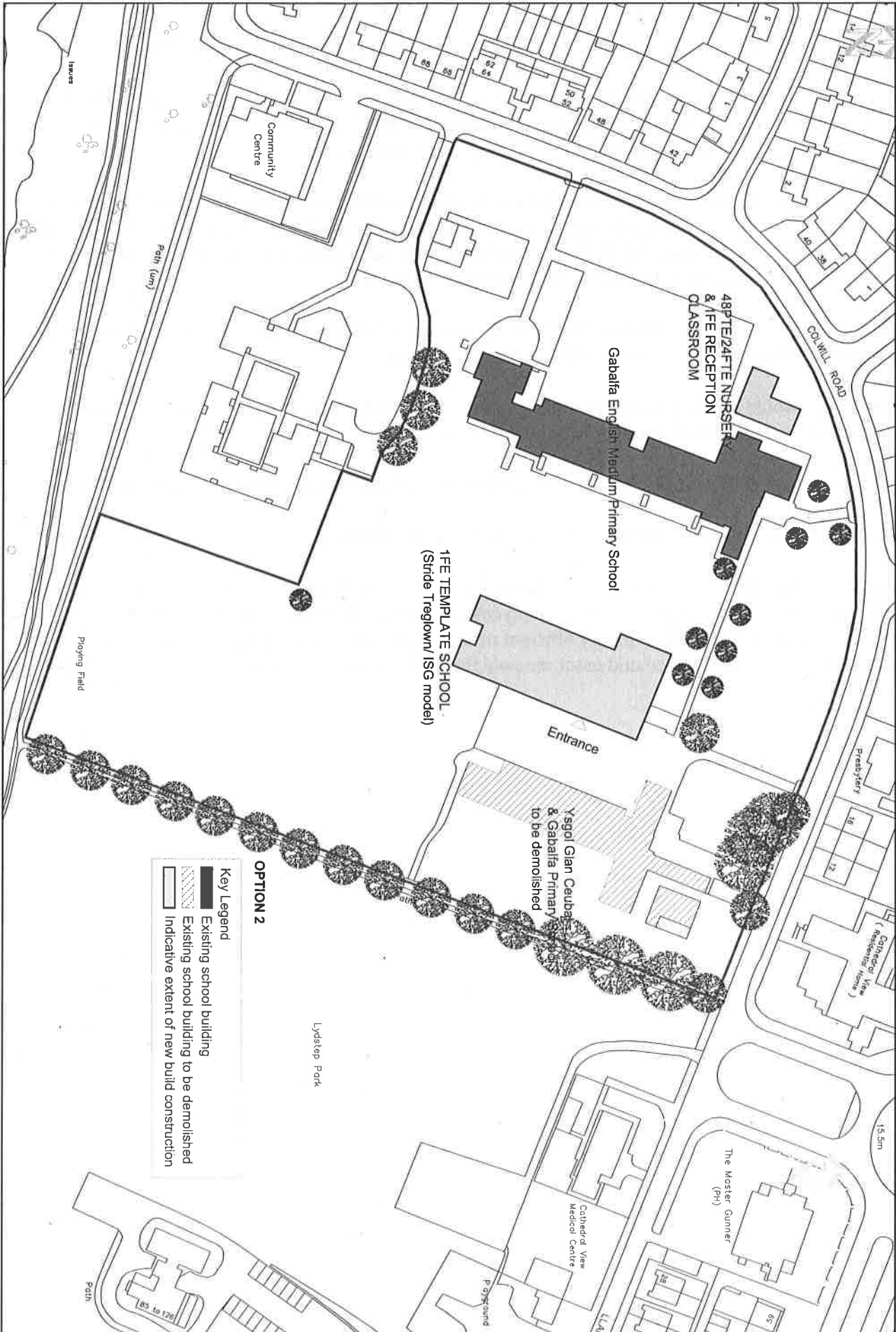
Initial costings based on benchmarking information from other Authorities indicate that the construction cost of providing this option would be c£3.95m. Additional costs of c£1.35m for works such as Highways, IT, FFE, fees, temporary nursery facilities, refurbishment works, demolition costs, contingency and money already committed against the budget need to be allowed for. However, further work would be needed on this option to refine this estimate.

This option would be implemented from September 2017 but would allow for nursery provision to be established for Ysgol Glan Ceubal from January 2016.

Details of how nursery provision would be provided are consistent with those set out in Option 1.

The use of demountable accommodation is also set out in Option 1.

Option 2



OPTION 2

Key Legend

- Existing school building
- Existing school building to be demolished
- Indicative extent of new build construction

Option 3

New 2FE standardised build to be shared by Gabalfa Primary School and Ysgol Glan Ceubal

This option would allow for both schools to be accommodated in a new standardised build.

- This would require the provision of 14 classrooms, two nursery units, two halls, a joint kitchen facility, reception area, and supplementary withdrawal spaces for SEN and learning interventions, accommodation for the immersion unit and separate playgrounds.

Initial costings based on benchmarking information from other Local Authorities indicate that the construction cost of providing this option would be between £4.4 – 5.1m. Additional costs of c£1.3m for works such as Highways, IT, FFE, fees, demolition costs, temporary nursery facilities and money already committed against the budget need to be allowed for.

Consultation would be needed with both schools around the challenges of operating an English-medium and Welsh-medium school from the same building.

