

**CABINET MEETING: 21 MARCH 2016**

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

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

**AGENDA ITEM: 6**

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**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:
  - Increase the capacity of Ysgol Glan Morfa, Moorland Road, Cardiff, CF24 2LJ, from 210 places to 420 places with up to 80 part-time nursery places serving the age range 3-11 from September 2017.
  - To transfer the enlarged Ysgol Glan Morfa to a new build 420 place primary school on a new site at land at the Maltings from September 2017.
  - Increase the capacity of Moorland Primary School, Moorland Road, Cardiff, CF24 2LJ, from 382 places to 630 places with up to 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.

**Background**

2. At its meeting on 10 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 notice detailed in paragraph 1. Copy of the 10 December Cabinet Report School Organisation Proposals: The Provision of English-medium and Welsh-medium Primary School Places in the Adamsdown and Splott Wards can be found at Appendix 1.
3. Copies of the consultation document and the statutory notice can be found at Appendix 2.

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.

## **Issues**

5. Three objections to the statutory notice were received.
6. The new School Organisation Code came into force in October 2013. Following this the Council's 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).
7. In accordance with this the Cabinet must decide whether to approve, reject or approve with modifications, the proposals. The Council must not approach the decision with a closed mind and any objections must be conscientiously considered.

## **Objections Received**

8. Three objections were received in response to the statutory notice.
9. The first objection was raised by a parent of a pupil at Moorland Primary School who expressed the view that Moorland Primary School is already overcrowded with some children eating lunch in the classroom everyday because there is no room in the dinner hall. The objection also expressed concern over the potential for increased traffic and parking issues at the school.
10. The second objection was from a resident who expressed the view that that as a map showing the proposed location of the site for a new build Ysgol Glan Morfa was not provided with the statutory notice this meant that people did not pay much attention to the papers. Also there is "*precious little grassy rural green areas in Splott for the public to enjoy*" and could the school not function within its existing facilities.
11. The third objection was received from the Governing Body of Moorland Primary School. Whilst the Governing Body understand the need for increased capacity in the area and are keen to work the Council to find a solution they did not feel able to support the proposals in their existing format.
12. The objection from the Governing Body included the following points shown in italics below:
  - *There were concerns around traffic safety at both school entrances, in particular inconsiderate parking at school pick up times;*

- *There were concerns expressed about the adequacy of the size and the condition of accommodate in the Ysgol Glan Morfa buildings;*
- *There were concerns expressed in relation to the high levels of social need in the area and the schools capacity to support vulnerable pupils and their families appropriately if the size of the school increased to 3FE as proposed;*
- *It was suggested that consideration be given to a split site and that Moorland's senior staff and governors would be directly responsible for the running of the school and the quality of the learning provision.*

## **Council's response to the objections**

### **School Accommodation**

13. The head teacher of Moorland Primary School has confirmed that pupils in years 5 and 6 who bring packed lunches are currently eating these in their classrooms as the school cannot accommodate all pupils in the lunch hall within the 40 minute time slot that the school operates for lunch time.
14. Under this proposal, Moorland Primary School would take over the vacated Ysgol Glan Morfa buildings (which are on the same site) when Ysgol Glan Morfa transfers to a new site at the Maltings from September 2017. This would enable Moorland Primary School to re-configure their current lunch time arrangements.
15. The development appraisals undertaken to date demonstrate a sufficiency of facilities to accommodate the increased number of children on the site utilising a combination of the Moorland and Glan Morfa buildings. Some alterations are required.

### **Traffic and Transport**

16. The number of pupils accessing the Moorland site is not planned to exceed the number presently accessing the combined Moorland – Glan Morfa site. The school is also expected to serve a smaller catchment area than the existing catchment area of Ysgol Glan Morfa and it would therefore be reasonable to expect that similar numbers of, or fewer pupils would travel to school by car.
17. There are existing parking restrictions outside each pedestrian access point to the Moorland Primary site. The Council is currently delivering the Welsh Government funded Splott Safe Routes in the Community project. This is a two year project aimed at improving the walking and cycling access to the schools within the Splott area of Cardiff.
18. Specific improvements are being made to the walking and cycling routes to the Moorland Primary site as follows:
  - a. New tabled zebra crossing on Singleton Road

- b. Improvements to the zebra crossing on Walker Road near the junction with Singleton Road
  - c. New tabled crossing facility on Moorland Road near Hinton Street
  - d. Improvements to the existing zebra crossing on South Park Road near Moorland Road
  - e. New shared use path on South Park Road to improve access to the Star Hub area.
19. The Council would work with the Governing Body of Moorland Primary School to develop a Travel Plan to minimise any potential disruption. Traffic and transport implications would be considered as part of the Transport Assessment that would be required in order to achieve planning consent for any building works.
20. Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided, any community facilities on site and the catchment area of a school. A Travel Plan is a policy and action plan to:
- manage transport efficiently
  - improve access by all means of travel for employees, visitors, parents and students
  - encourage sustainable transport – walking, cycling, public transport and car sharing
  - reduce car use.
21. Cardiff's transport network is under pressure and experiences congestion from commuters driving into the city and people making short local trips by car. The City of Cardiff Council's policy is to encourage and promote the increased use of sustainable travel modes and to promote independent travel to school wherever possible.
22. 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.

### **The Maltings site**

23. The statutory notice was put up at the proposed site and in the local area and advised that Indicative layouts showing maps of the school sites/the Maltings site and how the sites would look can be viewed on line at [www.cardiff.gov.uk](http://www.cardiff.gov.uk). If selected for the purpose of building an education facility the Maltings site would need to be appropriated to reflect the change of use.
24. The use of part of the Maltings site for a new Ysgol Glan Morfa building would result in the reduction in the size of the current amenity area

available. Those wishing to exercise their dogs, take children to the play facilities and use the area for informal recreation could continue to do so.

25. In the event the proposal proceeds to implementation and is constructed on the current amenity space off Lewis Road, it is suggested this could be compensated by the provision of additional amenity space at the rear of the site along with investment in the facilities to mitigate any loss/disruption. This would mean there is no net loss of land and the facilities would be repositioned to provide a commensurate offer to the community. This would also include provision of a shared pitch as part of a community focussed school within the school grounds that would be available to the community for use outside normal school opening hours.
26. Any scheme progressed would therefore be subject to planning permission and appropriation of part this amenity area of Public Open Space, taking into account the existing open space available within the ward in open space, and any objections considered.
27. The proposal to establish a school at the Maltings site responds to need for additional Welsh-medium primary school places to serve the area. Expansion of Ysgol Glan Morfa on its existing site is not an option.

### **Size of School**

28. Moorland Primary School is well located to meet demand for English-medium places and it is not anticipated that standards at the school would be impacted upon were the school to expand to 3FE.
29. Whilst the concerns of the Governing Body and the respective needs of the local community in which Moorland operates are acknowledged there are many 3FE and larger primary schools with similar levels of FSM and/or EAL learners that are demonstrating the capacity to provide education that is deemed 'Good' and 'Outstanding' by the relevant independent inspectorate body (Estyn in Wales, Ofsted in England), a sample of examples are attached at Appendix 4.
30. Given the strengths identified at Moorland Primary School and the demonstrated understanding of the local factors impacting on children's learning and the schools demonstrated ability to respond to these effectively, it is anticipated that Moorland Primary School's very good standards would continue. Appropriate support would be put in place in the event the school expands to take the larger intakes, and it is acknowledged that this would include an increase in the Leadership capacity at the school.

### **Third form of entry off site**

31. As set out in the 10 December 2015 Cabinet report, the primary aim of the English-medium aspect of these proposals is to increase the number of places available in the locality. Where an existing school is suitably located and has scope to increase within the available budget as in this

case, the Council would not support the retention of the existing accommodation and the establishment of a new build school elsewhere.

32. In clarifying the response from the Moorlands Chair of Governors the practicality of delivering a third form of entry off site is now not considered viable by the Governing Body and they no longer advocate this approach.

### **Moorland Governing Body**

33. Officers sought clarification of the concerns of the Governing Body regarding the suitability of the Glan Morfa site for expansion of English medium provision. In discussion and subsequent correspondence the Chair of Governors and Head Teacher indicated a modified adaptation of the site would address their concerns. This includes the upgrading of the existing nursery building to provide an enhanced provision and three additional classrooms for the Reception children. This approach along with resolution of some condition issues has addressed the concerns of the Chair of Governors and Head Teacher.

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

34. 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**

35. 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.
36. 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.
37. 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.
38. 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.
39. 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**

40. 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).
41. The relevant Estyn Inspection reports provide grades against Key Questions and provide school with recommendations for improvement.
42. 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 no important shortcomings  
 Grade 3 good features outweigh shortcomings  
 Grade 4 some good features, but shortcomings in important areas  
 Grade 5 many important shortcomings
43. In September 2010 a new 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**

44. In January 2015 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.

45. The categorisation system is described below:

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

46. 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 one being the highest grouping for standards and A being the highest for improvement capacity.

### **Moorland Primary School**

47. Moorland Primary School was last inspected in September 2012. The school's performance was judged to be good with prospects for improvement judged to be good.

48. The Welsh Government has categorised the school as Green.

### **Ysgol Glan Morfa**

49. Ysgol Glan Morfa was last inspected in January 2009. It was described by inspectors as a caring school with many very positive qualities. The LA 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. The school was awarded the following grades:

<b>Key Questions</b>	<b>Grade</b>
How well do learners achieve?	2
How effective are teaching, training and assessment?	2
How well do the learning experiences meet the needs and interest of learners and wider community?	2
How well are learners cared for, guided and supported?	1
How effective are leadership and strategic management?	2
How well do learners and managers evaluate and improve quality and standards?	3
How efficient	2

50. The Welsh Government has categorised the school as Amber.

51. Further information regarding quality and standards at Moorland Primary School and Ysgol Glan Morfa can be seen at Appendix 4.



## **Standards**

52. 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 21<sup>st</sup> 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 21<sup>st</sup> Century School Standard.
53. 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.
54. It is no 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.

## **Provision**

55. The number of pupils entering Reception has increased and the expansion of existing schools seeks to provide sufficient English-medium and Welsh-medium community primary school places to serve the local area.
56. 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**

57. 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.
58. 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.
59. 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**

60. Population data supplied by the NHS indicates that the number of pupils resident in the Willows High School catchment area entering Reception in future years in the area will be at higher levels than at present.
61. There has been a period of sustained growth in the number of pupils taking up English-medium community school Reception places in the Willows High School catchment area. This numerical growth in take-up has been broadly proportionate to the growth in population, the proportionate demand fluctuating between 57% and 63% in the period January 2007 to January 2013.
62. The proportion of Reception age pupils enrolled in Welsh-medium education in the Adamsdown and Splott area fluctuated in the period January 2007 to January 2011 but has since grown to 11.4% in January 2012, and fallen back to 10.4% in January 2013. However, the recent trend established indicates an increase in demand of approximately 4.5% per year.
63. There has been a period of sustained growth in the take up of Faith school Reception places in the Willows High School catchment area. However, as the population has grown at a faster rate the proportion of pupils taking up Reception places in Faith schools has fallen from 33% in January 2007 to 28% in January 2013.
64. As there are no proposals to expand Faith school provision, projected demand for English-medium and Faith school places therefore take account of the projected uplift in demand for Welsh-medium places and are reduced accordingly.
65. Forecasts have therefore been prepared based on:
  - Likely demand if take up patterns were to remain consistent with the most recent years applying these trends to the relevant populations coming through in future years;
  - Known populations along with a potential 4.5% annual uplift in Welsh-medium demand by comparison with recent take up patterns between 2011 – 2013;
  - Demand for Faith school places in excess of the places available added to the demand for English-medium community school places.

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

66. The work undertaken to establish the likely demand across the area shows that there will be an overall projected shortfall of approximately 68 Reception places serving the Adamsdown and Splott areas based on existing housing.
67. When compared to the existing supply of places at Reception age, projections for September 2015 and 2016 indicate:

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

68. The addition of 1FE English-medium and 1FE Welsh-medium community school places combined with the previous expansion of Adamsdown Primary School will meet the projected shortfall.

69. Additional information regarding can be seen in the consultation document at Appendix 2.

### **Resourcing of education**

70. 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?**

71. 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 an approved provider that has to demonstrate is able to meet with relevant quality.

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

73. 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.

74. In the event the proposal is implemented accommodation would need to be of sufficient size to provide for the increased numbers and the appropriate investment made to realise the appropriate space in

accordance with the numbers of places offered. As these are potentially expansion of existing nursery units the outdoor area would also be taken into account to ensure the area is able to offer a range of activities relevant to the delivery of the Foundation Phase to this age group.

### **Cylch Meithrin Glan Morfa**

75. There are currently 32 school (maintained) morning nursery places available at Ysgol Glan Morfa. Additionally a cylch meithrin (Cylch Meithrin Glan Morfa) operates from the school offering non maintained nursery places, Flying Start childcare and wrap round care in the nursery facility during the afternoon. Under these proposals the number of nursery places at Ysgol Glan Morfa is proposed to be increased. Cylch Meithrin Glan Morfa have written to express their delight at the expansion of Welsh-medium provision in the area, the proposal for a larger school and their wish to continue the association with the school in the future. It is expected that the facilities could be developed in a way that would mean the potential for the Cylch to continue to operate within the school could be retained.

### **Local Member consultation**

76. Local ward members have been consulted as part of these proposals. They have indicated their full support for a school at this location and have expressed that this would represent a positive investment in the area, contribute to regeneration and provide an improved range of facilities for the local community.

### **Reason for Recommendations**

77. To address the shortfall of English-medium and Welsh-medium primary school places in and around the Adamsdown and Splott wards.

### **Admission Arrangements including catchment areas**

78. Should the proposals be implemented, permanent expansion of both the English-medium and Welsh-medium provision would commence from September 2017. The Published Admission Number of 60 at Moorland Primary School would increase to 90, and at The Published Admission Number at Ysgol Glan Morfa would increase from 30 to 60, from September 2017.
79. Should the proposed expansion of Moorland Primary School proceed, then it would be necessary to review catchment area arrangements in Adamsdown and Splott to better match the supply of places to local demand.
80. The establishment of each individual school catchment area requires the Council to undertake a formal consultation. The Council, in its role as admission authority, consults with schools annually in respect of school admission arrangements, including school catchment areas. School

admission arrangements have been set until the end of the 2016-17 school year.

81. It is expected that, following further analysis of the take-up of Reception places in 2015 and 2016, any proposed changes to primary school catchment areas would be consulted on in early 2017 or 2018 and the arrangements would then be implemented in September 2018 or 2019.

### **Financial Implications**

82. The realigned 21<sup>st</sup> 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 a budget of £6.86 million for a project to deliver increased Primary School and Nursery Provision in the Adamsdown and Splott Wards.
83. At this stage this project has SOC / OBC stage business case approval from WG as one element of a wider business case which includes other primary school SOP projects in the city. Further work is required to progress the proposals through to FBC stage and therefore any expenditure undertaken to progress these proposals prior to FBC approval from WG will be undertaken by the Local Authority at the risk of not achieving FBC approval and therefore being unable to access the anticipated 50% WG funding contribution to the project costs.
84. The in-principle approved project budget currently allocated to this scheme is unlikely to be sufficient to deliver the full scope of the proposed project. However an application is being made to WG to transfer additional resources from other projects within the 21<sup>st</sup> Century Schools Programme which are either anticipating an underspend against project budget or whose in-principle project budget appears to be more than sufficient to deliver their respective proposals. This transfer of resources will not increase the overall financial envelope for the 21<sup>st</sup> Century Schools programme or the Council's anticipated overall funding requirement.
85. The report references a requirement to compensate or mitigate for the loss of public open space which would occur by the proposed transfer of Ysgol Glan Morfa to the Maltings. This will have an additional impact on the project budget and also needs to be quantified. Initial estimates of the likely impact have been requested from the Authority's Parks department but require discussion to establish the exact requirements and their likely financial impact on the project budget.
86. The revenue implications for the impacted Schools' delegated budgets of the proposed additional pupil numbers should be covered by increased formula funding which would be received in recognition of the increased number of pupils.

## Legal Implications

87. Any proposal to establish a new community school or to make a regulated alteration to a community school fall to be considered as a regulated alteration to a school under Sections 41 and 43 of the School Standards and Organisation (Wales) Act 2013.
88. Section 48 of the 2013 Act requires that any proposal in respect of a regulated alteration regulated alteration must first be consulted upon and then a formal notice published in accordance with the Schools Organisation Code for the time being.
89. Those steps have taken place and a formal 28 day notice period was allowed for objections.
90. 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.
91. 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.
92. 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
93. The Council also has to consider whether the proposals will improve access for disabled pupils in accordance with the Equality Act 2010.
94. 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.
95. The Cabinet must make a final determination of the proposals within 16 weeks of the end of the objection period.

96. The Council has power to appropriate land to a different statutory purpose if it is no longer needed for its present purpose pursuant to section 122 of the Local Government Act 1972. In the case of open space land, the Council is required to publicly advertise the proposed appropriation and to conscientiously consider any responses to the advertisement.

### **HR Implications**

97. HR People Services will work with the Governing Body's of Ysgol Glan Morfa and Moorland Primary Schools in readiness for their respective expansions to 2FE and 3 FE. The Governing Bodies during this time will be encouraged in line with the SOP HR Framework to undertake a review of their staffing structure to ensure that they are sufficient for expansion as the numbers on roll increase.
98. HR People Services will also provide support regarding planning for the additional recruitment and as both schools have adopted the Council's Redeployment and Redundancy Policy any new vacancies arising as a consequence of an increase in numbers on the role will provide opportunities for staff on the school redeployment register.

### **Equality Impact Assessment**

99. An Equality Impact Assessment on the proposed option has been carried out. 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 as assessment on the design for any new build accommodation. (Details of the Equality Impact Assessment can be seen at Appendix 5)

### **Sustainability Assessment**

100. 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 the SEA of Cardiff's 21<sup>st</sup> 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. (Details of the Sustainability Assessment can be seen at Appendix 5).

### **Transport Matters**

101. 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.

## **Moorland site**

102. It is expected that the enlarged Moorland Primary School would serve broadly the same area and same number of pupils as the two school presently sharing the site, Moorland Primary School and Ysgol Glan Morfa.
103. There are existing parking restrictions outside each pedestrian access point to the Moorland Primary site. The Council is currently delivering the Welsh Government funded Splott Safe Routes in the Community project. This is a two year project aimed at improving the walking and cycling access to the schools within the Splott area of Cardiff. Specific improvements are therefore already in the process of being made to upgrade the walking and cycling routes to the Moorland Primary site as follows:
- a. New tabled zebra crossing on Singleton Road
  - b. Improvements to the zebra crossing on Walker Road near the junction with Singleton Road
  - c. New tabled crossing facility on Moorland Road near Hinton Street
  - d. Improvements to the existing zebra crossing on South Park Road near Moorland Road
  - e. New shared use path on South Park Road to improve access to the Star Hub area.

## **Ysgol Glan Morfa at the Maltings**

104. The speed limit is currently 30mph on Lewis Road appropriate to the layout and use of the surrounding streets and vehicular use/access requirements in the area. Lewis Road provides access to a number of Industrial Units and commercial business premises.. Currently, there are no parking restrictions in the vicinity of the proposed school site.
105. An initial assessment suggests that a School Safety Zone will be required on Lewis Road, which will include traffic calming to reduce the traffic speeds to around 20mph and a tabled zebra crossing to provide pedestrian access to the school. In addition, improvements may be required to the pedestrian crossing facilities on East Tyndall Street which would be provided as required as part of the school siting at the site.
106. No fee-paying school transport would be provided to Moorland Primary School or Ysgol Glan Morfa as all pupils living within each catchment area live within two miles walking distance of each school. Discussions will be held with the Commercial bus operators in the area to review commercial services.
107. All addresses within the catchment areas of Moorland Primary School or Ysgol Glan Morfa are within 2 miles of the each 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.

108. The increased capacity of Moorland Primary School will reduce the requirement for the Council to provide free transport to pupils who move into the Butetown, Adamsdown, Tremorfa and Roath areas during an academic year. There is currently very limited space in the local schools and the Council is faced with transporting some pupils to schools who have spare capacity where these are more than two miles walking distance from the areas. This increased capacity will phase out this transport requirement.
109. Cardiff Council School Transport section would be able to provide families with advice on safe walking routes to school based on individual home addresses.
110. Under this proposal there are no plans to change the Council's policy on the transport of children to and from schools. Any pupils affected by these proposals will be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy for school children can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).
111. In addition to the above, traffic and transport implications will be considered as part of the Transport Assessment that would be prepared as part of the detailed design of the school site and appropriate access requirements should these proposals proceed to implementation.

### **Community Impact**

112. 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. This would include the education site functioning as a community focussed school with a view to making the facilities accessible to the community thereby providing a greater offer to the residents in the local area to include access to the multi-use games area and any pitch provision.

### **Welsh Language Impact**

113. 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 primary school 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 a summary of the statutory objections and the Authority's response to those objections (referred to as the "Objection Report") within 7 days of the determination of the proposal;
4. authorise officers to publish the decision within 7 days of determination of the proposal.
5. 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, Interim Monitoring Officer and the Cabinet Members for Corporate Services & Performance and Education.

**Nick Batchelar**

Director

15 March 2016

*The following appendices are attached:*

- |             |  |
|-------------|--|
| Appendix 1- | Cabinet Report of 10 December 2015, School Organisation Proposals: The Provision of English-medium and Welsh-medium Primary School Places in the Adamsdown and Splott Wards. |
| Appendix 2- | Consultation Document October/November 15 and Statutory Notice   |
| Appendix 3- | Sample of large UK primary schools in the UK   |
| Appendix 4- | Summary of Estyn findings for Moorland Primary School and Ysgol Glan Morfa   |
| Appendix 5- | Statutory Screening Tool including Equality Impact Assessment and Strategic Environmental Assessment   |

**CITY OF CARDIFF COUNCIL  
CYNGOR DINAS CAERDYDD**



**CABINET MEETING: 10 DECEMBER 2015**

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

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

**AGENDA ITEM: 7**

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

**Reason for this Report**

1. This report is to inform the Cabinet of the responses received following consultation regarding the provision of English-medium and Welsh-medium primary school provision in the Adamsdown and Splott Wards.

**Background**

2. At its meeting on 28 May 2015 the Cabinet authorised officers to hold a public consultation on proposals to:
  - Provide 30 additional English-medium primary school places per year group.
  - Provide 30 additional Welsh-medium primary school places per year group.
  - Provide additional English-medium part-time nursery places.
  - Provide additional Welsh-medium part-time nursery places.
3. Four potential delivery options were identified:

**Option 1**

- A new \*'standardised build' 2FE Baden Powell Primary School with nursery on the Willows High School site serving the age range 3 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the

enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.

- Increase the capacity of Moorland Primary School from 2FE to 3FE with up to 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
- Tremorfa Nursery School to remain at its current capacity on its existing site.

#### Option 1a

- A new 'standardised build' 2FE Baden Powell Primary School on the Willows High School site serving the age range 4 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
- A new build Tremorfa Nursery School on the Willows High School site providing up to 176 part-time nursery places serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Willows High School site. The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly.
- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with up to 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.

#### Option 2

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new '\*standardised build' 2FE primary school on a new site at the Maltings from September 2017.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with up to 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
- Baden Powell Primary School to remain at its current capacity on its existing site.
- \*\*Tremorfa Nursery School to remain at its current capacity on its existing site.

## Option 2a

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new \*'standardised build' 2FE primary school on a new site at the Maltings from September 2017.
  - Increase the capacity of Moorland Primary School from 2FE to 3FE with up to 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
  - The age range of Baden Powell Primary School to be reduced from 3 -11 to 4 -11 from September 2017.
  - A new build \*\*Tremorfa Nursery School providing up to 176 part-time nursery places on the Baden Powell Primary School site serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Baden Powell Primary School site. The nursery would remain as a separate establishment with separate staff, management and governing body and be funded accordingly.
4. \* A 'standardised design' refers to a pre-determined 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 pre-determined design and supply chain and also do not have to set aside 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.

## Issues

5. The consultation ran from 12 October to 23 November 2015.
6. Parents and others in the local community, together with staff and Governors of the affected schools were invited to respond to the consultation.
7. The consultation process involved:
- Distribution of a Consultation Document outlining background, rationale and implications. This document has been distributed to parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders (a copy of the consultation document can be seen at Appendix 1);
  - Meetings with Staff and Governors of the schools affected and a public meeting at which the proposal was explained and questions answered;
  - Five public drop in sessions where officers were available to answer questions;
  - Workshop sessions with pupils at the schools affected to provide an opportunity for pupils to ask questions, learn more about the proposal

and give their views. Details of the pupils meetings are attached at Appendix 2.

- A consultation response slip for return by post or e-mail, attached to the consultation document;
  - An online response form at [www.cardiff.gov.uk/21st](http://www.cardiff.gov.uk/21st) Century Schools
8. The views expressed at Council organised meetings and on paper or electronically through the appropriate channels, have been recorded.

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

*(Responses received are summarised below in italicised text)*

9. In total 246 responses were received (26 online responses and 220 paper/e-mail responses).
10. The majority view expressed during the consultation at meetings and in written correspondence was one of support for the proposed provision of additional English-medium and Welsh-medium primary school places within the Adamsdown and Splott Wards.
11. As part of the consultation, respondees were asked to rank the options in order of preference, with 1 being the most preferred option and 4 being the least preferred options.
12. The results from those who ranked the options were compiled using the following methodology:
13. A weighted scoring system was adopted such that the first choice was awarded 4 points progressing sequentially down to the fourth choice being awarded one point.
14. The total points were then aggregated for each option and these represented as shown below.

<b>Option</b>	<b>Points</b>	<b>% of total</b>
Option 1	85	5.44%
Option 1a	50	3.2%
Option 2	863	55.21%
Option 2a	565	36.15%

15. Where all preference choices were not indicated, points were only awarded to those selected. Hence, following the same criteria, first choice would have been awarded 4 points; 2<sup>nd</sup>, 3 points ; unselected, 0 points etc.

### **Estyn Response**

16. A response from Estyn included the following points (for the full response, please see Appendix 3)
17. The proposal focuses on meeting the projected increased demand for extra English and Welsh-medium places in the Adamsdown and Splott

Wards. The proposer has demonstrated clearly the proposals should meet the forecast demand for extra places in both English and Welsh-medium schools.

18. The proposals are likely to at least maintain the current standards of education and provision in the area.
19. The Council acknowledged the views expressed.

### **Other Formal Responses**

20. Summaries of the formal written responses from the Governing Body of Baden Powell Primary School, the Governing Body of Moorland Primary School, the Governing Body and Foundation Phase staff of Ysgol Glan Morfa and the Governing Body of Tremorfa Nursery included the following points (for the full responses please see Appendix 4):

### **Baden Powell Governing Body**

21. A response from the Governing Body of Baden Powell Primary School included the following points:
22. *The Governors support the proposal to increase English-medium and Welsh-medium primary school provision and advocate Option 2, as it provides increased pupil numbers within the catchment area, excellent access to schools for parents and high levels of personal safety for stakeholders using the local roads whilst maintaining high quality nursery provision at Baden Powell Primary School.*
23. *The current location of Baden Powell Primary School is very central and provides excellent access to all families and services within the catchment. Relocating to the Willows High School site would put the school on the edge of the catchment area which would have a negative impact upon pupil attendance.*
24. *In the past Baden Powell Primary School has had to significantly reorganise the school day and times due to an increasing number of incidents relating to the difficult behaviour and actions of Willows High School pupils on the Baden Powell Primary School playground at the beginning and end of the day. A shared site would result in increased behaviour management issues for both schools.*
25. *The governing body fully support the idea and principles behind upgrading school buildings. However, the Donaldson Report clearly states that Welsh education will move towards a Foundation Phase style and include a large element of education outside the classroom. There is concern that this requirement won't be satisfied by the proposed new buildings. The combination of low staff ratios and no free flow to outside areas for pupils located in classrooms above the ground floor will result in those children not receiving their entitlement to outdoor education. If the proposals do go ahead we would strongly request, if space allows, that a single storey school building is built as that future proofs it against the curriculum changes.*

26. *Whilst fully appreciating the requirements to increase nursery provision within the catchment area and fully supporting the benefits from increased nursery access and the impact that provision has on the pupils' immediate and long term outcomes, the governing body believe that the quality of the nursery provision and the impact 3-11 schools have within future years can only be fully achieved by the full integration of the nursery into the life of the primary school and vice versa and not as add on provision to the school site. A relocation of Tremorfa Nursery School to the Baden Powell Primary School site will only bring the difficulties associated with a shared site without the positive impact upon standards, outcomes and school progress that a joint nursery and primary school would achieve.*
27. *There is concern at the suggestion in the consultation that standards at Baden Powell Primary School's nursery may not be of a comparable standard to those at other nurseries. The Governors feel that using the Estyn inspection reports, which are based upon historical findings, up to 5 years old, whilst comparing a nursery inspection to a full primary school inspection may lead to an inaccurate conclusion.*
28. *An recent analysis of the Reception pupils' Foundation Phase Profile outcomes indicates that pupils who have experienced a school based nursery provision achieve higher outcomes and have a much better start to their school based education than pupils that have received a non-school based nursery provision.*

### **Appraisal of views expressed**

29. The Council welcomes the support of the Governing Body for the proposal to increase the number of primary places and acknowledges the school's preference for Option 2.
30. The Council acknowledges the concerns raised by the Governing Body however officers would work with the school to address any issues arising out of the proposal.
31. The Council would work with the Governing Bodies of schools to develop a Travel Plan to minimise any potential disruption. Traffic and transport implications would be considered as part of the Transport Assessment that would be required in order to achieve planning consent for any building works.
32. Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided, any community facilities on site and the catchment area of a school.

A Travel Plan is a policy and action plan to:



- manage transport efficiently
  - improve access by all means of travel for employees, visitors, parents and students
  - encourage sustainable transport – walking, cycling, public transport and car sharing
  - reduce car use.
33. Cardiff's transport network is under pressure and experiences congestion from commuters driving into the city and people making short local trips by car. Traffic associated with the school run adds to congestion. The City of Cardiff Council's policy is to encourage and promote the increased use of sustainable travel models and to promote independent travel to school wherever possible.
34. 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.
35. Information related to quality and standards in the consultation document was in accordance with Welsh Government requirements and was not intended to reflect negatively on standards at any of the schools subject to the proposals. It is recognised that the Estyn reports were undertaken at different dates and therefore may not reflect the current position however it is a requirement of the Welsh Government School Organisation Code that this information is included in consultation documents.

### **Tremorfa Nursery School**

36. Responses from the Governing Body and Staff of Tremorfa Nursery School included the following points:
37. *The Governors and staff of Tremorfa Nursery support Option 2. This is the least disruptive option for the families and members of the community who access the building and would save the Local Authority money that would have been spent on a new building.*
38. *In relation to the Welsh Assembly Government (WAG) poverty agenda and the 'Rewriting the Future' document, the nursery is meeting many WAG aims at our current setting where there is a Community Room which is in constant use. In a new building with the strong likelihood of shared facilities the community groups that are run in the nursery cannot be guaranteed to continue and would likely need to reduce.*
39. *There is an established Forest School area on the current site. It is unlikely that any of the proposed options put forward would enable the school to replicate the existing outdoor provision which is an integral part of the learning experience of the pupils.*

40. *The nursery school has been recognised by the Central South Consortium as having excellent provision and have recently become a Foundation Phase Alliance school providing training to many other practitioners across the region. With such large grounds Tremorfa Nursery is able to demonstrate excellent outdoor provision and a variety of outdoor learning experiences. Outdoor space as part of a new build would not be the same as the existing space and the nursery would be limited in its ability to demonstrate to other practitioners.*
41. *One of the four purposes of the New Curriculum for Wales is around 'healthy and confident individuals'. In the current grounds children have space to run, climb, dance and cycle, which would not be the case in smaller grounds.*
42. *Currently the transition between all local primary schools is well established and working well. Children from the nursery go on to attend all the local primary schools including Welsh, faith and non-faith based. Transition between some local schools will be difficult should the nursery be re-located.*
43. *The nursery currently offers wrap around care in the afternoons. If it were to re-locate, any new building would not include additional facilities for wrap around care.*

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

44. The Council welcomes the support of the Governing Body and Staff for the proposal to increase the number of primary places and acknowledges the school's preference for Option 2.
45. The Council acknowledges points raised regarding the quality of the provision at the Nursery School and the contribution the existing facilities make towards this.
46. Any new accommodation would be able to facilitate commensurate wrap round care places as that offered currently.

