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PAPURAU ATODOL

| | |
|------------------------------------|--|
| Pwyllgor | PWYLLGOR CRAFFU PLANT A PHOBL IFANC |
| Dyddiad ac amser y cyfarfod | DYDD MAWRTH, 11 RHAGFYR 2018, 4.30 PM |
| Lleoliad | YSTAFELL BWYLLGORA 4 - NEUADD Y SIR |
| Aelodaeth | Cynghorydd Bridgeman (Cadeirydd) YCynghorwyr De'Ath, Philippa Hill-John, Joyce, Morgan, Phillips, Taylor a/ac Singh Patricia Arlotte (Cynrychiolydd Gatholig Rufeinig), Carol Cobert (Cynrychiolydd yr Eglwys yng Nghymru), Rebecca Crump (Cynrychiolydd Rhiant-Lywodraethwr) a/ac Karen Dell'Armi (Cynrychiolydd Rhiant-Lywodraethwr) |

Y papurau canlynol wedi'i farcio ' i ddilyn' ar yr agenda a ddosbarthwyd yn flaenorol

- Eitem 7** **Darpariaeth Llefydd mewn Ysgolion Cynradd Cyfrwng Saesneg yn ardal Llanrhymni CTY: Craffu Cyn Penderfyniad** (*Tudalennau 3 - 156*)
- Eitem 8** **CTY 21ain Ganrif (Band B) – Ailddatblygu Ysgolion Cantonian, Woodlands a Riverbank** (*Tudalennau 157 - 242*)

Davina Fiore

Cyfarwyddwr Llywodraethu a Gwasanaethau Cyfreithiol

Dyddiadd: Dydd Mercher, 5 Rhagfyr 2018

Cyswllt: Mandy Farnham, 02920 872618, Mandy.Farnham@caerdydd.gov.uk

Mae'r dudalen hon yn wag yn fwriadol

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

11 December 2018

**THE PROVISION OF ENGLISH-MEDIUM PRIMARY SCHOOL PLACES IN
THE LLANRUMNEY AREA SOP: PRE- DECISION SCRUTINY**

Purpose of Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of the report to Cabinet, attached at **Appendix A**, prior to its consideration by the Cabinet at its meeting on the 13 December 2018.

Background

2. There are five English-medium and one Welsh-medium primary schools serving the Llanrumney area. The current English-medium primary school capacity can accommodate 1,342 pupils (age 4-11).
3. The report is to inform Cabinet to consider of the responses received following consultation on proposals to rationalise English-medium primary school places in the Llanrumney area, including proposals to close Glan–y –Afon Primary School in August 2019.

Issues highlighted in the report to Cabinet

4. The consultation period ran from 10 September until 22 October 2018, which involved:
 - .Publication of a consultation document and summary document
 - Meetings with staff and governors at Glan –Yr – Afon Primary Schools
 - A public meeting
 - Drop in sessions
 - A consultation response slip

- An online response Form
5. The responses received regarding the proposals during the consultation period are summarised in the report (Para 8 to 29).
 6. A summary of the outcome of the consultation outcome is attached at paragraphs 15 to 18 which covers;
 - A clear majority expressed opposition to the proposal to close Glan-yr-Afon Primary School.
 - A summary of concerns expressed by stakeholders in respect of the proposal are listed at paragraph 17, in addition respondents submitted a number of alternatives to closure which are set out in paragraph 18.
 7. The draft Cabinet report also sets out the responses to the views expressed (paragraph 19 – 29, Local Member Consultation at paragraph 30. Copies of the appendices listed with the Cabinet report can be provided should a member request copies.
 8. The Cabinet is recommended to :
 1. Note that consultation on the 2020/2021 admission arrangements will include a proposed reduction of the Published Admission Number of Glan-Yr-Afon Primary Schools from 41 places to 30 Places
 2. Authorise Officers to explore the viability of modified proposals to the closure of Glan-Yr –Afon Primary School
 3. Authorise Officers to bring a further report to Cabinet for consideration setting out details of how the provision of community English medium primary school places in the Llanrumney area can be addressed.

Scope of Scrutiny

9. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet.

Way Forward

10. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Nick Batchelar (Director of Education and Lifelong Learning), and Michele Duddridge-Hossain (Operational Manager – Planning and Provision) will present the report to the Committee, and be available to answer any questions Members may have.
11. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

Legal Implications

12. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

13. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications.

RECOMMENDATIONS

The Committee is recommended to:

- a) Review and assess the information contained in the draft Cabinet Report, attached at **Appendix A**, together with any information provided at the meeting;
- b) Provide any recommendations, comments or advice to the Cabinet Member and / or Director of Education and Lifelong Learning prior to the report's consideration by Cabinet.

Davina Fiore

Director of Governance and Legal Services

7 December 2018

**THE PROVISION OF ENGLISH-MEDIUM PRIMARY SCHOOL
PLACES IN THE LLANRUMNEY AREA**

**EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH
MERRY)**

AGENDA ITEM: 3

Reason for this Report

1. This report is to inform the Cabinet of responses received following consultation on proposals to rationalise English-medium primary school places in the Llanrumney area, including a proposal to close Glan-yr-Afon Primary School in August 2019.

Background

2. The Llanrumney area is served by Bryn Hafod, Glan-yr-Afon, Pen-y-Bryn, St Cadoc's Catholic and St Mellon's CiW English-medium Primary Schools. Welsh medium provision is available at Ysgol Bro Eirwg and Ysgol Pen y Pil, which serve parts of Llanrumney, Rumney, Trowbridge and Old St Mellons.
3. Current English-medium primary school capacity in the Llanrumney area can accommodate up to 1,342 pupils (age 4-11). In January 2017, the number of primary aged pupils on roll (excluding nursery) was 1073, resulting in an overall surplus capacity of 269 places (20%).
4. At its meeting on 12 July 2018, the Council's Cabinet agreed a recommendation to hold public consultation on proposals to rationalise English-medium primary school places in the Llanrumney area, including a proposal to close Glan-yr-Afon Primary School in August 2019.

Issues

5. The consultation period ran from 10 September until 22 October 2018.
6. The consultation process involved:
 - Publication of a Consultation Document outlining background, rationale and implications 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);
 - Publication of a summary document setting out the main points of the consultation document was distributed to parents at Glan-yr-Afon Primary School and was available to download from the Council website (a copy of the summary document can be seen at Appendix 2);
 - Meetings with Staff and Governors at Glan-yr-Afon Primary School;
 - A public meeting held at the John Reynolds Centre at which the proposal was explained and questions answered (notes from the meetings can be seen at Appendix 3);
 - Drop-in sessions at the school and Llanrumney Hub, where officers were available to answer questions (notes from the drop in sessions can be seen at Appendix 4);
 - A workshop session at Glan-yr-Afon Primary School to provide an opportunity for the children to ask questions, learn more about the proposal and give their views (details of the workshop session can be seen at Appendix 5);
 - A consultation response slip for return by post or e-mail, attached to the consultation document;
 - An online response from at www.cardiff.gov.uk/21st Century Schools.
7. The views expressed at Council organised meetings, and on paper or electronically through the appropriate channels, have been recorded.

Responses received regarding the proposal during the consultation period

8. In total 146 responses were received with the majority of respondents (63%) resident in the local area.
9. Formal responses were received from:
- Local Ward Members;
 - Estyn;
 - The Governing Body of Glan-yr-Afon Primary School;
 - The Interim Headteacher of Glan-yr-Afon Primary School;
 - The Staff of Glan-yr-Afon Primary School;
 - Flying Start Health Visitors.
10. The response from Estyn set out that it was Estyn's view that closing Glan-yr-Afon Primary School would not have a detrimental effect on the standard of English-medium education in the Llanrumney area.
11. Copies of the full responses can be seen at Appendix 6.
12. A "Save our School" petition, with 244 signatures was also received.
13. A majority of views expressed during the consultation period were in support of keeping Glan-yr-Afon Primary School open, with 93% of respondents not agreeing with the proposal; 6% agreeing and 1% who did not answer this question.

14. A summary of the responses received and appraisal of views expressed can be seen at Appendix 7. A summary analysis of the 146 responses received are included in Appendix 8.

Summary

15. The consultation on the provision of English-medium primary school places in the Llanrumney area invited comments on proposals, which included the closure of Glan-yr-Afon Primary School from 31 August 2019 and all pupils on roll at the school transferring to other schools in Llanrumney, or elsewhere depending on parental preference.
16. A clear majority of stakeholders in the Llanrumney community who responded to the consultation expressed opposition to the proposal to close Glan-yr-Afon Primary School.
17. Concerns expressed by stakeholders in respect of the proposal relate to:
 - The removal of English-medium community primary school places in 'lower Llanrumney'. For parents of children at Glan-yr-Afon Primary School, home to school proximity is an important criterion when choosing a school and logistical issues associated with having to travel further to an alternative primary school is a major concern;
 - The geography/topography of the local area and the distance needed to be walked by those families wanting to access English-medium community provision;
 - The impact of closure on current pupils of the school, families of those children and school staff. There were particular concerns around those children in Year 5 who would have to make two transitions within a short period of time;
 - Concerns that current sibling and friendship groups would be separated in particular for those families who would not want their children to transfer to a catholic school;
 - The perception that the area has experienced a sequence of loss of educational and wider social provision, including Llanrumney High School, the closure of Rumney High School and the location of the new Eastern High some distance from the community;
 - The potential for an increasing number of families to opt for English-medium primary school provision given the improving profile of Eastern High School;
 - Uncertainty around the proposal to increase the admission number of St Cadoc's RC Primary School not being progressed;
 - The limited community education options available to parents not wishing to take up places at a catholic school;
 - Recent challenges faced by the school which in the view of those who responded to the consultation, have been a catalyst for the decline in pupil numbers;

- A desire from a number of respondents for the school to be provided with an opportunity to build on the recent progress in improving the standard of education;
 - The impact of planned, and potential, housing developments in the local and wider area that would result in the need for additional places;
 - The co-location of Flying Start provision and the benefits associated with such provision in this area;
 - The future use of the site.
18. Respondents submitted a number of alternatives to closure which included:
- Amalgamation with another local community school;
 - A reduction in the size of the school to one form of entry and federation with another school;
 - A reduction in the size of the school to one form of entry and consolidation of accommodation in the Foundation Phase;
 - Utilising part of the building for other educational purposes, or the transfer of another school onto the site.

Response to views expressed

19. In view of the responses received and further considerations set out below, it is recommended that the proposal to close Glan-yr-Afon Primary School from 31 August 2019 is not progressed as outlined in the original consultation report.
20. As a temporary measure, it is proposed to reduce the capacity of Glan-yr-Afon Primary School from 292 places (1.4 forms of entry) to 210 places (1 form of entry) from September 2020. Consultation on the 2020/21 admission arrangements for community schools will take place in December 2018 – January 2019 in accordance with the requirements of the Admissions Code. This consultation will include a proposed Published Admission Number of 30 places for Glan-yr-Afon Primary School.)
21. The Council acknowledges the concerns raised by stakeholders. However the issue of surplus capacity in the Llanrumney area, with a greater number of places in primary schools than children who wish to attend those schools remains.
22. At January 2018, there were 261 surplus places (19.4%) in English-medium primary schools serving the area. The number of surplus places at Glan-yr-Afon Primary School was 140 (47.9%).
23. Where there is a higher than necessary number of school places, resources are being deployed inefficiently that could be better used to improve the quality of education for all learners.

24. Combined with this are the difficulties associated with operating a primary school with such a high proportion of its 292 places unfilled. The size of the school and the low number of children on roll means that the school will continue to face financial difficulties. The condition of the school building is poor and suitability has also been assessed as poor. The school continues to need a high level of professional support.
25. It is agreed that securing high quality sustainable primary education places aligned with early years provision is a priority for the Llanrumney area.
26. It is also recognised that the existing capacity and take up of places combined with future demand from new and planned developments in the local and wider area requires further consideration.
27. Any future proposals brought forward to ensure a better match between the supply of and demand for English-medium places in the Llanrumney area would need to consider:
 - The need to reduce the number of surplus English-medium primary school places;
 - The organisation of primary school places in the Llanrumney area;
 - How high quality early years education provision could best be provided and enhanced in the area;
 - How high quality primary education can be sustainably and economically provided through leadership and governance arrangements;
 - The impact of housing developments in the local and wider area, including primary school provision to serve the new housing development at St Edeyrns;
 - The financial implications.
28. It is therefore proposed that further work be undertaken to develop modified proposals for consideration by Cabinet in early 2019, to allow for the number of surplus places to be reduced within the context of concerns expressed by respondents that English-medium provision be retained in the local Llanrumney area, the enhancement of early years provision and family support in the local area and wider education provision in the Llanrumney and Old St Mellons area.
29. Any new proposals to reorganise English-medium primary school places in the area would be subject to further consultation.

Local Member consultation

30. Local members were consulted as part of the consultation. They asked that the Cabinet reject the proposal and come back with a comprehensive plan for how the provision of English medium primary school places in the Llanrumney area can be addressed for future years. A copy of their response can be seen at Appendix 6.

Reason for Recommendations

31. The consultation has identified a range of views and issues that are significant concerns for stakeholders and for those living in the immediate locality of Glay-yr-Afon Primary School. It is therefore considered advisable for additional work to be undertaken to establish the viability of modified proposals which address the issues that informed the original proposal but which also take account of views expressed and the potential for wider change in the locality.

Financial Implications

32. The recommendations to this report include the recommendation that the published admission number for Glan-yr-Afon Primary School will be reduced from 41 to 30, from September 2020. As schools' revenue budgets are predominantly predicated on the basis of pupil numbers, any reduction in pupil numbers would mean that Glan-yr-Afon's revenue budget would potentially reduce in comparison to previous years, should overall pupil numbers reduce. However, it would be reasonable to expect that the cost of operating the school could decrease in line with this, particularly if the number of classes within the school reduces. A reduction in the overall budget for the school could present challenges in terms of ensuring a balanced budget, particularly if there are any historic deficit balances which need to be recovered as part of the annual budget setting process. Therefore, it is critical that the school is able to contract its current expenditure levels to be able to operate within a reduced budget. As part of this, consideration will need to be given to any exit costs, should there be a need to reduce the overall staffing compliment within the school.
33. The other recommendations to this report seek approval for alternative proposals to be considered and brought to a future Cabinet meeting. This recommendation does not, in itself result in any direct financial implications. However, any alternative proposals that are developed will need to consider a range of financial aspects. These include revenue issues, such as financial resources required to fund pupil places, additional learning needs requirements, transport implications and capital financing requirements, should any significant work to buildings be required. Also, should the alternative proposals result in the opportunity to dispose of school sites, consideration will need to be given to future use of the sites, demolition costs and costs associated with disposal of a capital receipt. Any capital receipt will need to be prioritised for use in meeting the capitals receipts target connected to the funding of the School Organisational Plan Programme.

Legal Implications

34. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age.

35. Admission numbers of schools are part of the Council's admission arrangements and therefore the statutory consultation within the School Admission Code and the Education (Determination of Admission Arrangements) Regulations 2006 would also need to be followed if following consultation these proposals are taken forward.
36. A local authority can make proposals to discontinue a community school under section 43 of the Schools Standards and Organisation (Wales) Act 2013. The Council is required prior to publishing its proposals to undertake a consultation on those proposals in accordance with section 48 of that Act and the School Organisation Code. The earlier cabinet report gave authorisation to carry out that statutory consultation. Any proposals must be the subject of full and fair consultation and due regard must be had by the Cabinet to the responses before a final decision is taken.
37. The decision about these recommendations has to be made in the context of the Council's public sector equality duties. 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. The 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. If the recommendations in the report are accepted and when any alternative options are considered, the Council will have to consider further the equalities implication and an Equality Impact Assessment may need to be completed.
38. The Council also has to consider its obligation under section 88 and schedule 10 of the Equality Act 2010 to prepare and implement an accessibility strategy. The strategy should increase disabled pupils' access to the curriculum and improve the physical environment and the provision of information. Section 84 and 85 of the School Standards and Organisation (Wales) Act 2013 and the Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013, set out the statutory obligations for all local authorities to prepare, submit, publish and revise Welsh in Education Strategic Plans (WESPs).
39. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language, the report and Equality Impact Assessment deals with all these obligations. The Council has to consider the Well-being of Future Generations (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural *well-being* of Wales.