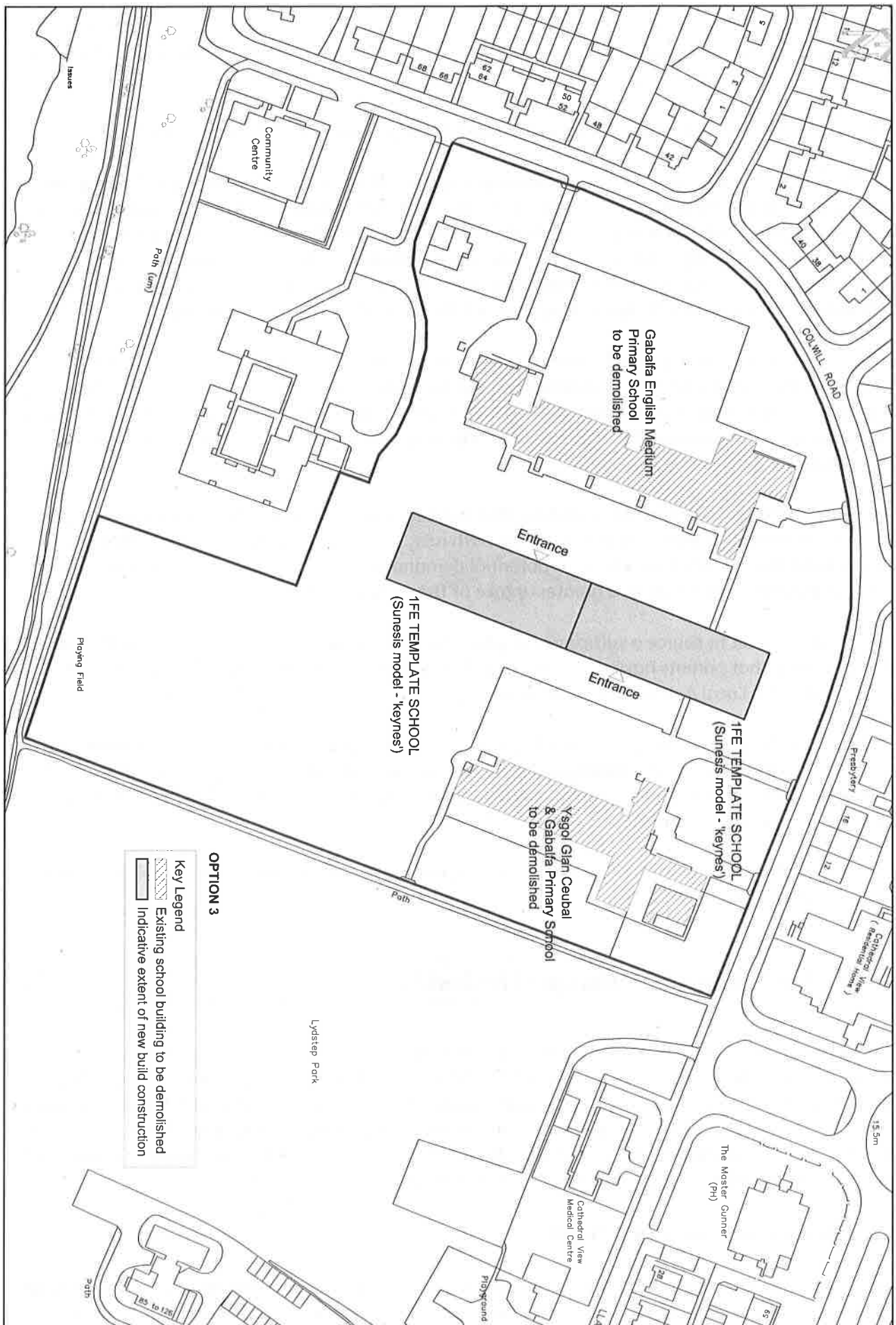
This option would be implemented from September 2017 but would allow for nursery provision to be established at Ysgol Glan Ceubal from January 2016.

Details of how nursery provision would be provided are consistent with those set out in Option 1.

The use of demountable accommodation is also set out in Option 1.

Whilst the initial build cost of delivering this option exceeds the budget available, this option could offer value for money due to reduced running costs overtime. This option has the advantage of providing a low maintenance, energy efficient new building which greatly reduces the immediate need for the ongoing maintenance and asset renewal that is associated with the existing older buildings.

Option 3



How would nursery provision be affected?

Gabalfa Primary School currently has 64 part-time nursery places. Under this proposal the number would reduce to 48 part-time places, in line with the reduction in the size of the school from 1.2FE to 1FE.

It is proposed that nursery provision be established at Ysgol Glan Ceubal from January 2016.

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.

In the event the proposal is implemented, accommodation would need to be of sufficient size to provide for the revised numbers of children and the appropriate investment made to realise the appropriate space in accordance with the numbers of places offered. The outdoor area would also be taken into account to ensure the area is able to offer a range of activities relevant to the delivery of the Foundation Phase to this age group.

The Local Authority has needed to purchase Welsh-medium nursery education places in recent years following 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.

It must be noted that having a nursery place at a school, does not guarantee a reception place and is subject to the admissions process.

How would other schools be affected?

The total number of places available at entry to Reception age in the two primary schools, following the implementation of these proposals, would be 60 (30 at Gabalfa Primary School and 30 at Ysgol Glan Ceubal). This compares to the existing arrangements, in which the Published Admission Numbers for each school enable up to 71 pupils to be admitted (43 at Gabalfa Primary School and 28 at Ysgol Glan Ceubal). The proposal, whilst increasing the combined capacity of the two schools in permanent buildings, would result in an overall reduction in places at entry to Reception.

English-medium primary schools

The consolidation of Gabalfa Primary School at 1 form of entry is expected to more closely match the future demand for places at the school. The number of pupils enrolled in its Reception age group in

December 2014 is at a lower level than in previous years and similar levels of demand are forecast in future.

The reduction in its capacity to this size is not expected to cause the displacement of pupils to other schools, nor will it allow for a significant increase in the number of pupils able to be admitted.

There are many reasons for popularity of individual schools, and for the expression of parental preferences for admission to those schools at Reception age. Should the proposal to consolidate and invest in Gabalfa Primary School proceed, this may increase its popularity and the number of preferences submitted by parents for the school; however, as admissions would be capped at 30 places there would be no predictable or significant impact on other English-medium primary schools.

Although the number of places available at Gabalfa Primary school would be less than the projected demand for English-medium places from within its catchment area, it is likely that a proportion of pupils will access the surplus places available (compared to demand from within their catchment area) at nearby schools including Birchgrove, Hawthorn and Whitchurch primary schools, as at present.

It is therefore anticipated that the proposed consolidation of Gabalfa Primary School at 1 form of entry would have little or no effect on the number of pupils on roll at schools in the local area.

Welsh-medium primary schools

Following the establishment of Ysgol Glan Ceubal in 2010, the take up of places at the school was low, whilst the take-up of places of neighbouring Welsh-medium schools (Ysgol Pencae, Ysgol Mynydd Bychan, Ysgol Melin Gruffydd) has remained at high levels.

The city-wide population and the population in the locality have each grown in the intervening period, and demand for places at Welsh-medium schools has also grown. City-wide, few surplus Welsh-medium places have been available at entry to Reception year. Only two other Welsh-medium primary schools had more than 4 surplus places at entry to Reception in September 2014, namely Ysgol Coed Y Gof in Pentrebanne (5 places) and Ysgol Gymraeg Pen Y Groes (14 places) whilst three were oversubscribed.

The permanent establishment of Ysgol Glan Ceubal at 1 form of entry is expected to closely match the future demand for places at the school and from within its catchment area. The number of pupils enrolled in its Reception age group in December 2014 has increased in comparison to previous years and similar levels of demand are forecast in future.

Should the proposal to permanently establish Ysgol Glan Ceubal at 1 form of entry with nursery provision proceed, this may increase its popularity and the number of preferences submitted by parents for the school; however, as admissions would be capped at 30 places there would be no predictable or significant impact on other Welsh-medium primary schools

Very few pupils transfer between Welsh-medium primary schools in Cardiff for reasons other than moving home. It is therefore considered unlikely that there would be a significant net increase in the cohorts of primary-age already enrolled, as a result of pupils transferring from other schools in Cardiff.

It is anticipated that the permanent establishment of Ysgol Glan Ceubal at 1 form of entry would therefore have little or no effect on the number of pupils on roll at other schools in the local area.