#### **Ysgol Glan Morfa**

47. Responses from the Governing Body and Staff of Ysgol Glan Morfa included the following points:
48. *The Governors and staff of Ysgol Glan Morfa support the underlying decisions to develop an additional 1FE capacity in both English and Welsh medium education and support the logic of allowing Moorland Primary School to reclaim the buildings currently occupied by Ysgol Glan Morfa. They support Option 2. The Chair of Governors believes a new-build school on the Maltings site would provide the best setting for Ysgol Glan Morfa to grow and prosper.*
49. *A new building would allow people to identify with the school and understand that Splott has a Welsh school.*

50. *The governing body feel that the Maltings location, on the fringe of an industrial area, could serve to build strong school-business links.*
51. *Developing a new school at the Maltings would add to the identity of the emerging residential community on the fringe of the Splott, Tremorfa, Adamsdown and Roath (STAR) area. A new school at the Maltings site has the potential to add community benefits to the area. A new school on the Willows site would not add greatly to the community facilities already available on that site.*
52. *As a Welsh Medium school, Ysgol Glan Morfa draws on a larger catchment area than Baden Powell. As a consequence it is likely to have a greater proportion of children travelling by car to and from school. This would be easier to cope with at a new build, rather than the existing Baden Powell site, which can already be extremely busy at drop off and pick up times.*
53. *Option 2 would minimise disruption, as only one school would need to relocate, rather than two.*
54. *Irrespective of which option is chosen, money will need to be spent on the Baden Powell site. There is concern that the current budget and plans do not reflect this adequately.*
55. *Moving to the Maltings would be an opportunity for Ysgol Glan Morfa to grow and prosper in its second decade. It would give the school a clear and distinct identity, minimise disruption at other schools in the area and offer community benefits to the Maltings area. Option 2 would also be a better option in terms of school transport, and would send a powerful signal of the Council's support for Welsh medium schooling.*
56. *The Foundation Phase staff expressed excitement at the prospect of widening the opportunity for the community to embrace the Welsh language and culture. They would welcome the opportunity to have more teacher knowledge and expertise which will enable the children to enjoy even more extra-curricular activities.*

### **Appraisal of views expressed**

57. The Council welcomes the support of the Governing Body and Staff for the proposal to increase the number of primary places and acknowledges the school's preference for Option 2.
58. As set out at paragraph 30 the Council would work with the Governing Bodies of schools to develop a Travel Plan to minimise any potential disruption. Traffic and transport implications would be considered as part of the Transport Assessment that would be required in order to achieve planning consent for any building works.
59. The Council acknowledges that there are condition issues at Baden Powell Primary School. It is the intention to work with the School to address these as part of the Asset Management Programme.

## **Moorland Primary School**

60. Responses from the Governing Body and Headteacher of Moorland Primary School included the following points:
61. *The Governors and Headteacher of Moorland Primary School expressed concerns about the substantial increase in pupil population at the school. The ethos and success of the school is based on a close knit community with high levels of support for individual children and their families. It would be difficult to replicate this on a larger scale without a potentially negative impact on standards and behaviour.*
62. *Concerns were expressed about the nature of staff roles changing significantly if the school size increases and about the retention of senior staff if the nature of their roles change too drastically.*
63. *The effective pedagogy within the Foundation Phase is based on year group pairs of shared classroom spaces, which the building currently lends itself to very well. Due to the design and nature of the buildings, it would be very difficult to replicate this across 3 classrooms per year group.*
64. *The volume of traffic at the beginning and end of every day is already a grave health and safety concern to Governors. Potentially increasing this by 50% feels very irresponsible.*
65. *Having seen the plans, it is difficult to envisage how 9 Foundation Phase classrooms and a 48 place nursery would fit into the existing Ysgol Glan Morfa building without substantial building works. There would be no hall space big enough to accommodate the whole school.*
66. *Staff and Governors are very anxious about the Council's capacity to deliver the programme on time and to the standard promised in view of previous experiences.*
67. *Following discussion with staff at the school the following alternative is proposed: Ysgol Glan Morfa to move to a 2FE new build; Baden Powell Primary School to remain at 2FE on its current site; Moorland Primary School to remain on site as 2FE using the Ysgol Glan Morfa building and demolishing the existing Early Years building. This would enable us to continue our very important family engagement work; Build a new 1FE school on Willows site and incorporate flying start provision within this.*

## **Appraisal of Views Expressed**

68. The Council acknowledges the views expressed.
69. Moorland Primary School is well located to meet demand for English-medium places and it is not anticipated that standards at the school would be impacted upon were the school to expand to 3FE.

70. 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 outcomes and well-being for all children including those at existing schools.
71. The concerns raised are noted however it is expected that the proposal would provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors and greater flexibility and opportunities for pupils due to an extended, more enhanced and secure financial resource base. Additionally the ability to employ more teaching and support staff would allow the school to cover a wider range of curriculum expertise. This has been the experience with the other 3FE primaries in the LA.
72. Officers would work with the school regarding the configuration of buildings to allow for the needs of the Foundation Phase and Key Stage 2 accommodation to be met and to reflect the school's preferred way of working as much as possible.
73. As set out at paragraph 30 the Council would work with the Governing Bodies of schools to develop a Travel Plan to minimise any potential disruption. Traffic and transport implications would be considered as part of the Transport Assessment that would be required in order to achieve planning consent for any building works.
74. The number of pupils accessing the Moorland site is not planned to exceed the number presently accessing the combined Moorland – Glan Morfa site. The school is also expected to serve a smaller catchment area than the existing catchment area of Ysgol Glan Morfa and it would therefore be reasonable to expect that similar numbers of, or fewer, pupils would travel to school by car.
75. It is not necessary for a 2FE or 3FE to have a single hall space large enough to accommodate the whole school. In many existing school buildings this is not possible. The Building Bulletin guidelines upon which 21<sup>st</sup> Century Schools are based suggest a range of hall spaces as is appropriate for the modern teaching curriculum; a large hall, a small hall and 'studio'.
76. The primary aims of the English-medium aspect of these proposals is to increase the number of places available in the locality. Where an existing school is suitably located and has scope to increase within the available budget as in this case, the Council would not support the retention of the existing accommodation and the establishment of a new build school on the Willows High School site.
77. Additionally given the range of benefits of 2FE/3FE when compared with smaller schools, the Council would not support the establishment of a 1FE school on the Willows High School site

## **Willows High School**

78. A response from the Staff of Willows High School included the following points:
79. *The staff of Willows High School support Option 1, as transferring Baden Powell Primary to the Willows High School Site would provide more opportunities to engage families and the community. Local families will have more access to support, advice and facilities and professionals can work in partnership to put in place strategic intervention strategies in order to close the learning gap for disadvantaged pupils.*
80. *In both Baden Powell Primary School and Willows High School the percentage of pupils receiving Free School Meals (FSM) far exceeds the national average. In order for these pupils to have the best possible chances of achieving, it is imperative that parents are engaged in early learning. Parents and professionals working in partnership from the start of a child's education benefits FSM pupils the most.*
81. *By transferring Baden Powell Primary School to the Willows High School Site, there will be more opportunities to engage families and the community. Local families will have more access to support, advice and facilities and professionals can work in partnership to put in place strategic intervention strategies in order to close the learning gap for these pupils.*
82. *Studies show that many parents of FSM pupils have a negative attitude towards high schools based on their own experiences. Providing them with access to the site on a daily basis can help these barriers to be broken down. This should also impact positively on both our attendance figures and attainment data.*
83. *Many FSM pupils lack the confidence of their peers or display poor behaviour, especially during times of transition. By having the schools closely aligned there would be a fluidity in this process. This option would also benefit the social and emotional well-being of many parents.*
84. *In addition to this, Option 1 allows for the sharing of facilities between the schools without pressing time constraints. There would be more scope to enhance the cultural capital of the pupils with joint educational trips. Similarly, there would be more opportunities for pupil to pupil mentoring and buddying between year groups.*

## **Appraisal of Views Expressed**

85. The Council acknowledges the views expressed.
86. By transferring Baden Powell Primary to the Willows High School Site, it may be possible provide more opportunities to engage families and the community than is presently the case. However, retaining the existing site arrangements would not prevent the schools continuing development that has improved access to support and advice and facilities, nor for the

local English-medium schools to put in place strategic intervention strategies that transfer through the primary and secondary learning phases.

87. The location of Flying Start facilities on the Willows High School site, and nursery and primary school facilities within close geographical proximity is of benefit within the Tremorfa community, and the Council would support the continuation of work to develop links between these.
88. Additional points raised in the consultation are set out in *italics* below and have been grouped according to the issues raised where appropriate.

### **Effect on nursery provision**

89. *There were a large volume of responses from parents praising the facilities and quality of education provided by Tremorfa Nursery School.*
90. *Tremorfa Nursery School currently has a Sensory Room, which may not be included in a new building. All learning is currently accessible and inclusive, the staff have a large area of expertise, especially in dealing with pupils with Special Educational Needs (SEN), and the layout allows for quiet areas and a variety of activities. Disabled children may be negatively affected by moving site.*
91. *Parents of children attending Tremorfa Nursery School rely on the breakfast club and affordable wrap around care in the afternoon that the school offers.*
92. *Parents of children attending Tremorfa Nursery School feel that having a separate nursery site makes the introduction to education easier and less overwhelming for young children. Parents may be reluctant for their child to attend nursery on a high school site.*
93. *The Deputy Manager of Mudiad Meithrin supported Option 2 or 2a and stressed the importance of having a Cylch Meithrin on the new Ysgol Glan Morfa site as well as the cooperation between Welsh medium primary schools and Cylchoedd Meithrin in ensuring growth in demand for Welsh medium education.*

### **Appraisal of views expressed**

94. The Council acknowledges points raised regarding the retention of existing facilities at Tremorfa Nursery School.
95. The Council would work with the Governing Body to address issues regarding future wrap around care and SEN should the school be relocated to either the Baden Powell Primary School or Willows High School sites as these would be intended to remain as part of any relocation.

96. The nursery school would remain as a separate establishment should it transfer onto another school site (Willows High School in the case of Option 1a and Baden Powell Primary School in the case of Option 2a).
97. The Council welcomes the support of Mudiad Meithrin for the proposal to increase the number of Welsh medium nursery places and will consider the points raised regarding retention of a Cylch Meithrin as part of the future provision.

### **Traffic**

98. *Concerns have been raised over the safety of the route to the Maltings site. There are a large number of commercial vehicles, heavy goods vehicles and commuter traffic, a sharp bend in the road, and areas that aren't paved.*

*Once Windsor Road bridge re-opens there will be an increase in traffic.*

99. *For parents who work, the commuting time will take significantly longer making it impossible for some to get to work on time, particularly for those parents who have to drop children in different places and who rely on public transport.*
100. *The walking routes are not suitable for high volumes of pedestrian traffic. It is too far for younger children to cycle, scoot or walk.*
101. *Relocating all three schools and the Flying Start provision on the Willows High School site will make managing traffic increasingly more difficult and will increase the risk of accidents.*
102. *The current location of Tremorfa Nursery School is away from main roads.*

### **Appraisal of views expressed**

103. As set out at paragraph 30 the Council would work with the Governing Bodies of schools to develop a Travel Plan to minimise any potential disruption. Traffic and transport implications would be considered as part of the Transport Assessment that would be required in order to achieve planning consent for any building works.

### **Shared Site**

104. *Sharing a site would expose younger children to bad behaviour and language from older (particularly secondary school aged) children. Many parents, grandparents and children find this intimidating, it may impact on the behaviour of younger children and may affect attendance if parents are put off by the behaviour.*
105. *High school age and nursery school age children have different needs so sharing a site would not be appropriate.*



106. *Transition into education at nursery age would be made more difficult with the nursery located on a busy, noisy site with older children, particularly if these were secondary school pupils.*

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

107. The issue of concern expressed regarding the potential relocation of the nursery to the Willows High School site with particular regard to the behaviour of secondary age pupils impacting on nursery age children is recognised by the Council. Although 3-16 shared site provision is atypical in Cardiff, this arrangement can be found between the Ely and Caerau Childrens Centre and Michaelston Community College which have been co-located for ten years. Furthermore, this model can be found employed successfully by many other Welsh Local Authorities
108. Any design would ensure that each school would be able to function as a separate entity and officers would work closely with the schools to ensure the needs of each school were met.

#### **Location of schools**

109. *There is no play park next to the Maltings site, which would make it difficult for Welsh medium children and English medium children to socialise after school.*

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

110. There is an existing play area adjacent to the site.

#### **Consultation**

111. *Concerns were raised that staff at Ysgol Glan Morfa were presenting a laminated exemplar form, with Options 1 and 1a crossed out, for parents to copy that could have influenced the opinions they expressed in the consultation.*

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

112. Clarification was sought from Ysgol Glan Morfa with regard to how the school had sought to encourage a greater range of responses particularly from parents and carers of children at the school.
113. The Council is satisfied that the school's approach did not prevent any stakeholder from expressing views regardless of any discussion with the school representatives present.
114. Furthermore it is understood that the school stated its preferred option and the rationale for this but did not place any expectation on parents to support this. The school's representatives demonstrated how to complete the response regardless of a stakeholder's view. Many parents requested clarification from the school of information supplied in the document and the majority expressed their desire to support a particular

option. The school provided guidance on how to record this in a number of ways but none are deemed to have unduly influenced the consultation and all stakeholders had the opportunity to express their individual views through a number of mechanisms.

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

115. Officers met with pupils from Baden Powell Primary School, Moorland Primary School and Ysgol Glan Morfa to explain the proposal and seek their views.

#### **Baden Powell Primary School Views**

116. The pupils would like Baden Powell Primary School to remain at its existing site. The school has lots of history, memories and a tree of remembrance.
117. They were concerned about the behaviour of pupils at Willows High School and worried about change.

#### **Moorland Primary School Views**

118. The pupils thought that it would be good to have more school places to serve the local area and a bigger school would have more resources, more staff and a good ethnic mix.
119. They would like their school to remain at 2FE and were concerned about how Moorland Primary would operate at 3FE, some pupils would have further to travel, there would be more traffic, disruption during building works and bullying.

#### **Ysgol Glan Morfa Views**

120. The pupils thought it would be good to have more school places and liked the idea of new facilities.
121. They were concerned about having further to travel and being able to get to school, that children may not know all of the teachers and that a larger school may be too crowded.

#### **Willows High School**

122. The Youth Service devised a presentation, recoding sheet and teacher guidance to enable Willows High School to run consultation work with secondary age pupils as part of the consultation process.
123. Pupils were asked the following key questions:
- Question 1: Do you support the proposal to build a new primary school with a nursery on the Willows High School site serving the age range 3-11 from September 2017?

- Question 2: Do you support the proposal to build a new primary school on the Willows High School site serving the age range 4-11 from September 2017 and the proposal to build a new nursery on the Willows High School site severing the age range 3-4 from September 2017?
124. The pupils thought it would be good to have more school places and new facilities and that it would be easier for parents having the schools on one site.
125. They thought moving other schools onto the Willows site would lead to more traffic, would cause disruption with building work and that the older pupils would influence the younger pupils. There was also a reluctance to lose more land from the site and a feeling that money would be better spent improving poor facilities at Willows High School.
126. Full details of the pupil consultations can be seen at Appendix 2.

### **Appraisal of views expressed**

127. The Council would support any of the schools subject to the proposals to enable a smooth transition to a new site/managing a larger intake.
128. Concerns regarding bullying and anti-social behaviour are school management issues and would be dealt with in line with school policies. School staff would ensure that pastoral support is put in place so that any concerns of bullying raised by pupils can be heard and appropriately addressed by school management.
129. The Council acknowledges concerns regarding travelling time. Cardiff Council School Transport section would be able to provide families with advice on safe walking routes to school based on individual home addresses.
130. 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.
131. The 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. Any building work carried out on the schools sites 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.

### **Summary**

132. There is clear support for the expansion of Ysgol Glan Morfa from 1FE to 2FE with the majority expressing a preference for a new build school on the Maltings site.
133. Both the Baden Powell Primary School and Tremorfa Nursery School communities have expressed the desire to remain on their current sites

as they believe this is the best way in which both schools can continue to deliver quality education.

134. Whilst concerns have been expressed about the expansion of Moorland Primary School, the school is well paced to meet demand for English-medium places from the local area and the Council will work with the school to ensure standards are maintained.
135. The remaining paragraphs within this report are therefore specific to the potential implementation of this option only.
136. Indicative site drawings which represent the approximate footprint of any new build can be seen at Appendix 6.

## **Land Matters**

### **Amenity land/ Public Open Space near the Maltings**

137. There is a deficiency of Public Open Space in Splott and the proposed transfer of Ysgol Glan Morfa to the Maltings Park site would result in the loss of an amenity area of existing Public Open Space.
138. If selected for the purpose of building an education facility the site would need to be appropriated to reflect the change of use.
139. Those wishing to exercise their dogs, take children to the play area and use the park for informal recreation could continue to do so. However due to loss of this amenity area, mitigation would be required such as improving the remaining facilities and shared pitch provision within the school grounds that would be available to the community for use outside normal school opening hours to mitigate for the loss of the informal kickabout space.
140. Any scheme progressed would therefore be subject to planning permission and appropriation of this amenity area of Public Open Space, taking into account the existing ward deficiencies in open space, and any objections considered.

### **Admission Arrangements including catchment areas**

141. Should the proposals be implemented, permanent expansion of both the English-medium and Welsh-medium provision would commence from September 2017. The Published Admission Number of 60 at Moorland Primary School would increase to 90, and at The Published Admission Number at Ysgol Glan Morfa would increase from 30 to 60, from September 2017.
142. Should the proposed expansion of Moorland Primary school proceed, then it would be necessary to review catchment area arrangements in Adamsdown and Splott to better match the supply of places to local demand.

143. The establishment of each individual school catchment area requires the Council to undertake a formal consultation. The Council, in its role as admission authority, consults with schools annually in respect of school admission arrangements, including school catchment areas. School admission arrangements have been set until the end of the 2016-17 school year.
144. It is expected that, following further analysis of the take-up of Reception places in 2015 and 2016, any proposed changes to primary school catchment areas would be consulted on in early 2017 or 2018 and the arrangements would then be implemented in September 2018 or 2019.

### **Local Member Consultation**

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

### **Reasons for Recommendations**

146. To address the shortfall of English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards.

### **Financial Implications**

147. The realigned 21<sup>st</sup> 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 a budget of £6.86 million for a project to deliver increased Primary School and Nursery Provision in the Adamsdown and Splott Wards.
148. At this stage this project has in-principle approval only and will be subject to full Business Case approval as the scheme progresses. Therefore any expenditure undertaken to progress these proposals prior to Full business case approval from WG will be undertaken by the Local Authority at the risk of not achieving Full Business case approval and therefore the anticipated 50% WG funding contribution to the project costs.
149. The sufficiency of the in-principle approved budget to deliver the recommended proposals will become clearer as further work is undertaken to progress the project towards Full Business Case approval and the specific detail and costs of the works required are clearly identified.
150. The revenue implications for the impacted Schools' delegated budgets of the proposed additional pupil numbers should be covered by increased formula funding which would be received in recognition of the increased number of pupils.

## **Legal Implications**

151. The proposals and proposed delivery options qualify as regulated alterations which must comply with the requirements of Part 3 of the School Standards and Organisation (Wales) Act 2013, which include provisions for consultation and publication of statutory notices. Those are supplemented by the School Organisation Code issued by the Welsh Government.
152. The recommendation in this Report to publish a statutory notice follows a period of consultation which ran from 12 October to 23 November 2015. This Report (together with the appendices attached to it) represents the consultation report which the Code requires to be published. The Cabinet must have due regard to the responses received during the consultation before it makes a decision upon whether to publish a statutory notice.
153. The Code requires that the statutory notice must be published within 26 weeks of the end of the consultation period unless an extension of time has been granted by the Welsh Ministers.
154. Following publication of the statutory notice there would be a period for objections of at least 28 days following which a further Report would need to be made to the Cabinet summarising the statutory objections and giving responses to those objections. It would then be for the Cabinet to review those objections and determine whether to implement the proposals.
155. The Council has power to appropriate land to a different statutory purpose if it is no longer needed for its present purpose pursuant to section 122 of the Local Government Act 1972. In the case of open space land, the Council is required to publicly advertise the proposed appropriation and to conscientiously consider any responses to the advertisement.

## **HR Implications**

156. HR People Services will work with the Governing Bodies of Ysgol Glan Morfa and Moorland Primary Schools in readiness for their respective expansions to 2FE and 3 FE. The Governing Bodies during this time will be encouraged in line with the SOP HR Framework to undertake a review of their staffing structure to ensure that they are sufficient for expansion as the numbers on roll increase.
157. HR People Services will also provide advice and guidance for the additional recruitment. As both schools have adopted the Council's Redeployment and Redundancy Policy any new vacancies arising as a consequence of an increase in numbers on the role will provide opportunities for staff on the school redeployment register.

## **Equality Impact Assessment**

158. An Equality Impact Assessment on the proposed option has been carried out. 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. (Details of the Equality Impact Assessment can be seen at Appendix 5)

## **Sustainability Assessment**

159. 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 21<sup>st</sup> 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. (Details of the Sustainability Assessment can be seen at Appendix 5).

## **Transport Matters**

160. 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.

## **Community Impact**

161. 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.

## **RECOMMENDATIONS**

The Cabinet is recommended to:

1. Delegate authority to the Director of Education and Director of Governance and Legal Services to publish a statutory notice to:
  - Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new standardised 2FE primary school on a new site at the Maltings from September 2017.
  - Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017

2. Authorise the approval of appropriation of the land at the Maltings Park site in principle subject to public consultation in accordance with S122 of the Local Government Act 1972.
3. Note that prior to implementation of the proposal a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposal.

**NICK BATCHELAR**

**Director**

4 December 2015

*The following appendices are attached:*

- Appendix 1 – Consultation Document
- Appendix 2 – Details of Pupil consultations
- Appendix 3 – Estyn response
- Appendix 4 - Formal responses
- Appendix 5 – Statutory Screening Tool
- Appendix 6 – Indicative site drawings



# 21st Century Schools Consultation Document 2015

**The provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards**

12 October – 23 November 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.

Our consultation process follows Welsh Government guidelines outlined in the School Organisation Code 2013 and therefore a range of individuals and groups are being asked for their views about these proposals.

However, before any decisions are made the Council needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposal known.

Table 1 below sets out details of the groups the Council is consulting:

<b>Table 1: Groups the Council is consulting with</b>	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Trade Unions
Diocesan Directors of Education	Childcare providers
Neighbouring Authorities	Mudiad Meithrin
Neighbouring Primary and Secondary schools within Cardiff	Wales Pre-School Providers Association
Estyn	Clybiau Plant Cymru Kids Club
Communities First Partnership	National Day Nurseries Association

## 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 available to view at, Baden Powell Primary School, Ysgol Glan Morfa, Moorland Primary School, Tremorfa Nursery and Willows Community Hub.

Details of the consultation meeting dates are given in Table 2 below:

<b>Table 2 Consultation Meeting Dates</b>		
<b>Nature of Consultation</b>	<b>Date/Time</b>	<b>Venue</b>
Staff Meeting	13 October 2015 3:45pm	Tremorfa Nursery School
Governors Meeting	13 October 2015 5:30pm	Tremorfa Nursery School

Staff Meeting	14 October 2015 3pm	Ysgol Glan Morfa
Governors Meeting	14 October 2015 5pm	Ysgol Glan Morfa
Staff Meeting	15 October 2015 3:30pm	Baden Powell Primary School
Governors Meeting	15 October 2015 5:30pm	Baden Powell Primary School
Drop in session	19 October 2015 10am – 12 noon	Star Centre
Drop in session	20 October 2015 1:15pm – 3:15pm	Tremorfa Nursery School
Drop in session	22 October 2015 8:30am – 10:30am	Baden Powell Primary School
Staff Meeting	03 November 2015 3:15pm	Moorland Primary School
Governors Meeting	03 November 2015 5pm	Moorland Primary School
Drop in session	05 November 2015 8:30am – 10:30am	Moorland Primary School
Staff Meeting	09 November 2015 3:30pm	Willows High School
Governors Meeting	09 November 2015 5pm	Willows High School
Public Meeting	09 November 2015 6:30pm – 8:30pm	Willows High School
Drop in session	12 November 2015 8:30am – 10:30am	Ysgol Glan Morfa

In addition, workshop sessions will be arranged with local primary age children and Willows High School pupils 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 34 of this document or completing the online form [www.cardiff.gov.uk/21stCenturySchools](http://www.cardiff.gov.uk/21stCenturySchools).

Alternatively contact the School Organisation Planning Team on (029) 2087 2720, by e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) or by post to Room 219, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The closing date for responses to this consultation is 23 November 2015.

## Explanation of terms used in this document

Please note the following terms used throughout this document:

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

**WG** – Welsh Government

**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.

**CSCJES** – Central South Consortium Joint Education Service. The regional School Improvement Service for the five local authorities of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan.

**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.

**Statutory Notice** – a statutory notice is the formal publication of a finalised proposal, if approved by the Council's Cabinet and will only be considered once the Cabinet have received a report on all the responses from the consultation. This is a legal requirement as outlined in the School Organisation Code 2013.

**Foundation Phase** – The first years of school (ages 3-7)

**Key Stage 2** – The second phase of primary education (ages 7-11)

## **Why are we proposing the changes?**

In recent years there has been a significant growth in the number of Reception age pupils in the Adamsdown and Splott wards. In December 2012 the Cabinet received a report outlining recommendations for meeting this growth by increasing the number of English-medium community school places in the Adamsdown and Splott wards.

Following public consultation on three options, the Cabinet in June 2013 approved the publication of statutory notices to increase the capacity of Adamsdown Primary Schools from 210 places to 420 places for pupils aged 4-11, and to increase the capacity of Baden Powell Primary School from 420 places to 630 places for pupils aged 4-11.

The notices were published on 01 July 2013. A single objection to each notice was received.

This objection and Officers' comments thereon were forwarded to the Welsh Government as the then determining body on 15 August 2013.

Following a change of circumstances it was agreed that the proposal to increase the capacity of Baden Powell Primary School would not be progressed and options around increasing Welsh-medium primary provision in addition to the proposed expansion of English-medium provision in the area would be considered. The proposal has been formally withdrawn.

The Welsh Government notified officers in March 2014 of the Minister's approval of the proposal to increase the capacity of Adamsdown Primary School from September 2015 and the Council Cabinet approved implementation of the proposal at its meeting on 15 May 2014.

## The Proposal

The Council is now consulting on proposals to:

- Provide 30 additional English-medium primary school places per year group.
- Provide 30 additional Welsh-medium primary school places per year group.
- Provide additional English-medium part time nursery places
- Provide additional Welsh-medium part time nursery places

The following delivery options have been identified, all of which would result in the required number of additional English-medium and Welsh-medium primary places being made available.

Table 3 below/overleaf outlines the options being proposed.

<b>Table 3: Options Summary table</b>			
<b>Option</b>	<b>School</b>	<b>Language Medium/School Category</b>	<b>Proposal</b>
<b>1</b>	Baden Powell Primary School	English-medium (Community)	A new *'standardised build' 2FE Baden Powell Primary School with nursery on the Willows High School site serving the age range 3 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017  Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
	**Tremorfa Nursery School	English-medium (Community)	No change. Tremorfa Nursery School to remain at its current capacity on its existing site.

<b>1a</b>	Baden Powell Primary School	English-medium (Community)	A new '*standardised build' 2FE Baden Powell Primary School on the Willows High School site serving the age range 4 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
	**Tremorfa Nursery School	English-medium (Community)	A new build Tremorfa Nursery School providing up to 176 part time nursery places on the Willows High School site serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Willows High School site.  The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly
	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017.  Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
<b>2</b>	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017.  Transfer the enlarged Ysgol Glan Morfa to a new '*standardised build' 2FE primary school on a new site at the Maltings from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
	Baden Powell Primary School	English-medium (Community)	No change. Baden Powell Primary School to remain at its current capacity on its existing site.
	**Tremorfa Nursery School	English-medium (Community)	No change. Tremorfa Nursery School to remain at its current capacity on its existing site.
<b>2a</b>	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017.  Transfer the enlarged Ysgol Glan Morfa to a new '*standardised build' 2FE primary school on a new site at the Maltings from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
	Baden Powell Primary School	English-medium (Community)	The age range of Baden Powell Primary School to be reduced from 3 -11 to 4 -11 from September 2017.
	**Tremorfa Nursery School	English-medium (Community)	A new build Tremorfa Nursery School providing up to 176 part time nursery places on the Baden Powell Primary School site serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Baden



			<p>Powell Primary School site.</p> <p>The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly.</p>
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\* 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 set aside 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 Council previously consulted on a proposal to close Tremorfa Nursery School. The options outlined in Table 3 relate to the potential transfer to Tremorfa Nursery School to an alternative site and not closure. The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly. Any change proposed relates to relocation and potential expansion alongside Baden Powell Primary School.

## Facilities included in a school

Any changes to existing school buildings or any new buildings required in the event of any one of the options outlined above proceeding to implementation would be equal to/meet Welsh Government (WG) funding conditions such as BREEAM and also be designed in accordance with The Department of Education: Area guidelines for mainstream schools Building Bulletins which set 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
- Withdrawal areas to support small group/SEN working

All detailed design of the facilities at any new school buildings/existing school buildings would be agreed between the Council, the governing body and the Headteacher if a proposal is progressed to implementation.

Indicative layouts showing maps of the school sites/ the Maltings site and how the sites would look can be viewed on line at [www.cardiff.gov.uk](http://www.cardiff.gov.uk) and will be available to view at Baden Powell Primary School, Ysgol Glan Morfa, Moorland Primary School, Tremorfa Nursery and Willows Community Hub.

## **Schools serving the area at present**

The Adamsdown and Splott areas are currently served by a number of English-medium, Welsh-medium and Faith-based primary schools. School catchment areas in Cardiff are not coterminous with ward boundaries and often serve all or part of several ward areas.

These areas are served by four English-medium community primary school catchment areas, namely:

- Adamsdown Primary School
- Baden Powell Primary School
- Moorland Primary School
- Stacey Primary School

The catchment areas of Adamsdown, Baden Powell, Moorland and Stacey Primary Schools fall within the catchment area of Willows High School.

These areas are also served by the Welsh-medium community primary school catchment area of Ysgol Glan Morfa which falls within the secondary school catchment area of Ysgol Gyfun Gymraeg Glantaf. Ysgol Glan Morfa also serves some parts of Penylan, Rumney and Trowbridge in which there is no housing.

Faith based schools serving the Adamsdown and Splott areas include St Albans RC Primary School and Tredegarville CW Primary School. These areas are also served by other Faith-based primary schools located outside of the locality.

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

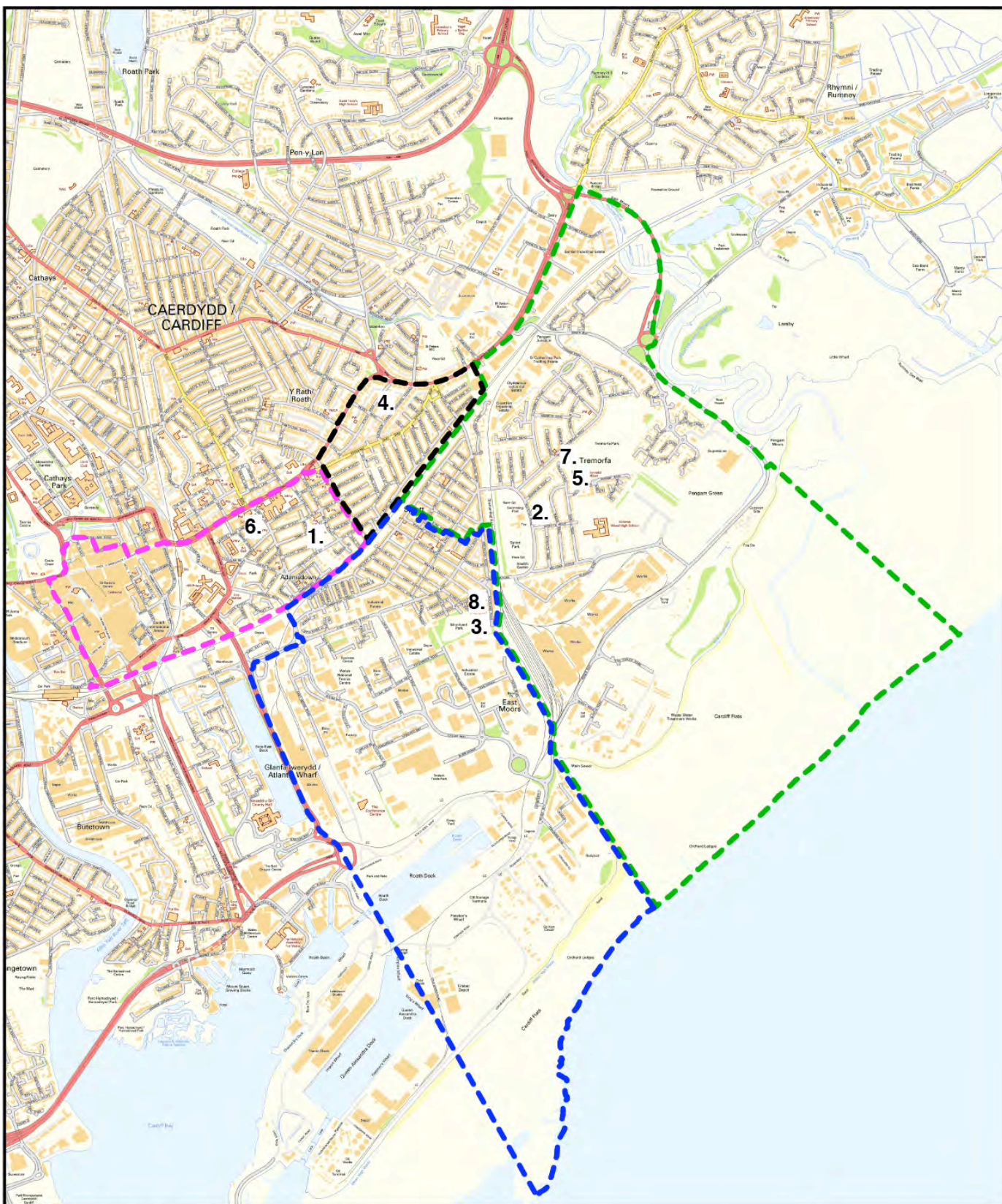
The combined areas of Adamsdown and Splott are also similar to the catchment area of Ysgol Glan Morfa.