HR Implications

40. Whilst the report recommends not progressing a proposal for closure at this stage, there still remains significant HR implications for the Governing Body of Glan-yr-Afon Primary School to consider. The Governing Body will need to consider addressing their budget deficit position whilst reviewing their staffing establishment alongside the decline of the number of pupils currently on roll.
41. This will require full staff and trade union consultation and support will be provided by HR People Services.
42. Where a reduction in the levels of staffing is required, a key aspiration for the Council is to achieve staff reductions as far as possible either through voluntary redundancy or redeployment, rather than compulsory means. The Council is committed to maximising opportunities for school staff to secure employment in other Cardiff schools and therefore facilitates a redeployment process under the School Redeployment and Redundancy Policy.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Note that consultation on the 2020/2021 admission arrangements will include a proposed reduction of the Published Admission Number of Glan-yr-Afon Primary School from 41 places to 30 places;
2. Authorise officers to explore the viability of modified proposals to the closure of Glan-yr-Afon Primary School;
3. Authorise officers to bring a further report to Cabinet for consideration setting out details of how the provision of community English medium primary school places in the Llanrumney area can be addressed.

| | |
|-----------------------------------|---|
| SENIOR RESPONSIBLE OFFICER | NICK BATCHELAR Director of Education & Lifelong |
| | 7 December 2018 |

The following appendices are attached:

- Appendix 1: Consultation document
- Appendix 2: Summary document
- Appendix 3: Notes of public consultation meeting
- Appendix 4: Notes of drop-in sessions
- Appendix 5: Child workshop structure
- Appendix 6: Formal responses to consultation
- Appendix 7: Summary of responses
- Appendix 8: Summary analysis of responses
- Appendix 9: Equality Impact Assessment

21st Century Schools Consultation Document 2018

THE PROVISION OF ENGLISH-MEDIUM PRIMARY SCHOOL PLACES IN THE LLANRUMNEY AREA

10 September – 22 October 2018



This document can be made available in Braille.
A summary version of this document is available at
www.cardiff.gov.uk/glanyrafonschool
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

What is this booklet about?

Cardiff Council is suggesting changes to how we provide primary school places in the Llanrumney area.

We would like to know what people think about the changes we have proposed.

This booklet is for parents/ carers, school staff, school governors and anyone who has an interest in education in Cardiff. It sets out the changes we are suggesting and the reasons for them. We want everyone to understand the information so you can tell us what you think.

This is your chance to ask questions and make comments. The Council's Cabinet will consider your views before deciding whether to make the changes or not.

What are we proposing to do?

We are proposing to:

- **Close Glan yr Afon Primary School from 31 August 2019.**

Consultation

Who are we consulting with?

The consultation process must follow the Welsh Government guidelines as set out in the School Organisation Code 2013.

As part of this, we are asking people what they think about the changes we are proposing. There are a number of ways for people to tell us their views.

Table 1 below sets out who the Council is consulting:

Table 1: Groups the Council is consulting with

| | |
|--|---|
| 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 |
| Community Council's | |

How can you find out more and let us know your views?

- The consultation document is available electronically on the Council website at www.cardiff.gov.uk/glanyrafonschool
- Printed copies of this consultation document will be available at the Community Hubs in Llanrumney and St Mellons. We will also send documents to families with children in Llanrumney primary schools.
- We have organised a public meeting and drop-in sessions that you can attend if you would like us to explain the suggested changes to you and for you to ask us questions. These are listed on the next page.
- Council officers will meet with the Governing Body and staff of Glan-yr-Afon Primary School.
- We will also work with the school to find out what pupils think.
- You can also write to the Council to tell us what you think.

The dates of the consultation meetings are set out below:

Table 2: Consultation Meeting Dates

| Type of Consultation | Date/Time | Venue |
|--|---|---|
| Drop in session for Glan Yr Afon parents | To be arranged with school | Glan Yr Afon Primary School |
| Drop in session for all parents | Wednesday 19 September 10.00am - 12.00 | Llanrumney Hub, Countisbury Av |
| Staff Meeting | To be arranged with school | Glan Yr Afon Primary School |
| Governing Body meeting | To be arranged with school | Glan Yr Afon Primary School |
| Public Meeting | Thursday 4th October 5.30pm – 7.00 pm | The John Reynolds Centre, Shaw Close |
| Drop in session for Glan Yr Afon parents | To be arranged with school | Glan Yr Afon Primary School |
| Admissions advice session for Glan Yr Afon parents | To be arranged with school | Glan Yr Afon Primary School |

Your views are important to us

Your views matter and we want you to tell us what you think about the changes we have suggested in this document.

You can do this by:

- Attending the public meeting or drop in sessions above.
- Completing the online response form at www.cardiff.gov.uk/glanyrafonschool
- Completing the consultation response form, which you can find on page 33.
- Contacting the School Organisation Planning Team on (029) 2087 2720, by e-mail to schoolresponses@cardiff.gov.uk or by post to Room 422, County Hall, Cardiff, CF10 4UW.

The closing date for responses to this consultation is **Monday 22nd October 2018**.

The Council will not consider any consultation responses received after this date.

Explanation of terms used in this document

Please note the following terms used throughout this document:

Community schools – a primary or secondary school where the Council arranges school admissions.

Voluntary Aided schools – a primary or secondary school where the Governing Body of the school normally arranges school admissions. Faith Schools are often Voluntary Aided Schools.

Voluntary Controlled schools – a primary or secondary school where the Council normally arrange school admissions on behalf of the Governing Body.

Catchment area – an area that a community school would normally serve. Children living within this area have higher priority for admission to the school than children outside of this area.

Number on Roll data - the number of pupils at a school (not including nursery pupils).

Surplus places – empty places in a school.

PLASC – Pupil Level Annual School Census. In January of every year, the Welsh Government collects information from schools. This includes the number of pupils at each school, their age groups, home addresses, ethnicity, and data on Welsh language, Special Educational Needs, first language and pupils who have Free School Meals.

School Action – When a class or subject teacher gives extra support to a pupil with Additional Learning Needs (ALN).

School Action Plus – When outside specialists help the class or school staff to give extra support to a pupil with Additional Learning Needs. This is different or in addition to the support provided through School Action.

Statement of Additional Learning Needs – A child with a statement of ALN has learning difficulties which need special support. This means:

- the child has significantly greater difficulty learning than most children of the same age, or
- the child has a disability that needs different educational facilities from those that the school generally provides for children.

Background

In the Llanrumney area there is a much greater number of places in primary schools than pupils who wish to attend those schools. This has been the case for a number of years.

Although the number of children living in Llanrumney has increased, there are still many more places than are needed.

The Council is therefore proposing to remove some of the surplus (empty) school places in schools in Llanrumney.

Schools serving the area at present

Primary school places in the Llanrumney area are provided at several schools.

There are three English-medium community primary schools:

- Bryn Hafod Primary School
- Glan yr Afon Primary School
- Pen y Bryn Primary School

Two faith schools, St Mellons Church in Wales Primary School and St Cadoc's Catholic Primary School, also serve the area.

Welsh-medium education is available at Ysgol Bro Eirwg and Ysgol Pen y Pil, which serve parts of Llanrumney, Rumney, Trowbridge and Old St Mellons.

How many primary school places are needed in Llanrumney?

When considering how many school places are needed, the following factors are important:

- The number of places in each school
- The total number of children attending schools in the area
- Where do these children live?
- How many children will need places in future?

The number of places in each school

The capacity of a primary school is the number of places available in all age groups from Reception to Year 6, for children aged four to eleven. Many schools also have places in nursery classes.

The Admission Number of a school is the number of pupils that can be admitted in each year in a school.

The capacity and admission number of a school are based on how classrooms and other spaces in the school are used for teaching and learning.

Table 3 below shows details of places available at schools serving Llanrumney.

Table 3: Places available at schools serving the Llanrumney area

| Name of School | Current Published Capacity (age 4-11) | Places per year group (age 4-11) | Nursery places | Language medium and Category of School |
|---|---------------------------------------|----------------------------------|----------------|--|
| Bryn Hafod Primary School | 420 | 60 | 64 | English-medium community school |
| Glan yr Afon Primary School | 292 | 41 | 60 | English-medium community school |
| Pen y Bryn Primary School | 210 | 30 | 64 | English-medium community school |
| St Cadoc's Catholic Primary School | 315 | 45 | 48 | English-medium Voluntary Aided school |
| St Mellons Church in Wales Primary School | 105 | 15 | 0 | English-medium Voluntary Controlled school |
| Ysgol Bro Eirwg | 411 | 60 | 64 | Welsh-medium community school |
| Ysgol Pen y Pil | 210 | 30 | 48 | Welsh-medium community school |

If all classrooms at Glan Yr Afon Primary School were used for teaching, the school's admission number could increase to 60 places and the capacity could be at least 420 places (Reception to Year 6).

However, the Council has located other services at the school in order to make best use of these rooms, including a Wellbeing Class and Flying Start. This has allowed the school's capacity to be assessed at 292 places with an Admission Number for each year group of 41 places.

If all classrooms at St Cadoc's Catholic Primary were used for teaching, the school's admission number could also increase to 60 places and the capacity could be at least 420 places (Reception to Year 6).

However, the school currently uses some classrooms for other purposes. This has allowed the school's capacity to be assessed at 315 places with an Admission Number for each year group of 45 places.

St Cadoc's Catholic Primary School is a Voluntary Aided school. This means it is in charge of admitting its own pupils. The Governing Body of St Cadoc's Catholic Primary School is deciding how to use the space in the school in the future. It is up to the Governing Body to decide whether to use any existing space in the school to increase school places. If they did decide to increase the number of places they would have to consult on this, as required by the School Organisation Code.

The total number of children attending schools in the area

Table 4 below shows:

- the number of pupils on roll in English-medium primary schools in the Llanrumney area
- Which schools in Llanrumney those pupils attend
- the number of surplus (empty) places at each school at January 2017 (most recent verified school census data).

Table 4: Number on Roll and total surplus spaces – Reception to Year 6 (PLASC January 2017)

| School | Year Group | | | | | | | Total pupils | School capacity | Surplus places | % Surplus places |
|---|------------|------------|------------|------------|------------|------------|------------|--------------|-----------------|----------------|------------------|
| | R | 1 | 2 | 3 | 4 | 5 | 6 | | | | |
| Bryn Hafod Primary School | 41 | 46 | 46 | 40 | 50 | 50 | 44 | 317 | 420 | 103 | 24.5% |
| Glan-Yr-Afon Primary School | 21 | 26 | 18 | 27 | 21 | 31 | 23 | 167 | 292 | 125 | 42.8% |
| Pen-Y-Bryn Primary School | 34 | 29 | 31 | 30 | 35 | 22 | 21 | 202 | 210 | 8 | 3.8% |
| St Cadoc's Catholic Primary School | 41 | 47 | 37 | 38 | 40 | 38 | 30 | 271 | 315 | 44 | 14.0% |
| St Mellons Church in Wales Primary School | 18 | 16 | 18 | 17 | 15 | 15 | 17 | 116 | 105 | -11 | -10.5% |
| Grand Total | 155 | 164 | 150 | 152 | 161 | 156 | 135 | 1073 | 1,342 | 269 | 20.0% |

Glan Yr Afon Primary School has the highest number and highest percentage of surplus places in the area.

The number of pupils on roll at Glan-yr-Afon has increased every year from 2013 – 2017. However, the number of pupils entering Reception (the first year of primary school) has been much lower than the number of Reception-age children living in the catchment area.

This is because many parents have sent their children to other English-medium community or faith schools.

Where do these children live?

Table 5 below shows:

- the number of pupils living in the catchment areas of English-medium primary schools in Llanrumney in January 2017
- the number of local pupils enrolled at each school.

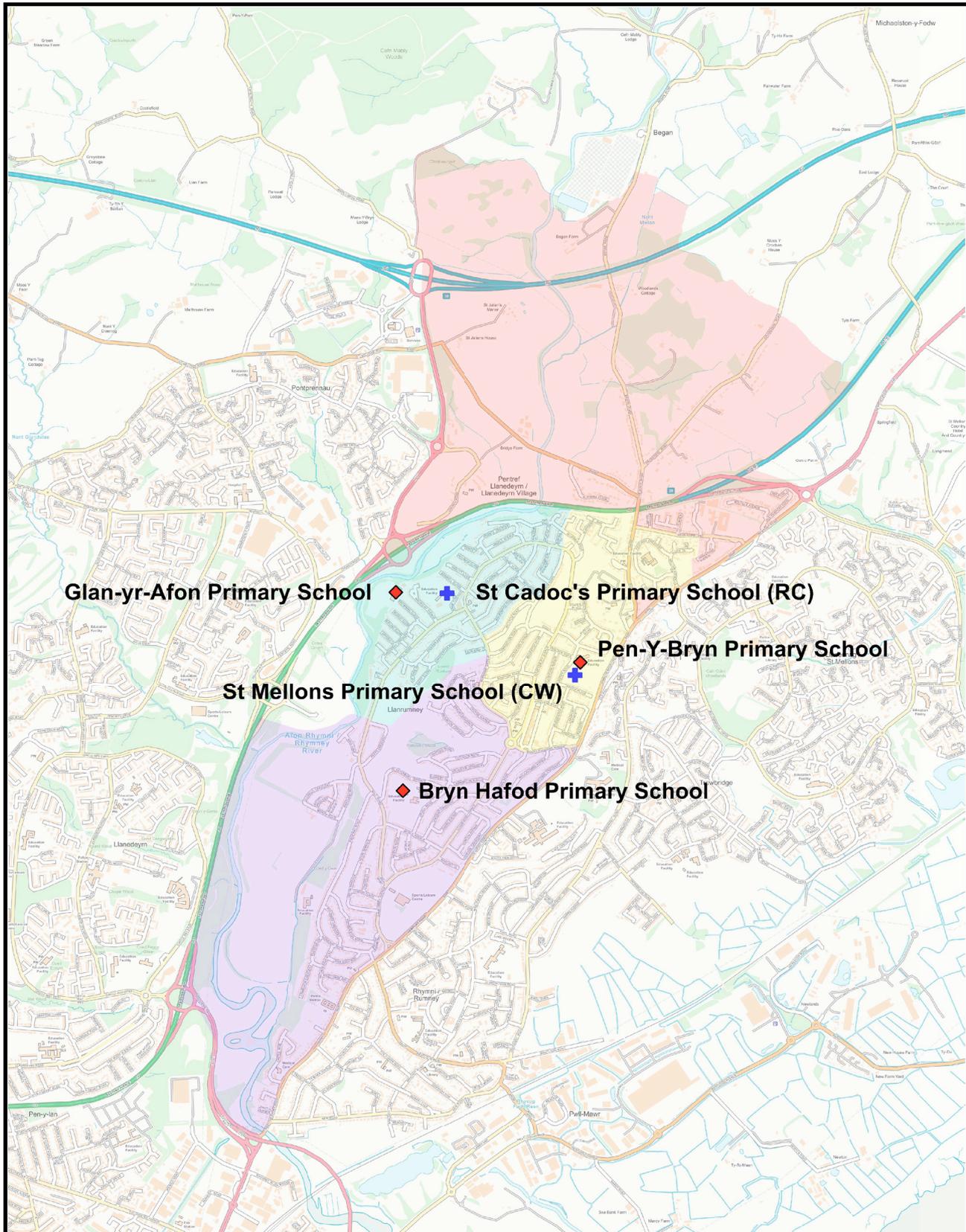
Table 5: Take up of places at Llanrumney primary schools, Reception to Year 6 (PLASC January 2017)

| School attended | Catchment area | | | | | Number on roll |
|---|---------------------------|-----------------------------|---------------------------|--------------------------------|-------------|----------------|
| | Bryn Hafod Primary School | Glan-Yr-Afon Primary School | Pen-Y-Bryn Primary School | St Mellons CiW. Primary School | Other areas | |
| Bryn Hafod Primary School | 168 | 59 | 18 | 0 | 72 | 317 |
| Glan-Yr-Afon Primary School | 10 | 133 | 9 | 0 | 15 | 167 |
| Pen-Y-Bryn Primary School | 36 | 58 | 66 | 1 | 41 | 202 |
| St Cadoc's Catholic Primary School | 41 | 157 | 37 | 0 | 36 | 271 |
| St Mellons CiW Primary School | 14 | 10 | 46 | 10 | 36 | 116 |
| Local pupils attending other schools | 108 | 61 | 66 | 50 | | |
| Total resident in each catchment area attending English-medium primary schools | 377 | 478 | 242 | 61 | | |

In the Glan Yr Afon catchment area:

- 133 pupils (27.8 %) attend the school
- 157 pupils (32.8 %) attend St Cadoc's Catholic Primary School
- 127 pupils (26.6 %) attend other English-medium primary schools in Llanrumney
- 61 pupils (12.8 %) attend other primary schools outside the Llanrumney area.

The below map sets out the catchment areas of Bryn Hafod Primary School, Glan Yr Afon Primary School, Pen-Y-Bryn Primary School and St Mellons Church in Wales Primary School.