Faith-based primary schools

Although there is no faith based primary school provision in the Llandaff North area, some pupils from this area attend faith based primary schools in other areas.

The most recent school data indicates that, from Llandaff North, an average of 4 pupils per year group attend St Joseph's RC Primary School and an average of 2 per year group attend Llandaff CiW Primary School. Fewer pupils from the area attend other faith based primary schools.

Admission to these schools is determined by the Governing Body of the individual school. Llandaff CiW Primary School has been fully subscribed at entry to Reception for a number of years, and the take up of places at St Joseph's has remained at high levels. This is projected to continue in future years and it is not expected that the proposal will impact upon this.

Table 6 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 6: 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 proposals?	January 2009	January 2010	January 2011	January 2012	January 2013	January 2014	014/2015 Projection	015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Gabalfa Primary School – should the proposals not proceed	Yes	204	184	187	176	195	219	223	244	263	259	254	245
Gabalfa Primary School – forecast should the proposals proceed	Yes	204	184	187	176	195	219	223	244	256	249	230	225
Ysgol Glan Ceubal– should the proposals not proceed	Yes	0	0	8	16	30	41	51	63	70	75	77	77
Ysgol Glan Ceubal – forecast should the proposals proceed	Yes	0	0	8	16	30	41	51	63	84	100	115	128
Allensbank Primary School	No	148	139	165	218	231	242	247	267	270	286	272	272
Birchgrove Primary School	No	305	325	356	360	397	414	415	417	420	420	420	420
Gladstone Primary	No	195	179	201	197	197	207	199	199	200	200	200	200
Hawthorn Primary School	No	195	200	198	191	203	202	200	205	203	200	198	198
Peter Lea Primary School	No	245	233	254	267	283	303	312	322	315	316	316	316
Severn Primary School	No	370	389	386	369	387	409	402	394	397	400	399	399
Whitchurch Primary School	No	0	0	0	0	582	591	600	604	612	615	618	618
Ysgol Gymraeg Melin Gruffydd	No	326	351	355	365	390	406	413	410	414	413	413	413
Ysgol Mynydd Bychan	No	202	202	201	207	207	205	204	203	203	204	205	205
Ysgol Pencae	No	204	207	208	207	206	201	201	197	196	193	191	191

The projections for each of the above schools, with the exception of Gabalfa Primary School and Ysgol Glan Ceubal, represent both the projections as if the proposals were not to proceed and also if the proposals were to proceed. Those pupils unable to gain admission to schools due to oversubscription could elect to attend alternative English-medium, Welsh-medium, Faith, private schools or schools outside of Cardiff and for the purpose of clarity are not 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.

Quality and Standards

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.

Estyn

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

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

Grade 1 good with outstanding features

Grade 2 good features and not important shortcomings

Grade 3 good features outweigh shortcomings

Grade 4 some good features, but shortcomings in important areas

Grade 5 many important shortcoming

Estyn Inspection reports after September 2010 provide judgements against three 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

This section of the document includes information from the most recent Estyn inspections for Gabalfa Primary School and Ysgol Glan Ceubal. The summary sections and reports can be accessed via Estyn website at www.estyn.gov.uk.

Local Authority and Central South Consortium

Information regarding the quality and standards of Cardiff schools is provided in the Cabinet Report: Performance of Cardiff Schools and the Youth Service in 2013/14 which was considered by the Council Cabinet on 26 January 2015.

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

Table 7 and Table 8 below show the Estyn judgements, recommendations, CSC category and the Foundation Phase and Key stage 2 data for Gabalfa Primary School and Ysgol Glan Ceubal.

The authority recognises that this inspection was undertaken a number of years ago and should not be used as an indication of the current standards at the school.

Gabalfa Primary School Estyn Inspection Report June 2009	
Key Questions	Grade
Standards	
Key Question 1: How well do learners achieve?	Grade 2
The quality of education and training	
Key Question 2: How effective are teaching, training and assessment?	Grade 2
Key Question 3: How will do the learning experiences meet the needs and interests of learners and wider community?	Grade 2
Key Question 4: How well are learners cared for, guided and supported?	Grade 1
Leadership and Management	
Key Question 5: How effective are leadership and strategic management?	Grade 2
Key Question 6: How well do learners and managers evaluate and improve quality and standards?	Grade 2
Key Question 7: How efficient are leaders and managers in using resources?	Grade 2
Recommendations	
R1	Improve attainment at the end of both key stages
R2	Improve attendance rates and punctuality
R3	Provide more opportunities for pupils to develop their entrepreneurial skills
CSC Category 2013/14	
% of pupils achieving Level 2 inc English, Welsh and Maths	86.36
% of pupils achieving CSI	78.57
Attendance in 2012/13	91.83 %

Ysgol Glan Ceubal Estyn Report December 2013

Key Questions	Judgement
Key Question 1: How good are the outcomes?	Good
Standards	Good
Wellbeing	Good
Key Question 2: How good is provision?	Good
Learning experiences	Good
Teaching	Good
Care, support and guidance	Good
Learning environment	Good
Key Question 3: How good are leadership and management?	Good
Leadership	Good
Improving quality	Good
Partnership working	Good
Resource management	Good
Recommendations	
R1	Raise standards of extended writing in both languages in key stage 2
R2	Raise standards of presentation and handwriting in key stage 2
R3	Provide more of a challenge for more able and talented pupils
R4	Develop the role for the governing body to be critical friends
CSC Category 2013/2014	C
* Pupils achieving the expected outcome in the FP areas of learning in 2013	
* Pupils achieving the expected level in the core subjects at KS2 in 2013.	
* Attendance in 2013	85%

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

It is not anticipated that there will be any impact on the quality of standards of education or the delivery of the Foundation Phase at any of the schools. It is expected that facilities developed to be suited for purpose would support more effective teaching and learning.

How would Special Educational Needs (SEN) and EAL provision be affected?

A child has special educational needs if he or she has a learning difficulty which requires special educational provision. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

The percentage of students needing SEN provision is higher than the LA and Wales average.

2013		Gabalfa Primary School	Ysgol Glan Ceubal	LA	Wales
Percentage of SEN Pupils	School Action	25.6%	25%	17.1%	15.2%
	School Action Plus	6.9%	-	6.4%	9.2%
	Statemented	-	-	1.8%	1.7%
Percentage of EAL Pupils		34.4%	-	19.4%	5.1%

There is no information available that suggests that the proposals would have a negative affect on SEN provision at the schools and the schools would continue to provide SEN support for pupils. However consideration would need to be given to how any reconfiguration of buildings would facilitate this ongoing requirement.

By retaining and refurbishing Gabalfa Primary School's buildings, the school would have access to rooms other than classrooms to enable any appropriate interventions to support pupils with EAL, disabilities and SEN. If the new build accommodation for Ysgol Glan Ceubal is a standardised design, discussion would be needed on the design approach and how it caters for pupils with disabilities, EAL and SEN needs.