The geographical units that are most suitable to analyse the localised increase in demand for English-medium primary school places are the Willows High School catchment area and the four constituent English-medium primary school catchment areas within it (namely those of Moorland Primary, Baden Powell Primary, Stacey Primary and Adamsdown Primary schools) as this allows analysis to be focused to smaller areas and comparison of the demand between these areas to be undertaken.

In geographical terms the Ysgol Glan Morfa catchment area is the nearest single comparable unit that most closely matches for the purpose of calculating demand for Welsh-medium places.

A map showing the Willows High School catchment area primary school catchment areas within and school sites within the area can be seen on page 8. A map showing the Ysgol Glan Morfa and Ysgol Gyfun Gymraeg Glantaf catchment areas can be seen on page 9.

# Primary School provision catchment



## Willows High School catchment area and English-medium community primary school catchment areas within

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

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**Ysgol Glan Morfa catchment area**



1. Ysgol Glan Morfa/  
catchment area

3. Baden Powell Primary School

5. Stacey Primary School

7. Tredegarville Primary School

2. Adamsdown Primary School

4. Moorland Primary School

6. St Alban's RC Primary School

8. Tremorfa Nursery School

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## School Capacities, Condition and Suitability of School Buildings

This section sets out the capacities, condition and suitability of School Buildings and existing demand for primary school places that serve the Adamsdown and Splott areas.

Table 4 below provides details of school capacities and information regarding the condition and suitability of school buildings.

Name of School	Language medium / Category of school	Condition Category as identified by 21st Century Schools Survey	Current Published Capacity (age 4-11)	Published Capacity (nursery – part time places)
Adamsdown Primary School	English-medium community primary	Satisfactory*	330**	48
Baden Powell Primary School	English-medium community primary	Satisfactory	403	48
Moorland Primary School	English-medium community primary	Satisfactory	382	64
Stacey Primary School	English-medium community primary	Satisfactory	197	64
Ysgol Glan Morfa	Welsh-medium community primary	Satisfactory	210	32
St Albans RC Primary School	English-medium Voluntary Aided primary	Satisfactory	203	0
Tredegaville CW Primary School	English-medium Voluntary Aided primary	Satisfactory	210	52
Tremorfa Nursery School	English-medium community nursery	Satisfactory	N/a	112

\*Adamsdown Primary School, including former demountable classrooms, graded as 'Poor' in 2010. Main building graded as 'Satisfactory'. Significant investment since 2010 to improve and upgrade main building

\*\*Phased permanent enlargement to 420 places

### Existing English-medium provision

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

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

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

## **Welsh-medium community schools**

Welsh-medium community school places to serve the Adamsdown and Splott area are provided at Ysgol Glan Morfa. The number of places available at entry to Reception at Ysgol Glan Morfa is 30. The take up of Welsh-medium community places by pupils resident in the Willows High School catchment area has risen from 22 pupils in the Reception age group in 2007 to 35 pupils in 2013.

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

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

## **Faith-based primary schools**

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

Pupils resident in this area have also taken up places at a number of other Faith schools in recent years. The take up of Faith school places by pupils resident in the Willows High School catchment area has risen from 79 pupils in the Reception age group in 2007 to 93 pupils in 2013. On the basis of the above take-up of places in recent years it is considered that the local supply of faith school places serving the Willows High School area is 92.

## **Calculating local demand for primary school places**

In order to calculate the likely demand from the Adamsdown and Splott areas, historic trends specific to the established school catchment areas have been used.

The following paragraphs give details of these catchment areas, the data used and the methodology applied.

The number of places available at entry to Reception at the seven primary schools located in the Adamsdown and Splott areas totals 300. However, the catchment areas for community schools do not precisely match the boundaries of the Adamsdown and Splott wards. Ysgol Glan Morfa is located in Splott but serves a catchment area that includes housing in parts of Butetown, and also serves some parts of Penylan, Rumney and Trowbridge in which there is no housing. Furthermore the admission arrangements for, and areas served by, Faith schools also differ. The approximate number of places that serve the overall area is therefore 332.

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

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

Table 6 below sets out the most recent verified PLASC (Pupil Level Annual School Census) data as supplied by schools in January 2013, confirming the numbers of pupils in each of the four English-medium primary school catchment areas within the Willows High School catchment area, enrolled in Reception classes at English-medium, Welsh-medium and Faith schools.

<b>Table 6: Pupils in the Willows High School catchment area enrolled in the Reception class at English-medium, Welsh-medium and Faith schools – January 2013</b>				
<b>Catchment area</b>	<b>English-medium</b>	<b>Welsh-medium</b>	<b>Faith schools</b>	<b>Total</b>
Adamsdown	33 (55.9%)	1 (1.7%)	25 (42.4%)	<b>59 (100%)</b>
Baden Powell	83 (59.7%)	20 (14.4%)	36 (25.9%)	<b>139 (100%)</b>
Moorland	52 (72.2%)	7 (9.7%)	13 (18.1%)	<b>72 (100%)</b>
Stacey	42 (61.8%)	7 (10.3%)	19 (27.9%)	<b>68 (100%)</b>
<b>Total</b>	<b>210 (62.1%)</b>	<b>35 (10.4%)</b>	<b>93 (27.5%)</b>	<b>338 (100%)</b>

## **Future demand for places**

### **Meeting projected demand from the increasing population**

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

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

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

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

Table 7 below sets out the demand for places at entry to Reception should the proportions of pupils in the Willows High School catchment area requiring places in English-medium, Welsh-medium and faith schools at entry to Reception in future years remain at the same levels as in 2013.

<b>Table 7: Projected numbers of pupils entering the Reception age group resident within the Willows High School catchment area (existing housing only) if there were no changes to proportionate demand in each primary school catchment area</b>							
<b>Academic Year of birth</b>	<b>Academic Year: entering Reception Year</b>	<b>NHS GP registration data 2013</b>	<b>Projected pupil population</b>	<b>Projected English-medium demand</b>	<b>Projected Welsh-medium demand</b>	<b>Projected Faith school demand</b>	<b>Projected total school demand</b>
2009/2010	2014/2015	407	418	226	36	105	<b>367</b>
2010/2011	2015/2016	407	406	222	35	104	<b>360</b>
2011/2012	2016/2017	440	448	247	40	113	<b>400</b>

Initial analysis of 2014 data confirms that the population in the area is broadly consistent with that provided in previous datasets, and also that the projected Reception age pupil population in 2017/18 will be similar to that in 2016/17.

It is notable that projections for demand for places at entry for Reception, which take account of annual updates to data supplied by the NHS, indicate a cohort survival ratio (i.e. the proportion of the population retained in the area) of below 100% in each cohort.

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

The combined projected demand for English-medium, Welsh-medium and Faith school primary school places significantly exceeds the overall supply of 332 places at Reception between the schools within or serving the area. As each of the seven primary schools in the area have been fully subscribed at entry to Reception at a number of recent intakes, projections reflect the take up of places at each of these schools which had been capped at the number of places available.

### **Proposed new housing**

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

In accordance with the Council's approved Supplementary Planning Guidance, financial contributions are sought from housing developers to meet the demand arising from proposed additional housing. However, the small sites proposed within the combined Willows High School catchment area are not sufficiently large for the Council to be able to request s106 financial contributions. Of the dwellings proposed in the Adamsdown and Splott area, the majority of those are one bed properties from which no pupil yield is expected, or are apartments from which reduced yields (compared to houses) are expected. The nominal yield calculated from proposed new housing has not been added to trend projections as these already take account of in-migration (cohort survival ratio) and the rate of new housing completion is not likely to exceed that of the past three years.



## How might demand change?

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

There has been a period of sustained growth in the number of pupils taking up English-medium community school Reception places in the Willows High School catchment area. This numerical growth in take-up has been broadly proportionate to the growth in population, the proportionate demand fluctuating between 57% and 63% in the period January 2007 to January 2013.

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

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

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

Forecasts have therefore been prepared based on:

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

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

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

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

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

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

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

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

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

Children in Cardiff are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for a minimum of five half days. Nursery places are not allocated on a catchment area basis. 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 increased numbers and the appropriate investment made to realise the appropriate space in accordance with the numbers of places offered. As these are potentially expansion of existing nursery units the outdoor area would also be taken into account to ensure the area is able to offer a range of activities relevant to the delivery of the Foundation Phase to this age group.

Whilst the Local Authority has been able to offer English-medium nursery places in the area to all those who have applied, this has proved more challenging in Welsh-medium in recent years following the increased housing and the rise in the birth rate. Also, some families have not taken up their offered place which means there is potential for further demand in excess of the supply available and any additional places would support a greater uptake of the nursery entitlement, particularly in the rising 3s age group. It has been increasingly difficult to source a sufficiency of places in settings that are approved to provide education places in areas that parents have requested and/or source new providers willing to enter into the contract with the Local Authority in some areas.

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 accessing a nursery place at a school, does not guarantee a reception place and is subject to a separate primary phase admission process.

## **Cylch Meithrin Glan Morfa**

There are currently 32 school (maintained) morning nursery places available at Ysgol Glan Morfa. Additionally a cylch methrin (Cylch Meithin Glan Morfa) operates from the school offering non maintained nursery places, Flying Start childcare and wrap round care in the nursery facility during the afternoon. Under these proposals the number of nursery places at Ysgol Glan Morfa is proposed to be increased, however it is expected that the facilities could be developed in a way that would mean the potential for the Cylch to continue to operate within the school could be retained. The consultation provides an opportunity to consider how best to provide any places

and views expressed specific to nursery and/or childcare as part of the schools future operating arrangements are welcomed.

## How would other schools be affected?

It is anticipated that the proposed establishment of additional 1FE English medium and 1FE Welsh medium pupil capacity in the Adamsdown and Splott wards would have little or no effect on the number of pupils on roll at the majority of schools in the local area as the additional places are required to meet the projected demand from the increased population.

### Welsh-medium community schools

Ysgol Glan Morfa primarily serves the demand for Welsh-medium places across the Adamsdown and Splott wards.

As the pupil population is projected to grow in future years, the demand for places will increase accordingly. The projected numbers of pupils enrolled at those schools in close proximity or in adjacent catchment areas are therefore not expected to be impacted, compared to existing arrangements.

Table 8 below/overleaf illustrates the number of pupils on Roll in recent years at Ysgol Glan Morfa and the projected numbers on roll should the proposal proceed factoring in recent trends in the uplift of Welsh-medium demand.

Table 8 Recent and projected numbers on roll at Ysgol Glan Morfa should the proposal proceed as described												
School	January 2009	January 2010	January 2011	January 2012	January 2013	January 2014	January 2015	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Ysgol Glan Morfa	76	96	118	142	145	156	173	184	203	225	249	275

Should the proposal to expand Ysgol Glan Morfa proceed, forecasts indicate that some surplus places will be available at entry to Reception year. Those schools in close proximity or in adjacent catchment areas that are not fully subscribed (or where projected demand does not exceed places available), could be considered to be the most likely to be impacted by the proposed enlargement of Ysgol Glan Morfa. Ysgol Glan Morfa largely serves pupils from within its catchment area and few pupils from other catchment areas attend the school. Additionally, few pupils from within its catchment area opt for alternative Welsh-medium primary schools.

The Council is also consulting on a separate proposal to provide additional Welsh-medium places to serve Butetown and Grangetown. Grangetown and Butetown are presently served by Ysgol Mynydd Bychan and Ysgol Gymraeg Pwll Coch. Ysgol Mynydd Bychan is fully subscribed at entry to Reception and this school is not anticipated to be affected by proposals for Ysgol Glan Morfa Ysgol Gymraeg Pwll Coch is also highly subscribed and is distant from the Ysgol Glan Morfa catchment area and therefore unlikely to be significantly impacted by the proposed enlargement of Ysgol Glan Morfa.

Should the expansion of Ysgol Glan Morfa not be implemented then the school would continue to admit no more than 30 pupils per year group. Those pupils unable to gain admission to Ysgol Glan

Morfa 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 table 9 below indicates the number of those pupils but does not add these pupils to the Numbers on Roll at alternative schools.

School	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	*2019/2020 Projection
Ysgol Glan Morfa	184	198	205	207	207
Welsh medium pupil excess	0	+19	+41	+65	+91

### English-medium community schools

Should the proposal to expand Moorland Primary School proceed, it would be necessary to enlarge its catchment area and to reduce the adjacent catchment area of Baden Powell Primary School, to provide a sustainable balance in the supply of and demand for school places.

Although the number of pupils resident within the catchment area of Baden Powell Primary School may reduce, this is not anticipated to have a direct impact on the number of pupils enrolled at the school as the numbers of preferences submitted by parents for these schools is expected to remain at a similar level.

As the pupil population is projected to grow in future years, the demand for places is expected to increase accordingly. The projected numbers of pupils enrolled at those schools in close proximity or in adjacent catchment areas are therefore not expected to be impacted, compared to existing arrangements.

Table 10 below illustrates recent and projected numbers on roll if the proposal were to proceed.

Name of School	Is this school expected to be affected by the proposal?	January 2009	January 2010	January 2011	January 2012	January 2013	January 2014	January 2015	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	*2019/2020 Projection
Adamsdown Primary School	No	164	170	181	187	209	250	277	306	334	374	407	407
Baden Powell Primary School	Yes - Option 1	323	311	325	328	332	371	359	419	421	422	422	422
Moorland Primary School	Yes - Options 1 & 2	286	297	316	330	346	369	392	414	444	474	504	534
Stacey Primary School	No	177	179	174	185	184	197	198	203	203	204	204	204
St Albans RC Primary School	No	200	191	203	212	187	172	159	175	183	177	181	181
Tredegarville CW Primary School	No	175	194	186	191	189	198	201	208	210	210	210	210
St Peter's RC Primary School	No	425	428	434	443	463	464	486	476	478	481	487	487

As is illustrated in the table above, the area is also served by a number of faith based primary schools. Admission to these schools is administered by the governing body of each school. As there are no current plans proposed by the relevant Diocese to expand these schools at this time, excess pupils requiring a faith based education have been factored in to the projections.

Should the proposal not be implemented then the combined English-medium school intake to Adamsdown, Baden Powell, Moorland and Stacey primary schools would continue to be 210 pupils per year group, and the projected number of pupils requiring English-medium based education would be exceeded as illustrated in the following table:

<b>School</b>	<b>2015/2016 Projection</b>	<b>2016/2017 Projection</b>	<b>2017/2018 Projection</b>	<b>2018/2019 Projection</b>	<b>*2019/2020 Projection</b>
Baden Powell Primary School	419	421	422	422	422
Moorland Primary School	414	416	420	420	420
English medium pupil excess	+4	+53	+99	+143	+184

Those pupils whose families are seeking an English-medium place but have been unable to gain admission to English-medium to one of the English-medium primary 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 the above table indicates the number of those pupils but does not add these pupils to the Numbers on Roll at alternative schools.

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

## **Interim Arrangements**

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

## **Quality and Standards**

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.

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.

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.

When proposing changes of this type to schools Local Authorities are required to refer to the most recent Estyn reports, other evidence derived from performance monitoring and any other information available on a school's effectiveness.

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

## **Estyn**

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)

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 shortcomings

In 2010 a new common inspection framework was introduced and Estyn inspections carried out after September 2010 provide judgements against three Key Questions.

Each key question is provided with a judgement:

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

## **Welsh Government categorisation of schools**

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 the CSCJES need to provide to each school in order that they achieve their targets.

The categorisation system is described in Table 12 below:

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.

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 one being the highest grouping for standards and A being the highest for improvement capacity.

For further information about the new categorisation scheme, please see Welsh Government's parents' guide to the National School Categorisation System:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

Tables 13 below/overleaf shows the Estyn judgements, recommendations, WG category and the Foundation Phase and Key Stage 2 data for Baden Powell Primary School (Estyn inspection October 2010) Moorland Primary School (Estyn inspection September 2012) and Tremorfa Nursery School (Estyn inspection December 2013).

Table 14 shows the Estyn judgements, recommendations, WG category and the Foundation Phase and Key Stage 2 data for Ysgol Glan Morfa (Estyn inspection January 2009).

	<b>Baden Powell Primary School Estyn Inspection October 2010</b>	<b>Moorland Primary School Estyn Inspection September 2012</b>	<b>Tremorfa Nursery School Estyn Inspection December 2013</b>
<b>School's current Performance</b>	Good	Good	Good
<b>School's prospect for improvement</b>	Good	Good	Good
<b>Key Questions</b>	<b>Judgement</b>	<b>Judgement</b>	<b>Judgement</b>
<b>Key Question 1: How good are the outcomes?</b>	Good	Good	Good
Standards	Good	Good	Good
Wellbeing	Good	Good	Excellent
<b>Key Question 2: How good is provision?</b>	Good	Good	Excellent
Learning experiences	Good	Good	Excellent
Teaching	Good	Good	Excellent
Care, support and guidance	Adequate	Good	Excellent

Learning environment	Good	Good	Good
<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
Leadership	Adequate	Good	Good
Improving quality	Good	Good	Excellent
Partnership working	Adequate	Good	Excellent
Resource management	Good	Good	Good
<b>Recommendations</b>			
R1	Improve the governing body's understanding of its role as the school's critical friend in order to hold it to better account for its performance	Continue to improve the achievements of boys in writing and of those pupils entitled to receive free school meals	Ensure that all staff challenge more able children consistently
R2	Improve communication with parents and carers to enable them to support their children's education more effectively;	Improve further the quality of assessment for learning, especially in the way that pupils throughout the school assess their own work and that of their peers	Develop the role of the Governing Body in the self-evaluation process
R3	Broaden the school's provision for learning about and celebrating the diversity of the school community		Ensure the leadership roles are distributed more evenly
R4	Address the health and safety concerns brought to the attention of the headteacher and governing body during the inspection		
<b>Welsh Government Support Category</b>	Amber	Green	N/A
*Pupils achieving the expected outcome in the FP areas of learning (2014)	60%	81.8%	N/A
*Pupils achieving the expected level in the core	75%	65.7%	N/A



subjects at KS2 (2014)			
*Attendance (2014)	92.9%	93.8%	N/A

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

<b>Table 14: Estyn judgements and recommendations, WG category, FP &amp; KS 2 data</b>	
<b>Key Questions</b>	<b>Grade</b>
<b>Standards</b>	
Key question 1: How well do learners achieve?	2
<b>The quality of education and training</b>	
Key question 2: How effective are teaching, training and assessment?	2
Key question 3: How well do the learning experiences meet the needs and interest of learners and wider community?	2
Key question 4: How well are learners cared for, guided and supported?	1
<b>Leadership and Management</b>	
Key question 5: How effective are leadership and strategic management?	2
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	3
Key question 7: How efficient are leaders and managers in using resources?	2
<b>Recommendations</b>	
R1	continue to sustain and raise standards across the curriculum and address the few shortcomings noted
R2	formalise the opportunities for pupils to express their views about the school and offer improvements
R3	ensure consistency in the standard of reports to parents
R4	continue to develop strategic management procedures as the school grows
R5	formalise the self-evaluation procedure ensuring that it underpins all the school's work and ensuring that there is a definite link with the school improvement plan

<b>Welsh Government Support Category</b>	<b>Amber</b>
*Pupils achieving the expected outcome in the FP areas of learning (2014)	88.9%
*Pupils achieving the expected level in the core subjects at KS2 (2014)	76.9%
*Attendance (2014)	93.9%

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

## **Standards**

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.

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.

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.

## **Provision**

The number of pupils entering Reception has increased and the expansion of existing schools seeks to provide sufficient English-medium and Welsh-medium community primary school places to serve the local area.

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**

The Council will work with the leadership of any schools affected by the proposals 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.

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.

The Local Authority (LA) has no information to suggest that the Quality and Standards of existing schools would be negatively affected by the proposals. The expectation would be that investment in new school facilities would add value and have the potential to better support delivery of relevant curriculums and children's learning experiences.

## How would 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 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 for those that the school generally provides for children.

Table 15 below shows the percentage of SEN, FSM, EAL and Minority Ethnic pupils at Baden Powell Primary School, Moorland Primary School, Tremorfa Nursery School and Ysgol Glan Morfa.

2014		<b>Baden Powell Primary School</b>	<b>Moorland Primary School</b>	<b>Tremorfa Nursery School</b>	<b>Ysgol Glan Morfa</b>	<b>Wales</b>
Percentage of SEN Pupils	School Action	23.1%	13.3%	n/a	22.7%	15.1%
	School Action Plus	9.3%	15.9%	n/a	9.4%	8.8%
	Statemented	n/a	2.3%	n/a	n/a	1.7%
Percentage of FSM Pupils – 3 year average		41.5%	51.6%	n/a	28.1%	20.5%
Percentage of EAL Pupils		16.0%	32.0%	n/a	n/a	5.5%
Percentage of Minority Ethnic Pupils		28.2%	51.6%	n/a	15.6%	10.0%

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

There is no information available that suggests that the proposals would have a negative effect 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.

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 appropriate to the individual needs of each pupil.

## What are the benefits of these proposals?

As part of the Council's 21st Century School Programme the Council has set out its priority to improve the sufficiency and suitability of school places across Cardiff to ensure a 21st Century School Standard. These proposals would contribute towards this aim:

- Achieving a better match between the supply of and demand for English-medium (community) and Welsh-medium primary school places within the local area;

- Providing the opportunity to invest in providing high quality, modern buildings which would be able to support the delivery of a broad and balanced curriculum;

The proposal would result in reduced home-to-school travel distances for some pupils;

When compared with smaller schools, the scale of a 2FE/3FE primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base;

A 2FE/3FE school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors;

The ability to employ more teaching and support staff would allow a 2FE/3FE school to cover a wider range of curriculum expertise.

## **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 any existing buildings and any new build can cause some disruption however experience shows that this can be kept to a minimum and children's education does not suffer.

As the proposals would allow for additional capacity in schools for pupils entering Reception year from September 2017 onwards, there is a risk that pupils who move into the area and are above the eligible age range (those born after September 2012) are unable to be accommodated in local schools.

The catchment area changes that may be required following the implementation of these proposals may result in increased home-to-school travel distances for some pupils electing to attend their local primary school.

## **Risks associated with these proposals**

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

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

The proposal may not be achievable if Welsh Government capital funding is not secured at the business case stage.

If the Council were not successful in achieving this funding from the Welsh Government then the Council would be fully responsible for all costs relating to the proposal. In these circumstances, it would be necessary to review investment options to ensure the delivery of sufficient school places.

## Alternatives considered

### English-medium provision

Doing nothing is not a viable option because there is a need to achieve a better match in the supply of and demand for school places.

An initial feasibility study has indicated that the Stacey Primary School site would be less suitable for accommodating increased provision.

### Welsh-medium provision

The city-wide population and the population in the locality have each grown 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 at September 2014. 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.

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.

### Alternative Options

Nine alternative options were initially explored. Of these, the options outlined in this document were shortlisted for consultation and seven others were discounted on the basis of not being considered appropriate based on a range of factors related to the schools at that time, prohibitive costs, location, planning and flood plain issues.

<b>Option</b>	<b>Details</b>	<b>Status</b>
All-through campus at Willows High School site	<ul style="list-style-type: none"> <li>Willows High School to operate as an all-through 3-16 campus, plus Flying Start. 2FE English-medium primary school provision included.</li> <li>Current Baden Powell Primary building to accommodate Ysgol Glan Morfa at 2FE</li> <li>Moorland Primary (English-medium) to expand to 3FE utilising vacated Ysgol Glan Morfa Buildings</li> </ul>	Discounted
2FE Welsh-medium primary on the Willows site	<ul style="list-style-type: none"> <li>New build primary school at Willows High School – 2FE Welsh-medium</li> <li>Baden Powell Primary to remain as 2FE English-medium</li> <li>Moorland Primary (English-medium) to expand to 3FE utilising vacated Ysgol Glan Morfa Buildings</li> </ul>	Discounted
3FE English-medium primary school on the Willows High	<ul style="list-style-type: none"> <li>New build primary at Willows High School site – 3FE English-medium plus Flying Start</li> </ul>	Discounted

School site (1)	<ul style="list-style-type: none"> <li>• Current Baden Powell building to accommodate Ysgol Glan Morfa at 2FE</li> <li>• Moorland Primary to remain as 2FE English-medium</li> </ul>	
3FE English-medium Primary on the Willows site (2)	<ul style="list-style-type: none"> <li>• New build primary at Willows High School site – 3FE English-medium plus Flying Start</li> <li>• Baden Powell to remain as 2FE English-medium</li> <li>• Ysgol Glan Morfa to expand to 2FE on existing site utilising Moorland Primary School accommodation.</li> </ul>	Discounted
2FE Welsh-medium Primary on Pengam Green	<ul style="list-style-type: none"> <li>• New build primary on identified site – 2FE Welsh-medium</li> <li>• Baden Powell Primary to remain as 2FE English-medium</li> <li>• Moorland Primary (English-medium) to expand to 3FE English-medium utilising vacated Ysgol Glan Morfa Buildings</li> </ul>	Discounted
2FE English-medium Primary on Pengam Green	<ul style="list-style-type: none"> <li>• New build primary on identified site – 2FE English-medium</li> <li>• Current Baden Powell building to accommodate Ysgol Glan Morfa at 2FE</li> <li>• Moorland Primary at 3FE English-medium utilising vacated Ysgol Glan Morfa Buildings.</li> </ul>	Discounted
2FE English-medium Primary on the Maltings	<ul style="list-style-type: none"> <li>• New build primary on identified site – 2FE English-medium</li> <li>• Current Baden Powell building to accommodate Ysgol Glan Morfa at 2FE</li> <li>• Moorland Primary at 3FE English-medium utilising vacated Ysgol Glan Morfa Buildings</li> </ul>	Discounted

## 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.

Admission arrangements for Cardiff schools for the 2015/16 academic year were approved by the Council in early 2014. Consultation on admission arrangements for Cardiff schools for the 2016/17 academic year was completed in January 2015 and was determined by the Cabinet at its meeting in March 2015.

Should the proposal proceed, it may be necessary to consult at a later date on revising catchment area arrangements for some or all of the four English-medium primary school catchment areas within the Willows High School catchment area in order to achieve a better match of future catchment populations to the local school capacities.

It may also be necessary to consult at a later date on revising the catchment area arrangements of Ysgol Glan Morfa, and therefore of adjacent Welsh-medium primary school catchment areas in order to achieve a better match of future catchment populations to the local school capacities. The catchment areas that may be affected will depend on whether separate proposals affecting the Butetown and Grangetown areas proceed.

Any amendments to admission arrangements such as changes to Published Admission Numbers or the establishment and/ or revision of catchment areas as a result of this proposal could not be implemented until September 2017 at the earliest.

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

The Council would implement this intake by authorising the admission of pupils in accordance with its published criteria.

## **Financial Matters**

All options proposed include construction of a new build 2FE standardised build primary school building.

Initial costings based on benchmarking information from other Local Authorities indicate that the construction cost of providing a single standardised build 2FE primary school would be between £5.4 – 6.5m subject to ground conditions. This would include costs for works such as, highways improvements, IT, fixed furniture and fittings (FFE) and fees. Any land purchase costs would be in addition to the construction costs.

A proposed 21st Century Schools capital investment Programme was submitted to Welsh Government (WG) in November 2011, and it received approval in-principle in December 2011 of 50% WG capital grant funding.

A proposed realigned Programme was presented to the Cabinet committee at its meeting on 19 March 2015, reflecting current Council priorities. The specific proposals put forward in 2011 were replaced with a broader provision across the city.

The realigned Strategic Outline Programme was submitted to WG in March 2015, noting that the full Programme was not affordable without additional capital support from WG. The SOP was considered at WG's Capital Panel meeting on 30 March 2015 and in April 2015 it was confirmed that Cardiff Council had, in principle, been awarded additional capital grant funding.

The realigned Programme proposes innovative approaches which it is considered could achieve capital savings through grouped procurements and standardised designs. This is subject to successfully negotiating a capped cost of capital investment with potential contractors. The Authority has undertaken a Common Contractor Briefing with framework contractors and established that up to three new 2FE primary schools could be delivered within a single, capped procurement. Initial indications suggest contractors are interested to pursue this approach and there would be financial benefits in term of per school build costs.

The 21st Century Schools Programme as a whole is limited to an approved level of investment, and therefore any scheme specific overspends can only be managed by underspends on other 21st Century Schools schemes. The affordability of any specific scheme relies upon the successful budget management of all schemes within the Programme. At present the costs of delivering the proposals within this consultation document are based on estimated costs following discussions with contractors.

The WG grant has been approved in-principle, and full grant approval would be received following successful Business Case submissions. The proposals within this consultation document either in

isolation or as part of a grouped Business Case submission – are likely to require three stages of submission:

- Strategic Outline Case (SOC);
- Outline Business Case (OBC);
- Full Business Case (FBC).

It is anticipated that new build accommodation could be available by September 2017 to provide for Reception and nursery age children. However this is dependent on a successful outcome of the revised procurement methods associated with the programme going forward.

The funding agreed in principle as part of the realigned 21st Century Schools Programme means there is sufficient capital money available for the additional 60 places proposed for the locality. It will not allow for rebuild or significant refurbishment of existing buildings or for the provision of facilities over and above a standard primary school such as community facilities.

Any investment over and above the investment required to increase the number of places at the respective schools will necessitate consideration specific to additional funding sources to supplement the 21st Century Schools capital identified.

<b>Table 17: Cost Range</b>		
<b>Option</b>	<b>Site</b>	<b>Cost range (incl land costs where appropriate)</b>
<b>1</b>	Baden Powell Primary School	<b>£7.9m - £9.9m</b>
	Ysgol Glan Morfa	
	Moorland Primary School	
<b>1a</b>	Baden Powell Primary School	<b>£9.2 - £11.2m</b>
	Tremorfa Nursery School	
	Ysgol Glan Morfa	
	Moorland Primary School	
<b>2</b>	Ysgol Glan Morfa	<b>£7.9m - £9.9m</b>
	Moorland Primary School	
	Baden Powell Primary School	
<b>2a</b>	Ysgol Glan Morfa	<b>£9.2 - £11.2m</b>
	Moorland Primary School	
	Baden Powell Primary School	
	Tremorfa Nursery School	

## **Human Resources Matters**

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

The proposal to increase the current pupil intakes of Ysgol Glan Morfa and Moorland primary schools, and/ or proposals to relocate all or some of these primary schools would result in an increase of staff. The governing bodies of each school will need to consider whether to restructure



their current staffing establishment in order to support the increased number on roll. The governing bodies of each school have adopted the Council's Redeployment and Redundancy Policy for schools and therefore any new vacancies arising as a consequence of an increase in numbers on the roll will provide opportunities for staff on the school redeployment register.

The proposal to relocate Baden Powell Primary school will not result in a change to staffing levels. However, if the age range is changed from 3 -11 to 4 -11 this will mean a reduced requirement for staff. It is hoped that any resultant reduction required in staffing levels could be achieved through natural turnover. However, should this not be possible the school will need to manage this using the Redeployment and Redundancy for schools.

## **Land Matters**

The Maltings site is in Council ownership and if selected for the purpose of building an educational facility would need to be appropriated to reflect the change of use.

## **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](http://www.cardiff.gov.uk)).

## **Impact of the proposal on the Welsh Language**

The proposal includes increasing the number of Welsh-medium nursery and primary school places available in the area.

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

## **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. The 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

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

The schools subject to the proposals are existing schools which offer a range of after school activities and some may have community organisations offering services from the school facilities. It is not anticipated that there would be a negative impact on any of these activities and all options allow for the potential development of community use of the additional facilities.