Glan-yr-Afon Primary School ◆ ◆ **St Cadoc's Primary School (RC)** ◆
Pen-Y-Bryn Primary School ◆
St Mellons Primary School (CW) ◆
Bryn Hafod Primary School ◆

Llanrumney - Old St. Mellons Catchment Areas 2018/19



- ◆ denotes Bryn Hafod Primary School catchment area
- ◆ denotes St. Mellons C.W Primary School catchment area
- ◆ denotes Pen y Bryn Primary School catchment area
- ◆ denotes Glan Yr Afon Primary School catchment area

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How many children will need places in future?

Admission to Reception classes – September 2017 and September 2018

The highest number of pupils admitted to Reception at Glan-yr-Afon Primary School in the last 5 years has been 25.

In August 2018 there were 17 pupils allocated Reception places in Glan Yr Afon Primary school for September 2018.

There were 48 pupils allocated places at Bryn Hafod Primary School.

There were more applicants for Pen y Bryn Primary School in September 2018 than places available. Eight of the 30 places were allocated to pupils living outside the school's catchment area. All pupils who were refused entry could be given a place at other local schools.

Demand for English-medium community primary school places in Llanrumney

Demand for English-medium community school places in each of the primary school catchment areas in Llanrumney varies.

Table 6 below shows the recent and future (projected) demand for places at entry to Reception year in the English-medium community primary school catchment areas in Llanrumney. These are the children resident in each catchment area, who may be attending any English-medium school.

This takes account of information provided by the NHS for children in the area who would attend school in future. It also considers how many attend an English-medium, Welsh-medium or faith school at present, and how many may wish to attend in future.

Table 6: Recent and projected demand for places at entry to Reception in English-medium community primary schools within each catchment area

| Catchment area | Published Admission Number | PLASC (school census) data in January | | Projection data | | | |
|---------------------------------------|----------------------------|---------------------------------------|-----------|-----------------|-----------|-----------|-----------|
| | | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Bryn Hafod Primary School Catchment | 60 | 51 | 42 | 36 | 44 | 34 | 35 |
| Glan-Yr-Afon Primary School catchment | 41 | 37 | 41 | 39 | 35 | 40 | 38 |
| Pen-Y-Bryn Primary School catchment | 30 | 15 | 27 | 23 | 25 | 27 | 28 |
| Total within combined catchments | 131 | 103 | 110 | 98 | 104 | 101 | 101 |

In total there are more school places available in Reception at Bryn Hafod, Glan-yr-Afon, and Pen y Bryn Primary Schools than are needed for the future demand. Although there are 131 places available, the number of local pupils expected to take up places in future years does not exceed 104. The most recent update from the NHS suggests that there will be fewer Reception-age pupils in the Llanrumney area in 2021-22 than in earlier years.

St Cadoc's Catholic Primary School

The Governing Body of St Cadoc's Catholic Primary School is in charge of admitting pupils to the school. Baptised Catholic children are given priority over non-Baptised children. In 2017, about 47 % of pupils at the school were baptised Catholics.

Most pupils at St Cadoc's Catholic Primary School live in Llanrumney (87 % of pupils, in January 2017).

Pupil projections do not suggest that there will be a large increase in the number of children living in the local area. It is reasonable to predict that a similar number of pupils from Llanrumney would go to the school in future years if no changes are made. Table 7 shows the number of pupils enrolled in Reception in the past five years.

Table 7: Pupils enrolled in Reception at St Cadoc's Catholic Primary School

| School | Published Admission Number | PLASC (school census) data in January | | | | |
|------------------------------------|----------------------------|---------------------------------------|-----------|-----------|-----------|-----------|
| | | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| St Cadoc's Catholic Primary School | 45 | 35 | 34 | 47 | 41 | 32 |

The Council expects that there would be sufficient places to accommodate future Llanrumney pupils in the remaining schools if Glan Yr Afon Primary School were to close.

Additional housing in Llanrumney

Several new housing developments are being built in Llanrumney through the Cardiff Housing Partnership Programme. The number of pupils from these developments is not expected to have a significant impact on the number of pupils needing places at primary schools in Llanrumney.

The new housing development at Braunton Crescent and Clevedon Road, where 121 apartments have been demolished and 106 homes are being built, would reduce the number of homes overall. The new housing development includes 24 two bedroom houses and 55 three bedroom houses. The Council estimates that there will be an increase of 17 primary-age pupils and 14 secondary-age pupils in the local area. On average, the number of extra pupils from this housing development is fewer than 3 in each year group.

The new housing development at the former Llanrumney Housing Depot site increases the number of homes by 32. The Council expects the number of extra pupils to be fewer than one pupil in each year group.

If additional housing was planned on the former Llanrumney High School site at Ball Lane, houses could only be built on the north eastern corner of the site. The Council would have to think about the impact of any new housing when a planning application was submitted.

If any housing development in Cardiff meant that the number of surplus places in any type of local school (English-medium, Welsh-medium, primary or secondary) fell below 5%, the Council would expect the developer to help to pay for the extra school places required (through s106 contributions). Such contributions have already been provided by developers on other housing developments. This expectation is set out in the Council's Supplementary Planning Guidance..

In summary, the total increase in pupils from the known housing developments would be fewer than four in each year group.

Condition and Suitability of School Buildings

The Glan Yr Afon Primary School building is in poor condition.

All schools in Cardiff are given a Condition rating from A (performing as intended/ operating efficiently) to D (life expired/ risk of imminent failure).

Glan Yr Afon is rated as C for condition (this means it has major defects/ not operating as intended).

The low number of pupils means it is likely the school will continue to have financial problems and will find it difficult to manage the school building issues. The condition of the school buildings would therefore continue to deteriorate. The costs to improve the buildings would also continue to increase.

Schools in Cardiff are also given a Suitability rating from A (good - facilities suitable for teaching, learning & wellbeing) to D (bad - buildings seriously inhibit the staff's ability to deliver the curriculum).

Glan Yr Afon is rated as C for suitability (this means that teaching methods are inhibited/ adverse impact on school organisation).

The quality of school buildings at other schools in the area is of a higher standard.

Table 10: Condition and suitability of primary schools serving the Llanrumney area

| School | Condition rating as identified by 21st Century Schools survey | Suitability |
|------------------------------------|---|-------------|
| Bryn Hafod Primary School | C | B |
| Glan yr Afon Primary | C | C |
| Pen y Bryn Primary School | C | B |
| St Cadoc's Catholic Primary School | B | A |
| St Mellons CiW Primary School | C | B |
| Ysgol Bro Eirwg | C | B |
| Ysgol Pen y Pil | B | B |

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 also works closely with two organisations in order to monitor the performance of schools and to support school improvement.

Estyn inspects quality and standards in schools and other education providers in Wales.

The Central South Consortium Joint Education Service (CSCJES) is the regional School Improvement Service for the five councils of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan.

Local Authorities, such as Cardiff Council, must look at Estyn reports and other evidence about school performance and effectiveness when suggesting changes to schools.

Local Authorities must also show how the proposed changes might affect:

- 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

Schools are inspected by Estyn 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.

You can find inspection reports on the Estyn website www.estyn.gov.uk

Welsh Government categorisation of schools

In 2014, the Welsh Government introduced a new categorisation system. It looks at each school's standards and how much a school is able to improve. This identifies which schools are most in need of support from Local Authorities or organisations like The Central South Consortium.

The categorisation system is described below:

| Category of support | 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. |

A school's colour-coded category is decided by how it is rated for standards (1-4) and for how able it is to improve (A-D). 1 is the best rating for standards and A is the best for improvement. Updated categorisations for each school are published every year in January.

More information about the categorisation scheme, you can be found in the Welsh Government's parents' guide to the National School Categorisation System here: <http://gov.wales/docs/dcells/publications/150119-parents-guide-en.pdf>

Bryn Hafod Primary School

Estyn inspected Bryn Hafod Primary School in November 2015. It judged the school's performance as adequate (strengths outweigh areas for improvement). The school's chances for improvement were also judged as adequate.

A follow up Estyn monitoring visit in March 2017 judged the school to have made good progress in the key issues for action. Estyn took the school off the list of schools that need Estyn monitoring. In the most recent Welsh Government School Categorisation at January 2018 the school was categorised as Green.

Glan-yr-Afon Primary School

Estyn inspected Glan-yr-Afon Primary School in January 2015. It judged the school's performance as adequate (strengths outweigh areas for improvement) and decided the school required monitoring.

Following the initial inspection by Estyn in 2015 the school was placed in the 'L.A. monitoring' follow-up category.

On review of the school's progress by Estyn in 2016 it was deemed to be insufficient and the school remained in L.A. monitoring.

When progress was reviewed by Estyn again in 2017, progress was again deemed to be insufficient and the school was placed into the 'Estyn monitoring' follow-up category. In June 2018 the school was successfully removed from Estyn monitoring.

The school is 'Amber' in the national categorisation model however the level of support provided to Glan Yr Afon Primary School by the Education Consortium, the Council and by other schools has been greater than would normally have been given to a school in this category.

The school will continue to be categorised as Amber this year and will continue to be given extensive external support in order to improve.

Pen y Bryn Primary School

Estyn inspected Pen y Bryn Primary School in January 2011. It judged the school's performance as adequate (strengths outweigh areas for improvement). The school's chances for improvement were also judged as adequate.

A follow up Estyn Monitoring visit in May 2012 judged the school to have made good progress in the key issues for action. Estyn has removed the school from the list of schools requiring Estyn monitoring. The outcome of an Estyn inspection in July 2018 is due to be published in September 2018.

In the most recent Welsh Government School Categorisation at January 2018 the school was categorised as Yellow.

St Cadoc's Catholic Primary School

Estyn inspected St Cadoc's Catholic Primary School in January 2017. It judged the school performance as good (many strengths and no important areas requiring significant improvement). The school's chances for improvement were also judged as good.

In the most recent Welsh Government School Categorisation at January 2018, the school was categorised as Green.

St Mellons Church in Wales Primary School

Estyn inspected St Mellons Church in Wales Primary School in October 2016. It judged the school's performance as good (many strengths and no important areas requiring significant improvement). The school's chances for improvement were also judged as good.

In the most recent Welsh Government School Categorisation at January 2018, the school was categorised as Green.

Why close Glan Yr Afon Primary School?

The number of families choosing to take up places at Glan yr Afon Primary School is low. Most of the children from the catchment area request places at other schools. In January 2017, 478 primary-aged children were living in the catchment area for Glan Yr Afon Primary School. Only 133 of these children were attending the school.

The school has spaces for 292 pupils. This means that the school is able to admit up to 41 pupils in each age group from Reception to Year 6. There were 151 pupils on roll on 11 May 2018, which means there are 141 (48%) spare places at the school.

Much of the funding schools receive is based on the number of pupils on their roll. The low number of pupils at Glan Yr Afon Primary School means the school gets less funding to provide education than a school with more pupils.

The Governing Body of the school set a deficit budget of £130,000 for 2018/19. This means that the school plans to spend £130,000 more than the available funding in that year. A small school would find it very difficult to recover from a deficit of this size.

Many families living in the Glan Yr Afon Primary School catchment area have been choosing other schools for a long time. It is unlikely that the number of pupils at the school will increase greatly because there are still spare places in other schools in the Llanrumney area. There is also no big growth in pupil numbers expected in the area.

The Council has considered all of the information presented. The closure of Glan Yr Afon Primary School is proposed as the most appropriate way to reduce the number of surplus primary school places in the Llanrumney area.

How would other schools be affected?

English-medium primary schools

If Glan-yr-Afon Primary School is closed, demand for English-medium primary school places in the area could be met in other ways. There are places available at other local community primary schools in the area.

Changing the use of existing rooms at St Cadoc's Catholic Primary School could also create more places. Closing Glan-yr-Afon Primary School and increasing school places at St Cadoc's Catholic Primary School would remove 187 surplus primary school places (0.9FE) overall.

Changing the way space at St Cadoc's Catholic Primary School is used would ensure that there are enough English-medium primary school places in the Llanrumney area for all pupils that would need to move from Glan-yr-Afon Primary School.

If the Admission Number at St Cadoc's Catholic Primary School was not permanently increased, the Council could consult on changes to catchment areas and school capacities at a later date. This would be across a larger area including Llanrumney, Old St Mellons, Rumney and Trowbridge. This would still mean that there are enough places in each area for the pupils to attend a nearby school.

Welsh-medium primary schools

Ysgol Bro Eirwg and Ysgol Pen Y Pil each serve parts of Llanrumney, Rumney, Trowbridge and Old St Mellons. The Admission Number for Ysgol Bro Eirwg is 60 and the Admission Number for Ysgol Pen Y Pil is 30.

The demand for places at Welsh-medium primary schools is high. In the first round of admissions for Reception in September 2017 and 2018 all pupils living in the catchment areas of these Welsh-medium primary schools got a place at their catchment school, if they had applied for one.

The Council will continue to make sure that there are enough Welsh-medium primary school places for pupils in the local area who wish to attend these schools. This might involve proposing changes in the future.

The catchment areas of Ysgol Bro Eirwg and Ysgol Pen Y Pil are within the catchment area of the local Welsh-medium secondary school, Ysgol Gyfun Gymraeg Bro Eder.

There are enough places at Ysgol Gyfun Gymraeg Bro Eder for all pupils living in its catchment area who are currently in Welsh-medium primary schools and expect to attend a Welsh-medium secondary school in future.

How would nursery provision be affected?

Children in Cardiff can attend a part-time nursery place in school from the start of the term after their third birthday. They must attend the nursery class for at least five half days a week. Where possible, places are offered in a local nursery class within two miles of a child's home. There are no catchment areas for nursery classes. If there are no places available in a local community nursery school or class, parents can apply for nursery education place funding with an approved provider. An approved provider is a nursery that the Council has decided is of good quality.

It may be possible to increase the number of nursery places at St Cadoc's Catholic Primary School. If some small changes are made to the building at Bryn Hafod Primary School some extra nursery places may also be available there.

An offer of a nursery place at a school does not mean a child will also be offered a place in Reception. A separate application form must be completed for admission to Reception.

Table 8: The number of pupils on roll in recent years at primary schools serving Llanrumney and the expected number of pupils on roll in future years if no changes were made (Reception – Year 6)

| School | Number on roll (January) | | | | | Forecast Number on Roll | | | | |
|------------------------------------|--------------------------|---------------|---------------|---------------|---------------|-------------------------|---------------|---------------|---------------|---------------|
| | 2013/ 2014 | 2014/ 2015 | 2015/ 2016 | 2016/ 2017 | 2017/ 2018 | 2018/ 2019 | 2019/ 2020 | 2020/ 2021 | 2021/ 2022 | 2022/ 2023 |
| Bryn Hafod Primary School | 282 | 280 | 298 | 317 | 339 | 340 | 330 | 332 | 324 | 319 |
| Glan-Yr-Afon Primary School | 151 | 156 | 161 | 167 | 152 | 144 | 146 | 140 | 140 | 131 |
| Pen-Y-Bryn Primary School | 176 | 175 | 185 | 202 | 204 | 210 | 207 | 203 | 201 | 200 |
| St Cadoc's Catholic Primary School | 256 | 253 | 272 | 271 | 272 | 266 | 257 | 250 | 246 | 230 |
| St Mellons CiW Primary School | 110 | 110 | 110 | 116 | 114 | 114 | 115 | 114 | 111 | 110 |
| Ysgol Bro Eirwg | 398 | 408 | 395 | 395 | 393 | 396 | 398 | 397 | 395 | 393 |
| Ysgol Pen Y Pil | 109 | 127 | 153 | 168 | 169 | 181 | 186 | 186 | 186 | 186 |
| | 1482 | 1509 | 1574 | 1636 | 1643 | 1651 | 1639 | 1622 | 1603 | 1569 |

Table 9: The expected number of pupils on roll in recent years, if Glan Yr Afan Primary School were to close in August 2019 and all pupils were transferred to alternative schools

| School | Number on roll (January) | | | | | Forecast Number on Roll | | | | |
|------------------------------------|--------------------------|---------------|---------------|---------------|---------------|-------------------------|---------------|---------------|---------------|---------------|
| | 2013/ 2014 | 2014/ 2015 | 2015/ 2016 | 2016/ 2017 | 2017/ 2018 | 2018/ 2019 | 2019/ 2020 | 2020/ 2021 | 2021/ 2022 | 2022/ 2023 |
| Bryn Hafod Primary School | 282 | 280 | 298 | 317 | 339 | 340 | 393 | 390 | 379 | 367 |
| Glan-Yr-Afon Primary School | 151 | 156 | 161 | 167 | 152 | 144 | N/a | N/a | N/a | N/a |
| Pen-Y-Bryn Primary School | 176 | 175 | 185 | 202 | 204 | 210 | 213 | 210 | 210 | 210 |
| St Cadoc's Catholic Primary School | 256 | 253 | 272 | 271 | 272 | 266 | 330 | 317 | 310 | 287 |
| St Mellons CiW Primary School | 110 | 110 | 110 | 116 | 114 | 114 | 115 | 114 | 111 | 110 |
| Ysgol Bro Eirwg | 398 | 408 | 395 | 395 | 393 | 396 | 402 | 405 | 407 | 409 |
| Ysgol Pen Y Pil | 109 | 127 | 153 | 168 | 169 | 181 | 186 | 186 | 186 | 186 |
| Total | 1482 | 1509 | 1574 | 1636 | 1643 | 1651 | 1639 | 1622 | 1603 | 1569 |

The above table includes all schools at their existing Admission Number with the exception of St Cadoc's Primary School operating at an assumed Admission Number of 60.