Other relevant statistics specific to Gabalfa Primary School and Ysgol Glan Ceubal

2013	Gabalfa Primary School	Ysgol Glan Ceubal	LA	Wales
Percentage of FSM pupils – 3 year average	36.7%	28.1%	23.4%	20.8%
Percentage of Minority Ethnic Pupils	41.9%	-	30.7%	9.4%

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

There is no information available that suggests that the proposals would have a negative effect on provision for any group including those who are from Minority Ethnic groups or in receipt of free school meals and the schools would continue to provide support as appropriate in line with individual needs for all pupils.

What are the educational benefits of these proposals?

The following benefits would be expected to result from these proposals:

- Capacity that achieves a better match between the supply of and demand for English-medium and Welsh-medium primary school places within the local area.
- The opportunity to invest in providing high quality, modern facilities which would be able to support the delivery of a broad and balanced curriculum.

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 Body of the schools to develop a Travel Plan to minimise any potential disruption.

Changes to the existing building and any new build can cause some disruption although experience shows that this can be kept to a minimum and the children's education does not suffer.

Risks associated with these proposals

There is a risk that the projected increase in the number of Welsh-medium pupils entering Reception does not materialise. Whilst this appears most unlikely, the Council will keep its projections under review and respond to any such changes in demand accordingly.

There is a possibility of development constraints not yet identified becoming apparent and having both a cost and delay implications. Site surveys and geo-technic reports would provide further information around this and inform management strategies.

There is a risk that the number of pupil applications for Gabalfa Primary school would reduce if this is the school that retains the older building.

There is a risk that upon progressing the option of a standardised design, it emerges that the approach is not suitable. Further work around this option would help to identify any potential issues and inform management strategies.

Alternatives considered

English-medium provision

Doing nothing is not a viable option because there is a need to achieve a better match of supply and demand. Currently Gabalfa Primary School is having to manage fluctuating pupil numbers and this is impacting on the school's ability to plan its classes, budgets and staffing. Limiting the school to 1FE would therefore benefit the operational management of the school.

Another option would be to consider removing English-medium provision offered at the Gabalfa Primary School site such as by expanding neighbouring schools. However, several of these schools are located on confined sites and do not have sufficient space for extension, whilst the expansion of other schools would not provide a sufficiently local catchment area and therefore neither of these options have been taken forward.

Welsh-medium provision

An alternative could be to expand Welsh-medium provision at Ysgol Melin Gruffydd, Ysgol Mynydd Bychan or Ysgol Pencae but this is not feasible because the existing schools sites are too small.

The provision of a new build 1FE Welsh-medium primary school on the Ysgol Gyfun Glantaf site has been investigated but has been discounted as this would reduce scope for expansion if required in the future and would not provide a better solution than the other options proposed.

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.

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).

Consultation on the establishment of a catchment area for Ysgol Glan Ceubal was undertaken in early 2013 and the catchment area was formally established in September 2014.

Approval for the reduction of the Gabalfa Primary School catchment area, and enlargement of the adjacent Whitchurch Primary School catchment was given by the Council Cabinet in April 2014 and will be implemented from September 2015.

There are no further proposed changes to the catchment areas of the schools as part of these proposals.

Financial Matters

Proposals for Gabalfa Primary and Ysgol Glan Ceubal were included within the 21st Century Schools Capital Programme bid which received approval in-principle from Welsh Government in December 2011. The Programme is predicated upon 50% Authority funding and 50% WG Grant funding.

Full approval of grant funding attributable to specific schemes is subject to the successful submission of Business Cases to Welsh Government. Stakeholder expectations arising during the consultation process will need to be managed appropriately by the Directorate until full grant approval is received.

A separate review of the overall 21st Century Schools Programme and an update on priorities and proposals is anticipated to be reported at a future Cabinet meeting.

Within each option consideration could be given to placing a nursery in a non-Council building on a temporary basis with associated revenue requirements. The preferred option which will be reported to Cabinet at the end of the consultation will need to clearly set out the Value for Money case for investment in any non-Council buildings. It should also be noted that the Financial Model does not currently hold any specific Revenue provisions for these proposals.

Human Resources Matters

The HR implications arising from these proposals would be assessed through a review of the schools' establishments and consideration of any increase/decrease in staff required. Any required changes to the staffing levels would be managed within agreed policies and procedures and full consultation would be required with staff and trade unions.

Transport Matters

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

Learner Travel Arrangements

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

Impact of the proposal on the Welsh Language

The proposal includes increasing the number of Welsh-medium primary school places available in the area in addition to the establishment of nursery provision.

It is anticipated that there would be a positive impact on the Welsh language as a result of this proposal.

The schools subject to the proposals are existing schools which offer a range of after school activities. It is not anticipated that there would be a negative impact on any of these activities.

Equality Matters

An initial Equality Impact Assessment has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society. This assessment will be reviewed following consultation. If the proposal were to proceed, further equality impact assessments would be undertaken including an assessment on the design for any new build accommodation or refurbishment/ adaptation of existing accommodation.

Sustainability Matters

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

Considering Community Impact

The changes outlined within this document could be implemented 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 would work with schools and any community group to ensure that the proposal avoids negative impacts wherever possible.

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 January 16 for nursery provision to be established at Ysgol Glan Ceubal, September 2016 for the permanent establishment of Ysgol Glan Ceubal at 1FE on its existing site and September 2017 for the consolidation of Ysgol Glan Ceubal at 1FE with a 48 part-time place nursery.

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

Consultation period 12 February 2015 to 25 March 2015 .

- 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 Gabalfa Primary School and Ysgol Glan Ceubal?**

Children currently attending these schools would remain at the schools.

- **If the proposal to establish a nursery at Ysgol Glan Ceubal is agreed when would the nursery provision be available?**

It is proposed that nursery places would be available from January 2016.

- **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.

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

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

- **Would the building works be carried out whilst children are on site?**

The City of Cardiff Council has increased experience in the successful delivery of building projects on the sites of occupied schools resulting from the progression of a growing school organisation programme. There would be building work carried out on the schools site which would be managed effectively in consultation with the school management to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

CONSULTATION RESPONSE FORM

(The Provision of Welsh-medium and English-medium primary school places in and around Llandaff North 2015)

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

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the on line response form at www.cardiff.gov.uk/21stcenturyschools
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

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

The closing date for responses to this consultation is 25 March 2015. Unfortunately no responses received after this date can be considered by the Council.

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

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

Your name: _____

Address: _____

Postcode: _____ Date: _____

Your status: Parent Governor Pupil Member of Staff Other (please specify) _____

Do you support the proposal to consolidate Gabalfa Primary School at 1 FE with a 48 part-time place nursery from September 2017?