## Next steps, how to make your views know and feedback form

### What happens next?

#### Key Dates

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.

There are a number of further stages that the Council would have to go through before a final decision is made by the Council.

These stages are set out in Table 18 below:

<b>Table 18: Further stages</b>	
<b>Statutory Process</b>	<b>Timescale</b>
Consultation Period	12 October – 23 November 2015
Consultation report considered by the Council Cabinet and published on the Council website	December 2015
Subject to approval statutory notice issued during which time formal written objections can be made	January 2016
Determination by the Council’s Cabinet	March 2016
Objection report published on the Council’s website and notification of Cabinet’s decision	March 2016

The proposed timetable may be subject to change

### Consultation period

The consultation period for these proposals starts on 12 October and ends on 23 November 2015. See page 34 for further details of how to respond and make your views known.

Within 13 weeks of 23 November 2015 a consultation report will be published on the City of Cardiff Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees during the consultation period and provide the Council's response to these issues. The report will also contain Estyn's view of the proposals.

The Council's Cabinet will consider the consultation report and decide whether or not to proceed with the proposals.

If the Cabinet decides to continue with the proposals the City of Cardiff Council must publish a statutory notice.

### **Statutory Notice**

The statutory notice would be published on the City of Cardiff Council website and posted at or near the main entrance to the schools/sites subject to the notice. Copies of the notice would be made available to schools identified in the notice to distribute to pupils, parents, guardians, and staff members (the school may also distribute the notice by email). The notice sets out the details of the proposals and invites anyone who wishes to object to do so in writing within the period specified.

### **Determination of the proposals**

The City of Cardiff Council Cabinet will determine the proposals. Cabinet may decide to approve, reject or approve the proposals with modifications. In doing so, Cabinet will take into account any statutory objections received.

### **Decision Notification**

Following determination of proposals all interested parties will be informed of the decision which will be published electronically on the City of Cardiff Council's website.

### **Frequently Asked Questions**

- **What would the proposals mean for children currently attending Baden Powell Primary School, Moorland Primary School, Tremorfa Nursery School, Ysgol Glan Morfa and Willows High School?**

Children currently attending these schools would remain at the schools.

- **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. Any building work carried out on the schools site 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.

- **Would there be any change to the uniform?**

There are no changes of uniform at any of the schools arising out of this proposal.

- **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 serviced delivery.

## CONSULTATION RESPONSE FORM (The provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott wards)

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](http://www.cardiff.gov.uk/21stcenturyschools)

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

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

**The closing date for responses to this consultation is 23 November 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.

Do you support the proposal to provide additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott wards from 2017?

Yes  No

If you answered yes, do you like one option more than the others?

Please number the options 1-4 in your preferred order with 1 being your most preferred option and number 4 being your least preferred:

Option	Level of priority 1- 4 1=High 4 = Low
1	
1a	
2	
2a	

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

Your name: .....

Address: .....

.....

Postcode: .....

Date: .....

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

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 23 November 2015.

Please return this form to **Room 219, County Hall, Atlantic Wharf, Cardiff CF10 4UW** by  
**28 OCTOBER 2015**

This document is about changes proposed to schools in your area. You have been sent this document for you to find out more about this proposal and for you to give your views. Please tick this box if you require this information in your language and write your name, address and telephone number in English or Welsh in the large box at the bottom of the form. Please return this form to the address at the top of the form.

FR	<input type="checkbox"/>	Ce document est sur les changements proposés dans les écoles de votre région. Vous avez été envoyé ce document pour que vous vous renseigniez d'avantage au sujet de la proposition et pour vous de donner votre opinion. Veuillez cocher cette case si vous avez besoin de cette information dans votre langue et écrire votre nom, l'adresse et numéro de téléphone en Anglais ou en Welsh/Gallois dans la grande case au bas de ce formulaire. S'il vous plait, retourner ce formulaire à l'adresse indiquée au début de ce formulaire.
CN	<input type="checkbox"/>	這份文件是關於您所在地區附近學校更改的提議。該文件已發送給您， 讓您更加了解這些提議，並讓你提出你的意見。 如果您需要了解這些用你的母語翻譯的信息，請勾選此框。 在表格末的大框格里，用英語或威爾士語寫你的姓名，地址和電話號碼。並請將本表格寄回該表格頂部的地址。
SM	<input type="checkbox"/>	Warqadani waxay ku saabsantahay aragtida is bedel la doonaayo in lagu sameeyo iskuulada xaafada. Fadlan hadaad u baahantahay faahfaahin ku qoran afkaaga hooyo ,hoos calaamadee. Magacaaga,adireeskaaga, iyo telefonkaagaba ku qor afka ingiriisiga , AMA welshka. Dibna igu soo dir foomka , adireeska kor ku qoran
PL	<input type="checkbox"/>	Dokument ten dotyczy proponowanych zmian w szkołach w Pańskiej okolicy. Wysłano go po to, by mogli się Państwo dowiedzieć więcej na temat projektu oraz wyrazić swoją opinię. Proszę zaznaczyć to okienko, jeżeli potrzebują Państwo owych informacji w języku ojczystym oraz proszę podać imię, nazwisko, adres i numer telefonu po angielsku lub walijsku w dużym okienku na dole formularza. Proszę zwrócić formularz na adres <u>podany na górze</u> .
CZ	<input type="checkbox"/>	Tento dokument se týká změn, které byly navrženy školám ve vašem okrsku. Dokument vám byl zaslán, abyste se dozvěděli více o tomto návrhu a abyste měli možnost vyjádřit své názory. Prosím zaškrtněte toto políčko, pokud potřebujete tuto informaci ve vašem jazyce a napište svoje jméno, adresu a telefonní číslo v anglickém nebo velšském jazyce do velkého políčka, které je v dolní části tohoto formuláře. Prosím zašlete tento formulář zpět na adresu, která je poskytnuta v horní části tohoto formuláře.
AR	<input type="checkbox"/>	هذه الوثيقة بخصوص بعض التغييرات المقترحة على المدارس في منطقتك . و لقد أرسلنا هذه الوثيقة إليك لكي تعلم و تتعرف على هذه المقترحات ثم تبدي رأيك فيها. من فضلك ضع علامة على هذا المربع إذا كنت تحتاج معرفة هذه المعلومات مترجمة الى لغتك الأصلية ، ثم اكتب أسمك ، و عنوانك ، و رقم هاتفك باللغة الإنجليزية أو لغة الويلش في المربع الكبير الموجود بأسفل هذه الورقة . من فضلك أرسل هذه الورقة الى العنوان الموجود في اعلى هذه الورقة .
HD	<input type="checkbox"/>	यह दस्तावीज़ आपके क्षेत्र में स्कूलों के लिए प्रस्तावित परिवर्तनों के बारे में है। आपको यह दस्ताविज़ इस प्रस्ताव के बारे में और अधिक जानकारी देने के लिए और इसके बारे में आप आपने विचार देने के लिए भेजा गया है। अगर आपको आपनी भाषा में इस जानकारी की अवश्यता है तो कृपया इस बॉक्स में टिक करे, और फॉर्म के ताल पर बड़े बॉक्स में अंग्रेजी या वेल्श में अपना नाम, पता और टेलिफोने नंबर लिखे। कृपया इस फार्म को उपर दिए गए पते पर वापस भेजे।

Provision of additional primary school places in the Adamsdown and Splott  
Wards 12 October to 23 November 2015

Please return this form to **Room 219, County Hall, Atlantic Wharf, Cardiff CF10 4UW** by  
**28 OCTOBER 2015**

DR	<input type="checkbox"/>	<p>این اطلاعات راجب عوض شدن برنامه در مکتب ہا در این منطقه است. این اطلاعات برای شما روان شدہ است کہ شما بیشتر راجب این موضع بفہمید و نظر خود را بگویید. این چارخانہ را علامت بزنید اگر می خواهید این اطلاعات در زبان خودتان باشد. اسم و آدرس و تلفن نمبر خود را در انگلیسی یا در ولشی در داخل چار خانہ کلن کہ در پایان این فورم است نوشتہ کنید. خواہش یس این فورم را در آدرس کہ در بالا فورم نوشتہ است روان کنید.</p>
GJ	<input type="checkbox"/>	<p>આ દસ્તાવેજ તમારાં વિસ્તારની શાળાઓના દરખાસ્ત થયેલ ફેરફારો બારામાં છે. આ દસ્તાવેજ તમને દરખાસ્ત બાબત વધુ માહિતી મેળવવાં ને તમારાં અભિપ્રાયો આપવા માટે મોકલાયેલ છે. મહેરબાની કરી આ માહિતી તમને તમારી ભાષામાં જોઈએ તો આ ખાનું ભરી દર્શાવો ને તમારું નામ, સરનામું ને ટેલીફોન નંબર અંગ્રેજી કે વેલ્શમાં પત્રકના છેવાડે મોટાં ખાનામાં લખો. મહેરબાની કરી આ પત્રક મથાળે આપેલ સરનામે પરત કરશો.</p>
KD	<input type="checkbox"/>	<p>ہم نامہ یہ دہ ربارہ ی نہ و گورانکارپانہ یہ کہ پیشنیار کراون بو فوتابخانہ کانی ناوچہ کہ ت نہ م نامہ یہ ت بو دہ نیرین بو نہ وہ ی ناگداری نہ و پیشنیارانہ ت بکہ یں و بو چونی خوتمان بو روون بکہ پتہ و ہ.</p> <p>تکایہ نہ و چوار گوشہ ب چوکہ دہ ستیشان بکہ نہ گہ ر دہ تہ ویت کویبہ کہ لہ م زانیارانہ بہ زمانی خوت بو بنیرین. ناوی خوت و نہ درہ سہ کہ ت و زمارہ ی تہ لہ فونہ کہ ت بہ ننگلیزی یان بہ ویلزی لہ و چوار گوشہ گہ ورہ یہ ی خوارہ وہ ی نہ م لا پہ رہ یہ بنوسہ.</p> <p>تکلیہ نہ م لا پہ رہ بنیرہ بو نہ و نہ درہ سہ ی لہ سہ روی نہ م لا پہ رہ نوسراوہ</p>
PJ	<input type="checkbox"/>	<p>ਇਹ ਦਸਤਾਵੇਜ਼ ਆਪ ਜੀ ਦੇ ਇਲਾਕੇ ਦੇ ਸਕੂਲਾਂ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਪ੍ਰਸਤਾਵ ਉਪਰ ਹੈ। ਇਹ ਦਸਤਾਵੇਜ਼ ਆਪ ਦੀ ਇਨ੍ਹਾਂ ਪ੍ਰਸਤਾਵਾਂ ਉਪਰ ਹੋਰ ਜਾਣਕਾਰੀ ਵਧਾਉਣ ਅਤੇ ਆਪ ਦੇ ਸੁਝਾਵ ਲੈਣ ਲਈ ਭੇਜਿਆ ਗਿਆ ਹੈ।</p> <p>ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਅਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਚਾਹਿਦੀ ਹੈ ਤਾਂ ਇਸ ਖਾਨੇ ਵਿੱਚ ਟਿੱਕ ਕਰੋ ਅਤੇ ਅਪਣਾਂ ਨਾਂ, ਪਤਾ ਅਤੇ ਟੈਲੀਫੋਨ ਨੰਬਰ ਇੰਗਲਿਸ਼ ਜਾਂ ਵੈਲਸ਼ ਵਿੱਚ ਫਾਰਮ ਦੇ ਨਿੱਚੇ ਬੱਠੇ ਵੱਖ ਖਾਨੇ ਵਿੱਚ ਲਿਖੋ। ਕਿਰਪਾ ਕਰਕੇ ਇਹ ਫਾਰਮ ਉਪਰ ਦਿੱਤੇ ਪਤੇ ਤੇ ਵਾਪਸ ਕਰੋ।</p>
UD	<input type="checkbox"/>	<p>یہ دستاویز آپ کے علاقے میں سکولوں کی تجویز تہدیلیوں کے بارہ میں ہے۔ آپ کو یہ دستاویز اس لیے لیے بھیجی جارہی ہے تاکہ آپ اس تجویز کے بارہ میں مزید جان سکیں اور اپنی رائے سے آگاہ کریں۔</p> <p>اگر آپ کو یہ معلومات اپنی زبان میں چاہیے تو برائے مہربانی اس خانے میں نشان لگادیں اور اپنا نام، پتہ اور فون نمبر انگریزی یا ویلش زبان میں اس فارم میں چھپدے گئے بڑے خانے میں لکھ دیں۔ مہربانی فرما کر یہ فارم اوپر دیے گئے پتہ پر واپس بھیجوائیں۔</p>
BG	<input type="checkbox"/>	<p>ইহা আপনার এলাকার স্কুলগুলিতে পরিবর্তন সম্বন্ধে প্রস্তাবিত একটি ডকিউমেন্ট। এই ডকিউমেন্টটি আপনাকে পাঠানো হয়েছে আপনার অবগতি এবং আপনার মতামত জানার জন্য।</p> <p>যদি এই তথ্যটি আপনার ভাষায় পেতে চান তবে দয়াকরে এই বাজেট টিক দিন এবং আপনার নাম, ঠিকানা ও টেলিফোন নাম্বার ওয়েলশ অথবা ইংরেজীতে এই ফর্মের নিচের বড় বাজের মধ্যে লিখুন। দয়াকরে ফর্মের উপরে লিখিত ঠিকানায় এই ফর্মটি ফেরৎ পাঠিয়ে দিন।</p>

✉	Name:
	Address:
☎	Phone:

Provision of additional primary school places in the Adamsdown and Splott  
Wards 12 October to 23 November 2015





**Schools Programme  
Record of  
Pupils Meeting  
Baden Powell Primary School  
13.11.15  
14:30pm – 15:30pm**

**Present:**

Ian Warburton (Project Officer), Brett Andrewartha (Project Officer).

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

No	Heading	Action
1.	<b>Presentation</b>	
	<p><b>Meeting with year 6 pupils</b></p> <p>IW and BA opened the meeting, introduced themselves as Council Officers and welcomed everyone to the meeting.</p> <p>IW ran through a short PowerPoint presentation on the provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards. The Council is consulting on proposals to:</p> <p>Provide 30 additional English-medium primary school places per year group            Provide 30 additional Welsh-medium primary school places per year group            Provide additional English-medium part time nursery places            Provide additional Welsh-medium part time nursery places</p> <p>Different potential delivery options have been identified and these were explained to the pupils.</p>	
2.	<b>Comments</b>	
	<p>Following the presentation officers answered questions and discussed the pupils' likes and dislikes of the options and of the proposals over all. Their responses were recorded using post it notes and stickers.</p> <p><b>Pupils liked the proposal</b> as it might mean same schools as siblings, see more friends at Willows, closer for Glan Morfa, expand Moorland, school has lots of history, new building, keep a big playground, like same building, tree of remembrance, lots of organised play, separate playgrounds, lots of memories.</p> <p>The issues which received the most stickers from pupils (and were therefore the most popular) were, in descending order :</p>	

No	Heading	Action
	<ol style="list-style-type: none"> <li>1. Tree of remembrance</li> <li>2. Lots of memories</li> <li>3. School has lots of history</li> </ol> <p>Pupils <b>disliked the proposal</b> as it might mean children and parents might get lost, bad behaviour at Willows, Ysgol Glan Morfa and Moorland wont mix, worry about change, don't want to move school, don't want smaller playground, different size and shape if we move, cant leave animals behind. The issues which received the most stickers from pupils (and were therefore the most popular) were, in descending order :</p> <ol style="list-style-type: none"> <li>1. Bad behaviour at Willows</li> <li>2. Don't want to move school/cant leave animals behind (joint 2<sup>nd</sup>)</li> <li>3. Worry about change</li> </ol> <p>Following the session officers explained that their responses will form part of the cabinet report for responses from the consultation.</p>	



Schools Programme  
Record of  
Pupils Meeting  
Moorland Primary School  
18.11.15  
14:30pm – 15:30pm



**Present:**

Rosalie Phillips (Project Officer), Brett Andrewartha (Project Officer).

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

No	Heading	Action
1.	<b>Presentation</b>	
	<b>Meeting with year 6 pupils</b>  RP and BA opened the meeting, introduced themselves as Council Officers and welcomed everyone to the meeting.  RP ran through a short PowerPoint presentation on the provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards. The Council is consulting on proposals to:  Provide 30 additional English-medium primary school places per year group Provide 30 additional Welsh-medium primary school places per year group Provide additional English-medium part time nursery places Provide additional Welsh-medium part time nursery places  Different potential delivery options have been identified and these were explained to the pupils.	
2.	<b>Comments</b>	
	Following the presentation officers answered questions and discussed the pupils' likes and dislikes of the options and of the proposals over all. Their responses were recorded using post it notes and stickers.  Pupils <b>liked the proposal</b> as it might mean guaranteed school places, good to have more teachers, more places in local schools, good to have more Welsh schools, bigger school-more money, more pupils-more ethnic mixing, more pupils-more friends, bigger school-more ICT.  Pupils <b>disliked the proposal</b> as it might mean pupils will have further to travel, longer queues at lunchtime, more traffic, more pupils – maybe more bullies, disruption during building, builds too separate, buildings split so not so good, don't want school to change.	

No	Heading	Action
	<p data-bbox="196 241 1353 309">Unfortunately officers were unable to rate the issues in terms of pupil preference as the class had other lessons that they had to attend before the session had ended.</p> <p data-bbox="196 347 1310 414">Following the session officers explained that their responses will form part of the cabinet report for responses from the consultation.</p>	



Schools Programme  
Record of  
Pupils Meeting  
Ysgol Glan Morfa  
23.11.2015  
14:00pm – 15:30pm



**Present:**

Rosalie Phillips (Project Officer), Brett Andrewartha (Project Officer).

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

No	Heading	Action
1.	<b>Presentation</b>	
	<b>Meeting with year 6 pupils</b>  RP and BA opened the meeting, introduced themselves as Council Officers and welcomed everyone to the meeting.  RP ran through a short PowerPoint presentation on the provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards. The Council is consulting on proposals to:  Provide 30 additional English-medium primary school places per year group Provide 30 additional Welsh-medium primary school places per year group Provide additional English-medium part time nursery places Provide additional Welsh-medium part time nursery places  Different potential delivery options have been identified and these were explained to the pupils.	
2.	<b>Comments</b>	
	Following the presentation officers answered questions and discussed the pupils' likes and dislikes of the options and of the proposals over all. Their responses were recorded using post it notes and stickers.  Pupils <b>liked the proposal</b> as it might mean more friends, more teachers, more IT, big school-less worry about Glantaf, more on playground, more variety of clubs, close to family and friends and a library. The issues which received the most stickers from pupils (and were therefore the most popular) were, in descending order :  <ol style="list-style-type: none"><li>1. More on playground</li><li>2. A library</li><li>3. More variety of clubs</li></ol>	

No	Heading	Action
	<p>Pupils <b>disliked the proposal</b> as it might mean that the school would get too crowded, might get lost, don't know all the teachers, the Maltings is too far, too far to walk on my own, children might not know all teachers, Baden Powell is too far. The issues which received the most stickers from pupils (and were therefore the most popular) were, in descending order:</p> <ol style="list-style-type: none"> <li>1. Children might not know all the teachers</li> <li>2. Too far to walk on my own</li> <li>3. Too full/crowded</li> </ol> <p>Following the interactive exercise above, officers then explained that their responses will form part of the cabinet report for responses from the consultation.</p>	

# 21st Century Schools

## Willows High School

### School Consultation Briefing For Teachers

This consultation pack has been written to enable a classroom based consultation regarding the proposals for extra primary school places in the area. This element of the consultation is to be delivered in Willows High School regarding the 2 proposals that include building on the Willows High School site, however additional consultation will be taking place with both families and pupils from within primary school settings on all options.

#### **Duration:**

Class based consultation should take between 10-15 minutes including group discussion, feedback and final vote.

#### **Role of the teacher:**

Using the PowerPoint provided the teacher should introduce the context outlined within the main consultation document that should be available in all school settings i.e. more nursery and primary school places needed in the area.

Follow the PowerPoint and encourage pupils to discuss the proposals and share their views. Teachers are asked to facilitate the session and capture key themes and views and ask the pupils to vote by showing hands on both proposals.

Ensure that the pupils understand that the decision will be made by Cardiff County Councillors once the consultation findings have been collated and presented to decision makers. This can take some time but the results will be passed back to the school and shared with pupils as soon as possible.

#### **Collation of Findings:**

Each teacher is to take their classroom findings to an agreed central point within school. School when then contact County Hall and arrange collection. This information will then be collected and collated by the School Organisation Planning Team and presented within the official consultation report.





**Willows High School**  
**Consultation**

**Additional English-medium and Welsh-  
medium primary school places in the  
Adamsdown and Splott wards**

## Your Say

This is an opportunity for Willows pupils to have their say on the proposals put forward in your area. It is your chance to have your say and make comments that will be considered when the Council decide how to proceed.

Your views matter and we want  
you to tell us what you think about  
the proposal.

## Fast facts

- More nursery & primary school places are needed in the area
- 4 options are being proposed
- 2 options involve extending existing schools in communities
- 2 of the options include building on Willows HS site
- Cost between £7.9 – £11.2 Million

We want to ask you what you think about  
building on your school site.

# Task 1

## Option 1:

- Build a new primary school with a nursery on the Willows High School site serving the age range 3 -11 from September 2017

**Do you support this? Yes or No**

Teacher count votes + record

# Task 2

21st Century schools

## Option 2

- Build a new primary school on the Willows High School site serving the age range 4 -11 from September 2017  
and
- Build a new nursery on the Willows High School site serving the age range 3 - 4 from September 2017

**Do you support this? Yes No**

Teacher count votes + record

## Task 3

- Please tell you teacher why have you voted in this way?
- What did you like or not like about the proposal?
- What would you change?

Teacher to facilitate + record comments



## What happens next?

- All of your views and comments will be collated along with local residents and parents views. They will then be presented to the council.
- The council will then make a choice as to the best option for the area.

21st Century Schools

# Thank You For Your Time



CARDIFF  
CAERDYDD

# 21st Century Schools

## Classroom Consultation Findings Sheet

1. Do you support building a new primary school with a nursery on the Willows High School site serving the age range 3 -11 from September 2017

Yes 19

No 99

2. Do you support the building of a new primary school on the Willows High School site serving the age range 4 -11 from September 2017 and building a new nursery on the Willows High School site serving the age range 3 - 4 from September 2017?

Yes 34

No 77

3. Why have you voted in this way?  
What did you like or not like about the proposal?  
What would you change?

<b>Yes</b>	Easier for parents. More school places for the community Easier for siblings to get to because all on one site. Like the idea of brand new facilities.
<b>No</b>	Would lead to more traffic and people on Willows site Don't think high school and primary school could co-exist on the same site Don't want to lose any more of our land, too cramped A feeling that the money should be spent on Willows to improve poor facilities Disruption because of building work Influence of older pupils on younger pupils

Note: Please record total number of votes and comments on one sheet.

# 21st Century Schools

Teacher signature:.....

## **Estyn response to the proposal by Cardiff County Council's consultation on the provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards**

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

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

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

### **Introduction**

This is a consultation proposal from Cardiff County Council.

The proposal is to:

- Provide 30 additional English-medium primary school places per year group
- Provide 30 additional Welsh-medium primary school places per year group
- Provide additional English-medium part time nursery places
- Provide additional Welsh-medium part time nursery places

The proposer has presented 4 options for Consultation. These options include increasing the number of two and three form entry year groups, modernising some present buildings and new build.

### **Summary/Conclusion**

The proposal focuses on meeting the projected increased demand for extra English and Welsh-medium places in the Adamsdown and Splott Wards.

The proposer has demonstrated clearly the proposals should meet the forecast demand for extra places in both English and Welsh-medium schools.

The proposals are likely to at least maintain the current standards of education and provision in the area.

### **Description and benefits**

The proposer has provided a detailed and clear rationale for the proposal. There has been significant growth in the number of Reception age pupils in the Adamsdown and Splott wards over a period of years. Increasing demand is forecast to continue

for both English and Welsh-medium places. The proposer recognises appropriately that it may be necessary to consult in the future on revising catchment areas of primary schools in order to match the supply and demand for places more efficiently.

The proposer has used relevant factors suitably to inform projections and forecasts regarding demand for English and Welsh-medium places in the variety of schools in the area. It has provided clear and comprehensive evidence to calculate the projected increase and reasonably asserts that doing nothing is not a viable option because of the need to achieve a better balance in the supply of and demand for places.

The proposer outlines the possible advantages, disadvantages and risks of the proposals clearly. The proposer also asserts reasonably that there would be advantages to increased 2 form entry and 3 form entry provision. These would include the ability to employ extra staff in order to cover a wider range of curriculum expertise, a more secure financial resource base and the capacity to maintain a full complement of school governors.

The proposal suggests reasonably that high quality modern buildings would be more suited to supporting a broad and balanced curriculum. The proposer has considered other alternative options suitably. It considered nine alternative options thoroughly and discounted each one due to a range of relevant factors.

The proposer outlines clearly that the proposals could increase or decrease home-to-school travel distances for different pupils. It states that any pupils affected by this proposal as result of catchment areas would be offered the same support with transport as is provided in accordance with criteria that apply across Cardiff.

The proposer asserts reasonably that the increase in supply of places is likely to meet projected increasing demand. The proposer states validly that surplus places could be addressed, in some instances, by reorganising catchment areas in order to provide a more sustainable balance for supply and demand.

The proposer appropriately addresses the issue of possible surplus places due to the expansion of Welsh-medium provision in Ysgol Glan Morfa.

### **Educational Aspects of the proposal:**

The proposer has considered appropriately the effect of the proposals on the quality of outcomes, provision and leadership and management. It refers validly to the outcomes of Estyn's most recent inspection reports on the four schools and their support categories and bands.

It concludes reasonably that it does not anticipate any negative impacts on the quality of standards of education or the delivery of the Foundation Phase at any of the schools. The proposer asserts strongly that new facilities would support teaching, learning and the delivery of a broad and balanced curriculum.

The proposer makes the case satisfactorily that leadership and governance should not suffer under these proposals.

The proposer has considered thoroughly the impact upon vulnerable groups, including children with Special Educational Needs. It concludes appropriately that there is no evidence to suggest the proposal would have a negative impact on pupils with SEN, ethnic minority pupils or pupils in receipt of free school meals.

The proposer has given suitable consideration to possible disruption to pupils. It clearly lists these risks such as increased traffic congestion at school sites at drop off/pick up times, changes to any existing buildings and any new build. The proposer asserts firmly that any such disruption can be minimised in order that pupils' education does not suffer by introducing suitable measures including a travel plan formulated by the Council and relevant governing bodies.

Dear Sir

Please find attached a copy of the Governing Body response to the LA proposals for reorganisation.

Once again we would like to give our full endorsement to the process and fully support the principles of increasing school provision within our catchment areas. We would also like to thank the officers involved for a comprehensive process which has clearly investigated all options and sought to secure the involvement of all stakeholders.

In response to the proposals we would like to draw to your attention the following concerns raised by ourselves and the school community.

Location.

The current location of Baden Powell Primary School is very central and provides excellent access to all families and services within the catchment. However, relocating the school to the Willows High School site would immediately put us on the edge of the catchment area which would have a negative impact upon pupil attendance.

Currently issues such as traffic congestion and poor weather already impact negatively upon school attendance with many days during the year suffering a 10% reduction in attendance when the weather is poor or local issues create traffic congestion.

However, by relocating the school to the edge of the catchment these difficulties will be exacerbated and will actively discourage families from improving pupil attendance. Putting the burden of greater distances to walk from one side of the catchment, in addition to tackling poor weather conditions and traffic congestion will only result in lower attendance patterns and more children not receiving their full entitlement to a quality education.

These difficulties already have an impact upon standards and we believe the proposals will only increase the difficulties parents face and negatively further impact upon standards.

Mixed Site Policy

We and many of the stakeholders are greatly concerned about the difficulties that will arise from locating children from 3-16 years of age on one site.

In the past Baden Powell had to significantly reorganise the school day and times to be in line with those at Willows HS. This was required due to the increasing number of incidents relating to the difficult behaviour and actions of Willows HS pupils on the Baden Powell playground at the end and start of the day. Once our school times were aligned these issues ended and the daily routines of pupils at Baden Powell were no longer disrupted.

However, by relocating the pupils together on one site we can only envisage an increase of these negative behaviours as the Willows HS pupils will have greater access to the public areas of the new school throughout the whole day.



On a day to day basis we are also greatly concerned about our pupils being exposed to the very different levels of behaviour and language used by high school pupils. As a school we work tirelessly to set a high standard of behaviour and code of conduct which will be quickly undone if our pupils are exposed to negative role models during the day and as they come to and from school.

These issues will result in increased behaviour management issues for BOTH schools which will consequently have a negative impact upon school progress and pupil outcomes.

#### Traffic Congestion

As you know, traffic congestion is a significant issue for all organisations and particularly so for schools, as can be seen by the recent tragic loss of life at Maesteg Comprehensive.

We are greatly concerned that the proposed move to the Willows High School site will cause greater difficulties for all schools involved with the consequential increased risk to personal safety for all stakeholders, especially pedestrians.

Currently all three schools have their own sites and manage their own traffic difficulties using a Traffic Management Plan. Relocating all three schools and the Flying Start provision on one site will make managing traffic concerns increasingly more difficult which in the short to long term will increase the risk of accidents.

The relocation of four educational settings onto one site will also result in a hugely increased level of traffic using Willows Avenue and the surrounding roads on a daily basis. We feel this significantly increases the daily risk to our pupils and parents as they will have to tackle these greater traffic flows on their walk to and from school.

Additionally each of the four providers will have their own timetables for special events such as trips, sports days and open days etc. For example simple events such as school trips that currently involve 7-2 buses at Baden Powell along with parental and staff traffic flow will, in the future, be added to by the traffic from another three schools, regularly creating very difficult traffic conditions for all the schools involved.

All of these issues will result in the inevitable increased traffic flows, traffic jams, parking issues and increased risk to personal safety as the school users try to negotiate the difficulties they will face due to the increased traffic.

#### Proposed New Build

Once again we fully support the idea and principles behind upgrading school building stock across the county. However, we must point out that multi floored school buildings may cause schools difficulty in future years as it removed their ability to access outdoor areas of learning.

The Donaldson Report clearly states that Welsh education will move towards a Foundation Phase style and include a large element of education outside the classroom. We worry that this requirement won't be satisfied by the proposed new buildings. The combination of low staff ratios and no free flow to outside areas for pupils located in classrooms above ground floor will result in those children not receiving their entitlement to outdoor education. This is already seen in the multi floored school buildings currently in existence across the city so replicating the design style in future buildings will simply replicate the problem and result in pupils not receiving their entitlement to outdoor education.

There is clearly a place for multi floored buildings, especially in densely built urban areas. However with the development of the Donaldson Report we worry that provision that is good today won't be fit for purpose in future years. Therefore, if the proposals do go ahead we would strongly request, if space allows, that a single story school building is built as that future proofs it against the curriculum changes we now are ahead towards schools.

#### Proposed Nursery Changes

We fully appreciate the requirements to increase Nursery provision within our catchment and fully support the benefits from increased Nursery access and the impact that provision has on the pupils' immediate and long term outcomes.

We also wholeheartedly support the idea that quality nursery provision attached to a primary school is the best way of preparing the pupils for the next stage of their school careers.

However, we also believe that the quality of the nursery provision and the impact 3-11 schools have within future years can only be fully achieved by the full integration of the nursery into the life of the primary school and vice versa and NOT as add on provision to the school site.

The separate nursery and primary schools can make common arrangements regarding uniform, times of days, CPD events and even begin to make common agreements upon curriculum provision.

However the full integration of the nursery and primary provision can only be achieved by having a common purpose, plan and aims which themselves can only be achieved at the Governance and Strategic level.

Without this higher level of planning the more substantial aspects of school life such as ethos, direction and ongoing school improvement cannot be fully achieved together. Sadly, this will result in two separately led schools working together at a superficial level but completely missing the benefits that one joint school could achieve together.

As a result we fear that a relocation of the Tremorfa Nursery to the Baden Powell site will only bring the difficulties associated with a shared site, as explained above, without the positive impact upon standards, outcomes and school progress that a joint nursery and primary school would achieve.

In recent years we also question the impact non-school based nursery provision has upon the standards pupils achieve. Although all nurseries provide an excellent service for their pupils, once a provider is taken away from the ultimate goals of year 2 and year 6 standards and the accompanying levels of accountability for achieving those standards there is a risk that the strident drive towards improved standards can be lost.

As Governors we have been concerned by the consultation's suggestion that standards at our Nursery may not be of a comparable standard to those at other nurseries. We feel using the Estyn inspection reports, which are based upon historical findings, up to 5 years old, whilst comparing a nursery inspection to a full primary school inspection may lead to an inaccurate conclusion.