How would standards in schools be affected by the changes?

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 does not expect this proposal to have any negative impact on the quality of standards of education or the delivery of the Foundation Phase and Key Stage 2.

Other schools in the local area have been judged by Estyn to have standards that are as good as or better than Glan Yr Afon Primary School

Provision of school places

The proposal would contribute towards achieving a better match between the supply of and demand for English-medium primary school places within the local area.

Additional support for pupils

Table 11 below shows the percentages of:

- pupils with Additional Learning Needs
- pupils receiving Free School Meals
- pupils with English as an Additional Language
- Minority Ethnic pupils

at schools in the Llanrumney area.

| School | % of Pupils on School Action | % of Pupils on School Action Plus | % of Pupils with a statement of ALN | % of Free School Meal Pupils – 3 year average | % of Pupils with English as an Additional Language | % of Minority Ethnic Pupils |
|---|------------------------------|-----------------------------------|-------------------------------------|---|--|-----------------------------|
| Bryn Hafod Primary School | 17.8 % | 9.4 % | 4.7 % | 37.5 % | 13.4 % | 23.6 % |
| Glan yr Afon Primary School | 20.5 % | 13 % | N/A | 46 % | 6.2 % | 18.8 % |
| Pen y Bryn Primary School | 13.1 % | 8.9 % | N/A | 35.5 % | 5.4 % | 17.3 % |
| *St Cadoc's Catholic Primary School | 17 % | 3.5 % | N/A | 34.3 % | 22.6 % | 43 % |
| St Mellons Church in Wales Primary School | 7.1 % | N/A | N/A | 12 % | N/A | 15.3 % |
| Cardiff average | 14.8% | 6% | 1.9% | 22.3% | 19.4% | 34.5% |
| Wales average | 15% | 8.1% | 1.7% | 18.9% | 6.1% | 11.7% |

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

How would support for pupils with Additional Learning Needs be affected?

A child has Additional Learning Needs if he or she has a learning difficulty which requires special educational provision.

Some of the funding that a school receives is based on the learning needs of pupils in the school. This helps the school provide extra support for pupils with needs that are at 'School Action' or 'School Action Plus'.

Schools may also receive 'Complex Needs Enhancement' funds to support individuals with more complex needs.

Pupils with this level of need usually have a Statement of Additional Learning Needs or an Individual Development Plan for Early Years. This plan sets out the child's strengths and difficulties, and provides clear information about how the school will support the child's learning.

Schools would continue to provide support for pupils with Additional Learning Needs as required. There is no information available that suggests that the proposals would have a negative effect on how pupils with Additional Learning Needs would be supported.

How would support for pupils with English as an Additional Language be affected?

Pupils that receive this support can be supported in any school in Cardiff.

There is no information available that suggests that the proposals would have a negative effect on how children with English as an additional language are supported. All schools in Cardiff would continue to provide support that is appropriate to the individual needs of each pupil.

How would pupils receiving Free School Meals be affected?

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff would receive funding for these pupils.

There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals.

How would Minority Ethnic pupils be affected?

There is also no information available that suggests that the proposals would have a negative effect on provision for any ethnic group.

Leadership and Governance

The Council would continue to work with the leadership of each school to make sure everyone in the school helps to improve it. It would help the school to have good relationships with parents and other partners so that pupils receive a high quality education.

The proposed changes would be planned carefully so that the school's leadership and governance are not disrupted, which could have a negative impact on educational outcomes.

Wellbeing Class

There is a Wellbeing Class at Glan yr Afon Primary School which supports pupils from all areas of Cardiff.

A Wellbeing Class gives support for children and young people with emotional health and wellbeing needs. Pupils attend the Wellbeing Class for a short time, instead of their usual school class. The aim of a Wellbeing Class is to support a pupil to successfully move back to their usual school. The pupils do not usually have a statement of Additional Learning Needs.

Up to 8 pupils go to the Wellbeing Class at Glan Yr Afon Primary School for a six month period, which begins either in September or at February half term. The pupils are registered in the Wellbeing Class as well as in their normal school class.

They are supported to return to their normal school class at the end of the six month period. In a small number of cases, if pupils are unable to return, they may move to a more specialist school instead. None of the pupils in the Wellbeing Class are registered as long term pupils at Glan-yr-Afon unless they were already at Glan-yr-Afon before attending the Wellbeing Class.

There are currently five Wellbeing classes in schools across the city. The Council is also planning to open more classes in other schools.

If Glan-yr-Afon Primary School were to close, the Council would be able to close the Wellbeing Class at the end of a six month placement period, with no impact on the pupils.

Flying Start

The school has a Community Base, which is part of the Flying Start Initiative. It is based in four classrooms at the school. The service works with children from birth to 3 years, parents and the community. It has a multi-agency approach, which means that organisations work together to run parenting groups and health drop in clinics for parents.

If the school closed the Council would make arrangements to move the Flying Start provision and it would stay in the local area.

What are the benefits of the proposal?

- The proposal would work towards having a better match between the supply of and demand for English-medium school places within the local area.
- Having one fewer school site and building to maintain would mean that more of the funding for schools could be used for teaching and learning.
- The Council believes that the proposal would at least maintain the current standards of education and in the longer term would be to the benefit of all pupils in the area.
- Larger schools offer increased opportunities for social interaction with children of the same age, compared to small classes in small schools
- Larger schools are more able to share the workload in delivery of the National Curriculum subjects
- The proposal would result in a saving that could be reinvested within the School Organisation Programme to fund investment in school buildings and facilities.

Potential disadvantages of the proposal

- The proposal would mean that pupils at Glan yr Afon Primary School have to move to other schools. However the quality of teaching and learning at other schools in the area has been judged to be of a higher standard. Demand for places could be met at these schools.
- The proposal would reduce the number of English-medium community school places available in the area. However closing the school would reduce the overall number of school buildings to maintain and the number of surplus places. This would mean that more of the funding could be used for teaching and learning.
- In some instances pupils will be required to travel further to school.

Risks associated with the proposal

- There is a risk that the Governing Body of St Cadoc's Primary School decides not to increase the Admission Number of the school from 45 places to 60 places.
- The Governing Body of St Cadoc's Catholic Primary School would decide on changing the use of space at the school. They Governing Body of St Cadoc's Primary School would need to consult on any permanent increase in the Published Admission Number (in accordance with the School Organisation Code).
- If the Admission Number of St Cadoc's Primary School was not increased then the Council would need to consider whether to change how other schools use their buildings and how best to change school catchment areas.

Alternative options to reduce the number of surplus places

Making use of surplus places by using them for alternative services would not help Glan Yr Afon Primary School to move from its deficit budget position.

The Council does not propose to remove surplus places by closing an alternative school as other schools have been judged by Estyn to have standards that are as good as or better than Glan Yr Afon Primary School. The Central South Consortium has also judged other schools to be more effective and better know the areas where they need to improve.

Why can't the closure be phased over a longer time?

A phased closure would mean that all pupils in the school are able to stay in the school until they transfer to high school if parents wish them to stay. In a phased closure, the school would admit no more pupils in the first year of school (at age 4).

This would mean that the number of pupils on roll in the school falls every year.

A phased closure would cause a number of difficulties:

- Fewer pupils would mean that the Governing Body would get less funding
- The school would therefore need to reduce the number of staff every year
- A smaller school may have difficulties in retaining the best staff and attracting new staff
- Less funding would make it difficult to improve the learning environment

The Council's view is that a phased closure is more of a risk to the teaching and learning at the school than a full closure in August 2019.

Teaching and learning at other schools in the area has been judged to be of a better or similar standard at present.

Admission Arrangements and transfer of Glan Yr Afon pupils

In 2019-20 the Council would need to remove Glan Yr Afon Primary School from the list of schools in its School Admissions Policy. Parents would be unable to apply for a place at the school.

The Governing Body of St Cadoc's Catholic Primary School may also consult on increasing the number of pupils that can be admitted to the school to 60.

The Council would also need to change primary school catchment areas in Llanrumney. The Council would consult at a later date on these changes to catchment areas. The new catchment areas would need to better match the number of pupils in each area to the number of school places.

Detailed information about admission arrangements is in the Council's Admission to Schools booklet. You can also find this information on the Council's website (www.cardiff.gov.uk).

If Glan-yr-Afon Primary School closed in August 2019, pupils already at the school would need places at other schools.

Table 12 below compares the number of pupils at Glan-yr-Afon Primary School in 2017-18 with the number of surplus places at other English-medium primary schools in the Llanrumney area if the Published Admission Number at St Cadoc’s Catholic Primary School was increased.

The pupils in Years 5 and 6, in 2017-18, would have transferred to high school by 2019-20 and would not need to transfer to an alternative primary school.

Table 12: The number of pupils at Glan-yr-Afon Primary School in 2017-18 compared with the number of surplus places at other English-medium primary schools in the Llanrumney area

| School | Pupils in year group, in 2017-18 | | | | | | | Total pupils Year R-5 | Surplus places Year R -5 |
|---|----------------------------------|-----------|-----------|-----------|-----------|-----|-----|-----------------------|--------------------------|
| | R | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Glan-Yr-Afon Primary School – pupils enrolled | 21 | 26 | 18 | 27 | 21 | N/a | N/a | 113 | |
| Surplus Places: | | | | | | | | | |
| Bryn Hafod Primary School | 19 | 14 | 14 | 20 | 10 | N/a | N/a | | 77 |
| Pen-Y-Bryn Primary School | -4 | 1 | -1 | 0 | -5 | N/a | N/a | | -9 |
| St Cadoc’s Catholic Primary School | 19 | 13 | 23 | 22 | 20 | N/a | N/a | | 97 |
| St Mellons C.W Primary School | -3 | -1 | -3 | -2 | 0 | N/a | N/a | | -9 |
| Combined surplus | 31 | 27 | 33 | 40 | 25 | | | | 156 |

In 2017-18 there were 113 pupils enrolled in Reception – Year 4 at Glan Yr Afon Primary School. If Glan Yr Afon Primary School closed and the Published Admission Number at St Cadoc’s Catholic Primary School also increased, there would be 156 surplus places available in the remaining schools in Llanrumney. Pupils from Glan Yr Afon Primary School could move to these schools.

Changing the use of space at St Cadoc’s Catholic Primary School would therefore ensure there are enough English-medium primary school places in the Llanrumney area for all the pupils that would need to move from Glan-yr-Afon Primary School.

If the Published Admission Number at St Cadoc’s Catholic Primary School was not increased, the Council could consult at a later date on other changes. These changes would be to catchment areas and to admission numbers of schools across a wider area, including Llanrumney, Old St Mellons, Rumney and Trowbridge. This would give a better match between the number of pupils and the number of school places.

How would secondary school places be affected?

The proposal would have no impact on secondary school places.

The current catchment area of Glan-yr-Afon Primary School is within the catchment area of two secondary schools: Eastern High (English-medium) and Ysgol Gymraeg Bro Edern (Welsh-medium). If Glan yr Afon Primary School closed, children living in this area would still be in the catchment of these schools.

Pupils moving from Glan-yr-Afon Primary School to another primary school would not be advantaged nor disadvantaged when applying for admission to a community secondary school.

Financial Matters

Schools receive the majority of their funding based on the number of pupils on roll. Schools also receive other funds for items such as premises costs including heating, lighting, cleaning and maintenance.

A fall in pupil numbers at Glan Yr Afon has meant that the budget allocated to the school has reduced.

If Glan Yr Afon Primary school were to close, pupils would transfer to other schools. Funds provided to the school for each pupil would instead be allocated to these schools.

If the Council decides to relocate the Wellbeing Class to another school, it would be necessary to transfer funding for the Wellbeing Class to the other school.

The funds within the Glan Yr Afon Primary School budget for items such as premises costs would be released.

Any decision to close the school may incur redundancy or pension related costs associated with any staff who do not transfer to another role within the Council.

Should there be a decision to dispose of (to sell) all or part of the Glan Yr Afon Primary School it would be necessary to consider the future use of the site.

If the Council decides to dispose of the site it must also consider any costs such as demolition of buildings and security costs while the site is empty. Any funds that the Council receives for the site would be expected to be used for funding the School Organisational Plan Programme, minus these costs.

Staff Matters

The Council has produced a Human Resources SOP Framework, which provides the basis for managing the human resources issues associated with School Organisation Planning. This has been produced in consultation with key stakeholders including head teachers, governors, faith school representatives and the trade unions. Its purpose is to support governing bodies and staff working in schools through a variety of strategies. This aims to minimise compulsory redundancies across schools in Cardiff.

The Council will work with the school leadership and governing body to ensure that staff continue to be supported and motivated during what may be an uncertain time.

Staff and trade unions have been advised of the proposals, but full consultation now needs to take place. A school closure places school staff at a potential risk of redundancy and this will need to be managed in line with the School Redeployment and Redundancy Policy. This has been adopted by the Governing Body of the school.

Where possible, the Council aims to redeploy staff to other roles rather than staff leave their role through voluntary or forced means.

The Council is committed to maximising opportunities for school staff to secure employment in other schools in Cardiff.

If other schools in the local area require additional staff as a result of an increase in their pupil numbers the Council will request that the schools consider redeployed staff

Transport Matters

Around 30% of car journeys made during the morning rush hour are trips to schools or colleges. Travel to school by car can add to traffic on main roads and lead to congestion and problems with parking on residential streets near to schools.

The Council wishes to encourage more children to walk and cycle to school, so it is important that any changes to local schools do not result in many more children having to travel further to school and having to be taken there by car.

St Cadoc's Primary school is located close to Glan-Yr-Afon Primary School, but the other English medium schools are located further away.

This means that some children who do not choose to transfer from Glan-Yr-Afon Primary School to St Cadoc's Primary School and instead go to one of the other English medium schools may need to travel further to school and be taken there by car.

The Council is aware that there are already problems with traffic and parking around St Cadoc's school in the mornings and evenings. It is also aware that speeding traffic along Ball Road is a problem.

Due to these issues, the Council has strongly advised that all the schools affected by the proposed changes develop plans to encourage as many children as possible to walk and cycle to school. These plans will need to include the school taking action to promote walking and cycling through learning in the classroom and running activities such as cycle training.

The Council will also take action to identify any physical changes that could be made to streets in the area near to the school sites to make walking and cycling to school easier and safer and improve road safety generally.

Learner Travel Arrangements

There are no plans to change the Council's transport policy for school children.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in line with the same criteria that apply across Cardiff.

A child in primary school would not normally be offered support with transport if there is a place in a community school within two miles of their home. If there is no place, then support may be provided to the nearest school of the same type.

The Council's transport policy for school children can be viewed on the Council's website here: www.cardiff.gov.uk/schooltransport.

Information regarding available safe walking routes to alternative primary schools in the area can be obtained from the Passenger Transport Team (Tel: 029 2087 2808)

Impact of the proposal on the Welsh Language

The Council does not expect any negative impact on the Welsh Language from this proposal.

Welsh is taught in English-medium schools in line with the National Curriculum. If Glan Yr Afon Primary School were to close this would not change.

This proposal would not change the number of Welsh-medium primary school places available in the area.

Council officers monitor birth rates, the number of extra pupils that may come from new housing and how many pupils wish to attend Welsh-medium schools. This allows the Council to bring forward suitable plans to deal with any increase in demand.

Equalities

An Equality Impact Assessment is a process that looks at a policy, project or scheme to make sure it does not discriminate against anyone based on age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion/belief, sex, sexual orientation.

An initial Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society. This assessment will be reviewed after the consultation. Further equality impact assessments would also be carried out if the proposal goes ahead. These would include looking at any changes that may be made to existing schools.

Community Impact

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 make sure that the proposal avoids negative impacts if possible.