Yes No

Do you support the proposal to permanently establish Ysgol Glan Ceubal on its existing site at 1FE from September 2016?

Yes No

Do you support the proposal to establish nursery provision at Ysgol Glan Ceubal from January 2016?

Yes No

Please tick to indicate which option (as outlined on pages 14 - 19) you prefer:

Option 1 Option 2 Option 3

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 25 March 2015.

Appendix 2

Appendix 4 – Quality and Standards

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

	Gabalfa Primary School Estyn Report June 2009	Ysgol Glan Ceubal Estyn Report December 2013
Key Questions	Judgement	Judgement
Key Question 1: How good are the outcomes?		
Standards	Good	Good
Wellbeing	Good	Good
Key Question 2: How good is provision?	Good	Good
Learning experiences	Good	Good
Teaching	Good	Good
Care, support and guidance	Excellent	Good
Learning environment	Good	Good
Key Question 3: How good are leadership and management?		
Leadership	Good	Good
Improving quality	Good	Good
Partnership working	Good	Good
Resource management	Good	Good
Recommendations		
R1	Improve attainment at the end of both key stages;	Raise standards of extended writing in both key stage 2 ;
R2	Improve attendance rates and punctuality;	Raise standards of presentation and handwriting in key stage 2;

R3	Provide more opportunities for pupils to develop their entrepreneurial skills.	Provide more of a challenge for more able and talented pupils;
R4		Develop the role of the governing body to be critical friends.
R5		
R6		
CSC Category 2013/2014	C	C
% of pupils achieving Level 2 inc E/W & M	86.36	
% of pupils achieving CSI	78.57	
Attendance in 2012-13	91.83%	85%

* further information can be found on the website: mylocalschool.wales.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 – required sustained additional support

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



Cardiff Council Statutory Screening Tool Guidance

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

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

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

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

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

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

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

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

Statutory Screening Tool

Name of Strategy / Policy / Activity:	Date of Screening:
The provision of Welsh-medium and English-medium primary school places in and around Llandaff North.	April 2015
Service Area/Section: Education	Lead Officer: Nick Batchelar
Attendees: Self-assessment	

What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function	Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]
<p>Proposal to:</p> <ul style="list-style-type: none"> Extend the age range of Ysgol Glan Ceubal from 4-11 to 3-11 from January 2016 Permanently establish Ysgol Glan Ceubal on its existing site at 1 Form of Entry from September 2016 Consolidate Gabalfa Primary School at 1 Form of Entry with 24 full time equivalent (FTE) place nursery from September 2017 	<p>Since the implementation of changes to the catchment areas of Ysgol Pencae and Ysgol Mynydd Bychan and the establishment of a catchment area for Ysgol Glan Ceubal in September 2014 the number of pupils admitted to Reception at Ysgol Glan Ceubal has increased significantly when compared to previous intakes.</p> <p>There are presently 24 pupils enrolled in Reception class* of which 15 are resident with the Ysgol Glan Ceubal catchment area compared to 10 enrolled in Reception in January 2014. Both Ysgol Pencae and Ysgol Mynydd Bychan are fully subscribed and each has 30 pupils enrolled in Reception.</p> <p>The number of pupils admitted to Reception at Gabalfa Primary School has reduced in comparison to previous intakes. There are presently 27 pupils enrolled in Reception class* compared to 38 enrolled in Reception in January 2014.</p> <p>* (Source: EMS ONE live database, 3 December 2014).</p>

Forecast demand for each school and catchment area

As the majority of pupils likely to enrol at Ysgol Glan Ceubal would not only be from within its catchment area, but would also be resident in the catchment area of Gabalfa Primary School, it is expected that as the intakes at one school grows, the intakes at the other school would likely reduce (should the pupil population remain at similar levels). However, any increase in demand for places at Ysgol Glan Ceubal or at Gabalfa Primary School is not likely to reduce the demand for places at the other school by the equivalent number of pupils, as Ysgol Glan Ceubal serves a larger catchment area than Gabalfa Primary School.

Following a period of slow growth in demand for places at Ysgol Glan Ceubal, during which time the majority of pupils living within the local area were able to access other established schools, there was a significant increase in demand for Reception places in September 2014.

Whilst a single year of admissions data is not indicative of an established pattern, similar increases in demand have also been evident at other Welsh-medium schools including Ysgol Pen Y Pil and Ysgol Gymraeg Nant Caerau once catchment areas were implemented and permanence of school sites locations determined. Each of these schools was established as a starter class to meet excess demand in their local area, and demand for places at these schools and from within each catchment area has remained at high levels and has exceeded the number of places available.

At present, Ysgol Glan Ceubal does not have a nursery class. A number of parents resident in the area have therefore enrolled children at other schools offering nursery provision, such as Ysgol Mynydd Bychan, and wish to continue their child's education in the same school. It has also been evident at other new primary schools that the addition of nursery provision leads to an increased uptake in places.

It should be noted that, any projection data for the catchment areas of

the schools named in the preceding paragraphs is likely to be different to that which may be forecast when changes to the organisation of the schools and/ or catchment areas are implemented.

Initial analysis of city-wide data provided by the NHS for 2014 also suggests that there are fewer pupils in the cohort born in 2012/13 than in the previous year's cohort (born in 2011/12), upon which projections are based. This fall in the birth-rate is markedly different to the successive birth-rate increases of recent years. It is therefore unclear at this stage whether the previous cohort (born in 2011/12), represents the peak and a new projection trend will begin, or whether the most recent cohort (born in 2012/13) is a 'blip' and is unreflective of a continued trend.

It would therefore be prudent to proceed with the proposal outlined on page 2.

Sufficient accommodation should also be retained on a temporary basis until the larger year cohorts (those in excess of 30 per year group) at Gabalfa Primary School transfer to secondary education. This would allow demand to be monitored for both English-medium and Welsh-medium education, and to respond to any sustained changes in demand.

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

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

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

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
				✓ ✓	<p>accommodation.</p> <p>Refurbishment:</p> <ul style="list-style-type: none"> - Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation.
<ul style="list-style-type: none"> • <i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i> 	✓				<ul style="list-style-type: none"> - Provision of Safe Walking Routes to schools would encourage walking. - Limited scope for parking would encourage walking 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. - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all

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>new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to:</p> <ul style="list-style-type: none"> ○ manage transport efficiently ○ improve access by all means of travel for employees, visitors, patients and students ○ encourage sustainable transport – walking, cycling, public transport and car sharing ○ reduce car use. <p>- 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.</p> <p>A Traffic/Transport assessment is carried out as part of the planning application process.</p>
<ul style="list-style-type: none"> • <i>reducing environmental pollution (land, air, noise and water)</i> 			<p>✓</p> <p>✓</p>	<p>Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>An acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of the school. A further report shall be prepared for the proposals in line with the BB93 Acoustics for School requirements.</p>	
<ul style="list-style-type: none"> • <i>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</i> 	✓			<p>✓</p> <p>Measures that would be considered in the design of any new build scheme:</p> <ul style="list-style-type: none"> • Sustainable urban drainage system • Solar hot water • Photovoltaic • Natural Ventilation • Control of solar gains • Rainwater Harvesting • A or A+ rated materials in accordance with BRE Green Guide to Specification 	