As a consequence we have recently undertaken an analysis of the Reception Pupils' Foundation Phase Profile outcomes to investigate the benefits of school based nursery provision.

Baseline Tests	School Based Nursery Provision	Non-School Based Nursery Provision
Non-verbal tests	6.39	5.17
FPP Literacy	1.39	0.70
FPP Maths	2.21	1.35

As you can see from the table above pupils who have experienced a school based nursery provision achieve higher outcomes, in some instances double the level achieved, and have a much better start to their school based education than pupils that have received a non-school based nursery provision.

Therefore although we fully support the proposals to increase nursery provision within our catchment, we do NOT agree that taking away integrated nursery provision, and its associated benefits from Baden Powell is beneficial to the school's progress or the pupils' outcomes.

We believe that the loss of nursery provision at Baden Powell will only have a negative impact upon current standards, future pupil outcomes and the potential to improve standards in the future.

As a result we would give our full support to **Option 2** as it provides increased pupil numbers within our catchment areas, excellent access to schools for parents, high levels of personal safety for stakeholders using the local roads whilst maintaining high quality nursery provision at Baden Powell.



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Schedule 2  
 23 NOV 2015

20.11.15

**Response to Consultation for school places in the Adamsdown and Splott wards  
 Tremorfa Nursery School Governors Response**

The Governors of Tremorfa Nursery School prefer option 2.

Option 2 would meet the need for increased primary provision in both Welsh and English medium.

We would like to remain on our current site for the following reasons:

- This would save the local authority at least 2 million pounds. At present our building is of a good standard and is currently not causing any concern.
- This is the least disruptive option for our families and the members of the community who access our building for community services as well as their nursery provision and wrap around care.
- In relation to the Welsh government poverty agenda and the 'Rewriting the Future' document we are meeting many WG aims at our current setting where we have a community room which is in constant use. With our own community nursery nurse we provide groups, workshops and activities for parents every morning including an SEN support group with the local SEN health visitor. We link with Flying Start and Communities first for some of these events maximising local facilities and finance. Families become involved with our school and community program long before the children's school entitlement enabling us to deliver the all important messages of family learning and early language development before the children actually start their with us. Evidence shows that those families who attend our baby group and our toddler group are more ready for nursery - they settle quickly, their speech and language skills are developed, they know many nursery rhymes and traditional stories and their attendance is good. In a new building with the strong likelihood of shared facilities these community groups cannot be guaranteed to continue and would likely need to reduce. I also believe that having a nursery on a secondary school may present a barrier to our youngest parents who may have attended the secondary school themselves. We were deemed 'sector leading' at our last inspection for the work we do with communities. It would be a great loss to Cardiff if this were to be removed or indeed 'watered down'.
- We have an established Forest School area on this site. It is unlikely that any of the proposed options put forward by the Council would enable the school to replicate our existing outdoor provision which is an integral part of the learning experience for our pupils. We have data that suggests that children who are accessing regular forest school sessions have improved learning outcomes and that Forest School can work towards reducing the poverty gap in learners. Forest School is an excellent strategy for developing children's wellbeing and self esteem. Our Forest School area is well established and has taken 14 years to become what it is today we would not have an established forest school site if we were to re-locate. The Forest School site is also used to support university students who attend weekly forest school sessions, to train parents in outdoor skills and to provide a parent and toddler forest school program. In the summer months we also offer the garden as a community garden for parents and younger children. All of this contributes to



Welsh Government  
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**Response to Consultation for school places in the Adamstown and Spott wards**

**Tremors Nursery School Governors Response**

The Governors of Tremors Nursery School agree option 2.

Option 2 would meet the need for increased primary provision in both Welsh and English medium. We would like to remain on our current site for the following reasons:

- This would save the local authority at least 2 million pounds. At present our building is of a good standard and is currently not causing any concern.
- This is the least disruptive option for our families and the members of the community who access our building for community services as well as their nursery provision and wrap around care.
- In relation to the Welsh government poverty agenda and the Renewing the Future document we are meeting many VIG aims at our current setting where we have a community room which is in constant use. With our own community nursery nurse we provide groups, workshops and activities for parents every morning including an early support group with the local health visitor. We link with King's Staff and Communities first for some of these events maximising local facilities and finance. Families become involved with our school and community program long before the children's school enrollment enabling us to deliver the all important messages of family learning and early language development before the children actually start their work. Evidence shows that those families who attend our baby group and our toddler group are more ready for nursery - they settle quickly, their speech and language skills are developed, they know many nursery rhymes and traditional stories and their attendance is good. In a new building with the strong likelihood of shared facilities these community groups cannot be guaranteed to continue and would likely need to reduce. I also believe that having a nursery on a secondary school may present a barrier to our youngest parents who may have attended the secondary school themselves. We were deemed 'sector leading' at our last inspection for the work we do with communities. It would be a great loss to Cardiff if this were to be removed or indeed watered down.
- We have an established Forest School area on this site. It is unlikely that any of the proposed options put forward by the Council would enable the school to replicate our existing outdoor provision which is an integral part of the learning experience for our pupils. We have data that suggests that children who are accessing regular forest school sessions have improved learning outcomes and that Forest School can work towards reducing the poverty gap in learners. Forest School is an excellent strategy for developing children's wellbeing and self-esteem. Our Forest School area is well established and has taken 14 years to become what it is today. We would not have an established forest school site if we were to re-locate. The Forest School site is also used to support university students who attend weekly forest school sessions to gain points in outdoor skills and to provide a parent and toddler forest school program. In the summer months we also offer the garden as a community garden for parents and younger children. All of this contributes to

the over all picture of community and family engagement encouraged by WG in 'Rewriting the Futures and which has proven to raise standards.

- Our school has been recognised by the Central South Consortium as having excellent provision and we have recently become a Foundation Phase Alliance school providing training to many other practitioners across the region. With such large grounds and a well established Forest School area we are able to demonstrate excellent outdoor provisions and a variety of outdoor learning experiences. We have been informed by an officer that the outdoor space which will be provided as part of a new build would not be the same as what we have now and that there is no guarantee that we would have a space for Forest School. Without this facility we would be limited in our ability to demonstrate a wide variety of excellent outdoor provision to other practitioners. With the Welsh Government and the proposed new curriculum placing such emphasis on school to school working and self improving school systems I believe this would not only effect the practice on offer to our own learners at Tremorfa Nursery School but it would also negatively impact on the professional development of others. At a recent professional development event at Tremorfa Nursery School we were able to demonstrate a number of effective outdoor practices in a short space of time.
- The Qualified for Life document (October 2015) states that '*strong school to school working will be fundamental to our new curriculum*'. For many years schools across Wales (and beyond) have been visiting our school as an example of excellent provision and practice. Being chosen as a Foundation Phase Alliance school shows that we are extremely well placed to provide quality school to school support. Our provision and environment is a significant part of the training we provide to other schools. Through our well developed and established grounds we are able to show other schools and practitioners how they too can develop high quality areas of learning to meet the needs of their learners particularly in light of the new curriculum. Loosing this established environment would have a detrimental impact on outcomes for children and on school to school working.
- One of the Four Purposes of the New Curriculum for Wales is around 'healthy and confident individuals' in our current grounds we are able to ensure that all children have space to run, climb, dance...The established Forest School area ensures children can access Forest experiences in a city school and build upon their mental and emotional wellbeing. This would not be the case in smaller under developed grounds.
- Currently transition between all local primary schools is well established and working well. We have children who attend all the local primary schools including Welsh, faith and non-faith based. Transition between some local schools will be difficult should we be re-located.
- We currently offer wrap around care in the afternoons in our community rm. At the consultation drop in sessions we were advised that if the school were to re-locate and pupil numbers increased as proposed, any new school building would be designed to meet the needs of the pupils, but would not include any additional facilities for wrap around care above that currently provided at Tremorfa Nursery. This would in effect be a disservice to the community as there will be more families using the nursery without an increase in wrap around care. We currently fill wrap around care in September and have a large waiting list.



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HEADTEACHER: Mrs A.Bevan

- Our school has been recognised by the Central South Consortium as having excellent provision and we have recently become a Forest School Alliance school providing training to many other practitioners across the region. With such large grounds and a well established Forest School area we are able to demonstrate excellent outdoor provision and a variety of outdoor learning experiences. We have been informed by an officer that the outdoor space which will be provided as part of a new build would not be the same as what we have now and that there is no guarantee that we would have a space for Forest School. Without this facility we would be limited in our ability to demonstrate a wide variety of excellent outdoor provision to other practitioners. With the current Government and the proposed new curriculum placing such emphasis on school to school working and self improving school systems I believe this would not only effect the practice in offer to our own teachers at Tremorfa Nursery School but it would also negatively impact on the professional development of others. At a recent professional development event at Tremorfa Nursery School we were able to demonstrate a number of effective outdoor practices in a short space of time.

- The Quality Standard (October 2015) states that every school to school working will be fundamental to our new curriculum. For many years schools across Wales (and beyond) have been visiting our school as an example of excellent provision and practice being chosen as a Forest School Alliance school shows that we are extremely well placed to provide quality school to school support. Our provision and environment is a significant part of the training we provide to other schools. Through our well developed and established grounds we are able to show other schools and practitioners how they too can develop high quality areas of learning to meet the needs of their learners particularly in light of the new curriculum. Losing this established environment would have a detrimental impact on outcomes for children and on school to school working.

- One of the Four Purposes of the New Curriculum for Wales is around healthy and confident individuals in our current grounds we are able to ensure that all children have space to run, climb, dance... The established Forest School area ensures children can access Forest experiences in a city school and build upon their mental and emotional wellbeing. This would not be the case in smaller under developed grounds.

- Quality transition between all local primary schools is well established and working well. We have children who attend all the local primary schools including Welsh, faith and non-faith based. Transition between some local schools will be difficult should we be re-located.

- We currently offer wrap around care in the afternoon in our community hall. At the consultation group in sessions we were advised that if the school were to re-locate and pupil numbers increased as proposed, any new school building would be designed to meet the needs of the pupils, but would not include any additional facilities for wrap around care above that currently provided at Tremorfa Nursery. This would in effect be a disservice to the community as there will be more families using the nursery without an increase in wrap around care. We currently fill wrap around care in September and have a large waiting list.





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Schedule 2  
23 NOV 2015

20.11.15

**Response to Consultation for school places in the Adamsdown and Splott wards  
Tremorfa Nursery School Staff Response**

The staff of Tremorfa Nursery School prefer option 2.

Option 2 would meet the need for increased primary provision in both Welsh and English medium.

We would like to remain on our current site for the following reasons:

- This would save the local authority at least 2 million pounds. At present our building is of a good standard and is currently not causing any concern.
- This is the least disruptive option for our families and the members of the community who access our building for community services as well as their nursery provision and wrap around care.
- In relation to the Welsh government poverty agenda and the 'Rewriting the Future' document we are meeting many WG aims at our current setting where we have a community room which is in constant use. With our own community nursery nurse we provide groups, workshops and activities for parents every morning including an SEN support group with the local SEN health visitor. We link with Flying Start and Communities first for some of these events maximising local facilities and finance. Families become involved with our school and community program long before the children's school entitlement enabling us to deliver the all important messages of family learning and early language development before the children actually start their with us. Evidence shows that those families who attend our baby group and our toddler group are more ready for nursery - they settle quickly, their speech and language skills are developed, they know many nursery rhymes and traditional stories and their attendance is good. In a new building with the strong likelihood of shared facilities these community groups cannot be guaranteed to continue and would likely need to reduce. I also believe that having a nursery on a secondary school may present a barrier to our youngest parents who may have attended the secondary school themselves. We were deemed 'sector leading' at our last inspection for the work we do with communities. It would be a great loss to Cardiff if this were to be removed or indeed 'watered down'.
- We have an established Forest School area on this site. It is unlikely that any of the proposed options put forward by the Council would enable the school to replicate our existing outdoor provision which is an integral part of the learning experience for our pupils. We have data that suggests that children who are accessing regular forest school sessions have improved learning outcomes and that Forest School can work towards reducing the poverty gap in learners. Forest School is an excellent strategy for developing children's wellbeing and self esteem. Our Forest School area is well established and has taken 14 years to become what it is today we would not have an established forest school site if we were to re-locate. The Forest School site is also used to support university students who attend weekly forest school sessions, to train parents in outdoor skills and to provide a parent and toddler forest school program. In the summer months we also offer the garden as a community garden for parents and younger children. All of this contributes to





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20/11/15

## Response to Consultation for school places in the Adamsdown and Spott wards Treforth Nursery School Staff Response

The staff of Treforth Nursery School prefer option 2.

Option 2 would meet the need for increased primary provision in both Welsh and English medium. We would like to remain on our current site for the following reasons:

- This would save the local authority at least 2 million pounds. At present our building is of a good standard and is currently not causing any concern.
- This is the least disruptive option for our families and the members of the community who access our building for community services as well as their nursery provision and wrap around care.
- In relation to the Welsh government poverty spend and the 'Rewriting the Future' document we are meeting many WVG aims at our current setting where we have a community room which is in constant use. With our own community nursery nurse we provide groups, workshops and activities for parents every morning including an SEN support group with the local SEN health visitor. We link with Flying Start and Communities first for some of these events maximising local facilities and impact. Families become involved with our school and community program long before the children's school entitlement enabling us to deliver the all important messages of family learning and early language development before the children actually start their with us. Evidence shows that those families who attend our baby group and our toddler group are more ready for nursery - they settle quickly, their speech and language skills are developed, they know many nursery rhymes and traditional stories and their attendance is good. In a new building with the strong likelihood of shared facilities these community groups cannot be guaranteed to continue and would likely need to reduce. I also believe that having a nursery on a secondary school may present a barrier to our youngest parents who may have attended the secondary school themselves. We were deemed 'sector leading' at our last inspection for the work we do with communities. It would be a great loss to Cardiff if this were to be removed or indeed 'watered down'.
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the over all picture of community and family engagement encouraged by WG in 'Rewriting the Futures and which has proven to raise standards.

- Our school has been recognised by the Central South Consortium as having excellent provision and we have recently become a Foundation Phase Alliance school providing training to many other practitioners across the region. With such large grounds and a well established Forest School area we are able to demonstrate excellent outdoor provisions and a variety of outdoor learning experiences. We have been informed by an officer that the outdoor space which will be provided as part of a new build would not be the same as what we have now and that there is no guarantee that we would have a space for Forest School. Without this facility we would be limited in our ability to demonstrate a wide variety of excellent outdoor provision to other practitioners. With the Welsh Government and the proposed new curriculum placing such emphasis on school to school working and self improving school systems I believe this would not only effect the practice on offer to our own learners at Tremorfa Nursery School but it would also negatively impact on the professional development of others. At a recent professional development event at Tremorfa Nursery School we were able to demonstrate a number of effective outdoor practices in a short space of time.
- The Qualified for Life document (October 2015) states that '*strong school to school working will be fundamental to our new curriculum*'. For many years schools across Wales (and beyond) have been visiting our school as an example of excellent provision and practice. Being chosen as a Foundation Phase Alliance school shows that we are extremely well placed to provide quality school to school support. Our provision and environment is a significant part of the training we provide to other schools. Through our well developed and established grounds we are able to show other schools and practitioners how they too can develop high quality areas of learning to meet the needs of their learners particularly in light of the new curriculum. Losing this established environment would have a detrimental impact on outcomes for children and on school to school working.
- One of the Four Purposes of the New Curriculum for Wales is around 'healthy and confident individuals' in our current grounds we are able to ensure that all children have space to run, climb, dance...The established Forest School area ensures children can access Forest experiences in a city school and build upon their mental and emotional wellbeing. This would not be the case in smaller under developed grounds.
- Currently transition between all local primary schools is well established and working well. We have children who attend all the local primary schools including Welsh, faith and non-faith based. Transition between some local schools will be difficult should we be re-located.
- We currently offer wrap around care in the afternoons in our community rm. At the consultation drop in sessions we were advised that if the school were to re-locate and pupil numbers increased as proposed, any new school building would be designed to meet the needs of the pupils, but would not include any additional facilities for wrap around care above that currently provided at Tremorfa Nursery. This would in effect be a disservice to the community as there will be more families using the nursery without an increase in wrap around care. We currently fill wrap around care in September and have a large waiting list.



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HEADTEACHER: Mrs A.Bevan

Over all points of community and family engagement encouraged by WVG in Rewriting the Rules and which has proven to raise standards.

- The school has been recognised by the Central South Consortium as having excellent provision and we have recently become a Foundation Phase Alliance school providing training to many other practitioners across the region. With such large grounds and a well established Forest School site we are able to demonstrate excellent outdoor provision and a variety of outdoor learning experiences. We have been informed by an officer that the outdoor space which will be provided as part of a new build would not be the same as what we have now and that there is no guarantee that we would have a space for Forest School. Without this facility we would be limited in our ability to demonstrate a wide variety of excellent outdoor provision to other practitioners. With the Welsh Government and the proposed new curriculum placing such emphasis on school to school working and self improving school systems I believe this would not only impact the quality of our own learners at Trehafod Nursery School but it would also negatively impact on the professional development of staff. At a recent professional development event at Trehafod Nursery School we were able to demonstrate a number of effective outdoor practices in a short space of time.
- The Officer for the document (October 2015) states that taking school to school working will be fundamental to our new curriculum. Not many years ago schools across Wales (and beyond) have been visiting our school as an example of excellent provision and practice. Being chosen as a Foundation Phase Alliance school shows that we are extremely well placed to provide quality school to school support. Our provision and environment is a significant part of the training we provide to other schools. Through our well developed and established grounds we are able to show other schools and practitioners how they too can develop rich quality areas of learning to meet the needs of their learners particularly in light of the new curriculum. Losing this established environment would have a detrimental impact on outcomes for children and on school to school working.
- One of the four purposes of the New Curriculum for Wales is around healthy and confident individuals. In our current grounds we are able to ensure that all children have space to run, climb, dance. The established Forest School site ensures children can access Forest experiences in a city school and build upon their mental and emotional wellbeing. It would not be the case in smaller under developed grounds.
- Currently transition between all local primary schools is well established and working well. We have children who attend all the local primary schools including Welsh, faith and non-faith based. Transition between some local schools will be difficult should we be re-located.
- We currently offer wrap around care in the afternoon in our community hall. At the consultation drop in sessions we were advised that if the school were to re-locate and pupil numbers increased as proposed, any new school building would be designed to meet the needs of the pupils, but would not include any additional facilities for wrap around care above that currently provided at Trehafod Nursery. This would in effect be a disservice to the community as there will be more families using the nursery without an increase in wrap around care. We currently fill wrap around care in a room that has a large waiting list.

# Response to consultation - Tremorfa nursery school staff response -

We as a staff prefer option 2.

✓ This would save the local authority at least 2 million pounds

✗ This is the least disruptive option for our families and members of the community who access our building for community services as well as their nursery provision and wrap around care.

✗ Tremorfa nursery have established forest school area on site

✓ Our school has been recognised by the central south consortium as having excellent provision and we have recently become a foundation phase alliance school providing training to many other practises across the region



We currently offer wrap around care in the afternoons in our community room - this would be a real shame if this was to stop -



Dear Sir/Madam

I am writing on behalf of the Governing Body at Ysgol Glan Morfa in response to the Council's consultation on future primary school provision in Splott and Adamsdown.

We support the underlying decisions to develop an additional 1FE capacity in both English and Welsh medium education, and support the logic of allowing Moorland Road to reclaim the buildings currently occupied by Ysgol Glan Morfa.

We would like to register our support for consultation option 2.

As chair of Governors at Ysgol Glan Morfa I believe a new-build school on the Maltings site would provide the best setting for Glan Morfa to grow and prosper. Many of the school's parents have supported this view and responded to the consultation.

We are pleased to see that all options see YGM moving to 2FE. The school has been oversubscribed for the past two years, and we are confident that with greater promotion of the school we would attract further numbers to attend.

The school has worked hard to raise standards while keeping a tight rein on finances.

### **Welsh language**

The Council's Welsh Language Policy notes that the growth in Welsh speakers in the capital over the last decade is partly down to migration from the Bro Cymraeg, and also "reflects the committed practices and policies towards Welsh medium education in primary and secondary schools in Cardiff."

We take great pride that Ysgol Glan Morfa's growth has been overwhelmingly based on parents who are not Welsh speaking choosing a Welsh-medium education for their children. 99.6% of our children come from a home where the main language is English.

A new build Welsh Medium School at the Maltings would be a powerful emblem of the council's commitment to the ever growing demand from parents for Welsh medium education. It would assist the school in attracting new pupils and staff to fill the new classes and also serve as a beacon for the Welsh language in the area. There is the potential for a new school to become a hub for Welsh Language activities in the area.

### **Identity**

A new building would allow people to identify with the school, and understand that Splott has a Welsh school.

Sharing a site with Moorland School for its first 10 years has meant low awareness of the school. Now in our tenth year and fully established we have been reluctant to promote ourselves over-enthusiastically as we cannot accommodate additional pupils in Foundation Phase.

As a governing body, we feel that the Maltings location on the fringe of an industrial area could serve to build strong school-business links.

### **Community benefits**

Developing a new school at the Maltings would add to the identity of the emerging residential community on the fringe of the STAR area. The area has seen several new housing developments in recent years but in terms of community facilities has very little as yet. The closure of the STAR Centre in due course, will move other community facilities further away. A new school at the Maltings site has the potential to add community benefits to the area. A new school on the Willows site would not add greatly to the community facilities already available on that site.



**Traffic**

Option 1 would mean over 1100 pupils (200 YGM, 200 BP, 700 WHS) arriving and leaving a relatively compact area of residential Tremorfa in a short period of time. Option 2 spread the schools over a wider area and should disperse any congestion or busy periods around drop off and pick up.

As a Welsh Medium school, YGM draws on a larger catchment area than Baden Powell. As a consequence of greater distance to travel, we are likely to have a greater proportion of children travelling by car to and from school. This would be easier to cope with at a new build, rather than the existing Baden Powell site, which can already be extremely busy at drop off and pick up times.

Some parents have raised concerns that the Maltings site is on a busy road, but we are confident that the provision of a suitable crossing, and some thinking about parking and drop off areas prior to construction will be able to address these.

**Building disruption**

Option 1 would inevitably cause disruption at Willows High School, and the construction phase would see increased traffic through a residential area.

Access to the Maltings site would directly impact on a small number of residential properties and should have a much smaller impact.

Option 2 would minimise disruption - as only one school would need to relocate, rather than two.

**State of Baden Powell Building fabric**

Irrespective of which option is chosen, money will need to be spent on the Baden Powell site, which while rated "satisfactory" is sub-optimal in many respects. We are concerned that the current budget and plans does not reflect this adequately.

Were Ysgol Glan Morfa to move there, we anticipate there would be significant investment required to adapt the school to our needs.

**In summary.**

Moving to the Maltings would be an opportunity for Ysgol Glan Morfa to grow and prosper in its second decade. It would give the school a clear and distinct identity, minimise disruption at other schools in the area and offer community benefits to the Maltings area. Option 2 would also be a better option in terms of school transport, and would send a powerful signal of the council's support for Welsh medium schooling.

Yours hopefully,

Gareth Price  
Chair of Governors,  
Ysgol Glan Morfa.

W15/243

Ysgol Glan Morfa,  
Hinton Street,  
Splott,  
Cardiff,  
CF24 2LZ



Ysgol Glan Morfa

Ysgol Glan Morfa,  
Stryd Hinton,  
Sblot,  
Caerdydd,  
CF24 2LZ

Pennaeth / Headteacher: Mrs Rh. Carbis

5<sup>th</sup> of November 2015

To whom it may concern,

As a Foundation Phase team, we feel positive at the prospect of becoming a two form entry school, and also having a full time nursery. We are also excited at the prospect of widening the opportunity for those in the community to embrace the Welsh language and its culture. At times it has been hard working in a dilapidated building. We would also welcome the opportunity to work and plan cooperatively, and to have more teacher knowledge and expertise. This will also enable the children to enjoy even more extra curricular activities. We look forward to the exciting journey ahead.

Yours sincerely,

Mrs K Fish  
(on behalf of the Foundation Phase Team)

*R. Boffy* member of staff

*E. Whaley* member of staff

*[Signature]* member of staff

Our preferred option is option 2. *[Signature]*



**Phillips, Joanna**

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**From:** School Responses  
**Sent:** 23 November 2015 12:41  
**To:** Phillips, Joanna  
**Subject:** FW: SOP Splott/Tremorfa/Adamsdown

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**From:** Jenkins, Jane  
**Sent:** 23 November 2015 12:40  
**To:** School Responses  
**Cc:** Payne, Catherine  
**Subject:** SOP Splott/Tremorfa/Adamsdown

The governors of Moorland Primary School met on 19.11.15 to discuss the above and did not feel able to support the current proposals for the following reasons:

- Concerns about the substantial increase in pupil population at the school. The ethos and success of the school is based on a close knit community with high levels of support for individual children and their families. It would be difficult to replicate this on a larger scale without a potentially negative impact on standards and behaviour.
- We have a duty of care to all our staff and have concerns that the nature of their roles, particularly for the leadership team, would change very significantly if the school size increases. We would have serious concerns about the retention of our senior staff if the nature of their roles changed too drastically. We also recognise that the recruitment of Headteachers is a local and national concern at present.
- The local area has become steadily more disadvantaged over the last 20 years since the school was last a 3-form entry primary. The levels of FSM, EAL, EM, SEN, Child Protection, Asylum seekers, LAC, Children in Need, refugees and transient pupil population are increasing year on year. To increase the pupil population by 50% will also increase the number of families who are in need of additional support services.
- The school has become much more family focused since the introduction of the Pupil Deprivation Grant. The Healthy Schools Assessment undertaken in July 2015 recognised the excellent provision we are making in this area. We feel this would be impossible to sustain in a much larger school.
- For many of our learners, their family lives lack stability and the school staff are doing an excellent job of providing this within the learning environment. Knowing every child individually is crucial to the success of this approach but we are worried that the school will lose this if it grows too big. High levels of pupil and staff well-being are crucial to the success of our school.
- The effective pedagogy within our Foundation Phase is based on year group pairs of shared classroom spaces and our building lends itself very well to this. We regularly host visitors to our Foundation Phase classes to see excellent practice and our philosophy is based on this shared classroom model. Due to the design and nature of the buildings, it would be very difficult to replicate this across 3 classrooms per year group.
- The volume of traffic at the beginning and end of every day is already a grave health and safety concern to governors. Potentially increasing this by 50% feels very irresponsible.
- Having seen the plans, we cannot envisage how we would fit 9FP classrooms and a 48 place nursery into the existing Ysgol Glan Morfa building without substantial building works. The numbers appear to have been worked out on square footage per pupil and therefore include a very wide corridor and large hall. If these areas are due to be incorporated into the proposals for creating additional classroom spaces then there are serious building implications which are not evident in the proposals as they stand. Any reduction in the size of the school hall would be of serious concern.
- The school community has been involved in SOP plans in the past. Staff and governors are very anxious about the Council's capacity to deliver this programme on time and to the standard promised in view of our previous experiences.

Following discussion with staff at the school we would like to propose the following alternative:

- Ysgol Glan Morfa to move to a 2FE new build;
- Baden Powell to remain on current site 2FE;
- Moorland to remain on site as 2FE using YGM building and demolishing existing EY building; This would enable us to continue our very important family engagement work;
- Build a new 1FE school on Willows site and incorporate flying start provision within this.

Jane Jenkins  
Headteacher  
Moorland Primary School  
Singleton Road  
Splott  
Cardiff  
CF24 2LJ

029 20462170

**From:** School Responses  
**Sent:** 23 November 2015 12:54  
**To:** Phillips, Joanna  
**Subject:** FW: SOP Splott/Tremorfa/Adamsdown

Jo – Jane Jenkins has also sent a second email, can you check it is the same?

Thanks  
Emma

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**From:** Jenkins, Jane  
**Sent:** 23 November 2015 12:44  
**To:** School Responses  
**Cc:** Payne, Catherine  
**Subject:** SOP Splott/Tremorfa/Adamsdown

I am not sure if my response has been received so I am sending it via email just in case.

I do not support the proposals because:

I believe that a 700+ pupil primary school is too large in an area of such high deprivation. The support that we are able to provide for learners and their families at present would be significantly harder to facilitate in a much larger school;

There would be no hall space big enough to accommodate the whole school or even phase;

It doesn't appear that there is enough space to accommodate 9 FP classes and a 48 place nursery in the proposed plans for Ysgol Glan Morfa's existing building without substantial additional works;

We would not have enough space to accommodate our family engagement work and the significant number of specialist teachers and health professionals who are supporting our stated pupils;

Parking outside the school is already a serious issue, even with Ysgol Glan Morfa starting and finishing at different times. There is just not enough space to safely accommodate a 50% increase in traffic to the school;

I believe that knowing pupils and their families well is key to the success of a school, particularly in areas of high social deprivation. I do not believe that increasing the size of the school would be in the best interests of learners or their families;

I have serious concerns for the recruitment and retention of senior staff in such a potentially challenging school environment, particularly in view of the council's recent difficulties in recruiting permanent heads.

An alternative I would like to suggest is:

New build 2FE WM school, Baden Powell to remain as 2FE;

Moorland to remain 2FE but in YGM and main Moorland building. Existing EY building to be demolished. This would give us enough classroom space but also room to further develop our family engagement work and integrated services;

New 1FE English medium school on Willows site to incorporate existing Flying Start provision using the money freed up by not having to make major adaptations to make YGM building suitable for 3 form entry;

Accommodating a 48 place nursery in Moorland would probably necessitate keeping our existing early years building. This would require significant investment to make it fit for purpose. If it was not needed and could be demolished, then this investment could also be used towards a new 1FE school.

Many thanks  
Jane

Jane Jenkins  
Headteacher  
Moorland Primary School  
Singleton Road  
Splott

Cardiff  
CF24 2LJ

029 20462170

## Willows High School – Staff Findings

### Support for Option 1– The transfer of Baden Powell on to the Willows High School Site

**Willows High School FSM – 44.8% (three year average)**

**Baden Powell FSM – 41.5% (three year average)**

**Wales Average – 20.5% (three year average)**

As illustrated above, in both Baden Powell Primary School and Willows High School the percentage of FSM pupils far exceeds the national average. In order for these pupils to have the best possible chances of achieving compared to non-FSM pupils, we fully support Option 1.

Research into the achievement of FSM pupils at GCSE shows that it is imperative that we engage parents in early learning instead of constantly playing catch-up. Parents and professionals working in partnership from the start of a child's education benefits FSM pupils the most. By transferring Baden Powell Primary to the Willows High School Site, we will have more opportunities to engage families and the community. Local families will have more access to support, advice and facilities and professionals can work in partnership to put in place strategic intervention strategies in order to close the learning gap for these pupils.

Studies show that many parents of FSM pupils have a negative attitude towards High Schools based on their own experiences. By providing them with access to the site on a daily basis we can help break down these barriers. After all, parenting behaviours and attitudes are one of the key factors in influencing children's learning outcomes. We believe that this will impact positively on both our attendance figures and attainment data.

Furthermore, for FSM pupils in particular, this option seems the most tenable at offering child-centred emotional support. Many FSM pupils, lack the confidence of their peers or display poor behaviour especially during times of transition. By having the schools closely aligned there would be a fluidity in this process – allowing professionals to liaise and interact with pupils. This option would also benefit the social and emotional well-being of many parents. Support and advice from either school would be readily accessible and awareness of relevant support staff and agencies would be raised.

In addition to this, Option 1 allows for the sharing of facilities between the schools without pressing time constraints. For example, literacy levels could be raised with scheduled visits of primary pupils to the High School library and ICT resources could easily be shared. The primary school would also benefit from the use of the High School theatre or Science Labs, for example. There would be more scope to enhance the cultural capital of these pupils with joint educational trips. Similarly, there would be more opportunities for pupil to pupil mentoring and buddying between year groups.

To conclude, Option 1 allows more opportunities for the schools to work in partnership. It will allow professionals to engage FSM pupils and their parents by focusing on a continuum of learning from a young age. It would enhance opportunities and support networks for the most vulnerable and will increase the life chances of some of the most disadvantaged children in Wales.





## 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.

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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.