The schools that might be affected by the proposals are existing schools. Some offer after school activities and some have community organisations offering services from the school. It is not thought that there would be a negative impact on any of these activities.

What happens next?

Key Dates

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet. This consultation report will be available for anyone to view on the Council website. You can also get a copy 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.

These stages are set out in Table 13 below:

Table 13: Further stages

| Stage | Timescale |
|---|--------------------------------|
| Consultation Period | 10 September – 22 October 2018 |
| Consultation report to be considered by the Council Cabinet and published on the Council website | December 2018 |
| Expected date for start of Objection Period, when statutory notice has been issued (when formal written objections can be made) | January 2019 |
| Expected date for end of Objection Period | February 2019 |
| Final decision (determination) by the Council's Cabinet | March 2019 |
| Objection report published on the Council's website and notification of Cabinet's decision | March 2019 |

This timetable may be subject to change.

Consultation period

The consultation period for these proposals starts on Monday 10th September 2018 and ends on Monday 22nd October 2018. Please see page 33 for further details of how to respond and make your views known.

Within 13 weeks of Monday 22nd October 2018 the Council will publish a consultation report on its website. You can also ask for a hard copy of the report. The report will include the issues raised by people during the consultation period and give the Council's response to these issues. The report will also contain Estyn's view of the proposal.

The Council's Cabinet will consider the consultation report and decide whether or not to go ahead with the proposed changes.

If the Cabinet decides to continue with the changes it must publish a document called a 'statutory notice'. This is an official statement saying that the changes will go ahead.

Statutory Notice

A statutory notice is the formal publication of a finalised proposal. The Council's Cabinet must decide whether to approve publishing a statutory notice. This would only be considered after the Cabinet have received a report on all the consultation responses. This process is a legal requirement as outlined in the School Organisation Code 2013.

The Council would publish the statutory notice on its website. It would also put copies of the notice at or near the main entrance to the schools affected by the notice. Schools that are affected would also be given copies of the notice to give out 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 asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council within the dates given on the notice.

Determination of the proposals

Cardiff Council Cabinet would determine the proposal. This means they will make a final decision on whether the changes go ahead. The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet will take any objections received in the Objection Period into account when making this decision.

Decision Notification

After determination, Cardiff Council would let everyone affected by the proposal know what the decision was. It will also be published on the Council's website.

Frequently Asked Questions

Why is this happening now?

The school is facing a number of challenges. These challenges are having an impact on the ability of the school to deliver a high standard of education. The Council believes that the best option is for the school to close.

What happens if the local schools are full?

As set out at page 26, the combination of more places proposed at St Cadoc's Catholic Primary School and spare places at other primary schools in the area would mean pupils could move to alternative schools.

If the proposal to increase the admission number at St Cadoc's Catholic Primary School did not go ahead, it would be necessary to consult at a later date on other changes. This would be across a bigger area including Llanrumney, Old St Mellons, Rumney and Trowbridge. This would give a better match between the number of pupils and the number of school places.

Why is the Council expanding other schools?

As part of the Welsh Government 21st Century Schools Programme, the Council has invested in schools throughout city. In these areas demand for places has been more than the number of places available. As set out at page 13, the demand for places at primary schools in the Llanrumney area is less than the number of places available.

Frequently Asked Questions

Will siblings have to be split up?

If Glan yr Afon Primary School is closed, Council Officers would work closely with parents to move pupils to alternative schools and would be able to advise parents on which schools have places available in each year group.

Is it possible to have a smaller school on the site or elsewhere?

Small schools have less funding to provide education than a school with more pupils. The low number of pupils at Glan Yr Afon means it is likely the school will continue to have financial problems. A smaller school may have difficulties in retaining the best staff and attracting new staff. Less funding would also make it difficult to improve the learning environment and to raise standards.

What will happen to the site if the school closes?

Should there be a decision to dispose of (to sell) all or part of the Glan Yr Afon Primary School it would be necessary to consider the future use of the site. Any funds that the Council receives for the site would be expected to be used for funding the School Organisational Plan Programme, minus any costs of demolition, security etc.

What support will be available for children if the school closes?

All primary schools in Cardiff are able to meet the needs of pupils. Council Officers would work with parents to move pupils to alternative schools.

How will the needs of children with Additional Learning Needs be supported?

See page 22. All schools in Cardiff would continue to provide support for pupils with Additional Learning Needs as required.

Is a phased closure an option?

See page 25. The Council's view is that a phased closure is more of a risk to the teaching and learning at the school than a full closure in August 2019.

Could a smaller primary school be opened on the old Llanrumney High School site?

The disposal of the Llanrumney High School site was agreed in order to provide funds towards the new Eastern High. It is anticipated that proposals will be brought forward by the Housing Partnership Programme for the site.

Will transport be provided if places are not available in Llanrumney?

See page 28. A child in primary school would not normally be offered support with transport if there is a place in a community school within two miles of their home. If there is no place, then support may be provided to the nearest school of the same type.

Have Your Say!

What is proposed?

The Council is proposing to close Glan Yr Afon Primary School from 31st August 2019

- There are not enough pupils attending the school. Glan yr Afon currently has 141 spaces free – almost half of all spaces.
- Fewer spaces means less funding for the school. The school currently has a deficit budget of £130,000. It is extremely unlikely that this situation will change.
- The school building is in need of major repair and provides poor suitability for purpose.
- Spaces are available to accommodate existing pupils across other schools in the local area. The quality of the education and buildings at these schools is of a higher or equal standard.

1. Are you responding as: Please tick all that apply

- | | |
|--|--|
| <input type="checkbox"/> Parent of a child at Glan yr Afon | <input type="checkbox"/> School Employee (Which school?) |
| <input type="checkbox"/> Parent of a child at another primary school (which school?) | <input type="checkbox"/> Pupil (Which School) |
| <input type="checkbox"/> School Governor (which school?) | <input type="checkbox"/> Interested Member of the Public |

2. Do you understand the reasons for the proposal to close Glan yr Afon Primary?

Yes No

3. Which of the following do you believe are most important when choosing a primary school for your child/ren? (Tick 3)

- | | |
|--|--|
| <input type="checkbox"/> Size of the school | <input type="checkbox"/> Proximity to home |
| <input type="checkbox"/> Class sizes | <input type="checkbox"/> Siblings already in the school |
| <input type="checkbox"/> Quality of school buildings and resources | <input type="checkbox"/> I / family members went to the school |
| <input type="checkbox"/> Teaching staff | <input type="checkbox"/> Other (please tell us) |
| <input type="checkbox"/> Educational attainment | _____ |
| <input type="checkbox"/> Good reputation | _____ |

4. How many children do you have at primary school?

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------|-----------|--------|--------|--------|--------|--------|--------|
| | | | | | | | |

5. Do you agree with the proposal?

Yes Yes, if certain concerns can be addressed No

What are your concerns and how can they be addressed?
Please give your reasons and suggest alternatives

6. Please let us have any additional comments or views regarding the proposal. Please tell us why you feel this way

Name _____

Address _____

Post Code _____

Consultation responses will not be counted as objections to the proposal. Objections can only be registered following publication of a statutory notice. If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date

Thank you for your comments

Please return this form to School Organisation Planning, Room 422, County Hall, CF10 4UW by no later than 22 October 2018.

The information you have provided above will be processed by Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific task in the public interest. 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.

For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx

21st Century Schools Summary Document 2018

CONSULTATION ON THE PROVISION OF ENGLISH-MEDIUM PRIMARY SCHOOL PLACES IN THE LLANRUMNEY AREA

10 September – 22 October 2018



This summary document can be made available in Braille
This is not the Consultation Document. The Consultation Document
is available at: [www.cardiff.gov.uk/ glanyrafonschool](http://www.cardiff.gov.uk/glanyrafonschool)



English-Medium Primary School Places in the Llanrumney Area

Cardiff Council is suggesting changes to primary school places in Llanrumney.

In the Llanrumney area there is a much greater number of places in primary schools than pupils who wish to attend those schools. This has been the case for a number of years. Even though the number of children living in Llanrumney has increased, there are still many more places than are needed.

The Council is therefore proposing to remove some of the surplus (empty) school places in schools in Llanrumney.

What are we proposing to do?

- Close Glan yr Afon Primary School from 31 August 2019

How can I find out more?

This document gives a summary of the changes we are suggesting. It explains the reasons for the proposal and what would happen if the decision were made to close.

Where can I find more information?

Full details can be found in the Consultation Document here:
www.cardiff.gov.uk/glanyrafonschool

We have organised a public meeting and drop-in sessions that you can attend if you would like us to explain the suggested changes to you and for you to ask us questions. These are listed below:

| Type of Consultation | Date/Time | Venue |
|--|---|---|
| Drop in session for Glan Yr Afon parents | To be arranged with school | Glan Yr Afon Primary School |
| Drop in session for all parents | Wednesday 19 September 10.00am - 12.00 | Llanrumney Hub, Countisbury Av |
| Staff Meeting | To be arranged with school | Glan Yr Afon Primary School |
| Governing Body meeting | To be arranged with school | Glan Yr Afon Primary School |
| Public Meeting | Thursday 4th October 5.30pm – 7.00 pm | The John Reynolds Centre, Shaw Close |
| Drop in session for Glan Yr Afon parents | To be arranged with school | Glan Yr Afon Primary School |
| Admissions advice session for Glan Yr Afon parents | To be arranged with school | Glan Yr Afon Primary School |

How can I give my views?

You can provide your views at www.cardiff.gov.uk/glanyrafonschool

A response form for you to provide your views is also enclosed on pages 7 and 8.

What does primary education look like in Llanrumney now?

Primary school places in the Llanrumney area are currently provided at several schools.

- There are three English-medium community primary schools in Llanrumney: - Bryn Hafod Primary, Glan yr Afon Primary and Pen y Bryn Primary.
- There are two voluntary aided faith schools, St Mellon's Church in Wales Primary School and St Cadoc's Catholic Primary School that also serve the area.
- Welsh-medium education is available at Ysgol Bro Eirwg and Ysgol Pen y Pil, which serve parts of Llanrumney, Rumney, Trowbridge and Old St Mellons.

Of the 1,342 places available in these schools 1,073 are taken up and 269 are unfilled.

Will pupil numbers in Llanrumney increase?

There is no big growth in pupil numbers expected in the area from within the current local population.

Several new housing sites are being built in Llanrumney. However, the total increase in pupils from the known sites would be fewer than four in each year group. This is not expected to have much effect on the number of pupils needing places at primary schools in Llanrumney.

Why are we proposing to close Glan Yr Afon and not the other English-medium primary schools?

The aim of the proposed change is to reduce the number of unfilled English-medium primary places in the Llanrumney area. There are a number of reasons why the proposal to close Glan Yr Afon Primary School has been recommended as the best way to achieve this.

The number of families choosing to take up place at Glan Yr Afon Primary School is low in all year groups. Most of the families that live in the catchment area request places at other schools. This has been happening for a number of years.

There were 151 pupils at the school during the 2018 spring term (Reception – Year 6). There were 141 spare places at the school. Almost half (48%) of the spaces were unfilled.

Much of the funding schools receive is based on the number of pupils they have. The low number of pupils at Glan Yr Afon Primary School means the school gets less funding to provide education than a school with more pupils and they are unable to pay for unforeseen issues such as problems with the condition of the building.

The school has a deficit budget of £130,000 for 2018/19. This means that the school plans to spend £130,000 more than it has. Small schools find it very difficult to recover from a deficit of this size.

It is unlikely that the number of pupils at the school will increase greatly and there are still spare places in other schools in the Llanrumney area.

Condition and Suitability

The condition of the Glan Yr Afon Primary School building is poor. The suitability of the building has also been assessed as poor. With low pupil numbers it is likely the school will continue to have financial problems. The school would then find it difficult to manage the school building issues.

Admission Arrangements and transfer of Glan Yr Afon pupils

If Glan yr Afon Primary School is closed, demand for English-medium primary school places in the area could be met in other ways.

The Governing Body of St Cadoc's Catholic Primary School is also deciding how to use the space in the school in the future. Changing the use of existing rooms at St Cadoc's Catholic Primary School could create more places

They may decide to increase the number of places in each year group from 45 to 60. It is up to the school to decide whether to increase school places. If they did decide to increase the number of places they would have to consult on this with parents at the school and others.

If Glan-yr-Afon Primary School closed in August 2019, pupils in the school at that time would need to transfer to places at other schools.

In 2017-18 there were 113 pupils enrolled in the Reception – Year 4 classes at Glan Yr Afon Primary School. If the school closed and St Cadoc's Catholic Primary School also increased their places, there would be 156 places available in the schools in Llanrumney.

Pupils from Glan Yr Afon Primary School could move to other schools in Llanrumney. They could also access places in schools outside the area if preferred. Alternative options are available locally if St Cadoc's Primary School decided not to consult on increasing its places.

If Glan yr Afon Primary School were to close, Admissions Officers would work with parents to provide details on available places and information on schools so that families could make a well informed decision about their child's transfer.

More information about admission arrangements is in the Council's Admission to Schools booklet at www.cardiff.gov.uk/schooladmissions

Nursery Places

There are enough nursery places in other Llanrumney schools, and it is possible to increase places in some schools if required.

How would secondary school places be affected?

The proposal would have no impact on secondary school places.

Wellbeing Class and Flying Start

There are Flying Start facilities and a Wellbeing Class and Flying Start Facilities at Glan yr Afon Primary School. If the school closed the Council would make arrangements to move the Flying Start provision and it would stay in the local area.

The Wellbeing Class serves children from across Cardiff, children attend this class for a maximum of 6 months before returning to their usual school. The Council is planning to open more classes in other schools.

Quality and Standards

Every school in Wales is inspected by Estyn to ensure that they are providing a good quality of education to their pupils and all children are supported to learn by excellent teaching and learning staff. Schools are also placed in one of the four colour-coded support categories (green, yellow, amber and red) as part of the Welsh Government's National School Categorisation System. Amber and Red schools are a serious cause for concern and require the most support.

Standards of schools in the Llanrumney area are set out in the table below. The table also indicates Estyn's assessment of each school's prospects of improvement. The colours used show the most recent categorisation using the Welsh Government's Categorisation in January 2018.

| School | Inspection Date | Standards | Prospects for Improvement | Language medium and Category of School |
|-----------------|-----------------|--------------------------------|---------------------------|--|
| Bryn Hafod | Nov 2015 | Adequate - required monitoring | Adequate | Removed from monitoring March 2017 |
| Glan Yr Afon | Jan 2015 | Adequate - required monitoring | Good | Removed from monitoring July 2018 |
| Pen Y Bryn | Jul 2018 | Good | Good | |
| St Cadocs | Jan 2017 | Good | Good | |
| St Mellons | Oct 2016 | Good | Good | |
| Ysgol Bro Eirwg | Jan 2016 | Good | Good | |
| Ysgol Pen Y Pil | May 2012 | Good | Good | |

How would support for Glan Yr Afon pupils be affected?

All schools in Cardiff would continue to provide support that is appropriate to the individual needs of each pupil.

There is no information to suggest that the needs of any of the below groups of pupils would be negatively affected:

- pupils with Additional Learning Needs
- pupils with English as an Additional Language
- pupils receiving Free School Meals
- Minority Ethnic pupils

What are the benefits of the proposal?

- A better match between the number of pupils and school places in Llanrumney.
- One less school site and building to maintain would mean that more of the funding for schools could be used for teaching and learning.
- The Council believes the proposal would improve standards, or at least keep the current standards of education the same
- More chances for children to learn with others of the same age
- Larger schools have more staff and could better share their workload
- Money saved could be invested in school buildings and facilities.

What are the possible disadvantages of the proposal?

- Pupils at Glan yr Afon Primary School have to move to other schools. However the quality of teaching and learning at other schools in the area has been judged to be of an equal or higher standard.
- The proposal would reduce the number of school places available in the area. However more of the funding available could be used for teaching and learning.
- Some pupils would have to travel further to school.

Risks associated with the proposal

- If St Cadoc's Primary School decides not to increase the number of places at the school from 45 to 60 the Council would need to look at other changes to schools.
- The Council could consult on changes to catchment areas and school capacities at a later date. This would be across a wider area including Llanrumney, Old St Mellons, Rumney and Trowbridge. This would still mean that there are enough places in each area for the pupils to attend a nearby school.

Why can't the closure be phased over a longer time?

The Council thinks that a phased closure is more of a risk to the teaching and learning at the school than a full closure in August 2019. A phased closure would cause a number of difficulties:

- Fewer pupils would mean that the Governing Body would get less funding.
- The school would therefore need to reduce the number of staff every year.
- A smaller school may have difficulties in retaining the best staff and attracting new staff.
- Less funding would make it difficult to improve the learning environment.