	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	
						Cardiff Council, Waste Management are consulted on the provision of waste and recycling collection on a school site. The level of waste would be assessed and an appropriately sized bin store provided. Further consultation would be held to ascertain recyclable facilities requirements and composting on site.
	<ul style="list-style-type: none"> encouraging biodiversity 			✓	✓	<p>Ecological surveys would be undertaken as necessary and recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.</p> <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p>
1.3	<p>People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse 			✓	✓	<p>The South Wales Police's Crime Prevention Design Advisor would be consulted on the project as appropriate and the recommendations considered and incorporated where practicable.</p> <p>Concerns raised by local residents regarding littering would be a matter for the school management and the school would work with pupils to try and establish a sense of personal responsibility to minimise littering by pupils within the local area.</p>
1.4	<p>Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete 	✓			✓	<p>Investment in school buildings improves the learning environment, contributes to the delivery of the modern curriculum and should have a positive impact on the economy as it helps learners to achieve their potential.</p> <p>Consideration to be given to using local sub-contractors and suppliers. As part of any tender process, emphasis is placed on how the construction project must benefit the local economy. Examples of key Performance Indicators are as follows:</p> <ul style="list-style-type: none"> Contractors will be asked to report the % of contract value spent in the local economy. Contractors or subcontractors will be asked to provide

	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>employment opportunities to unemployed people living in Wales.</p> <ul style="list-style-type: none"> Contractors will be asked to offer work experiences, traineeships and apprenticeship opportunities to people within the local community.
1.5	<p>People in Cardiff achieve their full potential; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>promoting and improving access to life-long learning in Cardiff</i> <i>raising levels of skills and qualifications</i> <i>giving children the best start</i> <i>improving the understanding of sustainability</i> <i>addressing child poverty (financial poverty, access poverty, participation poverty)</i> <i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i> 	✓				<p>Investment in school buildings improves the learning environment, contributes to the delivery of the modern curriculum and helps learners to achieve their potential.</p> <p>Modern school facilities can provide flexible spaces for partnership working (integrated services) and use as valuable community assets (potential for efficiency savings).</p> <p>This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.</p>
1.6	<p>Cardiff is a Great Place to Live, Work and Play <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>promoting the cultural diversity of Cardiff</i> <i>encouraging participation and access for all to physical activity, leisure & culture</i> <i>play opportunities for Children and Young People</i> <i>protecting and enhancing the landscape and historic heritage of Cardiff</i> <i>promoting the City's international links</i> 			✓	✓	<p>Using the Council's online sources there are no cultural heritage receptors recorded within the site boundary of the site shared by Gabalfa Primary and Ysgol Glan Ceubal.</p> <p>Any design for a new build or adaptation to existing buildings on this site would protect but not enhance the overall landscape.</p>
1.7	<p>Cardiff is a fair, just and inclusive society. <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the elimination of discrimination, harassment or victimisation for equality groups</i> <i>has the community or stakeholders been engaged in</i> 	✓		✓		<p>See Equality Impact Assessment below.</p> <ul style="list-style-type: none"> - Statutory public consultation will be carried out - Design Equalities Advisory Group (including representatives from external groups) would be given the opportunity to comment

	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>developing the strategy/policy/activity?</i></p> <ul style="list-style-type: none"> <i>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</i> 					<ul style="list-style-type: none"> - Relevant departments in the Council would be engaged - Ecological Appraisal if required - external surveyors - Submission of new build designs to The Design Commission for Wales (DCfW) Review Panel would be considered. - South Wales Police's Crime Prevention Design Advisor would be engaged
1.8	<p>The Council delivers positive outcomes for the city and its citizens through strong partnerships</p> <p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>strengthening partnerships with business and voluntary sectors</i> <i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i> 	✓			✓	<p>Modern school facilities can provide flexible spaces for partnership working (integrated services) and use as valuable community assets (potential for efficiency savings).</p> <p>This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.</p>
	<p>EQUALITY IMPACT ASSESSMENT</p> <p>Will this Policy/Strategy/Project have a differential impact on any of the following:</p>					<p><i>Please give details/consequences of the differential impact (positive and negative), and what action(s) can you take to address any negative implications?</i></p>
	<ul style="list-style-type: none"> Age (including children and young people aged 0-25 and older people over 65 in line with the United Nations Conventions) 	✓				<p><u>3-11 year olds</u></p> <p>Proposals to invest in English-medium or Welsh-medium educational provision are put forward in response to parental choice.</p> <p>Future demand for additional English-medium and Welsh-medium places will be closely monitored and the Council will respond to any sustained changes in demand from within the area.</p> <p>Investment in school buildings improves the learning environment and contributes to the delivery of the modern curriculum.</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
	✓		✓		<p>The 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).</p> <p>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.</p> <p>Break out rooms</p> <p>By retaining and refurbishing Gabalfa Primary School's buildings, the school would have access to rooms other than classrooms to help pupils with EAL, disabilities and SEN.</p> <p>If the new build accommodation for Ysgol Glan Ceubal is a standardised design, discussion would be needed on the design approach and how it caters for pupils with disabilities, EAL needs and SEN.</p> <p style="text-align: center;">✓</p> <p>Transport and Traffic (all ages)</p> <p>Provision of parking spaces</p> <ul style="list-style-type: none"> - Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood. - Provision of parent parking places is generally not supported

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>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.</p> <ul style="list-style-type: none"> - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing 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. <p>A Transport and Traffic assessment would be carried out as part of the planning application process.</p> <p>Redeployment</p> <p>There may still be a perception that redeployment opportunities could be affected by age.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's</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	
					policies on equal opportunities.
<ul style="list-style-type: none"> Disability 	✓				<p>An equality impact assessment would be carried out at the design stage on the accessibility of any new build accommodation or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.</p> <p>The design stage would give consideration to future proofing the accommodation in terms of accessibility. For example, space could be provided to enable accessible toilets to be modified without significant structural changes being required.</p> <p>Designs would take into account the needs of the following:</p> <ul style="list-style-type: none"> - Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops. - 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:

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>By retaining and refurbishing Gabalfa Primary School's buildings, the school would have access to rooms other than classrooms to help pupils with EAL, disabilities and SEN.</p> <p>If the new build accommodation for Ysgol Glan Ceubal is a standardised design, discussion would be needed on the design approach and how it caters for pupils with learning disabilities.</p> <ul style="list-style-type: none"> - The design stage would give consideration to future proofing new build accommodation in terms of accessibility. For example, space could be provided to enable accessible toilets to be modified without significant structural changes being required. - Transport for disabled pupils would not be affected. Transport needs are assessed on an individual basis.
<ul style="list-style-type: none"> • Gender Reassignment 			✓		The privacy of changing and toilet facilities would be considered at the design stage. The assessment would refer to policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.
<ul style="list-style-type: none"> • Marriage & Civil Partnership 			✓		N/A
<ul style="list-style-type: none"> • Pregnancy & Maternity 			✓		An equality impact assessment would be carried out at the design stage on the accessibility of any new build accommodation or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
<ul style="list-style-type: none"> • Race 			✓		Consolidating the capacities of the two schools would not have a differential impact upon one particular ethnic group as the provision would be available to all.
<ul style="list-style-type: none"> • Religion/Belief 			✓		The senior management in a school are best placed to manage needs and any significant change in diversity in terms of belief.
<ul style="list-style-type: none"> • Sex 			✓		<p>Both schools would continue to admit pupils of both sexes.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed, including the application of the Council's policies on equal opportunities.</p>
<ul style="list-style-type: none"> • Sexual Orientation 			✓		<p>Fears that recruitment opportunities could be affected by sexual orientation.</p> <p>Evidence collated by the Stonewall lobby group alleges that LGB people are likely to be discriminated against in workplace recruitment.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed, including the application of the Council's policies on equal opportunities.</p>
<ul style="list-style-type: none"> • Welsh Language • Other Languages 			✓		<p>Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice.</p> <p>The proposal is to accommodate both schools in permanent and sufficient accommodation.</p> <p>A Welsh Language immersion unit would be provided for Ysgol Glan Ceubal.</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
			✓		<p>It is Cardiff Council policy to provide signage in English and Welsh but not in other languages. Therefore, additional way-finding methods would be considered for the design of the new build premises including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols. The Sign Design Guide should be used as a reference point. Information could be provided by the school in alternative formats upon request.</p> <p><u>Other Language support</u></p> <p>The proposal will not directly impact on the level of support provided as all support is dependent on the Minority Ethnic Achievement Grant which is reviewed and then renewed according to the results of the annual Needs Assessment Survey. The allocation of teachers and Bi-lingual Teacher Assistants (BTAs) is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.</p> <p>EAL support is provided in the classroom. However, there may be occasions where pupils are withdrawn from a classroom to receive an intervention.</p> <p>By retaining and refurbishing Gabalfa Primary School's buildings, the school would have access to rooms other than classrooms to help pupils with EAL.</p> <p>If the new build accommodation for Ysgol Glan Ceubal is a standardised design, discussion would be needed on the design approach and how it caters for pupils with EAL needs.</p>

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

Economic/Educational/Social

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

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).

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

By retaining and refurbishing Gabalfa Primary School's buildings, the school would have access to rooms other than classrooms to help pupils with EAL, disabilities and SEN.

If the new build accommodation for Ysgol Glan Ceubal is a standardised design, discussion could be needed on the design approach and how it caters for pupils with disabilities, EAL needs and SEN.

Secure by Design

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

Accessibility

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

Designs would take into account the needs of the following:

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

- Those with a physical impairment – e.g. level threshold doors, lifts with disabled access
- Those with learning disabilities. By retaining and refurbishing Gabalfa Primary School's buildings, the school would have access to rooms other than classrooms to help pupils with learning disabilities. If the new build accommodation for Ysgol Glan Ceubal is a standardised design, discussion would be needed on the design approach and how it caters for pupils with learning disabilities.

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

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

Environmental sustainability

Any standalone new build accommodation should achieve an overall rating of BREEAM 'Excellent' for the project

Where possible, energy efficient measures would be incorporated into the building works for any extensions or adaptations to existing accommodation.

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

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

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

Water efficiency measures would be incorporated into the building design and where feasible drainage would be improved through Sustainable urban drainage systems (SUDS).

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

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

The following assessments to be undertaken:

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

An Environmental Assessment may be required in addition to the Strategic Environmental Assessment in Part 2 below.

Part 2: Strategic Environmental Assessment Screening

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

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

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

Part 3: Habitat Regulation Assessment (HRA)

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

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

Appendix 1 – Statutory Requirements

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

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

A Sustainability Appraisal (SA) incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning project to consolidate Gabalfa Primary School at 1 Form of Entry (FE) and Ysgol Glan Ceubal at 1FE.

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

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

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

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

Proposal to:

- Extend the age range of Ysgol Glan Ceubal from 4-11 to 3-11 from January 2016
- Permanently establish Ysgol Glan Ceubal on its existing site at 1 Form of Entry from September 2016
- Consolidate Gabalfa Primary School at 1 Form of Entry with 24 full time equivalent (FTE) place nursery from September 2017

Background:

Since the implementation of changes to the catchment areas of Ysgol Pencae and Ysgol Mynydd Bychan and the establishment of a catchment area for Ysgol Glan Ceubal in September 2014 the number of pupils admitted to Reception at Ysgol Glan Ceubal has increased significantly when compared to previous intakes.

There are presently 24 pupils enrolled in Reception class* of which 15 are resident with the Ysgol Glan Ceubal catchment area compared to 10 enrolled in Reception in January 2014. Both Ysgol Pencae and Ysgol Mynydd Bychan are fully subscribed and each has 30 pupils enrolled in Reception.

The number of pupils admitted to Reception at Gabalfa Primary School has reduced in comparison to previous intakes. There are presently 27 pupils enrolled in Reception class* compared to 38 enrolled in Reception in January 2014.

* (Source: EMS ONE live database, 3 December 2014).

Forecast demand for each school and catchment area

As the majority of pupils likely to enrol at Ysgol Glan Ceubal would not only be from within its catchment area, but would also be resident in the catchment area of Gabalfa Primary School, it is expected that as the intakes at one school grows, the intakes at the other school would likely reduce (should the pupil population remain at similar levels). However, any increase in demand for places at Ysgol Glan Ceubal or at Gabalfa Primary School is not likely to reduce the demand for places at the other school by the equivalent number of pupils, as Ysgol Glan Ceubal serves a larger catchment area than Gabalfa Primary School.

Following a period of slow growth in demand for places at Ysgol Glan Ceubal, during which time the majority of pupils living within the local area were able to access other established schools, there was a significant increase in demand for Reception places in September 2014.

Whilst a single year of admissions data is not indicative of an established pattern, similar increases in demand have also been evident at other Welsh-medium schools including Ysgol Pen Y Pil and Ysgol Gymraeg Nant Caerau once catchment areas were implemented and permanence of school sites locations determined. Each of these schools was established as a starter class to meet excess demand in their local area, and demand for places at these schools and from within each catchment area has remained at high levels and has exceeded the number of places available.

At present, Ysgol Glan Ceubal does not have a nursery class. A number of parents resident in the area have therefore enrolled children at other schools offering nursery provision, such as Ysgol Mynydd Bychan, and wish to continue their child's education in the same school. It has also been evident at other new primary schools that the addition of nursery provision leads to an increased uptake in places.