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

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

## Statutory Screening Tool

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

<b>What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function</b>	<b>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</b>
<p>At its meeting on 28 May 2015 the Cabinet authorised officers to hold a public consultation on proposals to:</p> <ul style="list-style-type: none"> <li>• Provide 30 additional English-medium primary school places per year group.</li> <li>• Provide 30 additional Welsh-medium primary school places per year group.</li> <li>• Provide additional English-medium part-time nursery places.</li> <li>• Provide additional Welsh-medium part-time nursery places.</li> </ul> <p>Four potential delivery options were identified:</p> <p>Option 1</p> <ul style="list-style-type: none"> <li>• A new *‘standardised build’ 2FE Baden Powell Primary School with nursery on the Willows High School site serving the age range 3 - 11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both</li> </ul>	<p>In recent years there has been a significant growth in the number of Reception age pupils in the Adamsdown and Splott wards. In December 2012 the Cabinet received a report outlining recommendations for meeting this growth by increasing the number of English-medium community school places in the Adamsdown and Splott wards.</p> <p>Following public consultation on three options, the Cabinet in June 2013 approved the publication of statutory notices to increase the capacity of Adamsdown Primary Schools from 210 places 420 places for pupils aged 4-11, and to increase the capacity of Baden Powell Primary School from 420 places to 630 places for pupils aged 4-11.</p> <p>The notices were published on 01 July 2013. A single objection to each notice was received.</p> <p>The objection and officers comments were forwarded to the Welsh</p>

schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
- \*\*Tremorfa Nursery School to remain at its current capacity on its existing site.

Option 1a

- A new \*'standardised build' 2FE Baden Powell Primary School on the Willows High School site serving the age range 4 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
- A new build \*\*Tremorfa Nursery School on the Willows High School site providing up to 176 part-time nursery places serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Willows High School site. The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly.
- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places (an increase of 32 part-time

Government as the then determining body on 15 August 2013.

Following a change of circumstances it was agreed that the proposal to increase the capacity of Baden Powell Primary School would not be progressed and options around increasing Welsh-medium primary provision in addition to the proposed expansion of English-medium provision in the area would be considered. The proposal has been formally withdrawn.

The Welsh Government notified officers in March 2014 of the Minister's approval of the proposal to increase the capacity of Adamsdown Primary School from September 2015 and the Council Cabinet approved implementation of the proposal at its meeting on 15 May 2014.

places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.

#### Option 2

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new \*\*'standardised build' 2FE primary school on a new site at the Maltings from September 2017.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
- Baden Powell Primary School to remain at its current capacity on its existing site.
- \*\*Tremorfa Nursery School to remain at its current capacity on its existing site.

#### Option 2a

- Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new \*\*'standardised build' 2FE primary school on a new site at the Maltings from September 2017.
- Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
- The age range of Baden Powell Primary School to be reduced from 3 -11 to 4 -11 from September 2017.
- A new build \*\*Tremorfa Nursery School providing up to 176 part-time nursery places on the Baden Powell Primary School site serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Baden Powell Primary School site. The nursery would remain as a separate establishment with separate staff, management and

governing body and be funded accordingly.

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

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

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

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
					<ul style="list-style-type: none"> <li>- Contractors asked to report the % of contract value spent in the local economy.</li> <li>- Contractors or subcontractors asked to provide employment opportunities to unemployed people living in Wales.</li> <li>- Contractors asked to offer work experiences, traineeships and apprenticeship opportunities to people within the local community.</li> </ul> <p>Refurbishment/adaptations:</p> <ul style="list-style-type: none"> <li>- Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation.</li> <li>-</li> </ul>
<ul style="list-style-type: none"> <li>• <i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i></li> </ul>	✓			✓	<ul style="list-style-type: none"> <li>- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.</li> <li>- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</li> <li>- Limited scope for parking would encourage walking to school</li> </ul>



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

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

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

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>raising levels of skills and qualifications</li> <li>giving children the best start</li> <li>improving the understanding of sustainability</li> <li>addressing child poverty (financial poverty, access poverty, participation poverty)</li> <li>the United Nations Convention on the Rights of a Child and Principles for Older persons</li> </ul>	✓				<p>The scheme focuses on increasing capacity and school facilities in the southern arc of the city – the area of the city with the highest levels of child poverty and deprivation.</p> <p>Article 31 of the UN Convention on the Rights of the Child requires that: 'Every child has the right to rest, play, and to do things they enjoy.' It is important that children have access to enriched play environments, which should include appropriate outdoor space. New build schools are designed in accordance with the relevant Building Bulletin guidance that includes provision that enables play opportunities and access to outdoor space.</p>
1.6	<p><b>Cardiff is a Great Place to Live, Work and Play</b></p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> <li>promoting the cultural diversity of Cardiff</li> <li>encouraging participation and access for all to physical activity, leisure &amp; culture</li> <li>play opportunities for Children and Young People</li> <li>protecting and enhancing the landscape and historic heritage of Cardiff</li> <li>promoting the City's international links</li> </ul>			✓		<p>Consideration is given at the design stage to providing spaces that have the potential to be used by the community in response to local need.</p> <p>This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.</p> <p>Using the Council's online sources there are no cultural heritage receptors recorded on any of the sites being considered.</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	
				✓		
<b>1.7</b>	<b>Cardiff is a fair, just and inclusive society.</b> Consider the potential impact on <ul style="list-style-type: none"> <li>the elimination of discrimination, harassment or victimisation for equality groups</li> <li>has the community or stakeholders been engaged in developing the strategy/policy/activity?</li> <li>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</li> </ul>	✓		✓		<ul style="list-style-type: none"> <li>See Equality Impact Assessment below.</li> <li>Statutory public consultation would be carried out</li> <li>Design Equalities Advisory Group (including representatives from external groups) would be given the opportunity to comment</li> <li>Relevant departments in the Council would be engaged</li> <li>Ecological Appraisal if required - external surveyors</li> <li>South Wales Police's Crime Prevention Design Advisor would be engaged</li> <li>A design access statement would be included as part of any planning application.</li> </ul>
<b>1.8</b>	<b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b> Consider the potential impact on <ul style="list-style-type: none"> <li>strengthening partnerships with business and voluntary sectors</li> <li>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</li> </ul>	✓			✓	<p>Modern school facilities can provide flexible spaces for partnership working (integrated services) and use as valuable community assets (potential for efficiency savings).</p> <p>This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.</p>
	<b>EQUALITY IMPACT ASSESSMENT</b> Will this Policy/Strategy/Project have a <b>differential impact</b> on any of the following:					<i>Please give details/consequences of the differential impact (positive and negative), and what action(s) can you take to address any negative implications?</i>
	<ul style="list-style-type: none"> <li><b>Age</b> (including children and young people aged 0-25 and older people over 65 in line with the United Nations Conventions)</li> </ul>	✓				<b><u>3-11 year olds</u></b>  Investment in school buildings improves the learning environment and contributes to the delivery of the modern

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
					<p>curriculum.</p> <p>Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice.</p> <p><i>Health and Safety and Safeguarding</i></p> <p>The Council has experience of delivering new build projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety.</p> <p><i>Design</i></p> <p>If the new build accommodation is a standalone standardised build it would be wheelchair accessible and the design would incorporate the SEN facilities required by the relevant Building Bulletin. The operational management of the school could also enable use of rooms not designated for SEN.</p> <p>✓ <i>Transport and Traffic</i></p> <ul style="list-style-type: none"> <li>- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.</li> <li>- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would</li> </ul>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
	✓			✓	<p>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"> <li>- Locating provision central to the area it serves should minimise the use of cars or public transport and encourage walking and cycling to and from school.</li> <li>- The limited scope for parking on a school site should encourage walking and cycling to school.</li> <li>- A Traffic/Transport assessment would be carried out as part of the planning application process.</li> <li>- A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.</li> <li>- Changes to the traffic and transport infrastructure would be considered as part of the Transport Assessment for a proposal.</li> </ul> <p><b><u>Employment Age</u></b></p> <p><i>Redeployment/recruitment</i></p> <p>There may still be a perception that redeployment/recruitment opportunities could be affected by age.</p> <p style="text-align: center;">✓</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.



Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
			✓	✓	
<ul style="list-style-type: none"> <li><b>Disability</b></li> </ul>	✓				<p>An equality impact assessment would be carried out at the design stage on the accessibility of any new build accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.</p> <p>Designs would take into account the needs of the following in the Design Access Statement that accompanies any planning application:</p> <ul style="list-style-type: none"> <li>- Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.</li> <li>- Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and Braille language on signs.</li> </ul>
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Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
	✓  ✓				<ul style="list-style-type: none"> <li>- Those with a physical impairment – e.g. level threshold doors, lifts with disabled access</li> <li>- Those with learning disabilities.</li> </ul> <p>If the new accommodation is a standalone standardised build it would be wheelchair accessible and the design would incorporate the SEN facilities required by the relevant Building Bulletin guidelines. The operational management of the school could also enable use of rooms not designated for SEN.</p> <p>Transport for disabled pupils would not be affected. Transport needs are assessed on an individual basis.</p>
<ul style="list-style-type: none"> <li>• <b>Gender Reassignment</b></li> </ul>			✓		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"> <li>• <b>Marriage &amp; Civil Partnership</b></li> </ul>			✓		N/A
<ul style="list-style-type: none"> <li>• <b>Pregnancy &amp; Maternity</b></li> </ul>			✓		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"> <li>Race</li> </ul>			✓		<p>Race and Religion/Belief</p> <p>The Southern Arc of the city, of which the Willows High catchment is a part, is an area with a high Minority Ethnic (ME) population and an area with a diversity of faith.</p>
<ul style="list-style-type: none"> <li>Religion/Belief</li> </ul>	✓		✓		<p>Consolidating the capacities of the two schools would not have a differential impact upon one particular ethnic group or faith as the provision would be available to all.</p> <p><u>Language support</u></p> <p>The proposals would not directly impact on the level of support provided as all support is dependent on the Minority Ethnic Achievement Grant which is reviewed and then renewed according to the results of the annual Needs Assessment Survey. The allocation of teachers and Bi-lingual Teacher Assistants (BTAs) is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.</p> <p>If the new accommodation is a standalone standardised build it would be wheelchair accessible and the design would incorporate the EAL facilities required by the relevant Building Bulletin guidelines. The operational management of the school could also enable use of rooms not designated for EAL.</p> <p>The senior management in a school are best placed to manage needs e.g. providing space for prayer and any significant change in diversity in terms of belief.</p>
<ul style="list-style-type: none"> <li>Sex</li> </ul>			✓		<p>The schools would admit pupils of both sexes.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed,</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
					including the application of the Council's policies on equal opportunities.
<ul style="list-style-type: none"> <li>• <b>Sexual Orientation</b></li> </ul>			✓		<p>Fears that redeployment/recruitment opportunities could be affected by sexual orientation.</p> <p>Evidence collated by the Stonewall lobby group alleges that LGB people are likely to be discriminated against in workplace recruitment.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed, including the application of the Council's policies on equal opportunities.</p>
<ul style="list-style-type: none"> <li>• <b>Welsh Language</b></li> <li>• <b>Other Languages</b></li> </ul>			✓		<p>Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice. The proposal would result in English-medium and Welsh-medium provision each increasing by 1FE.</p> <p>It is Cardiff Council policy to provide signage in English and Welsh but not in other languages. Therefore, additional way-finding methods would be considered at the design stage including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols. The Sign Design Guide should be used as a reference point. Information could be provided by the school in alternative formats upon request.</p> <p><u>Other Language support</u></p> <p>The proposals would not directly impact on the level of support provided as all support is dependent on the Minority Ethnic Achievement Grant which is reviewed and then renewed according to the results of the annual Needs Assessment Survey. The allocation of teachers and Bi-lingual Teacher</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>Assistants (BTAs) is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.</p> <p>If the new accommodation is a standalone standardised build it would be wheelchair accessible and the design would incorporate the EAL facilities required by Building Bulletin 103. The operational management of the school could also enable use of rooms not designated for EAL.</p>

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

**Economic/Educational/Social**

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

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

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

*Health and Safety and Safeguarding*

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

*Design*

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

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

### *Secure by Design*

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

### *Accessibility*

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

Designs would take into account the needs of the following:

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

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

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

### **Environmental sustainability**

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

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

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

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

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

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

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

The following assessments to be undertaken:

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

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

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## 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"> <li>▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes</li> <li>▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below)</li> </ul>		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](mailto:sustainabledevelopment@cardiff.gov.uk)

## Part 3: Habitat Regulation Assessment (HRA)

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

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



## Appendix 1 – Statutory Requirements

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

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

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

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

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

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

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

Key:

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

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

SEA Objectives	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new standardised 2FE primary school on a new site at the Maltings from September 2017.		Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.						Do Nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
1. Promote a greener economy by delivering a sustainable pattern of English Medium, Welsh Medium and Faith Schools across Cardiff	✓	Achieved as this proposal should result in schools with sustainable intakes. Minimal surplus school places and high room utilisation rates ensures money and energy is not wasted on heating underutilised spaces. The standalone new build accommodation would achieve a BREEAM Excellent rating and A rated for energy performance.	✓	Achieved as this proposal should result in schools with sustainable intakes. Minimal surplus school places and high room utilisation rates ensures money and energy is not wasted on heating underutilised spaces.	✓		✓		x	Do nothing is not an option as projected demand for school places shows the number of pupils entering Reception in the Willows High catchment area increasing significantly in future years.  If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school which can then impact on the ability of those schools to meet demand from their own catchment areas.  Demountable accommodation could be provided but it would not be a sustainable solution as it would not include additional ancillary facilities (e.g. hall space).
2. Reduce 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) ✓/o b) ✓	a) Standalone new build: <ul style="list-style-type: none"><li>- Achieved as this proposal would provide new build accommodation that is BREEAM Excellent and A rated for energy performance.</li><li>- 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.</li><li>- The wall construction and key junction details would be carefully developed to achieve a highly air tight building.</li><li>- Wherever possible the design would promote, specify and use locally sourced materials which have a commitment to sustainability and the environment.</li></ul> Extensions: <ul style="list-style-type: none"><li>- Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation.</li></ul> 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.  Traffic and transport implications including measures to encourage walking and cycling would be considered as part of a Transport Assessment.  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.						a) o b) x	a) No improvement to existing accommodation (same as proposal )  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.	
3. Promote health and wellbeing by protecting and enhancing public open space and improving access to POS	0	As the space on the existing and proposed school sites are not accessible to the public and/or are not formally held by the Council as Public Open Space.	0	As the space on the existing and proposed school sites are not accessible to the public and/or are not formally held by the Council as Public Open Space.	✓	The land at Pengam Green is owned by the Council. It is proposed that if a school were to be built on part of this site, the community value of the site could be enhanced with the provision of a publicly accessible multi-use games area. Any existing recreational facilities on the site would be retained or replaced.	✓	The land at the Maltings is owned by the Council. It is proposed that if a school were to be built on part of this site, the community value of the site could be enhanced with the provision of a publicly accessible multi-use games area. Any existing recreational facilities on the site would be retained or replaced.	0	N/A
4. Minimise air, light and noise pollution associated with	a) ✓	a) Builders would be encouraged to minimise air, light and noise pollution during the construction period.  The new build would be located so as to avoid any adverse impact on access to natural light for neighbouring properties.							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

SEA Objectives	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new standardised 2FE primary school on a new site at the Maltings from September 2017.		Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.						Do Nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
building development and traffic congestion	b) x  Mitigation	b) An increase in the number of children attending the schools could increase the volume of traffic in the vicinity of the schools.  Mitigated by:  - locating additional provision central to the area it would serve. This would minimise use of cars or public transport and encourage walking and cycling to and from school. - Limited scope for parking would encourage walking to school. Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs. - Formalising the parking regime outside the schools to discourage unsafe parking and help with enforcement. - A Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. - A Travel Plan that encourages the use of public transport, walking and cycling - Giving consideration to providing a non statutory bus service based on demand - Consideration given to improving the traffic and transport infrastructure								polluting modes of transport. Congestion is also exacerbated due to the volume of traffic criss-crossing the city.
5. Protect and enhance biodiversity, flora and fauna	? Mitigation	Ecological surveys would be undertaken as necessary and recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.  A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.	? Mitigation	Same as option 1	? Mitigation		? Mitigation		0	N/A
6. Protect and enhance the landscape	? Mitigation	Any potential impact on the natural environment would be taken into account at an early stage in the design process so that it can be mitigated.	? Mitigation	Same as option 1	? Mitigation		? Mitigation		0	N/A
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	a) 0 b) ?	a) Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable urban drainage systems (SUDS).  b) Water efficient measures may be possible to a lesser or greater extent depending on the compatibility of existing buildings.	a) 0 b) ?	Same as option 1	a) 0 b) ?		a) 0 b) ?		0	N/A
8. Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	a) ✓  b) ? ?	a) All new build accommodation must be DDA accessible under the Equality Act 2010.  Modern school facilities can provide flexible spaces for partnership working (integrated services) and use as valuable community assets (potential for efficiency savings).  This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.	a) ✓  b) ?	Same as option 3	a) ✓ b) ?		a) ✓ b) ?		0	N/A

SEA Objectives	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged Ysgol Glan Morfa to a new standardised 2FE primary school on a new site at the Maltings from September 2017.		Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.						Do Nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
						<p>response to local need.</p> <p>Modern school facilities can provide flexible spaces for partnership working (integrated services) and use as valuable community assets (potential for efficiency savings).</p> <p>This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.</p>				
9. <i>Protect and enhance</i> designated historic assets	0	There are no registered historic assets within the site boundary of the existing or proposed sites?	0	Same as option 1	0	Same as option 1	0	Same as option 1	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 “21<sup>st</sup> Century Schools: A Strategic Framework for A School Building Improvement Programme”. The proposal is to provide additional school provision central to the area it would serve to minimise use of cars or public transport and encourage walking and cycling to and from school. The proposal also includes providing additional school places new build accommodation with a BREEAM rating. Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (Objective 4) and biodiversity (Objective 5), measures to mitigate the effect are detailed.

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





# 21st Century Schools Consultation Document 2015

**The provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards**

12 October – 23 November 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.

Our consultation process follows Welsh Government guidelines outlined in the School Organisation Code 2013 and therefore a range of individuals and groups are being asked for their views about these proposals.

However, before any decisions are made the Council needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposal known.

Table 1 below sets out details of the groups the Council is consulting:

Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Trade Unions
Diocesan Directors of Education	Childcare providers
Neighbouring Authorities	Mudiad Meithrin
Neighbouring Primary and Secondary schools within Cardiff	Wales Pre-School Providers Association
Estyn	Clybiau Plant Cymru Kids Club
Communities First Partnership	National Day Nurseries Association

## 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 available to view at, Baden Powell Primary School, Ysgol Glan Morfa, Moorland Primary School, Tremorfa Nursery and Willows Community Hub.

Details of the consultation meeting dates are given in Table 2 below:

<b>Nature of Consultation</b>	<b>Date/Time</b>	<b>Venue</b>
Staff Meeting	13 October 2015 3:45pm	Tremorfa Nursery School
Governors Meeting	13 October 2015 5:30pm	Tremorfa Nursery School

Staff Meeting	14 October 2015 3pm	Ysgol Glan Morfa
Governors Meeting	14 October 2015 5pm	Ysgol Glan Morfa
Staff Meeting	15 October 2015 3:30pm	Baden Powell Primary School
Governors Meeting	15 October 2015 5:30pm	Baden Powell Primary School
Drop in session	19 October 2015 10am – 12 noon	Star Centre
Drop in session	20 October 2015 1:15pm – 3:15pm	Tremorfa Nursery School
Drop in session	22 October 2015 8:30am – 10:30am	Baden Powell Primary School
Staff Meeting	03 November 2015 3:15pm	Moorland Primary School
Governors Meeting	03 November 2015 5pm	Moorland Primary School
Drop in session	05 November 2015 8:30am – 10:30am	Moorland Primary School
Staff Meeting	09 November 2015 3:30pm	Willows High School
Governors Meeting	09 November 2015 5pm	Willows High School
Public Meeting	09 November 2015 6:30pm – 8:30pm	Willows High School
Drop in session	12 November 2015 8:30am – 10:30am	Ysgol Glan Morfa

In addition, workshop sessions will be arranged with local primary age children and Willows High School pupils 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 34 of this document or completing the online form [www.cardiff.gov.uk/21stCenturySchools](http://www.cardiff.gov.uk/21stCenturySchools).

Alternatively contact the School Organisation Planning Team on (029) 2087 2720, by e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) or by post to Room 219, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The closing date for responses to this consultation is 23 November 2015.

## Explanation of terms used in this document

Please note the following terms used throughout this document:

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

**WG** – Welsh Government

**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.

**CSCJES** – Central South Consortium Joint Education Service. The regional School Improvement Service for the five local authorities of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan.

**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.

**Statutory Notice** – a statutory notice is the formal publication of a finalised proposal, if approved by the Council's Cabinet and will only be considered once the Cabinet have received a report on all the responses from the consultation. This is a legal requirement as outlined in the School Organisation Code 2013.

**Foundation Phase** – The first years of school (ages 3-7)

**Key Stage 2** – The second phase of primary education (ages 7-11)

## **Why are we proposing the changes?**

In recent years there has been a significant growth in the number of Reception age pupils in the Adamsdown and Splott wards. In December 2012 the Cabinet received a report outlining recommendations for meeting this growth by increasing the number of English-medium community school places in the Adamsdown and Splott wards.

Following public consultation on three options, the Cabinet in June 2013 approved the publication of statutory notices to increase the capacity of Adamsdown Primary Schools from 210 places to 420 places for pupils aged 4-11, and to increase the capacity of Baden Powell Primary School from 420 places to 630 places for pupils aged 4-11.

The notices were published on 01 July 2013. A single objection to each notice was received.

This objection and Officers' comments thereon were forwarded to the Welsh Government as the then determining body on 15 August 2013.

Following a change of circumstances it was agreed that the proposal to increase the capacity of Baden Powell Primary School would not be progressed and options around increasing Welsh-medium primary provision in addition to the proposed expansion of English-medium provision in the area would be considered. The proposal has been formally withdrawn.

The Welsh Government notified officers in March 2014 of the Minister's approval of the proposal to increase the capacity of Adamsdown Primary School from September 2015 and the Council Cabinet approved implementation of the proposal at its meeting on 15 May 2014.

## The Proposal

The Council is now consulting on proposals to:

- Provide 30 additional English-medium primary school places per year group.
- Provide 30 additional Welsh-medium primary school places per year group.
- Provide additional English-medium part time nursery places
- Provide additional Welsh-medium part time nursery places

The following delivery options have been identified, all of which would result in the required number of additional English-medium and Welsh-medium primary places being made available.

Table 3 below/overleaf outlines the options being proposed.

<b>Table 3: Options Summary table</b>			
<b>Option</b>	<b>School</b>	<b>Language Medium/School Category</b>	<b>Proposal</b>
<b>1</b>	Baden Powell Primary School	English-medium (Community)	A new *'standardised build' 2FE Baden Powell Primary School with nursery on the Willows High School site serving the age range 3 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017  Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
	**Tremorfa Nursery School	English-medium (Community)	No change. Tremorfa Nursery School to remain at its current capacity on its existing site.

<b>1a</b>	Baden Powell Primary School	English-medium (Community)	A new '*standardised build' 2FE Baden Powell Primary School on the Willows High School site serving the age range 4 -11 from September 2017. This would require the transfer of Baden Powell Primary School to the Willows High School site. Both schools (Baden Powell Primary School and Willows High School) would remain as separate establishments with separate staff, management and governing bodies and be funded accordingly.
	**Tremorfa Nursery School	English-medium (Community)	A new build Tremorfa Nursery School providing up to 176 part time nursery places on the Willows High School site serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Willows High School site.  The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly
	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017.  Transfer the enlarged Ysgol Glan Morfa to the vacated Baden Powell Primary School site from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
<b>2</b>	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with up to 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017.  Transfer the enlarged Ysgol Glan Morfa to a new '*standardised build' 2FE primary school on a new site at the Maltings from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
	Baden Powell Primary School	English-medium (Community)	No change. Baden Powell Primary School to remain at its current capacity on its existing site.
	**Tremorfa Nursery School	English-medium (Community)	No change. Tremorfa Nursery School to remain at its current capacity on its existing site.
<b>2a</b>	Ysgol Glan Morfa	Welsh-medium (Community)	Increase the capacity of Ysgol Glan Morfa from 1FE to 2FE with 80 part-time nursery places (an increase of 48 part-time places) serving the age range 3 -11 from September 2017.  Transfer the enlarged Ysgol Glan Morfa to a new '*standardised build' 2FE primary school on a new site at the Maltings from September 2017.
	Moorland Primary School	English-medium (Community)	Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time time nursery places (an increase of 32 part-time places) serving the age range 3 -11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.
	Baden Powell Primary School	English-medium (Community)	The age range of Baden Powell Primary School to be reduced from 3 -11 to 4 -11 from September 2017.
	**Tremorfa Nursery School	English-medium (Community)	A new build Tremorfa Nursery School providing up to 176 part time nursery places on the Baden Powell Primary School site serving the age range 3 - 4 from September 2017. This would require the transfer of Tremorfa Nursery School to the Baden

			<p>Powell Primary School site.</p> <p>The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly.</p>
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\* 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 set aside 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 Council previously consulted on a proposal to close Tremorfa Nursery School. The options outlined in Table 3 relate to the potential transfer to Tremorfa Nursery School to an alternative site and not closure. The nursery school would remain as a separate establishment with separate staff, management and governing body and be funded accordingly. Any change proposed relates to relocation and potential expansion alongside Baden Powell Primary School.

## Facilities included in a school

Any changes to existing school buildings or any new buildings required in the event of any one of the options outlined above proceeding to implementation would be equal to/meet Welsh Government (WG) funding conditions such as BREEAM and also be designed in accordance with The Department of Education: Area guidelines for mainstream schools Building Bulletins which set 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
- Withdrawal areas to support small group/SEN working

All detailed design of the facilities at any new school buildings/existing school buildings would be agreed between the Council, the governing body and the Headteacher if a proposal is progressed to implementation.

Indicative layouts showing maps of the school sites/ the Maltings site and how the sites would look can be viewed on line at [www.cardiff.gov.uk](http://www.cardiff.gov.uk) and will be available to view at Baden Powell Primary School, Ysgol Glan Morfa, Moorland Primary School, Tremorfa Nursery and Willows Community Hub.



## **Schools serving the area at present**

The Adamsdown and Splott areas are currently served by a number of English-medium, Welsh-medium and Faith-based primary schools. School catchment areas in Cardiff are not coterminous with ward boundaries and often serve all or part of several ward areas.

These areas are served by four English-medium community primary school catchment areas, namely:

- Adamsdown Primary School
- Baden Powell Primary School
- Moorland Primary School
- Stacey Primary School

The catchment areas of Adamsdown, Baden Powell, Moorland and Stacey Primary Schools fall within the catchment area of Willows High School.

These areas are also served by the Welsh-medium community primary school catchment area of Ysgol Glan Morfa which falls within the secondary school catchment area of Ysgol Gyfun Gymraeg Glantaf. Ysgol Glan Morfa also serves some parts of Penylan, Rumney and Trowbridge in which there is no housing.

Faith based schools serving the Adamsdown and Splott areas include St Albans RC Primary School and Tredegarville CW Primary School. These areas are also served by other Faith-based primary schools located outside of the locality.

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

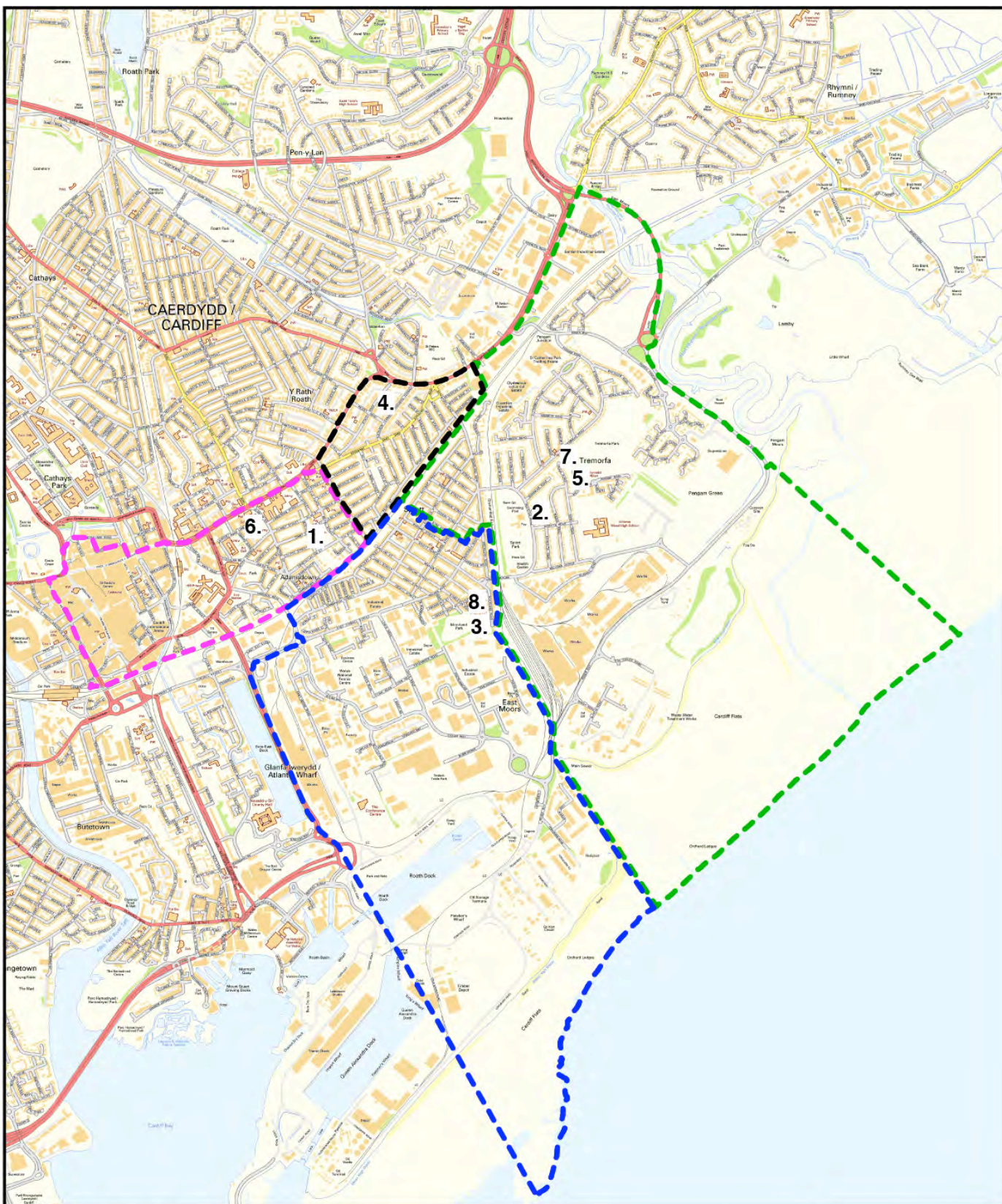
The combined areas of Adamsdown and Splott are also similar to the catchment area of Ysgol Glan Morfa.

The geographical units that are most suitable to analyse the localised increase in demand for English-medium primary school places are the Willows High School catchment area and the four constituent English-medium primary school catchment areas within it (namely those of Moorland Primary, Baden Powell Primary, Stacey Primary and Adamsdown Primary schools) as this allows analysis to be focused to smaller areas and comparison of the demand between these areas to be undertaken.

In geographical terms the Ysgol Glan Morfa catchment area is the nearest single comparable unit that most closely matches for the purpose of calculating demand for Welsh-medium places.

A map showing the Willows High School catchment area primary school catchment areas within and school sites within the area can be seen on page 8. A map showing the Ysgol Glan Morfa and Ysgol Gyfun Gymraeg Glantaf catchment areas can be seen on page 9.

# Primary School provision catchment



## Willows High School catchment area and English-medium community primary school catchment areas within

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

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**Ysgol Glan Morfa catchment area**



**1.** Ysgol Glan Morfa/  
catchment area

**3.** Baden Powell Primary School

**5.** Stacey Primary School

**7.** Tredegarville Primary School

**2.** Adamsdown Primary School

**4.** Moorland Primary School

**6.** St Alban's RC Primary School

**8.** Tremorfa Nursery School

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## School Capacities, Condition and Suitability of School Buildings

This section sets out the capacities, condition and suitability of School Buildings and existing demand for primary school places that serve the Adamsdown and Splott areas.

Table 4 below provides details of school capacities and information regarding the condition and suitability of school buildings.

Name of School	Language medium / Category of school	Condition Category as identified by 21st Century Schools Survey	Current Published Capacity (age 4-11)	Published Capacity (nursery – part time places)
Adamsdown Primary School	English-medium community primary	Satisfactory*	330**	48
Baden Powell Primary School	English-medium community primary	Satisfactory	403	48
Moorland Primary School	English-medium community primary	Satisfactory	382	64
Stacey Primary School	English-medium community primary	Satisfactory	197	64
Ysgol Glan Morfa	Welsh-medium community primary	Satisfactory	210	32
St Albans RC Primary School	English-medium Voluntary Aided primary	Satisfactory	203	0
Tredegaville CW Primary School	English-medium Voluntary Aided primary	Satisfactory	210	52
Tremorfa Nursery School	English-medium community nursery	Satisfactory	N/a	112

\*Adamsdown Primary School, including former demountable classrooms, graded as 'Poor' in 2010. Main building graded as 'Satisfactory'. Significant investment since 2010 to improve and upgrade main building

\*\*Phased permanent enlargement to 420 places

### Existing English-medium provision

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

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

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

## **Welsh-medium community schools**

Welsh-medium community school places to serve the Adamsdown and Splott area are provided at Ysgol Glan Morfa. The number of places available at entry to Reception at Ysgol Glan Morfa is 30. The take up of Welsh-medium community places by pupils resident in the Willows High School catchment area has risen from 22 pupils in the Reception age group in 2007 to 35 pupils in 2013.