Teaching and learning at other schools in the area has been judged to be of a better or similar standard at present.

How would Glan Yr Afon staff be affected?

The Council has worked with Headteachers, Governors, unions and others to produce a Human Resources SOP Framework

This supports governing bodies and staff working in schools through a variety of strategies. It aims to minimise compulsory redundancies across schools in Cardiff.

Most schools in Cardiff have adopted a School Redeployment and Redundancy policy. Where possible, the Council aims to redeploy staff to other roles rather than staff leave their role through voluntary or forced means.

What happens next?

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet.

If the Cabinet decides to continue with the changes it must publish a document called a 'statutory notice'. This is an official statement saying that the changes will go ahead.

The statutory notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council within the dates given on the notice.

The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet would take any objections received in the Objection Period into account when making their decision.

Where can I find more information?

Full details of the proposal can be found at www.cardiff.gov.uk/glanyrafonschool.

Have Your Say!

What is proposed?

The Council is proposing to close Glan Yr Afon Primary School from 31st August 2019

- There are not enough pupils attending the school. Glan yr Afon currently has 141 spaces free – almost half of all spaces.
- Fewer spaces means less funding for the school. The school currently has a deficit budget of £130,000. It is extremely unlikely that this situation will change.
- The school building is in need of major repair and provides poor suitability for purpose.
- Spaces are available to accommodate existing pupils across other schools in the local area. The quality of the education and buildings at these schools is of a higher or equal standard.

1. Are you responding as: Please tick all that apply

- | | |
|--|--|
| <input type="checkbox"/> Parent of a child at Glan yr Afon | <input type="checkbox"/> School Employee (Which school?) |
| <input type="checkbox"/> Parent of a child at another primary school (which school?) | <input type="checkbox"/> Pupil (Which School) |
| <input type="checkbox"/> School Governor (which school?) | <input type="checkbox"/> Interested Member of the Public |

2. Do you understand the reasons for the proposal to close Glan yr Afon Primary?

Yes No

3. Which of the following do you believe are most important when choosing a primary school for your child/ren? (Tick 3)

- | | |
|--|--|
| <input type="checkbox"/> Size of the school | <input type="checkbox"/> Proximity to home |
| <input type="checkbox"/> Class sizes | <input type="checkbox"/> Siblings already in the school |
| <input type="checkbox"/> Quality of school buildings and resources | <input type="checkbox"/> I / family members went to the school |
| <input type="checkbox"/> Teaching staff | <input type="checkbox"/> Other (please tell us) |
| <input type="checkbox"/> Educational attainment | |
| <input type="checkbox"/> Good reputation | |
- _____
- _____



4. How many children do you have at primary school?

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------|-----------|--------|--------|--------|--------|--------|--------|
| | | | | | | | |

5. Do you agree with the proposal?

Yes Yes, if certain concerns can be addressed No

What are your concerns and how can they be addressed?
Please give your reasons and suggest alternatives

6. Please let us have any additional comments or views regarding the proposal. Please tell us why you feel this way

Name _____

Address _____

Post Code _____

Consultation responses will not be counted as objections to the proposal. Objections can only be registered following publication of a statutory notice. If you wish to be notified of publication of the Consultation report please provide an email address. If you do not provide an email address we cannot keep you up to date

Thank you for your comments

Please return this form to School Organisation Planning, Room 422, County Hall, CF10 4UW by no later than 22 October 2018.

The information you have provided above will be processed by Cardiff Council in line with the Data Protection Act 2018 and General Data Protection Regulation. The information provided to us in relation to this consultation will be treated as confidential but it may be used by the Council or disclosed to others when required by law. The purpose of processing the personal data is required to perform a specific tasks in the public interest. 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.

For further information on how Cardiff Council manages Personal information, see our full Privacy Policy on the Council's website https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx

Present: Nick Batchelar (Director), Jackie Turner (Assistant Director), Janine Nightingale (SOP), Michele Duddridge Hossain (SOP), Rosalie Phillips (SOP) Beverley Bailey (SOP). There were c60 parents/children, members of the public.

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

| No | Heading | Action |
|----|---|--------|
| | <p>Nick Batchelar (NB) opened the meeting, welcomed those present and introduced officers.</p> <p>The meeting was part of the public consultation on a proposal to close Glan yr Afon Primary School which was approved for consultation by Cabinet (elected members) in July. No decision had been made and key questions and views would be recorded and reported to the Council Cabinet who will make a decision on whether to progress the proposal.</p> <p>There was a presentation from Michele Duddridge Hossain setting out details of the proposal:</p> <ul style="list-style-type: none"> • Background • What is being proposed • Where do children live and where do they go to school • St Cadoc’s Catholic Primary School • Future housing • Condition and suitability • Quality and Standards • Finance • Why Glan yr Afon Primary School • Benefits, disadvantages and risks • Admissions/catchment areas • Key Dates/What happens next <p>The following points/queries were made/raised.</p> <p>Former parent – why not reduce the capacity of the school and retain it for future generations. NB – there would still be surplus places to manage and Cabinet will want to consider the implications of this.</p> <p>Parent – the money that has been spent on consultation could have been invested in the school instead.</p> <p>Parent – why were parents told to take their children out of the school; the staff at the school are like parents to the children</p> | |

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| | <p>and cannot understand why the Council want to close a great school. NB advised that he was aware that a complaint had been submitted and the matter was being looked into.</p> <p>Parent – closing the school would be wrong; the school provides excellent development for pupils who have great relationships with staff.</p> <p>Pupil – why close a school which has been open for a long time. Currently in Y5 and concerned about losing friends and having to move twice in a short period of time – first for Y6 and then for Y7.</p> <p>Parent – why wasn't the school invested in? Will not be sending child to St Cadoc's NB advised that for parents who do not want places at St Cadoc's, there would be place at other community schools.</p> | |
| | <p>Parent – how many children have moved since January? How many spaces are there available?</p> <p>Resident – have other schools been considered for closure? There are already problems with parking; increasing class sizes will not help and there is no guarantee that St Cadoc's will offer places to local children; children could end up going out of the area. NB advised that transport issues are important and would need to be considered as part of the report to Cabinet.</p> <p>Grandparent – concerned for grandchild who suffers with asthma. Who will be responsible for H&S; staff at the school know how to manage children and how to treat asthma. Parent – will have to get children up an hour earlier; don't drive and may have children going to different schools; the Council should be finding places for children in other schools. Concerned about the distance to other schools, disruption to education, attendance and logistics. The previous Headteacher is responsible for the difficulties and should be sued. NB acknowledged the potential disruption arising out of the proposed change</p> <p>Staff – is this the right time for this to happen? Prior to the suspension of the substantive Headteacher, the school had been in a good place with good prospects for improvement and a balanced budget. The school hasn't made as much progress and has a deficit of £130k however this has been against the backdrop of there being no full time Headteacher.</p> | |

NB advised that the deficit budget position was not related to covering for the absent Headteacher post and the issues considered by the Council Cabinet in July were not related to the Headteacher. MDH advised that there would be a meeting with pupils to record their views which would form part of the report to Cabinet.

Cllr Bridgeman – primary schools can suffer because of the associated secondary school provision and this has influenced choices. Eastern High numbers have increased and people may opt back into the English-medium community places.

NB - this is a matter which would need to be considered.

Parent – a traffic officer told the school crossing lady that traffic will be worse once the school closes

NB - this was a genuine consultation and no decision has been made; a previous school closure proposal elsewhere in the city was not progressed. A decision would be made by the Cabinet

Former parent / grandparent – why can't the closure be phased? Allow those children already at the school to remain. Brilliant teachers and support staff who make an effort to engage with everyone.

NB - that there were advantage and disadvantages to this and would need to consider.

Parent – I have been on the GB and qualified in the school, it has been a big part of my life. Why can't the pupils complete their education before it closes.

NB acknowledged the suggestion of a phased closure

Staff – the school had been inspected and can only continue to improve; have waited two and a half years for a decision and now being denied opportunity to consolidate and improve.

NB advised that the consultation document refers to CSC and Estyn judgements.

Pupil – children could lose their friends and focus before going to high school.

Parent – the school supports children with difficulties and has been with these children since Reception. Will not be able to get children to different schools. Invest in Glan yr Afon not St Cadoc's.

Parent – concerned that children will be separated and in different schools because there is no rule for siblings Are

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| <p>MDH explained catchment, routes etc</p> <p>Previous parent – why is Glan yr Afon not being given a chance? In 2011 you proposed to close Pen y Bryn, then put money in and it is now full to capacity. You did the same to Cefn Onn Primary School. Why haven't we had the same chance. Now there are not enough school places; no allowance has been made for new housing</p> <p>Parent – why were parents told the school was closing and no more children were being admitted. MDH – parents have to be made aware of the proposal and have spoken to officers to ensure the information provided to parents is correct.</p> <p>Parent – parents have been told the school is closing.</p> <p>Staff – concerned for the emotional wellbeing of children and the impact on lateness and attendance if the school closes.</p> <p>Staff – Pupils are vulnerable and this is being used as a judgement on teachers when they have high level needs</p> <p>Staff – the school has the highest percentage of FSM children and the Council is saying that it is ok to move these children around like chess pieces.</p> <p>Pupil – why is the Council giving money to Pen y Bryn and not to Glan yr Afon?</p> <p>Parent – why can't S106 monies be invested in Glan-yr-Afon? JN advised that the Council receives S106 monies for new housing developments and can report this suggestion back to Cabinet.</p> <p>Cllr Joyce – both children and grandchildren have attended the school, received a good education and have thrived. The school is in a deprived area and there are issues around parents not wanting to send children to St Cadoc's, 50% FSM and concerns around parents being able to afford transport for children to alternative schools. Potential issue around people having to vacate family homes and larger families moving into the area as a result of changes to the benefits system.</p> <p>Parent – how can the Council say there are issues with achievement when pupils are improving and making progress.</p> <p>Resident – the school seems to care for children with difficulties with the school have the highest percentage of</p> | |
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| | <p>Staff – have been told by the local councillors and the governing body that they did not know about the proposal until the day before it was made public.</p> <p>JN – the issue around the number of pupils at the school falling has been known for some time. Officers have looked at schools in the area and advised Cabinet Members of the issues at which point they asked for a public consultation to be undertaken. No decision has been made at this point.</p> <p>Grandparent – Not letting teachers build back up their reputation</p> <p>Parent – only allowing a year for the closure; give the school an opportunity or at least phase the closure.</p> <p>Parent – opportunity to have £1m to make the local area better but Llanrumney was not mentioned. Will pupils have priority for admission to other schools. The Council does not understand what it is putting everyone through.</p> <p>Staff – children went to the school; standard of education of the highest quality.</p> <p>Parent – when child had difficulties, other schools did not want to know. The staff at the school do an amazing job with challenging children. There is no Flying Start provision in St Mellons. NB – the point about early years provision is noted.</p> <p>Parent – 45 minute travel time to other schools; how are children going to get to school. Parents will be fined for not getting children to school on time. NB – Cabinet would want clear evidence of places being available in the area.</p> <p>Parent – child currently in Y5; doesn't like change and will have to move twice within a short period of time; what support will be available for these children.</p> <p>Grandparent – have phoned around all of the school making enquiries about spaces in different age groups and was told that there are big waiting lists; do not believe that places will be available. NB – the Cabinet will want to see of evidence of places being available in the area.</p> | |
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| <p>Staff – where will these places be? In St Cadoc’s?</p> <p>Parent – we live at the bottom of Llanrumney not the top.</p> <p>Parent – what is going to happen with traffic if St Cadoc’s is expanded.</p> <p>Parent – why is the bottom end of Llanrumney being targeted; have already lost lots of services.</p> <p>Parent – my child can walk home from school, who is going to guarantee their safety if they have to go to St Mellons.</p> <p>Parent – the proposal is based on the number of pupils over the last two years when there has been a number of issues at the school; what about the pupils numbers over the last 30 years not when there has been bad publicity. JT advised that all of the views/issues raised had been recorded and would be included in the report to be considered by the Council Cabinet.</p> <p>The issues raised at the meeting were summarised and included:</p> <ul style="list-style-type: none"> • transport and traffic • the geography of the area • logistics – children attending different schools • pride in Glan yr Afon and community links to the school • legacy of the school • learning needs are being met very well at the school • concerns around having to move • phased closure • wellbeing/care/friendships • housing developments – use monies to invest in the community • high number of FSM children • spaces/numbers in other schools • admissions – how to ensure children are admitted to school of choice • traffic • opportunity for school to thrive following recent issues • community facilities being taken from the school • a Church school is not everyone’s choice <p>Parent – what about home tutoring. JT – this is always an option for parents and the LA has to support parents to exercise this right.</p> <p>Parent – a number of community facilities have been taken from the area.</p> | |
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| | <p>Cllr Bridgeman – if the school closes, would like to see priority for children at other schools.</p> <p>Pupil – what about the kids</p> <p>Parent – why are rights being taken away</p> <p>Parent - what about teachers being able to go into other jobs</p> | |
| | <p>NB – officers will prepare a report including all comments raised at the meeting. The report will be published before the Cabinet meeting which is likely to be in December. Cabinet Members can also be contacted directly.</p> <p>NB thanked all those present and asked that they submit responses in writing.</p> <p>The meeting closed at 7pm</p> | |

Mae'r dudalen hon yn wag yn fwriadol



Schools Programme
Record of Drop in session
Glan yr Afon Primary School – Tuesday 18 September 2018



Present: Brett Andrewartha (SOP Team Manger), Rosalie Phillips (SOP Project Officer) and Shirley Kaseras (SOP Project Officer)

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

| No | Heading | Action |
|----|--|--------|
| | <p>The session was attended by a number of parents/grandparents of children currently at the school with the following points raised.</p> <p>What is going to happen to the site if the school closes? Officers advised that in the event of the school closing, consideration would be given to options for the site at that stage. The site sits within the floodplain and the options for development are limited.</p> <p>Why is the Council telling everyone that the school is closing? Officers set out that the Council is consulting on a proposal to close the school and is seeking the views of a wide range of people. At the school to get feedback from parents however at the end of the process the decision may be to close the school.</p> <p>What will happen if St Cadoc's RC Primary School does not expand? Officers advised that any proposal to expand St Cadoc's RC Primary would be a matter for the Governing Body of the School and would be subject to public consultation. If the decision was taken for St Cadoc's to remain at its current size, the Council would need to look at admission arrangements including catchment areas across the area.</p> <p>What are the options for those who did not wish their child to attend a faith school (namely St Cadoc's RC Primary School or St Mellons (CiW) Primary School given that there won't be sufficient places at the local community schools of Pen y Bryn or Bryn Hafod. Officers advised that there are places available in other community schools and the expectation was that these would be taken up in the first instance followed by available alternatives.</p> <p>What about the additional cost to parents? The Council is depriving children further. Officers set out the reasons behind the proposal. The low number of pupils at the school limits the level of funding available to the school and impacts on the school buildings, staffing, standards and outcomes for children.</p> | |

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| | <p>The school has been categorised as amber by the CSC and continues to receive a significant level of support.</p> <p>How will transferring children from a class of 20 to a class of 60 help? Officers advised that if children were to transfer to other schools the maximum class size would be 30.</p> <p>There was concern that the next nearest community school was too far away to make walking to school practicably possible and not everyone has access to a vehicle. It was estimated by the parents that it could take them circa 45 minutes per trip. Officers noted the point.</p> <p>The logistical issues of attending several schools further away would be compounded as there is currently a level of support provided locally amongst parents in relation to the school commute. Officers noted the point.</p> | |
| | <p>There were concerns that siblings would not be offered places at the same school and parents queried whether their children would have priority for admission to alternative schools. Officer advised that any application to attend an alternative school would be processed in line with current admissions criteria.</p> <p>There were concerns about the road infrastructure and traffic issues along Ball Road and the impact that removing the school crossing patrol personnel employed by the school would have on this area. Officers noted the point.</p> <p>The community felt that the school had not had adequate support to enable them to build a good reputation which has contributed to the low numbers applying for the school. It was felt that this had been compounded by the numerous changes in leadership. Officers noted the point.</p> <p>Parents felt that the children are being well catered for by the staff at the school and that they are getting a good standard of education. It was felt that by being educated in a smaller school, the staff have good relationships with the children and a good understanding of the children's individual needs. There was a worry that the children's progress could regress if they had to move to a new environment away from their friends.</p> | |