It should be noted that, any projection data for the catchment areas of the schools named in the preceding paragraphs is likely to be different to that which may be forecast when changes to the organisation of the schools and/ or catchment areas are implemented.

Initial analysis of city-wide data provided by the NHS for 2014 also suggests that there are fewer pupils in the cohort born in 2012/13 than in the previous year's cohort (born in 2011/12), upon which projections are based. This fall in the birth-rate is markedly different to the successive birth-rate increases of recent years. It is therefore unclear at this stage whether the previous cohort (born in 2011/12), represents the peak and a new projection trend will begin, or whether the most recent cohort (born in 2012/13) is a 'blip' and is unreflective of a continued trend.

It would therefore be prudent to proceed with the proposal outlined on page 22.

Sufficient accommodation should also be retained on a temporary basis until the larger year cohorts (those in excess of 30 per year group) at Gabalfa Primary School transfer to secondary education. This would allow demand to be monitored for both English-medium and Welsh-medium education, and to respond to any sustained changes in demand.

Key:

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

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

SEA Objectives	Proposal: To consolidate Gabalfa Primary School at 1 Form of Entry (FE) and Ysgol Glan Ceubal at 1FE in permanent accommodation from September 2017		Do Nothing*	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
1. <i>Promote</i> a greener economy by delivering a sustainable pattern of English Medium, Welsh Medium and Faith Schools across Cardiff	✓	Achieved as this proposal would provide a better match of supply to demand. Any standalone new build accommodation should achieve an overall rating of BREEAM 'Excellent' for the project and the mandatory credits necessary for a BREEAM 'Excellent' rating for the reduction of CO2 emissions in line with section Ene 1. Extensions: Where possible, energy efficient measures would be incorporated into the building works for any extension to existing accommodation. BREEAM Very Good plus extra credits in the Energy section to Excellent level could be achieved.	x	Do nothing is not an option as projected demand for school places shows that Gabalfa Primary School needs to be consolidated at 1FE and Ysgol Glan Ceubal needs to be consolidated at 1FE in separate permanent accommodation on the shared site.
2. <i>Reduce</i> greenhouse gas emissions through: a) Energy efficient building design and disposing of poor quality surplus accommodation b) Promoting sustainable modes of transport and integrated transport systems	a)✓	a) Ysgol Glan Ceubal and Gabalfa Primary are currently rated C (poor) for sustainability and energy efficiency. if standalone new build: Any standalone new build accommodation should achieve an overall rating of BREEAM 'Excellent' for the project. - Where possible, Passivhaus design principles and methodology would be applied and adopted which result in facilitating most of the school classroom windows facing North/South orientation, limiting and optimising summer and winter sun respectively. This minimises the use of energy for heating or cooling a room. - The wall construction and key junction details would be carefully developed to achieve a highly air tight building. - Wherever possible the design would promote, specify and use locally sourced materials which have a commitment to sustainability and the environment. If extensions: Where possible, energy efficient measures would be incorporated into the building works for any extension to existing accommodation. Refurbishment: - Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation.	a)x b) x	a) Ysgol Glan Ceubal and Gabalfa Primary would remain rated C (poor) for sustainability and energy efficiency. b) If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic criss-crossing the city.

SEA Objectives	Proposal: To consolidate Gabalfa Primary School at 1 Form of Entry (FE) and Ysgol Glan Ceubal at 1FE in permanent accommodation from September 2017		Do Nothing*	
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	b) ✓	<p>-</p> <p>b) Locating additional provision central to the area it would serve should minimise use of cars or public transport and encourage walking and cycling to and from school.</p> <p>Traffic and transport implications including measures to encourage walking and cycling would be considered as part of a Transport Assessment.</p> <p>Pupils are entitled to free school transport only if they are over the statutory school starting age and under 11 (Primary aged), living over two miles from the nearest appropriate catchment school for their home address.</p>		
3. <i>Promote health and wellbeing</i> by protecting and enhancing public open space and improving access to POS	0	As the open space in and around the school are not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value. However, given the value of the open space and the nature of the proposal (the buildings are likely to be single storey) it is considered that the impact would be minimal.	0	N/A
4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	<p>a) ✓</p> <p>b) 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 buildings would be located so as to avoid any adverse impact on access to natural light for neighbouring properties.</p> <p>b) An increase in the number of children attending the schools could increase the volume of traffic in the vicinity of the schools.</p> <p>Mitigated by:</p> <ul style="list-style-type: none"> - locating additional provision central to the area it would serve. This would minimise use of cars or public transport and encourage walking and cycling to and from school. - Limited scope for parking would encourage walking to school. Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs. - Formalising the parking regime outside the schools to discourage unsafe parking and help with enforcement. - A Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. - A Travel Plan that encourages the use of public transport, walking and cycling - Giving consideration to providing a non statutory bus service based on demand 	x	If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic criss-crossing the city.
5. <i>Protect and enhance</i> biodiversity, flora and fauna	0	<p>Any potential impact on the natural environment would be taken into account at an early stage in the design process so that it can be mitigated. E.g. tree surveys are undertaken and the results are taken into account as part of the design put forward and implemented.</p> <p>Ecological surveys would be undertaken as necessary and recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.</p> <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p>	0	N/A

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	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
6. <i>Protect and enhance the landscape</i>	0	Any new build or adaptation to existing buildings on this site would protect but not enhance the overall landscape. Any potential impact on the natural environment would be taken into account at an early stage in the design process so that it can be mitigated.	0	N/A
7. <i>Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems</i>	0/?	Stand alone new build accommodation: Water efficiency measures would be incorporated into the building design and where feasible drainage would be improved through Sustainable urban drainage systems (SUDS). Extensions: Water efficient measures may be possible to a lesser or greater extent depending on the compatibility of existing buildings.	0	N/A
8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i>	✓	All new build accommodation must be DDA accessible. If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to ensure the accessibility of any new build or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines. In addition to the nursery places to be provided as part of this proposal, engagement with the local community would be promoted by allowing the public to use facilities after school hours i.e. evening classes.	0	N/A
9. <i>Protect and enhance designated historic assets</i>	0	There are no registered historic assets within the site boundary of Ysgol Glan Ceubal and Gabalfa Primary schools.	0	N/A

Conclusion

The proposal has been assessed to be largely compatible with the environmental objectives used to assess the goal and principles of the “21st Century Schools: A Strategic Framework for A School Building Improvement Programme”. The proposal should have a positive impact on the environment. The aim of this proposal is to better match supply to demand. If demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic criss-crossing the city. Ysgol Glan Ceubal and Gabalfa Primary are currently rated C (poor) for sustainability and energy efficiency. Any standalone new build accommodation should achieve BREEAM Excellent. Implementing the proposal would remove existing accommodation that is less energy efficient.

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