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

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

## **Faith-based primary schools**

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

Pupils resident in this area have also taken up places at a number of other Faith schools in recent years. The take up of Faith school places by pupils resident in the Willows High School catchment area has risen from 79 pupils in the Reception age group in 2007 to 93 pupils in 2013. On the basis of the above take-up of places in recent years it is considered that the local supply of faith school places serving the Willows High School area is 92.

## **Calculating local demand for primary school places**

In order to calculate the likely demand from the Adamsdown and Splott areas, historic trends specific to the established school catchment areas have been used.

The following paragraphs give details of these catchment areas, the data used and the methodology applied.

The number of places available at entry to Reception at the seven primary schools located in the Adamsdown and Splott areas totals 300. However, the catchment areas for community schools do not precisely match the boundaries of the Adamsdown and Splott wards. Ysgol Glan Morfa is located in Splott but serves a catchment area that includes housing in parts of Butetown, and also serves some parts of Penylan, Rumney and Trowbridge in which there is no housing. Furthermore the admission arrangements for, and areas served by, Faith schools also differ. The approximate number of places that serve the overall area is therefore 332.

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

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

Table 6 below sets out the most recent verified PLASC (Pupil Level Annual School Census) data as supplied by schools in January 2013, confirming the numbers of pupils in each of the four English-medium primary school catchment areas within the Willows High School catchment area, enrolled in Reception classes at English-medium, Welsh-medium and Faith schools.

<b>Table 6: Pupils in the Willows High School catchment area enrolled in the Reception class at English-medium, Welsh-medium and Faith schools – January 2013</b>				
<b>Catchment area</b>	<b>English-medium</b>	<b>Welsh-medium</b>	<b>Faith schools</b>	<b>Total</b>
Adamsdown	33 (55.9%)	1 (1.7%)	25 (42.4%)	<b>59 (100%)</b>
Baden Powell	83 (59.7%)	20 (14.4%)	36 (25.9%)	<b>139 (100%)</b>
Moorland	52 (72.2%)	7 (9.7%)	13 (18.1%)	<b>72 (100%)</b>
Stacey	42 (61.8%)	7(10.3%)	19 (27.9%)	<b>68 (100%)</b>
<b>Total</b>	<b>210 (62.1%)</b>	<b>35 (10.4%)</b>	<b>93 (27.5%)</b>	<b>338 (100%)</b>

## **Future demand for places**

### **Meeting projected demand from the increasing population**

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

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

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

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

Table 7 below sets out the demand for places at entry to Reception should the proportions of pupils in the Willows High School catchment area requiring places in English-medium, Welsh-medium and faith schools at entry to Reception in future years remain at the same levels as in 2013.

<b>Table 7: Projected numbers of pupils entering the Reception age group resident within the Willows High School catchment area (existing housing only) if there were no changes to proportionate demand in each primary school catchment area</b>							
<b>Academic Year of birth</b>	<b>Academic Year: entering Reception Year</b>	<b>NHS GP registration data 2013</b>	<b>Projected pupil population</b>	<b>Projected English-medium demand</b>	<b>Projected Welsh-medium demand</b>	<b>Projected Faith school demand</b>	<b>Projected total school demand</b>
2009/2010	2014/2015	407	418	226	36	105	<b>367</b>
2010/2011	2015/2016	407	406	222	35	104	<b>360</b>
2011/2012	2016/2017	440	448	247	40	113	<b>400</b>

Initial analysis of 2014 data confirms that the population in the area is broadly consistent with that provided in previous datasets, and also that the projected Reception age pupil population in 2017/18 will be similar to that in 2016/17.

It is notable that projections for demand for places at entry for Reception, which take account of annual updates to data supplied by the NHS, indicate a cohort survival ratio (i.e. the proportion of the population retained in the area) of below 100% in each cohort.

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

The combined projected demand for English-medium, Welsh-medium and Faith school primary school places significantly exceeds the overall supply of 332 places at Reception between the schools within or serving the area. As each of the seven primary schools in the area have been fully subscribed at entry to Reception at a number of recent intakes, projections reflect the take up of places at each of these schools which had been capped at the number of places available.

### **Proposed new housing**

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

In accordance with the Council's approved Supplementary Planning Guidance, financial contributions are sought from housing developers to meet the demand arising from proposed additional housing. However, the small sites proposed within the combined Willows High School catchment area are not sufficiently large for the Council to be able to request s106 financial contributions. Of the dwellings proposed in the Adamsdown and Splott area, the majority of those are one bed properties from which no pupil yield is expected, or are apartments from which reduced yields (compared to houses) are expected. The nominal yield calculated from proposed new housing has not been added to trend projections as these already take account of in-migration (cohort survival ratio) and the rate of new housing completion is not likely to exceed that of the past three years.

## How might demand change?

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

There has been a period of sustained growth in the number of pupils taking up English-medium community school Reception places in the Willows High School catchment area. This numerical growth in take-up has been broadly proportionate to the growth in population, the proportionate demand fluctuating between 57% and 63% in the period January 2007 to January 2013.

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

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

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

Forecasts have therefore been prepared based on:

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

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

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

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

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

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



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

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

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

Children in Cardiff are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for a minimum of five half days. Nursery places are not allocated on a catchment area basis. 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 increased numbers and the appropriate investment made to realise the appropriate space in accordance with the numbers of places offered. As these are potentially expansion of existing nursery units the outdoor area would also be taken into account to ensure the area is able to offer a range of activities relevant to the delivery of the Foundation Phase to this age group.

Whilst the Local Authority has been able to offer English-medium nursery places in the area to all those who have applied, this has proved more challenging in Welsh-medium in recent years following the increased housing and the rise in the birth rate. Also, some families have not taken up their offered place which means there is potential for further demand in excess of the supply available and any additional places would support a greater uptake of the nursery entitlement, particularly in the rising 3s age group. It has been increasingly difficult to source a sufficiency of places in settings that are approved to provide education places in areas that parents have requested and/or source new providers willing to enter into the contract with the Local Authority in some areas.

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 accessing a nursery place at a school, does not guarantee a reception place and is subject to a separate primary phase admission process.

## **Cylch Meithrin Glan Morfa**

There are currently 32 school (maintained) morning nursery places available at Ysgol Glan Morfa. Additionally a cylch methrin (Cylch Meithin Glan Morfa) operates from the school offering non maintained nursery places, Flying Start childcare and wrap round care in the nursery facility during the afternoon. Under these proposals the number of nursery places at Ysgol Glan Morfa is proposed to be increased, however it is expected that the facilities could be developed in a way that would mean the potential for the Cylch to continue to operate within the school could be retained. The consultation provides an opportunity to consider how best to provide any places

and views expressed specific to nursery and/or childcare as part of the schools future operating arrangements are welcomed.

### How would other schools be affected?

It is anticipated that the proposed establishment of additional 1FE English medium and 1FE Welsh medium pupil capacity in the Adamsdown and Splott wards would have little or no effect on the number of pupils on roll at the majority of schools in the local area as the additional places are required to meet the projected demand from the increased population.

### Welsh-medium community schools

Ysgol Glan Morfa primarily serves the demand for Welsh-medium places across the Adamsdown and Splott wards.

As the pupil population is projected to grow in future years, the demand for places will increase accordingly. The projected numbers of pupils enrolled at those schools in close proximity or in adjacent catchment areas are therefore not expected to be impacted, compared to existing arrangements.

Table 8 below/overleaf illustrates the number of pupils on Roll in recent years at Ysgol Glan Morfa and the projected numbers on roll should the proposal proceed factoring in recent trends in the uplift of Welsh-medium demand.

Table 8 Recent and projected numbers on roll at Ysgol Glan Morfa should the proposal proceed as described												
School	January 2009	January 2010	January 2011	January 2012	January 2013	January 2014	January 2015	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Ysgol Glan Morfa	76	96	118	142	145	156	173	184	203	225	249	275

Should the proposal to expand Ysgol Glan Morfa proceed, forecasts indicate that some surplus places will be available at entry to Reception year. Those schools in close proximity or in adjacent catchment areas that are not fully subscribed (or where projected demand does not exceed places available), could be considered to be the most likely to be impacted by the proposed enlargement of Ysgol Glan Morfa. Ysgol Glan Morfa largely serves pupils from within its catchment area and few pupils from other catchment areas attend the school. Additionally, few pupils from within its catchment area opt for alternative Welsh-medium primary schools.

The Council is also consulting on a separate proposal to provide additional Welsh-medium places to serve Butetown and Grangetown. Grangetown and Butetown are presently served by Ysgol Mynydd Bychan and Ysgol Gymraeg Pwll Coch. Ysgol Mynydd Bychan is fully subscribed at entry to Reception and this school is not anticipated to be affected by proposals for Ysgol Glan Morfa Ysgol Gymraeg Pwll Coch is also highly subscribed and is distant from the Ysgol Glan Morfa catchment area and therefore unlikely to be significantly impacted by the proposed enlargement of Ysgol Glan Morfa.

Should the expansion of Ysgol Glan Morfa not be implemented then the school would continue to admit no more than 30 pupils per year group. Those pupils unable to gain admission to Ysgol Glan

Morfa 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 table 9 below indicates the number of those pupils but does not add these pupils to the Numbers on Roll at alternative schools.

School	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	*2019/2020 Projection
Ysgol Glan Morfa	184	198	205	207	207
Welsh medium pupil excess	0	+19	+41	+65	+91

### English-medium community schools

Should the proposal to expand Moorland Primary School proceed, it would be necessary to enlarge its catchment area and to reduce the adjacent catchment area of Baden Powell Primary School, to provide a sustainable balance in the supply of and demand for school places.

Although the number of pupils resident within the catchment area of Baden Powell Primary School may reduce, this is not anticipated to have a direct impact on the number of pupils enrolled at the school as the numbers of preferences submitted by parents for these schools is expected to remain at a similar level.

As the pupil population is projected to grow in future years, the demand for places is expected to increase accordingly. The projected numbers of pupils enrolled at those schools in close proximity or in adjacent catchment areas are therefore not expected to be impacted, compared to existing arrangements.

Table 10 below illustrates recent and projected numbers on roll if the proposal were to proceed.

Name of School	Is this school expected to be affected by the proposal?	January 2009	January 2010	January 2011	January 2012	January 2013	January 2014	January 2015	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	*2019/2020 Projection
Adamsdown Primary School	No	164	170	181	187	209	250	277	306	334	374	407	407
Baden Powell Primary School	Yes - Option 1	323	311	325	328	332	371	359	419	421	422	422	422
Moorland Primary School	Yes - Options 1 & 2	286	297	316	330	346	369	392	414	444	474	504	534
Stacey Primary School	No	177	179	174	185	184	197	198	203	203	204	204	204
St Albans RC Primary School	No	200	191	203	212	187	172	159	175	183	177	181	181
Tredegarville CW Primary School	No	175	194	186	191	189	198	201	208	210	210	210	210
St Peter's RC Primary School	No	425	428	434	443	463	464	486	476	478	481	487	487

As is illustrated in the table above, the area is also served by a number of faith based primary schools. Admission to these schools is administered by the governing body of each school. As there are no current plans proposed by the relevant Diocese to expand these schools at this time, excess pupils requiring a faith based education have been factored in to the projections.

Should the proposal not be implemented then the combined English-medium school intake to Adamsdown, Baden Powell, Moorland and Stacey primary schools would continue to be 210 pupils per year group, and the projected number of pupils requiring English-medium based education would be exceeded as illustrated in the following table:

<b>School</b>	<b>2015/2016 Projection</b>	<b>2016/2017 Projection</b>	<b>2017/2018 Projection</b>	<b>2018/2019 Projection</b>	<b>*2019/2020 Projection</b>
Baden Powell Primary School	419	421	422	422	422
Moorland Primary School	414	416	420	420	420
English medium pupil excess	+4	+53	+99	+143	+184

Those pupils whose families are seeking an English-medium place but have been unable to gain admission to English-medium to one of the English-medium primary 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 the above table indicates the number of those pupils but does not add these pupils to the Numbers on Roll at alternative schools.

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

## **Interim Arrangements**

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

## **Quality and Standards**

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.

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.

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.

When proposing changes of this type to schools Local Authorities are required to refer to the most recent Estyn reports, other evidence derived from performance monitoring and any other information available on a school's effectiveness.

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

## **Estyn**

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)

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 shortcomings

In 2010 a new common inspection framework was introduced and Estyn inspections carried out after September 2010 provide judgements against three Key Questions.

Each key question is provided with a judgement:

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

## **Welsh Government categorisation of schools**

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 the CSCJES need to provide to each school in order that they achieve their targets.

The categorisation system is described in Table 12 below:

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.

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 one being the highest grouping for standards and A being the highest for improvement capacity.

For further information about the new categorisation scheme, please see Welsh Government's parents' guide to the National School Categorisation System:

<http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

Tables 13 below/overleaf shows the Estyn judgements, recommendations, WG category and the Foundation Phase and Key Stage 2 data for Baden Powell Primary School (Estyn inspection October 2010) Moorland Primary School (Estyn inspection September 2012) and Tremorfa Nursery School (Estyn inspection December 2013).

Table 14 shows the Estyn judgements, recommendations, WG category and the Foundation Phase and Key Stage 2 data for Ysgol Glan Morfa (Estyn inspection January 2009).

	<b>Baden Powell Primary School Estyn Inspection October 2010</b>	<b>Moorland Primary School Estyn Inspection September 2012</b>	<b>Tremorfa Nursery School Estyn Inspection December 2013</b>
<b>School's current Performance</b>	Good	Good	Good
<b>School's prospect for improvement</b>	Good	Good	Good
<b>Key Questions</b>	<b>Judgement</b>	<b>Judgement</b>	<b>Judgement</b>
<b>Key Question 1: How good are the outcomes?</b>	Good	Good	Good
Standards	Good	Good	Good
Wellbeing	Good	Good	Excellent
<b>Key Question 2: How good is provision?</b>	Good	Good	Excellent
Learning experiences	Good	Good	Excellent
Teaching	Good	Good	Excellent
Care, support and guidance	Adequate	Good	Excellent

Learning environment	Good	Good	Good
<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
Leadership	Adequate	Good	Good
Improving quality	Good	Good	Excellent
Partnership working	Adequate	Good	Excellent
Resource management	Good	Good	Good
<b>Recommendations</b>			
R1	Improve the governing body's understanding of its role as the school's critical friend in order to hold it to better account for its performance	Continue to improve the achievements of boys in writing and of those pupils entitled to receive free school meals	Ensure that all staff challenge more able children consistently
R2	Improve communication with parents and carers to enable them to support their children's education more effectively;	Improve further the quality of assessment for learning, especially in the way that pupils throughout the school assess their own work and that of their peers	Develop the role of the Governing Body in the self-evaluation process
R3	Broaden the school's provision for learning about and celebrating the diversity of the school community		Ensure the leadership roles are distributed more evenly
R4	Address the health and safety concerns brought to the attention of the headteacher and governing body during the inspection		
<b>Welsh Government Support Category</b>	Amber	Green	N/A
*Pupils achieving the expected outcome in the FP areas of learning (2014)	60%	81.8%	N/A
*Pupils achieving the expected level in the core	75%	65.7%	N/A

subjects at KS2 (2014)			
*Attendance (2014)	92.9%	93.8%	N/A

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

<b>Table 14: Estyn judgements and recommendations, WG category, FP &amp; KS 2 data</b>	
<b>Key Questions</b>	<b>Grade</b>
<b>Standards</b>	
Key question 1: How well do learners achieve?	2
<b>The quality of education and training</b>	
Key question 2: How effective are teaching, training and assessment?	2
Key question 3: How well do the learning experiences meet the needs and interest of learners and wider community?	2
Key question 4: How well are learners cared for, guided and supported?	1
<b>Leadership and Management</b>	
Key question 5: How effective are leadership and strategic management?	2
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	3
Key question 7: How efficient are leaders and managers in using resources?	2
<b>Recommendations</b>	
R1	continue to sustain and raise standards across the curriculum and address the few shortcomings noted
R2	formalise the opportunities for pupils to express their views about the school and offer improvements
R3	ensure consistency in the standard of reports to parents
R4	continue to develop strategic management procedures as the school grows
R5	formalise the self-evaluation procedure ensuring that it underpins all the school's work and ensuring that there is a definite link with the school improvement plan



<b>Welsh Government Support Category</b>	<b>Amber</b>
*Pupils achieving the expected outcome in the FP areas of learning (2014)	88.9%
*Pupils achieving the expected level in the core subjects at KS2 (2014)	76.9%
*Attendance (2014)	93.9%

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

## **Standards**

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.

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.

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.

## **Provision**

The number of pupils entering Reception has increased and the expansion of existing schools seeks to provide sufficient English-medium and Welsh-medium community primary school places to serve the local area.

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**

The Council will work with the leadership of any schools affected by the proposals 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.

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.

The Local Authority (LA) has no information to suggest that the Quality and Standards of existing schools would be negatively affected by the proposals. The expectation would be that investment in new school facilities would add value and have the potential to better support delivery of relevant curriculums and children's learning experiences.

## How would 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 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 for those that the school generally provides for children.

Table 15 below shows the percentage of SEN, FSM, EAL and Minority Ethnic pupils at Baden Powell Primary School, Moorland Primary School, Tremorfa Nursery School and Ysgol Glan Morfa.

2014		<b>Baden Powell Primary School</b>	<b>Moorland Primary School</b>	<b>Tremorfa Nursery School</b>	<b>Ysgol Glan Morfa</b>	<b>Wales</b>
Percentage of SEN Pupils	School Action	23.1%	13.3%	n/a	22.7%	15.1%
	School Action Plus	9.3%	15.9%	n/a	9.4%	8.8%
	Statemented	n/a	2.3%	n/a	n/a	1.7%
Percentage of FSM Pupils – 3 year average		41.5%	51.6%	n/a	28.1%	20.5%
Percentage of EAL Pupils		16.0%	32.0%	n/a	n/a	5.5%
Percentage of Minority Ethnic Pupils		28.2%	51.6%	n/a	15.6%	10.0%

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

There is no information available that suggests that the proposals would have a negative effect 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.

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 appropriate to the individual needs of each pupil.

## What are the benefits of these proposals?

As part of the Council's 21st Century School Programme the Council has set out its priority to improve the sufficiency and suitability of school places across Cardiff to ensure a 21st Century School Standard. These proposals would contribute towards this aim:

- Achieving a better match between the supply of and demand for English-medium (community) and Welsh-medium primary school places within the local area;

- Providing the opportunity to invest in providing high quality, modern buildings which would be able to support the delivery of a broad and balanced curriculum;

The proposal would result in reduced home-to-school travel distances for some pupils;

When compared with smaller schools, the scale of a 2FE/3FE primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base;

A 2FE/3FE school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors;

The ability to employ more teaching and support staff would allow a 2FE/3FE school to cover a wider range of curriculum expertise.

## **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 any existing buildings and any new build can cause some disruption however experience shows that this can be kept to a minimum and children's education does not suffer.

As the proposals would allow for additional capacity in schools for pupils entering Reception year from September 2017 onwards, there is a risk that pupils who move into the area and are above the eligible age range (those born after September 2012) are unable to be accommodated in local schools.

The catchment area changes that may be required following the implementation of these proposals may result in increased home-to-school travel distances for some pupils electing to attend their local primary school.

## **Risks associated with these proposals**

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

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

The proposal may not be achievable if Welsh Government capital funding is not secured at the business case stage.

If the Council were not successful in achieving this funding from the Welsh Government then the Council would be fully responsible for all costs relating to the proposal. In these circumstances, it would be necessary to review investment options to ensure the delivery of sufficient school places.

## Alternatives considered

### English-medium provision

Doing nothing is not a viable option because there is a need to achieve a better match in the supply of and demand for school places.

An initial feasibility study has indicated that the Stacey Primary School site would be less suitable for accommodating increased provision.

### Welsh-medium provision

The city-wide population and the population in the locality have each grown 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 at September 2014. 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.

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.

### Alternative Options

Nine alternative options were initially explored. Of these, the options outlined in this document were shortlisted for consultation and seven others were discounted on the basis of not being considered appropriate based on a range of factors related to the schools at that time, prohibitive costs, location, planning and flood plain issues.

<b>Option</b>	<b>Details</b>	<b>Status</b>
All-through campus at Willows High School site	<ul style="list-style-type: none"> <li>Willows High School to operate as an all-through 3-16 campus, plus Flying Start. 2FE English-medium primary school provision included.</li> <li>Current Baden Powell Primary building to accommodate Ysgol Glan Morfa at 2FE</li> <li>Moorland Primary (English-medium) to expand to 3FE utilising vacated Ysgol Glan Morfa Buildings</li> </ul>	Discounted
2FE Welsh-medium primary on the Willows site	<ul style="list-style-type: none"> <li>New build primary school at Willows High School – 2FE Welsh-medium</li> <li>Baden Powell Primary to remain as 2FE English-medium</li> <li>Moorland Primary (English-medium) to expand to 3FE utilising vacated Ysgol Glan Morfa Buildings</li> </ul>	Discounted
3FE English-medium primary school on the Willows High	<ul style="list-style-type: none"> <li>New build primary at Willows High School site – 3FE English-medium plus Flying Start</li> </ul>	Discounted

School site (1)	<ul style="list-style-type: none"> <li>• Current Baden Powell building to accommodate Ysgol Glan Morfa at 2FE</li> <li>• Moorland Primary to remain as 2FE English-medium</li> </ul>	
3FE English-medium Primary on the Willows site (2)	<ul style="list-style-type: none"> <li>• New build primary at Willows High School site – 3FE English-medium plus Flying Start</li> <li>• Baden Powell to remain as 2FE English-medium</li> <li>• Ysgol Glan Morfa to expand to 2FE on existing site utilising Moorland Primary School accommodation.</li> </ul>	Discounted
2FE Welsh-medium Primary on Pengam Green	<ul style="list-style-type: none"> <li>• New build primary on identified site – 2FE Welsh-medium</li> <li>• Baden Powell Primary to remain as 2FE English-medium</li> <li>• Moorland Primary (English-medium) to expand to 3FE English-medium utilising vacated Ysgol Glan Morfa Buildings</li> </ul>	Discounted
2FE English-medium Primary on Pengam Green	<ul style="list-style-type: none"> <li>• New build primary on identified site – 2FE English-medium</li> <li>• Current Baden Powell building to accommodate Ysgol Glan Morfa at 2FE</li> <li>• Moorland Primary at 3FE English-medium utilising vacated Ysgol Glan Morfa Buildings.</li> </ul>	Discounted
2FE English-medium Primary on the Maltings	<ul style="list-style-type: none"> <li>• New build primary on identified site – 2FE English-medium</li> <li>• Current Baden Powell building to accommodate Ysgol Glan Morfa at 2FE</li> <li>• Moorland Primary at 3FE English-medium utilising vacated Ysgol Glan Morfa Buildings</li> </ul>	Discounted

## 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.

Admission arrangements for Cardiff schools for the 2015/16 academic year were approved by the Council in early 2014. Consultation on admission arrangements for Cardiff schools for the 2016/17 academic year was completed in January 2015 and was determined by the Cabinet at its meeting in March 2015.

Should the proposal proceed, it may be necessary to consult at a later date on revising catchment area arrangements for some or all of the four English-medium primary school catchment areas within the Willows High School catchment area in order to achieve a better match of future catchment populations to the local school capacities.

It may also be necessary to consult at a later date on revising the catchment area arrangements of Ysgol Glan Morfa, and therefore of adjacent Welsh-medium primary school catchment areas in order to achieve a better match of future catchment populations to the local school capacities. The catchment areas that may be affected will depend on whether separate proposals affecting the Butetown and Grangetown areas proceed.

Any amendments to admission arrangements such as changes to Published Admission Numbers or the establishment and/ or revision of catchment areas as a result of this proposal could not be implemented until September 2017 at the earliest.

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

The Council would implement this intake by authorising the admission of pupils in accordance with its published criteria.

## **Financial Matters**

All options proposed include construction of a new build 2FE standardised build primary school building.

Initial costings based on benchmarking information from other Local Authorities indicate that the construction cost of providing a single standardised build 2FE primary school would be between £5.4 – 6.5m subject to ground conditions. This would include costs for works such as, highways improvements, IT, fixed furniture and fittings (FFE) and fees. Any land purchase costs would be in addition to the construction costs.

A proposed 21st Century Schools capital investment Programme was submitted to Welsh Government (WG) in November 2011, and it received approval in-principle in December 2011 of 50% WG capital grant funding.

A proposed realigned Programme was presented to the Cabinet committee at its meeting on 19 March 2015, reflecting current Council priorities. The specific proposals put forward in 2011 were replaced with a broader provision across the city.

The realigned Strategic Outline Programme was submitted to WG in March 2015, noting that the full Programme was not affordable without additional capital support from WG. The SOP was considered at WG's Capital Panel meeting on 30 March 2015 and in April 2015 it was confirmed that Cardiff Council had, in principle, been awarded additional capital grant funding.

The realigned Programme proposes innovative approaches which it is considered could achieve capital savings through grouped procurements and standardised designs. This is subject to successfully negotiating a capped cost of capital investment with potential contractors. The Authority has undertaken a Common Contractor Briefing with framework contractors and established that up to three new 2FE primary schools could be delivered within a single, capped procurement. Initial indications suggest contractors are interested to pursue this approach and there would be financial benefits in term of per school build costs.

The 21st Century Schools Programme as a whole is limited to an approved level of investment, and therefore any scheme specific overspends can only be managed by underspends on other 21st Century Schools schemes. The affordability of any specific scheme relies upon the successful budget management of all schemes within the Programme. At present the costs of delivering the proposals within this consultation document are based on estimated costs following discussions with contractors.

The WG grant has been approved in-principle, and full grant approval would be received following successful Business Case submissions. The proposals within this consultation document either in

isolation or as part of a grouped Business Case submission – are likely to require three stages of submission:

- Strategic Outline Case (SOC);
- Outline Business Case (OBC);
- Full Business Case (FBC).

It is anticipated that new build accommodation could be available by September 2017 to provide for Reception and nursery age children. However this is dependent on a successful outcome of the revised procurement methods associated with the programme going forward.

The funding agreed in principle as part of the realigned 21st Century Schools Programme means there is sufficient capital money available for the additional 60 places proposed for the locality. It will not allow for rebuild or significant refurbishment of existing buildings or for the provision of facilities over and above a standard primary school such as community facilities.

Any investment over and above the investment required to increase the number of places at the respective schools will necessitate consideration specific to additional funding sources to supplement the 21st Century Schools capital identified.

<b>Table 17: Cost Range</b>		
<b>Option</b>	<b>Site</b>	<b>Cost range (incl land costs where appropriate)</b>
<b>1</b>	Baden Powell Primary School	<b>£7.9m - £9.9m</b>
	Ysgol Glan Morfa	
	Moorland Primary School	
<b>1a</b>	Baden Powell Primary School	<b>£9.2 - £11.2m</b>
	Tremorfa Nursery School	
	Ysgol Glan Morfa	
	Moorland Primary School	
<b>2</b>	Ysgol Glan Morfa	<b>£7.9m - £9.9m</b>
	Moorland Primary School	
	Baden Powell Primary School	
<b>2a</b>	Ysgol Glan Morfa	<b>£9.2 - £11.2m</b>
	Moorland Primary School	
	Baden Powell Primary School	
	Tremorfa Nursery School	

## **Human Resources Matters**

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

The proposal to increase the current pupil intakes of Ysgol Glan Morfa and Moorland primary schools, and/ or proposals to relocate all or some of these primary schools would result in an increase of staff. The governing bodies of each school will need to consider whether to restructure

their current staffing establishment in order to support the increased number on roll. The governing bodies of each school have adopted the Council's Redeployment and Redundancy Policy for schools and therefore any new vacancies arising as a consequence of an increase in numbers on the roll will provide opportunities for staff on the school redeployment register.

The proposal to relocate Baden Powell Primary school will not result in a change to staffing levels. However, if the age range is changed from 3 -11 to 4 -11 this will mean a reduced requirement for staff. It is hoped that any resultant reduction required in staffing levels could be achieved through natural turnover. However, should this not be possible the school will need to manage this using the Redeployment and Redundancy for schools.

## **Land Matters**

The Maltings site is in Council ownership and if selected for the purpose of building an educational facility would need to be appropriated to reflect the change of use.

## **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](http://www.cardiff.gov.uk)).

## **Impact of the proposal on the Welsh Language**

The proposal includes increasing the number of Welsh-medium nursery and primary school places available in the area.

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

## **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. The 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

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

The schools subject to the proposals are existing schools which offer a range of after school activities and some may have community organisations offering services from the school facilities. It is not anticipated that there would be a negative impact on any of these activities and all options allow for the potential development of community use of the additional facilities.

## Next steps, how to make your views know and feedback form

### What happens next?

#### Key Dates

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.

There are a number of further stages that the Council would have to go through before a final decision is made by the Council.

These stages are set out in Table 18 below:

<b>Table 18: Further stages</b>	
<b>Statutory Process</b>	<b>Timescale</b>
Consultation Period	12 October – 23 November 2015
Consultation report considered by the Council Cabinet and published on the Council website	December 2015
Subject to approval statutory notice issued during which time formal written objections can be made	January 2016
Determination by the Council’s Cabinet	March 2016
Objection report published on the Council’s website and notification of Cabinet’s decision	March 2016

The proposed timetable may be subject to change

### Consultation period

The consultation period for these proposals starts on 12 October and ends on 23 November 2015. See page 34 for further details of how to respond and make your views known.

Within 13 weeks of 23 November 2015 a consultation report will be published on the City of Cardiff Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees during the consultation period and provide the Council's response to these issues. The report will also contain Estyn's view of the proposals.

The Council's Cabinet will consider the consultation report and decide whether or not to proceed with the proposals.

If the Cabinet decides to continue with the proposals the City of Cardiff Council must publish a statutory notice.

### **Statutory Notice**

The statutory notice would be published on the City of Cardiff Council website and posted at or near the main entrance to the schools/sites subject to the notice. Copies of the notice would be made available to schools identified in the notice to distribute to pupils, parents, guardians, and staff members (the school may also distribute the notice by email). The notice sets out the details of the proposals and invites anyone who wishes to object to do so in writing within the period specified.

### **Determination of the proposals**

The City of Cardiff Council Cabinet will determine the proposals. Cabinet may decide to approve, reject or approve the proposals with modifications. In doing so, Cabinet will take into account any statutory objections received.

### **Decision Notification**

Following determination of proposals all interested parties will be informed of the decision which will be published electronically on the City of Cardiff Council's website.

### **Frequently Asked Questions**

- **What would the proposals mean for children currently attending Baden Powell Primary School, Moorland Primary School, Tremorfa Nursery School, Ysgol Glan Morfa and Willows High School?**

Children currently attending these schools would remain at the schools.

- **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. Any building work carried out on the schools site 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.

- **Would there be any change to the uniform?**

There are no changes of uniform at any of the schools arising out of this proposal.

- **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 serviced delivery.

## CONSULTATION RESPONSE FORM (The provision of additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott wards)

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](http://www.cardiff.gov.uk/21stcenturyschools)

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

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

**The closing date for responses to this consultation is 23 November 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.

Do you support the proposal to provide additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott wards from 2017?

Yes  No

If you answered yes, do you like one option more than the others?

Please number the options 1-4 in your preferred order with 1 being your most preferred option and number 4 being your least preferred:

Option	Level of priority 1- 4 1=High 4 = Low
1	
1a	
2	
2a	

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

Your name: .....

Address: .....

.....

Postcode: .....

Date: .....

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

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 23 November 2015.

Please return this form to **Room 219, County Hall, Atlantic Wharf, Cardiff CF10 4UW** by  
**28 OCTOBER 2015**

This document is about changes proposed to schools in your area. You have been sent this document for you to find out more about this proposal and for you to give your views. Please tick this box if you require this information in your language and write your name, address and telephone number in English or Welsh in the large box at the bottom of the form. Please return this form to the address at the top of the form.