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| | <p>Officers advised that there would be a meeting with pupils to record their views which would form part of the report to Cabinet.</p> <p>Parents were unhappy about having to purchase new school uniform if children have to move school, especially if this was only for a year. Officer advised that under previous school organisation proposals funding had been made available to help with this but not in a position to confirm this at present.</p> <p>It was suggested that Pen y Bryn Primary School which shares facilities with St Mellons CiW Primary School and Bryn Hafod Primary School could be closed and moved to a larger site along with Glan yr Afon Primary School to form a new primary school to serve the area. Officers advised that there were no proposals relating to Pen y Bryn or Bryn Hafod Primary Schools and the point was noted.</p> <p>It was suggested that the onsite Flying Start accommodation could be amalgamated with a smaller Glan yr Afon Primary School as part of a phased closure. A closure over a longer period e.g. three years would be more favourable to the community than the proposed closure at 31 August 2019 as it would allow parents more time to apply for places elsewhere. Officers noted the point.</p> <p>Parents queried what would happen in the event of there being more children than expected from housing developments in the local area. Officers advised that developments are assessed on the basis of the number of children likely to result from these developments.</p> <p>Parents queried why regeneration projects were being afforded and new schools were being built if proposing to close Glan yr Afon. Officers noted the point</p> <p>Parents queried what would happen in the event that they refused places at an alternative school. Offices advised that all options should be considered. Admissions to St Cadoc's are managed by the school.</p> <p>It was suggested that parents would opt to home school their children. Officers advised that parents had the right to do so however this is not supported and the advice is that children are better off within a school. The number one priority is to support children.</p> | |
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| <p>Parents queried whether in cases where children would be required to travel a bus pass would be provided. Officers advised that if parents made a decision to take up a school place out of the area and places were available within two miles, transport costs would not be met. Individual circumstances would be discussed with parents.</p> <p>Parents queried what the chances were of the school closing. Officers advised that this was a consultation and wanted as many views as possible. No decision has been made.</p> <p>Parents queried how the criticism of staff can be justified? Offices advised that the information in the consultation document regarding standards had been taken from Estyn and CSC.</p> <p>Parents queried whether children with SEN would have the same 1:1 support at another school. Officers advised that support would be provided in-line with any statement of need.</p> <p>Parents queried why additional ALN units are not established at the school. Officers advised than SEN provision is city wide and the funding allocated is for the children in the unit only.</p> <p>The view that St Cadoc's should only take in catholic children was expressed. Officer advised that c50% of the children at St Cadoc's were not baptised catholic but that parent had chosen to send their children to the school.</p> <p>Parents felt that other schools had had different support; children had suffered; the school had had a series of different Headteachers during a period of upheaval for staff who have done their best for the children. Officers outlined the support available to schools. The school has been supported as a Red school (the highest level of support) in recognition of the challenges. Estyn identified the most important issues and the school has been supported to make progress however the pace of change has been slow. Schools in other area of Cardiff facing similar challenges are performing better e.g. Herbert Thompson.</p> <p>Parents queried how they can help the school to improve. Officers advised that parents helping a school is always a positive thing. Falling numbers impact on the ability of schools to sustain standards; low pupils number compound difficulties.</p> |
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| | <p>Parents expressed the view that they were fighting a losing cause. Officers advised that they were at the school to explain the process. This is a consultation and no decision had been made.</p> <p>It was suggested that half of the building be closed off and children accommodated in the infant buildings. Officers noted the point.</p> <p>Officers advised that the views expressed would be reported to Cabinet, thanked those present and the drop in session closed.</p> | |
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Present: Beverly Bailey (SOP Project Manger), Rosalie Phillips (SOP Project Officer) and Ian Warburton (SOP Project Officer)

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

| No | Heading | Action |
|----|---|--------|
| 1 | <p>A parent of a child currently in Y4 at the school attended the session. He did believe the proposal to close the school was fair and expressed concern about the impact on children who would be split up from their friends, staff who would lose their jobs and parents who would have to find new school places for their children further away which was not being considered.</p> <p>He advised that his family had not applied for a place at St Cadoc's as they had not wanted a catholic education and were still of the same view.</p> <p>He felt that a decision to close the school had already been made and was concerned that there would not be sufficient places available at other schools in the area with the potential for siblings to be split up.</p> <p>He asked what would happen to children with additional learning needs as there are a significant number of children at the school with needs.</p> <p>The alternative schools are a significant walk from Glan yr Afon and there is likely to be issues with attendance and lateness as parents struggle to get children to school.</p> <p>He queried why the Council is not investing in the school?</p> <p>Officers explained the reasons for the proposed closure, assured the parent that no decision had been made at this point, provided details of the remaining drop in sessions and public meeting and outlined the next stages.</p> | |



**Schools Programme
Record of Drop In Session
Glan Yr Afon Primary School – Tuesday 9th October 2018
10am-12pm**



Present:

Michele Duddridge Hossain (Operational Manager, SOAP)
Rachel Burgess-Willis (Project Officer, SOAP)
Jo Phillips (Project Officer, SOAP)

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

| No | Heading | Action |
|----|---|--------|
| | <p>9 people in total attended the Drop In session:</p> <p>1 parent:</p> <p>Parent with English as an additional language (EAL) spoke to MDH regarding explanation of the proposal and what consequences would be.</p> <p>MDH explained that no decision had been made, that it is still a proposal at this stage and that the Council are seeking views from the community and other stakeholders.</p> <p>MDH assisted parent to fill in the form, writing down his words & then reading back to ensure he understood. Asked if he understood the reasons for the proposal – yes.</p> <p>Parent explained that Glan Yr Afon help his family to understand letters etc and provide them with support. They chose Glan Yr Afon as it is close to their home and neither he or his wife drive. Children in Reception, year 1 and a pre-nursery child attending the Flying Start provision on the school site. Concerned that his family may have to move schools and lose the support network of the school. Transport cost concerns as on very low income.</p> <p>Group of 5 parents:</p> <p>MDH explained process. Cabinet decision and then revised proposal or proceeding to statutory notice. MDH explained what “mitigation” means e.g. means of providing free transport to everyone – stressed this was not going to happen but was an example.</p> <p>1 parent: Spoke to JP – help filling in form</p> <p>1 parent: Spoke to RBW – added additional info to her response</p> <p>1 parent: Spoke to MDH who assisted with filling in form. Little or no English (Syrian refugee) so was assisted by another EAL</p> | |



Schools Programme
Record of Drop In Session
Glan Yr Afon Primary School – Tuesday 9th October 2018
10am-12pm



| No | Heading | Action |
|----|---------|--------|
| | parent. | |

21st Century Schools Consultation Document 2018

THE PROVISION OF ENGLISH-MEDIUM PRIMARY SCHOOL PLACES IN THE LLANRUMNEY AREA

Proposed Closure of Glan Yr Afon

Background to the Proposals

- There are fewer pupils attending the school. Glan yr Afon currently has 141 spaces free – almost half of all spaces.
- Fewer pupils means less funding for the school. The school currently has a deficit budget of £130,000. It is extremely unlikely that this situation will change.
- The school building is in need of repair and provides poor suitability for purpose.
- Spaces are available to accommodate existing pupils across other schools in the local area.
- The quality of the education and buildings at these schools is of a higher standard.
- It is proposed that Glan Yr Afon Primary School be closed from August 2019 and that all existing pupils be reallocated to neighbouring schools.
- All parents have received detailed information regarding the proposals. They have been invited to participate in group meetings and complete a copy of the associated consultation document response form.
- It was also considered important that the consultation took into account the views of Glan Yr Afon pupils themselves.
- Cardiff Research Centre (CRC) were commissioned by Education Services to undertake engagement with pupils of Glan yr Afon. CRC designed and facilitated classroom based activities with pupils at the school. Twenty-one pupils took part in the engagement exercise ranging from year 2 to year 6.

Methodology

| Lesson Plan | |
|---|--|
| Introduction | <ul style="list-style-type: none"> • Who we are • Why we are at the school today • What the lesson will be like (group work, lots of moving around etc.) • Rules |
| Getting to know a little about you – a game of “Simon” says. If the answer is ‘yes’ you need to be on your feet, if the answer is no you sit down. | <p>Simon says:</p> <ul style="list-style-type: none"> • Stand up if you are in year... • Stand up if your favourite subject is ... • Stand up if you can play a musical instrument • Stand up if you have brothers or sisters/one than 1/more than 2/at Glan yr Afon • Stand up if you have heard rumours about the school closing? • Stay standing up if you have any questions or concerns about that |
| Identifying questions/fears and concerns | <ul style="list-style-type: none"> • Pupils work in groups of two or three. They are all given post-its and pens • Pupils are asked to discuss in their small groups what they think could be a fear, a concern or a question about the school closing and moving to a different primary. The concerns could be their own but they could also be ones that they think could belong to their friends, other pupils in the school or other family members. • Post-it notes are then stuck onto ‘the brain’ (Drawn outline of a head/brain) at the front of the class. • A member of the team works on arranging these into themes. • Themes are fed back to the class. Pupils encouraged to elaborate on who said what and why. |
| What concerns you? | <ul style="list-style-type: none"> • Themes are transferred onto posters and placed around the room. e.g. bullying, not being placed with my friends, not getting a place at the school I want, finding my way around?) • Pupils sticker anything that is a <u>concern to them personally</u>. • Pupils also use on one jewelled sticker to mark their No1 concern or fear about the proposed changes. |
| Can you think of anything that could make this easier/less of a worry? | <p>Open discussion with the pupils. Prompts could include:</p> <ul style="list-style-type: none"> • A trip to the new school? • A chance to meet the pupils at the school? • A change to meet teachers at the school? • More information about what will happen to us? • Frequent updates from the school to tell you how things are going? |
| Feedback to the class | <p>What we have found:</p> <ul style="list-style-type: none"> • A/B/C are all the things that you are concerned about. • You have questions about D. • The number 1 concern for people in the class today is X. • You think that things could be made easier by... <p>What we will do next Thank you for your time</p> |

Results

The pupils participating in the exercise were well informed and all had prior knowledge regarding proposals to close the school.

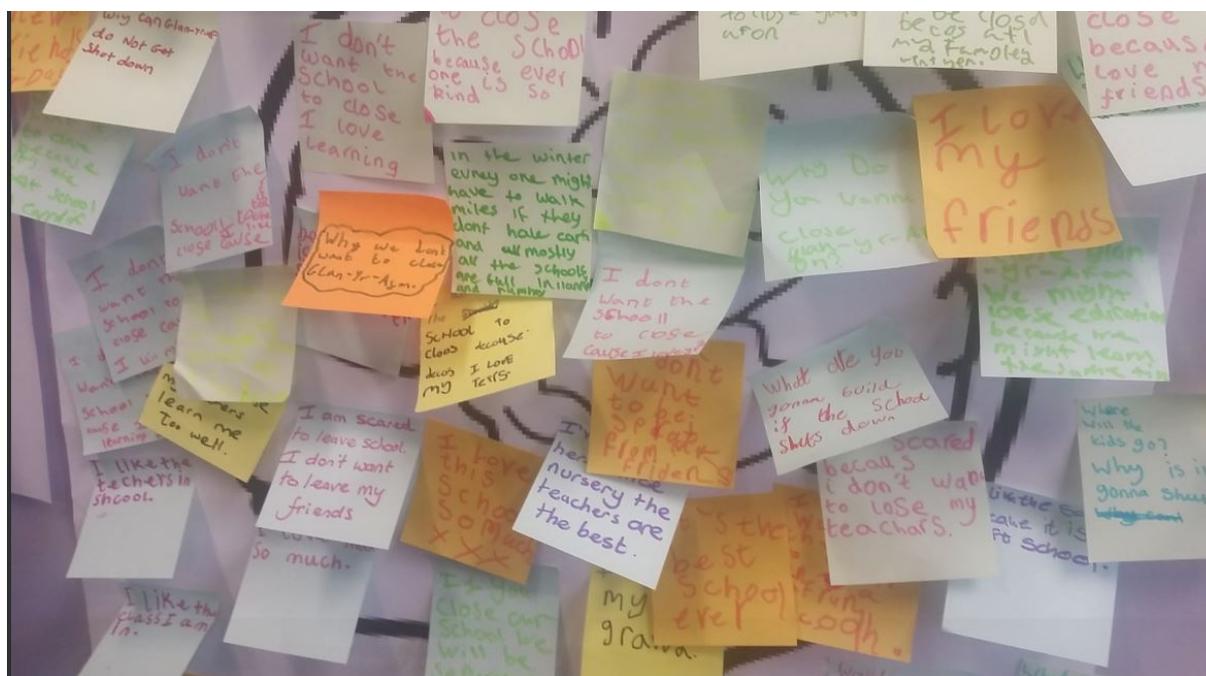
Four of the twenty-one pupils were wearing 'save our school' t-shirts.

Pupils ranged from year 2 (aged 6) to year 6 (aged 11).

Many of the pupils also had older or younger siblings in the school.

A number of key themes were revealed though the engagement exercise (a full list of the comments is provided in appendix 1). These included:

- | | |
|--|-------------------------------------|
| Love for Glan Yr Afon (15) | What will go on the site? (3) |
| Don't want the school to close (14) | Why is this happening? (3) |
| Concerns/care for teachers (14) | Distance to the other schools (2) |
| Don't want to be separated from friends (12) | Phased closure needed (2) |
| Where will we go (4) | Need to move twice (2) |
| Family (3) | Give more money to Glan Yr Afon (2) |



A selection of the comments made included:



The number one concern for the pupils taking part in the engagement exercise focused on changing teachers.

Pupils were worried not only from the perspective of fitting into a new classroom but were also thinking about what would happen to their existing teachers should Glan Yr Afon close.

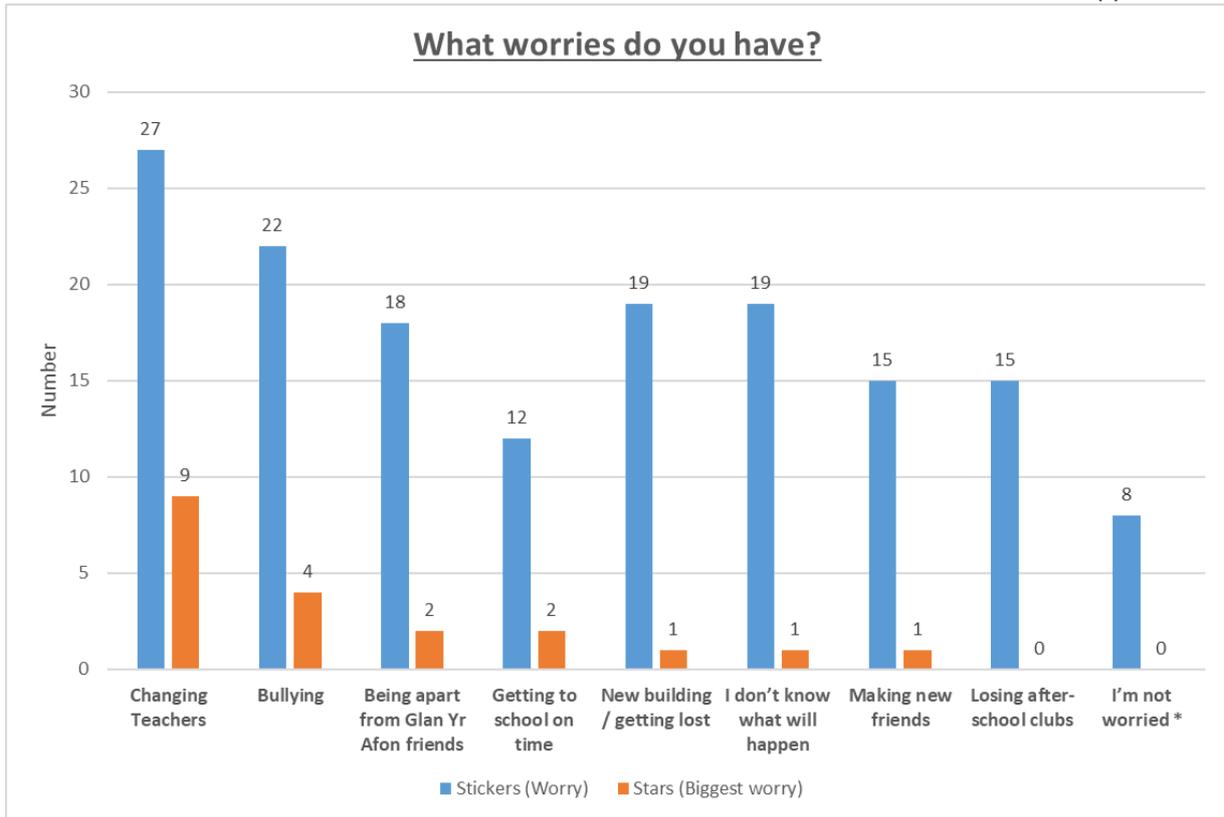
Pupils clearly expressed how much they love their current teachers and how much they would miss them should they have to move.