FR	<input type="checkbox"/>	Ce document est sur les changements proposés dans les écoles de votre région. Vous avez été envoyé ce document pour que vous vous renseigniez d'avantage au sujet de la proposition et pour vous de donner votre opinion. Veuillez cocher cette case si vous avez besoin de cette information dans votre langue et écrire votre nom, l'adresse et numéro de téléphone en Anglais ou en Welsh/Gallois dans la grande case au bas de ce formulaire. S'il vous plait, retourner ce formulaire à l'adresse indiquée au début de ce formulaire.
CN	<input type="checkbox"/>	這份文件是關於您所在地區附近學校更改的提議。該文件已發送給您， 讓您更加了解這些提議，並讓你提出你的意見。 如果您需要了解這些用你的母語翻譯的信息，請勾選此框。 在表格末的大框格里，用英語或威爾士語寫你的姓名，地址和電話號碼。並請將本表格寄回該表格頂部的地址。
SM	<input type="checkbox"/>	Warqadani waxay ku saabsantahay aragtida is bedel la doonaayo in lagu sameeyo iskuulada xaafada. Fadlan hadaad u baahantahay faahfaahin ku qoran afkaaga hooyo ,hoos calaamadee. Magacaaga,adireeskaaga, iyo telefonkaagaba ku qor afka ingiriisiga , AMA welshka. Dibna igu soo dir foomka , adireeska kor ku qoran
PL	<input type="checkbox"/>	Dokument ten dotyczy proponowanych zmian w szkołach w Pańskiej okolicy. Wysłano go po to, by mogli się Państwo dowiedzieć więcej na temat projektu oraz wyrazić swoją opinię. Proszę zaznaczyć to okienko, jeżeli potrzebują Państwo owych informacji w języku ojczystym oraz proszę podać imię, nazwisko, adres i numer telefonu po angielsku lub walijsku w dużym okienku na dole formularza. Proszę zwrócić formularz na adres <b>podany na górze</b> .
CZ	<input type="checkbox"/>	Tento dokument se týká změn, které byly navrženy školám ve vašem okrsku. Dokument vám byl zaslán, abyste se dozvěděli více o tomto návrhu a abyste měli možnost vyjádřit své názory. Prosím zaškrtněte toto políčko, pokud potřebujete tuto informaci ve vašem jazyce a napište svoje jméno, adresu a telefonní číslo v anglickém nebo velšském jazyce do velkého políčka, které je v dolní části tohoto formuláře. Prosím zašlete tento formulář zpět na adresu, která je poskytnuta v horní části tohoto formuláře.
AR	<input type="checkbox"/>	هذه الوثيقة بخصوص بعض التغييرات المقترحة على المدارس في منطقتك . و لقد أرسلنا هذه الوثيقة إليك لكي تعلم و تتعرف على هذه المقترحات ثم تبدي رأيك فيها. من فضلك ضع علامة على هذا المربع إذا كنت تحتاج معرفة هذه المعلومات مترجمة الى لغتك الأصلية ، ثم اكتب أسمك ، و عنوانك ، و رقم هاتفك باللغة الإنجليزية أو لغة الويلش في المربع الكبير الموجود بأسفل هذه الورقة . من فضلك أرسل هذه الورقة الى العنوان الموجود في اعلى هذه الورقة.
HD	<input type="checkbox"/>	यह दस्तावीज़ आपके क्षेत्र में स्कूलों के लिए प्रस्तावित परिवर्तनों के बारे में है। आपको यह दस्ताविज़ इस प्रस्ताव के बारे में और अधिक जानकारी देने के लिए और इसके बारे में आप आपने विचार देने के लिए भेजा गया है। अगर आपको आपनी भाषा में इस जानकारी की अवश्यकता है तो कृपया इस बॉक्स में टिक करे, और फॉर्म के ताल पर बड़े बॉक्स में अंग्रेजी या वेल्श में अपना नाम, पता और टेलिफोने नंबर लिखे। कृपया इस फार्म को उपर दिए गए पते पर वापस भेजे।

Provision of additional primary school places in the Adamsdown and Splott  
Wards 12 October to 23 November 2015

Please return this form to **Room 219, County Hall, Atlantic Wharf, Cardiff CF10 4UW** by  
**28 OCTOBER 2015**

DR	<input type="checkbox"/>	این اطلاعات راجب عوض شدن برنامه در مکتب ہا در این منطقه است. این اطلاعات برای شما روان شدہ است کہ شما بیشتر راجب این موضع بفہمید و نظر خود را بگویید. این چارخانہ را علامت بزنید اگر می خواهید این اطلاعات در زبان خودتان باشد. اسم و ادرس و تلفن نمبر خود را در انگلیسی یا در ولشی در داخل چار خانہ کلن کہ در پایان این فورم است نوشتہ کنید. خواہش یس این فورم را در آدرس کہ در بالا فورم نوشتہ است روان کنید.
GJ	<input type="checkbox"/>	આ દસ્તાવેજ તમારાં વિસ્તારની શાળાઓના દરખાસ્ત થયેલ ફેરફારો બારામાં છે. આ દસ્તાવેજ તમને દરખાસ્ત બાબત વધુ માહિતી મેળવવાં ને તમારાં અભિપ્રાયો આપવા માટે મોકલાયેલ છે. મહેરબાની કરી આ માહિતી તમને તમારી ભાષામાં જોઈએ તો આ ખાનું ભરી દર્શાવો ને તમારું નામ, સરનામું ને ટેલીફોન નંબર અંગ્રેજી કે વેલ્શમાં પત્રકના છેવાડે મોટાં ખાનામાં લખો. મહેરબાની કરી આ પત્રક મથાળે આપેલ સરનામે પરત કરશો.
KD	<input type="checkbox"/>	نه م نامه به ده رباره ی نه و گورانکارپانه به که پیشنیار کراون بو فوتابخانه کانی ناوچه که ت نه م نامه به ت بو ده نیرین بو نه وه ی ناگداری نه و پیشنیارانه ت بکه ین و بو چونی خوتمن بو روون بکه پته و ه . تکایه نه و چوار گوشه ب چوکه ده ستینشان بکه نه گه ر ده ته ویت کویبیه که له م زانبارانه به زمانی خوت بو بنیرین. ناوی خوت و نه دره سه که ت و زماره ی ته له فونه که ت به ننگلیزی یان به ویلزی له و چوار گوشه گه وره به ی خواره وه ی نه م لا په ره به بنوسه . تکلیه نه م لا په ره بنیره بو نه و نه دره سه ی له سه روی نه م لا په ره نوسراوه
PJ	<input type="checkbox"/>	ਇਹ ਦਸਤਾਵੇਜ਼ ਆਪ ਜੀ ਦੇ ਇਲਾਕੇ ਦੇ ਸਕੂਲਾਂ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਪ੍ਰਸਤਾਵ ਉਪਰ ਹੈ। ਇਹ ਦਸਤਾਵੇਜ਼ ਆਪ ਦੀ ਇਨ੍ਹਾਂ ਪ੍ਰਸਤਾਵਾਂ ਉਪਰ ਹੋਰ ਜਾਣਕਾਰੀ ਵਧਾਉਣ ਅਤੇ ਆਪ ਦੇ ਸੁਝਾਵ ਲੈਣ ਲਈ ਭੇਜਿਆ ਗਿਆ ਹੈ। ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਅਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਚਾਹਿਦੀ ਹੈ ਤਾਂ ਇਸ ਖਾਨੇ ਵਿੱਚ ਟਿੱਕ ਕਰੋ ਅਤੇ ਅਪਣਾਂ ਨਾਂ, ਪਤਾ ਅਤੇ ਟੈਲੀਫੋਨ ਨੰਬਰ ਇੰਗਲਿਸ਼ ਜਾਂ ਵੈਲਸ਼ ਵਿੱਚ ਫਾਰਮ ਦੇ ਨਿੱਚੇ ਬੱਠੇ ਵੱਖ ਖਾਨੇ ਵਿੱਚ ਲਿਖੋ। ਕਿਰਪਾ ਕਰਕੇ ਇਹ ਫਾਰਮ ਉਪਰ ਦਿੱਤੇ ਪਤੇ ਤੇ ਵਾਪਸ ਕਰੋ।
UD	<input type="checkbox"/>	یہ دستاویز آپ کے علاقے میں سکولوں کی تجویز تہدیلیوں کے بارہ میں ہے۔ آپ کو یہ دستاویز اس لیے لیے بھیجی جارہی ہے تاکہ آپ اس تجویز کے بارہ میں مزید جان سکیں اور اپنی رائے سے آگاہ کریں۔ اگر آپ کو یہ معلومات اپنی زبان میں چاہیے تو برائے مہربانی اس خانے میں نشان لگادیں اور اپنا نام، پتہ اور فون نمبر انگریزی یا ویلش زبان میں اس فارم میں چھپدے گئے بڑے خانے میں لکھ دیں۔ مہربانی فرما کر یہ فارم اوپر دیے گئے پتہ پر واپس بھیجوادیں۔
BG	<input type="checkbox"/>	ইহা আপনার এলাকার স্কুলগুলিতে পরিবর্তন সম্বন্ধে প্রস্তাবিত একটি ডকিউমেন্ট। এই ডকিউমেন্টটি আপনাকে পাঠানো হয়েছে আপনার অবগতি এবং আপনার মতামত জানার জন্য। যদি এই তথ্যটি আপনার ভাষায় পেতে চান তবে দয়াকরে এই বাজেট টিক দিন এবং আপনার নাম, ঠিকানা ও টেলিফোন নাম্বার ওয়েলশ অথবা ইংরেজীতে এই ফর্মের নিচের বড় বাজের মধ্যে লিখুন। দয়াকরে ফর্মের উপরে লিখিত ঠিকানায় এই ফর্মটি ফেরৎ পাঠিয়ে দিন।

✉	Name:
	Address:
☎	Phone:

Provision of additional primary school places in the Adamsdown and Splott  
Wards 12 October to 23 November 2015

		PAN	FSM 2014	EAL 2013	Latest Estyn/Ofsted inspection	
					Date	Performance
Moorland Primary School	Cardiff	60	52.90%	31.70%	Sep 2012	2: Good
St Andrews Primary School	Newport	90	38.70%	23.40%	Nov 2015	3: Adequate
May Park Primary School	Bristol	120	49.60%	70.50%	Mar 2015	2: Good
Gascoigne Primary School	Barking and Dagenham	150	47.10%	80.20%	Jul 2013	2: Good
William Bellamy Primary School	Barking and Dagenham	150	51.50%	34.25%	Apr 2014	2: Good
Mulberry Primary School	Haringey	90	47.90%	80.60%	Mar 2013	2: Good
Upton Cross Primary School	Newham	150	19.40%	94.60%	Jun 2013	1: Outstanding
Avenue Primary School	Newham	120	84.10%	93.50%	Sep 2014	2: Good
Dersingham Primary School	Newham	90	44.60%	97.30%	Oct 2015	2: Good
Bannockburn School	Greenwich	120	27.30%	57.20%	Jan 2014	1: Outstanding



## Estyn Findings

<b>Moorland Primary School: Estyn judgements and recommendations, WG category, FP &amp; KS 2 data</b>	
	<b>Moorland Primary School Estyn Inspection September 2012</b>
<b>School's current Performance</b>	<b>Good</b>
<b>School's prospect for improvement</b>	<b>Good</b>
<b>Key Questions</b>	<b>Judgement</b>
<b>Key Question 1: How good are the outcomes?</b>	<b>Good</b>
Standards	Good
Wellbeing	Good
<b>Key Question 2: How good is provision?</b>	<b>Good</b>
Learning experiences	Good
Teaching	Good
Care, support and guidance	Good
Learning environment	Good
<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
Leadership	Good
Improving quality	Good
Partnership working	Good
Resource management	Good
<b>Recommendations</b>	
R1	Continue to improve the achievements of boys in writing and of those pupils entitled to receive free school meals
R2	Improve further the quality of assessment for learning, especially in the way that pupils throughout the school assess their own work and that of their peers
R3	
R4	
<b>Welsh Government Support Category</b>	<b>Green</b>
*Pupils achieving the expected outcome in the FP areas of learning (2014)	81.8%
*Pupils achieving the expected level in	65.7%

the core subjects at KS2 (2014)	
*Attendance (2014)	93.8%

<b>Ysgol Glan Morfa: Estyn judgements and recommendations, WG category, FP &amp; KS 2 data</b>	
<b>Key Questions</b>	<b>Grade</b>
<b>Standards</b>	
Key question 1: How well do learners achieve?	2
<b>The quality of education and training</b>	
Key question 2: How effective are teaching, training and assessment?	2
Key question 3: How well do the learning experiences meet the needs and interest of learners and wider community?	2
Key question 4: How well are learners cared for, guided and supported?	1
<b>Leadership and Management</b>	
Key question 5: How effective are leadership and strategic management?	2
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	3
Key question 7: How efficient are leaders and managers in using resources?	2
<b>Recommendations</b>	
R1	continue to sustain and raise standards across the curriculum and address the few shortcomings noted
R2	formalise the opportunities for pupils to express their views about the school and offer improvements
R3	ensure consistency in the standard of reports to parents
R4	continue to develop strategic management procedures as the school grows
R5	formalise the self-evaluation procedure ensuring that it underpins all the school's work

	and ensuring that there is a definite link with the school improvement plan
<b>Welsh Government Support Category</b>	<b>Amber</b>
*Pupils achieving the expected outcome in the FP areas of learning (2014)	88.9%
*Pupils achieving the expected level in the core subjects at KS2 (2014)	76.9%
*Attendance (2014)	93.9%

## 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.

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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.

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

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



## Statutory Screening Tool

<b>Name of Strategy / Policy / Activity:</b>	<b>Date of Screening:</b>
Proposal to increase the number of Welsh and English-medium community primary schools places in the Adamsdown and Splott area, in permanent accommodation, from September 2017.	Updated Nov 2015 & January 2016
<b>Service Area/Section:</b> Education	<b>Lead Officer:</b> Nick Batchelar
<b>Attendees:</b> Self-assessment	

<b>What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function</b>	<b>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</b>
<p>To provide additional English-medium and Welsh-medium primary school places in the Adamsdown and Splott Wards.</p> <p>In recent years there has been a significant growth in the number of Reception age pupils in the Adamsdown and Splott wards and public consultation on ways to address this imbalance were held during summer 2013 and again in Autumn 2015</p>	<p>At its meeting on 10 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 following statutory notice:</p> <ul style="list-style-type: none"> <li>• Increase the capacity of Ysgol Glan Morfa, Moorland Road, Cardiff, CF24 2LJ, from 210 places to 420 places with up to 80 part-time nursery places serving the age range 3-11 from September 2017.</li> <li>• To transfer the enlarged Ysgol Glan Morfa to a new build 420 place primary school on a new site at land at the Maltings from September 2017.</li> </ul> <p>Increase the capacity of Moorland Primary School, Moorland Road, Cardiff, CF24 2LJ, from 382 places to 630 places with up to 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Glan Morfa buildings from September 2017.</p>

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

**Please use the following scale when considering what contribution the activity makes:**

<b>+</b>	Positive	Positive contribution to the outcome
<b>-</b>	Negative	Negative contribution to the outcome
<b>ntrl</b>	Neutral	Neutral contribution to the outcome
<b>Uncertain</b>	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
<p><b>1.1</b></p> <p><b>People in Cardiff are healthy;</b>  <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i></li> <li><i>vulnerable citizens and areas of multiple deprivation</i></li> <li><i>Addressing instances of inequality in health</i></li> </ul>	✓				<ul style="list-style-type: none"> <li>Mental health and wellbeing is promoted by inspirational modern learning environments</li> <li>See 1.2 below - encouraging walking, cycling and use of public transport</li> <li>See 1.3 below re crime prevention (Secure by Design)</li> </ul>
<p><b>1.2</b></p> <p><b>People in Cardiff have a clean, attractive and sustainable environment;</b>  <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the causes and consequences of Climate Change and creating a carbon lite city</i></li> </ul>	✓			✓	<p>Cardiff Council are proposing a new standardised design2FE Welsh-medium primary school with nursery for Ysgol Glan Morfa on the Maltings site.</p> <ul style="list-style-type: none"> <li>Any standalone new build accommodation would be "off plan" Standard design build in compliance with the BREEM 'Excellent' specification, minimizing running costs, construction costs and detrimental environmental impact.</li> <li>If possible, Passivhaus design principles and methodology would be applied and adopted which result in facilitating most of the school classroom windows facing North/South orientation, limiting and optimising summer and winter sun respectively. This minimises the use of energy for heating or cooling a room.</li> <li>The wall construction and key junction details would be</li> </ul>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Ntrl Un-Crtn	
				carefully developed to achieve a highly air tight building.
				<ul style="list-style-type: none"> <li>- Under SEWSCAP, consideration is 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:</li> <li>- Contractors asked to report the % of contract value spent in the local economy.</li> <li>- Contractors or subcontractors asked to provide employment opportunities to unemployed people living in Wales.</li> <li>- Contractors asked to offer work experiences, traineeships and apprenticeship opportunities to people within the local community.</li> </ul>
			✓	<p>Refurbishment/adaptations:</p> <ul style="list-style-type: none"> <li>- Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i></li> </ul>	✓			<ul style="list-style-type: none"> <li>- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.</li> </ul>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Un-Crtn	Evidence or suggestion for improvement/mitigation
	+	-	Ntrl		
					<ul style="list-style-type: none"> <li>- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</li> <li>- Limited scope for parking would encourage walking to school</li> <li>- Provision of Safe Walking Routes to schools would encourage walking. A travel plan would be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.</li> <li>- Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> <li>o manage transport efficiently</li> <li>o improve access by all means of travel for employees, visitors, patients and students</li> <li>o encourage sustainable transport – walking, cycling, public transport and car sharing</li> <li>o reduce car use.</li> </ul> </li> <li>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</li> <li>- A Traffic/Transport assessment is carried out as part of the planning application process.</li> </ul>



Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Un-Crtn	Evidence or suggestion for improvement/mitigation
	+	-	Ntrl		
<ul style="list-style-type: none"> <li>reducing environmental pollution (land, air, noise and water)</li> </ul>			✓		<p>Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>New build accommodation would be located so as to avoid any adverse impact on access to natural light for neighbouring properties.</p> <p>An acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of any school. A further report shall be prepared for the proposals in line with 'BB93 Acoustic Design of Schools' requirements.</p>
<ul style="list-style-type: none"> <li>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</li> </ul>	✓			✓	<p>Contractors are required to demonstrate how they meet the requirements relating to consumption and waste reduction as set out by the Welsh Government and in the SEWSCAP procurement framework.</p> <p>Measures that would be considered in the design of any new build scheme:</p> <ul style="list-style-type: none"> <li>Sustainable urban drainage system</li> <li>Solar hot water</li> <li>Photovoltaic</li> <li>Natural Ventilation</li> <li>Control of solar gains</li> <li>Rainwater Harvesting</li> <li>A or A+ rated materials in accordance with BRE Green Guide to Specification</li> </ul>
<ul style="list-style-type: none"> <li>encouraging biodiversity</li> </ul>				✓	<p>Ecological surveys would be undertaken as necessary and recommendations to mitigate any impacts on biodiversity would</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
	+	-	Un-Crtn Ntrl	
<p><b>1.3</b></p> <p><b>People in Cardiff are safe and feel safe;</b>  <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>reducing crime, fear of crime and increasing safety of individuals</i></li> <li><i>addressing anti-social behaviour</i></li> <li><i>protecting vulnerable adults and children in Cardiff from harm or abuse</i></li> </ul>	✓		✓	<p>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> <p>The South Wales Police's Crime Prevention Design Advisor would be consulted on the project and the recommendations considered and incorporated where practicable.</p> <p>Concerns raised by local residents regarding littering would be a matter for the school management and the school would work with pupils to try and establish a sense of personal responsibility to minimise littering by pupils within the local area.</p> <p>Schools are required to have safeguarding mechanisms in place. Appropriate levels of DBS checks for contractors would be put in place.</p> <p>Investment in school buildings improves the learning environment, contributes to the delivery of the modern curriculum and should have a positive impact on the economy as it helps learners to achieve their potential.</p> <p>The SEWSCAP framework requires consideration to be given to using local sub-contractors and suppliers. As part of any tender process, emphasis is placed on how the construction project must benefit the local economy. Examples of key Performance Indicators are as follows:</p> <ul style="list-style-type: none"> <li>Contractors will be asked to report the % of contract value spent in the local economy.</li> <li>Contractors or subcontractors will be asked to provide employment opportunities to unemployed people living in Wales.</li> <li>Contractors will be asked to offer work experiences, traineeships and apprenticeship opportunities to people</li> </ul>
<p><b>1.4</b></p> <p><b>Cardiff has a thriving and prosperous economy;</b>  <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</i></li> <li><i>Assisting those Not in Education, Employment or Training</i></li> <li><i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i></li> <li><i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i></li> </ul>	✓			

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Un-Crtn	Evidence or suggestion for improvement/mitigation
		+	-	Ntrl		
1.5	<p><b>People in Cardiff achieve their full potential;</b>            Consider the potential impact on</p> <ul style="list-style-type: none"> <li>• promoting and improving access to life-long learning in Cardiff</li> <li>• raising levels of skills and qualifications</li> <li>• giving children the best start</li> <li>• improving the understanding of sustainability</li> <li>• addressing child poverty (financial poverty, access poverty, participation poverty)</li> <li>• the United Nations Convention on the Rights of a Child and Principles for Older persons</li> </ul>	✓				<p>within the local community.</p> <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>The scheme focuses on increasing capacity and school facilities in the southern arc of the city – the area of the city with the highest levels of child poverty and deprivation.</p> <p>Article 31 of the UN Convention on the Rights of the Child requires that: 'Every child has the right to rest, play, and to do things they enjoy.' It is important that children have access to enriched play environments, which should include appropriate outdoor space. New build schools are designed in accordance with the relevant Building Bulletin guidance that includes provision that enables play opportunities and access to outdoor space.</p>
1.6	<p><b>Cardiff is a Great Place to Live, Work and Play</b>            Consider the potential impact on</p> <ul style="list-style-type: none"> <li>• promoting the cultural diversity of Cardiff</li> <li>• encouraging participation and access for all to physical activity, leisure &amp; culture</li> <li>• play opportunities for Children and Young People</li> <li>• protecting and enhancing the landscape and historic heritage of Cardiff</li> <li>• promoting the City's international links</li> </ul>			✓	✓	<p>Consideration is given at the design stage to providing spaces that have the potential to be used by the community in response to local need.</p> <p>This has been observed at a recently completed template school; Nant Talwg, in the Vale of Glamorgan which has the hall space and associated facilities at the front of the school enabling the school to remain secure while offering community use outside of school hours.</p> <p>Using the Council's online sources there are no cultural heritage receptors recorded on any of the sites being considered.</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	
				Un-Crtn	
1.7	<p><b>Cardiff is a fair, just and inclusive society.</b></p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> <li>the elimination of discrimination, harassment or victimisation for equality groups</li> <li>has the community or stakeholders been engaged in developing the strategy/policy/activity?</li> <li>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>See Equality Impact Assessment below.</li> <li>Statutory public consultation would be carried out</li> <li>Design Equalities Advisory Group (including representatives from external groups) would be given the opportunity to comment</li> <li>Relevant departments in the Council would be engaged</li> <li>Ecological Appraisal if required - external surveyors</li> <li>South Wales Police's Crime Prevention Design Advisor would be engaged</li> <li>A design access statement would be included as part of any planning application.</li> </ul>
1.8	<p><b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b></p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> <li>strengthening partnerships with business and voluntary sectors</li> <li>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</li> </ul>	✓		✓	<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>

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
	+	-	Un-Crtn Ntrl	
<p><b>EQUALITY IMPACT ASSESSMENT</b> Will this Policy/Strategy/Project have a <b>differential impact</b> on any of the following:</p> <ul style="list-style-type: none"> <li>• <b>Age</b> (including children and young people aged 0-25 and older people over 65 in line with the United Nations Conventions)</li> </ul>	✓			<p>Please give details/consequences of the differential impact (positive and negative), and what action(s) can you take to address any negative implications?</p> <p><b>3-11 year olds</b></p> <p>Investment in school buildings improves the learning environment and contributes to the delivery of the modern curriculum.</p> <p>Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice.</p> <p><i>Health and Safety and Safeguarding</i></p> <p>The Council has experience of delivering new build projects on school sites whilst enabling the continuous delivery of education and maintaining health and safety.</p> <p><i>Design</i></p> <p>If the new build accommodation is a standalone standardised build it would be wheelchair accessible and the design would incorporate the SEN facilities required by the relevant Building Bulletin. The operational management of the school could also enable use of rooms not designated for SEN.</p> <p><i>Transport and Traffic</i></p> <ul style="list-style-type: none"> <li>- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at</li> </ul>
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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
	+	-	Un-Crtn	
				<p>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.</p> <ul style="list-style-type: none"> <li>- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</li> <li>- Locating provision central to the area it serves should minimise the use of cars or public transport and encourage walking and cycling to and from school.</li> <li>- The limited scope for parking on a school site should encourage walking and cycling to school.</li> <li>- A Traffic/Transport assessment would be carried out as part of the planning application process.</li> <li>- A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.</li> <li>- Changes to the traffic and transport infrastructure would be considered as part of the Transport Assessment for a proposal.</li> </ul>

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

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Un-Crtn	Evidence or suggestion for improvement/mitigation
	+	-	Ntrl		
					acoustics, British Sign Language images/symbols and portable/static hearing loops.
					<ul style="list-style-type: none"> <li>- Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and Braille language on signs.</li> <li>- Those with a physical impairment – e.g. level threshold doors, lifts with disabled access</li> <li>- Those with learning disabilities.</li> </ul>
	✓				If the new accommodation is a standalone standardised build it would be wheelchair accessible and the design would incorporate the SEN facilities required by the relevant Building Bulletin guidelines. The operational management of the school could also enable use of rooms not designated for SEN.
	✓				Transport for disabled pupils would not be affected. Transport needs are assessed on an individual basis.
<ul style="list-style-type: none"> <li>• Gender Reassignment</li> </ul>			✓		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"> <li>• Marriage &amp; Civil Partnership</li> <li>• Pregnancy &amp; Maternity</li> </ul>			✓		N/A
			✓		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



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

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick			Evidence or suggestion for improvement/mitigation
	+	-	Un-Crtn Ntrl	
<ul style="list-style-type: none"> <li>Sex</li> </ul>			✓	<p>The schools would admit pupils of both sexes.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed, including the application of the Council's policies on equal opportunities.</p>
<ul style="list-style-type: none"> <li>Sexual Orientation</li> </ul>			✓	<p>Fears that redeployment/recruitment opportunities could be affected by sexual orientation.</p> <p>Evidence collated by the Stonewall lobby group alleges that LGB people are likely to be discriminated against in workplace recruitment.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed, including the application of the Council's policies on equal opportunities.</p>
<ul style="list-style-type: none"> <li>Welsh Language</li> <li>Other Languages</li> </ul>			✓	<p>Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice. The proposal would result in English-medium and Welsh-medium provision each increasing by 1FE.</p> <p>It is Cardiff Council policy to provide signage in English and Welsh but not in other languages. Therefore, additional way-finding methods would be considered at the design stage including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols. The Sign Design Guide should be used as a reference point. Information could be provided by the school in alternative formats upon request.</p>

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

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

**Economic/Educational/Social**

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

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

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

**Health and Safety and Safeguarding**

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

### *Design*

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

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

### *Secure by Design*

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

### *Accessibility*

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

Designs would take into account the needs of the following:

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

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

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

### **Environmental sustainability**

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

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

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

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

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

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

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

The following assessments to be undertaken:

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

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

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## 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"> <li>▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes</li> <li>▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below)</li> </ul>		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](mailto:sustainabledevelopment@cardiff.gov.uk)

## Part 3: Habitat Regulation Assessment (HRA)

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

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

## Appendix 1 – Statutory Requirements

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

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

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

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

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

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

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





Key:

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

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

SEA Objectives	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
1. Promote a greener economy by delivering a sustainable pattern of English Medium, Welsh Medium and Faith Schools across Cardiff	✓	Achieved as this proposal should result in schools with sustainable intakes. Minimal surplus school places and high room utilisation rates ensures money and energy is not wasted on heating underutilised spaces. The standalone new build accommodation would achieve a BREEM Excellent rating and A rated for energy performance.	✓	Achieved as this proposal should result in schools with sustainable intakes. Minimal surplus school places and high room utilisation rates ensures money and energy is not wasted on heating underutilised spaces.	✓		x	Do nothing  Do nothing is not an option as projected demand for school places shows the number of pupils entering Reception in the Willoes high catchment area increasing significantly in future years.  If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school which can then impact on the ability of those schools to meet demand from their own catchment areas.  Demountable accommodation could be provided but it would not be a sustainable solution as it would not include additional ancillary facilities (e.g. hall space).  a) No improvement to existing accommodation (same as proposal.)  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 cross-crossing the city.
2. Reduce 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) ✓/o b) ✓	<b>Standalone new build:</b> - Achieved as this proposal would provide new build accommodation that is BREEM Excellent and A rated for energy performance. - Where possible, Passivhaus design principles and methodology would be applied and adopted which result in facilitating most of the school classroom windows facing North/South orientation, limiting and optimising summer and winter sun respectively. This minimises the use of energy for heating or cooling a room. - The wall construction and key junction details would be carefully developed to achieve a highly air tight building. - Wherever possible the design would promote, specify and use locally sourced materials which have a commitment to sustainability and the environment.  Extensions: - Where possible, energy efficient measures would be incorporated into the building works for any adaptations to existing accommodation.  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.  Traffic and transport implications including measures to encourage walking and cycling would be considered as part of a Transport Assessment.  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.	✓		✓		a) 0 b) x	
3. Promote health and wellbeing by protecting and enhancing public open space and improving access to POS	0	As the space on the existing and proposed school sites are not accessible to the public and/or are not formally held by the Council as Public Open Space.	0	As the space on the existing and proposed school sites are not accessible to the public and/or are not formally held by the Council as Public Open Space.	✓	The land at Pengam Green is owned by the Council. It is proposed that if a school were to be built on part of this site, the community value of the site could be enhanced with the provision of a publicly accessible multi-use games area. Any existing recreational facilities on the site would be retained or replaced.	0	N/A
4. Minimise air, light and noise pollution associated with	a) ✓	a) Builders would be encouraged to minimise air, light and noise pollution during the construction period.  The new build would be located so as to avoid any adverse impact on access to natural light for neighbouring properties.					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

SEA Objectives	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
Increase the capacity of Ysgol Gfan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged Ysgol Gfan Morfa to a new standardised 2FE primary school on a new site at the Maltings from September 2017.	Increase the capacity of Mooland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Gfan Morfa buildings from September 2017.							Do Nothing
Building development and traffic congestion	b) x Mitigation	<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"> <li>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.</li> <li>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.</li> <li>Formalising the parking regime outside the schools to discourage unsafe parking and help with enforcement.</li> <li>A Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school.</li> <li>A Travel Plan that encourages the use of public transport, walking and cycling</li> <li>Giving consideration to providing a non statutory bus service based on demand</li> <li>Consideration given to improving the traffic and transport infrastructure</li> </ul>						polluting modes of transport. Congestion is also exacerbated due to the volume of traffic criss-crossing the city.
5. Protect and enhance biodiversity, flora and fauna	? Mitigation	<p>Ecological surveys would be undertaken as necessary and recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.</p> <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p> <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.</p>	? Mitigation	Same as option 1	? Mitigation	Same as option 1	? Mitigation	0 N/A
6. Protect and enhance the landscape	? Mitigation	<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.</p>	? Mitigation	Same as option 1	? Mitigation	Same as option 1	? Mitigation	0 N/A
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	a) 0 b) ?	<p>a) Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable urban drainage systems (SUDS).</p> <p>b) Water efficient measures may be possible to a lesser or greater extent depending on the compatibility of existing buildings.</p>	a) 0 b) ?	Same as option 1	a) 0 b) ?	Same as option 1	a) 0 b) ?	0 N/A
8. Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	a) ✓ b) ? ?	<p>a) All new build accommodation must be DDA accessible under the Equality Act 2010.</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>	a) ✓ b) ?	Same as option 1	a) ✓ b) ?	Same as option 1	a) ✓ b) ?	0 N/A

SEA Objectives	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Do Nothing
Increase the capacity of Ysgol Gŵan Morfa from 1FE to 2FE with up to 80 part-time nursery places serving the age range 3-11 from September 2017. Transfer the enlarged primary school on a new site at the Maltings from September 2017.	0	There are no registered historic assets within the site boundary of the existing or proposed sites?	0	Same as option 1	0	Same as option 1	0	Same as option 1	N/A
Increase the capacity of Ysgol Gŵan Morfa from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Gŵan Morfa buildings from September 2017.	0	There are no registered historic assets within the site boundary of the existing or proposed sites?	0	Same as option 1	0	Same as option 1	0	Same as option 1	N/A
Increase the capacity of Moorland Primary School from 2FE to 3FE with 96 part-time nursery places serving the age range 3-11 utilising the vacated Ysgol Gŵan Morfa buildings from September 2017.	0	There are no registered historic assets within the site boundary of the existing or proposed sites?	0	Same as option 1	0	Same as option 1	0	Same as option 1	N/A

## Conclusion

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

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