Whilst bullying was not raised initially as a particular concern it was scored highly as part of this follow on exercise. Similarly, making new friends, getting to know a new building and uncertainty around what will eventually happen, were all also recorded as a cause for concern by a large number of pupils.

Some pupils commented that they didn't want to have to go to St Cadoc's (one of the local schools that would take Glan Yr Afon pupils should the proposed closure go ahead) as they weren't Catholics, and so wouldn't fit in – this echoes comments made by parents in a previous public meeting.

The role of selecting primary schools to determine which secondary school pupils would ultimately attend was also raised with some pupils concerned that their future choices could be affected¹.

¹ Eastern High, formed by an amalgamation of Llanrumney and Rumney High Schools in 2013, fell into special measures in December 2014, apparently prompting parents to send their children to St Cadoc's with the aim of increasing their chances of getting a place in St Illtyd's Catholic High school. Year-on-year improvements at Eastern High (coming out of special measures in 2017, and almost trebling the



*Some of the younger year 2 pupils mistakenly read this as “I’m worried”.

Pupils also verbally expressed concern about what would happen to forest school. This was clearly an aspect of the school that the children enjoyed and gained a lot from. Pupils were concerned that this facility may not be available to them at a new school. They were also mindful as to what would happen to the trees, animals etc. of this space if there were to be future developments on the current school site.



percentage of pupils gaining 5 A*-C grades at GCSE from 2016 to 2018) mean this school is now seen as more desirable, and parents prefer their children to go to Eastern High rather than St Illtyd’s.

What could make things easier/less of a worry?

- Pupils felt that an opportunity to visit any new school, to meet teachers, pupils and get some familiarity with a new setting could help to allay concerns that they may have.
- The current 'not knowing' was a source of significant concern. Pupils asked to be 'just told straight' what was happening so that they could try to get used to the idea.
- Pupils were keen to have information provided to them via an official channel, with a visit from a council officer to provide direct updates the preferred choice. It was clear that information is currently coming to pupils from a variety of sources including the school, parents and the playground. Pupils wanted to feel informed and be updated directly regarding any developments.
- Knowledge that they would be transferring with classmates and siblings would also reduce concerns significantly





Appendix 1

| | |
|---|----|
| Love Glan Yr Afon | 15 |
| <ul style="list-style-type: none"> - <i>Glan Yr Afon has school clubs and the best people in the school</i> - <i>I don't want you to close my school I love my school defos</i> - <i>Do not close Glan Yr Afon it's the best</i> - <i>I don't want the school to close because they let me play</i> - <i>Glan Yr Afon should not shut down because it's the loveliest school ever</i> - <i>I love this school so much x x x</i> - <i>I don't want it to close because it's the best school in Cardiff</i> - <i>I love school so much</i> - <i>I like the class I am in</i> - <i>I think Glan Yr Afon is the best school in Wales</i> - <i>I love my play ground</i> - <i>It's the best school ever</i> - <i>I like the school because it is my first school</i> - <i>Because it is the best school ever</i> - <i>I don't want the school to shut down because it's the best</i> | |
| Don't want the school to close | 14 |
| <ul style="list-style-type: none"> - <i>I don't want the school to close because it's family</i> - <i>I have been in school since nursery and love everything here so please try your best to not</i> - <i>I don't want Glan Yr Afon to close because we've already achieved so much</i> - <i>I don't want the school to close because everyone is kind</i> - <i>Why we don't want to close Glan Yr Afon</i> - <i>I don't want to close the school because everyone is so kind</i> - <i>What can Glan Yr Afon do not get shut down</i> - <i>Save our school</i> - <i>I don't want the school to close because I like learning</i> - <i>Try to keep the school open</i> - <i>I don't want my school to close because I love to play</i> - <i>I don't want the school to close because I love year 2</i> - <i>I don't want the school to close I love learning</i> - <i>I don't want the school to close because [no reason given]</i> | |
| Teachers | 14 |
| <ul style="list-style-type: none"> - <i>I don't want Glan Yr Afon to close because I like my teachers</i> - <i>I've been here since nursery, the teachers are the best</i> - <i>I don't want the school to close because I like the teachers</i> - <i>We are not happy because we love Glan Yr Afon and we love the teachers</i> - <i>I don't want the teachers to work in a different school</i> - <i>I like the teachers in the school</i> - <i>All of my teachers are my family to me they have teach me a lot</i> - <i>All the teachers won't have a job</i> - <i>Kids don't want to be separated from the teachers</i> - <i>I don't want my school to close because my teachers learn me too well</i> - <i>I'm scared because I don't want to lose my teachers</i> - <i>I don't want Glan Yr Afon to close because I love my teachers</i> - <i>I love Glan Yr Afon because I love all of my class mates and teachers</i> - <i>I'm worried about separating from teachers and my friends and sisters and the school is our family</i> | |
| Leaving friends | 12 |
| <ul style="list-style-type: none"> - <i>I don't want the school to close cause I will miss my friends</i> - <i>If I go to a new school it will make me sad and I will have no friends</i> - <i>If you close our school we will be separated from our friends</i> | |

| | |
|---|---|
| <ul style="list-style-type: none"> - <i>Making new friends every day</i> - <i>I don't want my school to close because I love the children in my class</i> - <i>We don't want to close the school down because we could get separated from friends and brothers</i> - <i>I love my friends</i> - <i>I don't want to be separated from my friends</i> - <i>I am scared to leave school. I don't want to leave my friends</i> - <i>I don't want the school to close because I love my friends</i> - <i>If the school close down it's going to be sad to leave our friends and to make new ones</i> - <i>Would we see our friends again? Why do we not just go together?</i> | |
| Where will we go when the school closes? | 4 |
| <ul style="list-style-type: none"> - <i>What if there's not enough space in other schools?</i> - <i>What if there is no space in other schools in Llanrumney? What school will all of the teachers go to?</i> - <i>I don't want the school to close because there's not many other schools to go to</i> - <i>Where will the kids go? Why is it gonna shut down?</i> | |
| Family | 3 |
| <ul style="list-style-type: none"> - <i>Most of my family came here and it will be really sad to see it get knocked down</i> - <i>I don't want Glan Yr Afon to be closed because all my family went here</i> - <i>Glan Yr Afon is important to me and my family because all of us went there</i> | |
| What will go on the site? | 3 |
| <ul style="list-style-type: none"> - <i>Are you going to build houses when the school is closed?</i> - <i>If houses get put here where are all the kids in the houses gonna go?</i> - <i>What are you gonna build if the school shuts down?</i> | |
| Why do you want to close Glan Yr Afon? | 3 |
| <ul style="list-style-type: none"> - <i>Why do you want to close Glan Yr Afon?</i> - <i>Why are you thinking to close Glan Yr Afon?</i> - <i>Why do you need to close Glan Yr Afon?></i> | |
| Other schools too far away | 2 |
| <ul style="list-style-type: none"> - <i>What if Glan Yr Afon children's parents don't drive and schools are too far away?</i> - <i>In the winter everyone might have to walk miles if they don't have cars and mostly all the schools are full in Llanrumney and Rumney</i> | |
| Phased closure | 2 |
| <ul style="list-style-type: none"> - <i>If you do close the school can you at least phase the school out</i> - <i>Why can't they knock half of the school down so the kids have a school? I don't want it to shut because I have brothers contact</i> | |
| Moving schools too often | 2 |
| <ul style="list-style-type: none"> - <i>Kids in Year 5 will have spend years and will spend their last year in Year 6</i> - <i>I will have to move twice in a short time</i> | |
| Give more money to Glan Yr Afon | 2 |
| <ul style="list-style-type: none"> - <i>Why do you give other schools a lot of money and can not give us any?</i> - <i>Why can you give Glan Yr Afon money because you are just giving them to August 2019</i> | |
| Don't want to move schools | 2 |
| <ul style="list-style-type: none"> - <i>I don't want to move school!</i> - <i>I'm not going to a different school because I've been here for 4 years and I'll be home school if you do</i> | |
| Miscellaneous | 7 |
| <ul style="list-style-type: none"> - <i>I wonder what my new school will be like</i> - <i>If you close Glan Yr Afon we might lose education because we might learn the same again</i> - <i>I'm worried about what will happen to the animals and lovely fields</i> - <i>Do they want to close Glan Yr Afon because Health & Safety?</i> - <i>If I move school I will have to move house an no one will look after my animals</i> - <i>I don't want it to close because we don't want to go to St Cadocs because we're not Catholic</i> - <i>My nan has worked here for over 20 years and I don't want her to lose her job</i> | |

GLAN-YR-AFON CONSULTATION



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22 October 2018

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Dear Director of Education,

Please accept this as the formal response from us as local ward members to the consultation: '21st Century Schools Consultation Document 2018. THE PROVISION OF ENGLISH-MEDIUM PRIMARY SCHOOL PLACES IN THE LLANRUMNEY AREA'.

We OBJECT to the proposal to close Glan-Yr-Afon Primary School from 31.08.19.

We ask that the Cabinet reject the proposal and come back with a comprehensive spelt out plan for how the provision of English medium primary school places in the Llanrumney area can be addressed for future years.

Glan-yr-Afon Primary School serves an area of high economic deprivation within Llanrumney, which is itself a very poor community. Approximately half of Glan-yr-Afon's children are eligible for free school meals (46%) with many of its children identified as possessing additional learning needs with many pupils on 'School Action' and 'School Action Plus' statuses. The school also encompasses a 'Wellbeing Class' and 'Flying Start' provision.

The Council seems to primarily be focusing on the low intake at the school. This it seems to us is unfair as it does not take into account the unique set of circumstances that the school has had to endure over recent years. Circumstances that the Council has clearly aggravated.

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Glan-yr-Afon has had a torrid period with the long term suspension of its head teacher. Mr. Kevin Thomas was appointed Headteacher of Glan yr Afon in 2012 and was suspended from his post in March 2016. Two and a half years after his suspension Mr. Kevin Thomas was convicted, by a jury at Newport Crown Court, of sexually assaulting a woman. According to media reports, Mr. Kevin Thomas is due to be sentenced on 22.10.18, the date that the consultation to close Glan-yr-Afon Primary formally closes. As of 22.10.18 Mr. Kevin Thomas remains, albeit it suspended, in post as Headteacher of the school. Whilst we totally understand legal restrictions limit what can be stated by the authority there is no mention of these extraordinary circumstances in the consultation documentation whatsoever. The school has been served by a succession of interim headteachers. We believe there have been three at the last count. This has dramatically undermined the running of the school.

As Llanrumney ward councillors we take our responsibilities to listen to our constituents diligently. We have listened closely as the consultation has proceeded. We have attended meetings with staff, parents and the public meeting where the Director of Education addressed the community. Our inboxes and the Llanrumney Labour Facebook account have received length pleas from our constituents for the council to re-consider its desire to close Glan-yr-Afon. The overriding call has been to **“Give us a chance.”** Indeed it was a repeated cry directed at the Director of Education at the public meeting. It is a message that has resonated with us.

We fully understand the arguments that have been propagated for why Glan-yr-Afon should be immediately closed in the summer of 2019. It would facilitate a closing of the 269 spare places across primary provision in Llanrumney. Currently 1,342 places are available whilst 1,073 are taken across Llanrumney. Glan-yr-Afon has to run a deficit budget, in a building of deteriorating quality whilst its educational standards are not currently as high as those available in neighbouring primary schools on the Llanrumney estate.

However, we question what vision there is for education in the poorest parts of society if we close Glan-yr-Afon forever when it clearly has been handicapped by the suspension of its headteacher and a chronic historic lack of investment in its infrastructure. Parents have a basic desire to want to serve their children’s best



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interests by ensuring they have the best education possible. It is a commendable and universal desire. Cardiff County Council should see it as its moral obligation not to walk away from those areas of our communities where poverty is so deeply ingrained.

The number of pupils on roll at Glan-yr-Afon has increased every year from 2013 – 2017. However, in Glan-yr-Afon's catchment area only 133 pupils (27.8%) attend the school. This is clearly a low number and underlines the inherent problems. More pupils from Glan-yr-Afon's catchment area attend St. Cadoc's Catholic Primary School (157 pupils). These startling statistics merely go to display that parents will shop around for what they perceive to be a better education for their child. This is highlighted as only 47% of St. Cadoc's pupil population are actually baptised Catholics, a minority.

The local education authority's principle solution for the education of the pupils of Glan-yr-Afon, if their English medium school closes, is for the majority to be schooled at an expanded St. Cadoc's. Presumably greatly increasing the majority percentage of non-baptised Catholic children within the Catholic Primary School. It seems a rather odd thing to do irrespective of how good the quality of education that is on offer.

The odd solution becomes, potentially, even more incoherent to parents of Glan-yr-Afon children when they read that the local authority offer no guarantees that St. Cadoc's will actually expand at all.

The consultation documents state: "If the Published Admission Number at St. Cadoc's Primary School was not permanently increased the council could consult on changes to catchment areas and school capacity at a later date. This would be across a larger area including Llanrumney, Old. St. Mellons, Rumney and Trowbridge."

It would be completely unacceptable to us for Glan-yr-Afon school to be closed and for its children to be scattered across wider east Cardiff.

The logic underpinning the consultation seems to be a numbers exercise that pays little heed to any deeper cultural or educational obligation to one of the most economically deprived communities in the capital city of Wales.

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Cardiff Council postulate that Glan-yr-Afon pupils could, hopefully, go to a Catholic Primary School if St. Cadoc's "decide to increase the number of pupils in each group from 45 to 60." St. Cadoc's is situated on Shaw Close off Ball Road. As the consultation documents admit St. Cadoc's is beset by access issues for pupils and staff as they enter and exit the school. The situation is so chaotic that St. Cadoc's staff feel unsafe to use the entrance and exit to the school's car park because of intense anti-social behaviour they experience on Boswell Close. This has resulted in the vast majority of school staff feeling unable to use the school's car park but parking in the public car park for the adjacent Llanrumney Medical Centre. This in turn ensures limited capacity for parents who are dropping and picking children up. To add to this ongoing problem a large influx of children from Glan-yr-Afon hardly seems attractive. The council's only action has to been to seek to change a traffic order for Shaw Close to ensure that no vehicle can stop in Shaw Close. How this new traffic order will be enforced is an obvious question. The inevitable reality is that beyond a few sporadic visits by one of the council's civil enforcement cars there will be none. Indeed on a site visit in 2017 with civil enforcement officers on Shaw Close local Councillors were informed officers do not issue penalties on foot as to not get into confrontation with parents.

Ball Road, which St. Cadoc's is accessed by via Shaw Close, is a road with serious speeding issues which Cardiff Council and the police have so far been unable to curb. The Department of Highways have instructed the council to remove obsolete road calming measures in Ball Road but on present timescales the council will not be in a financial position to do this for another fifteen years. Currently GO Safe are periodically sending a mobile speed unit to Ball Road as the road is a hotspot for speeding vehicles. To place the children of Glan-yr-Afon into this already dangerous environment would make a mockery of the council's avowed aim that children should seek to walk and cycle to school. How children access safely to and from any school must never be compromised by an accountants' exercise in saving money.

The council state that the condition of the physical infrastructure of Glan-yr-Afon necessitates the school's closure, "The Glan-yr-Afon Primary School building is in poor condition." It is rated on the A-D classification scale as being designated within Band C. Yet, only one other of the Llanrumney Primary schools has a better



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rating for the state of the physical building. The other primary stock in Llanrumney all have a C rating:

Bryn Hafod is rated C

Pen-y-Bryn is rated C

St. Mellons, CIW, Primary is rated C

Ysgol Bro Eirwyg is rated C

The parents of Glan-yr-Afon have passionately advocated that there has been a historic substantial lack of investment in their school building. Whilst surplus places within the school may make managing this problematic it is clear that the situation is replicated across the Llanrumney estate with primary schools in a poor physical condition. If this consultation has shown anything is that one of Cardiff's poorest communities is crying out for radical investment in its school stock. We ask that the Director of Education and Education Cabinet Member urgently address how Llanrumney can benefit from 21st Century School investment from the Welsh Government as soon as funding streams permit.

The issues of surplus places, poor physical buildings and moderate educational outcomes encapsulated in this consultation echo the same themes that hung over the demise of Llanrumney and Rumney High Schools and the new build of Eastern High. The removal of Llanrumney High School from the estate still casts a shadow for many and has been referenced throughout this consultation. Residents are not even guaranteed that places for their children will remain on the estate of Llanrumney. As Eastern High School shows a well-run school in a modern purpose built environment will attract parents and pupils in numbers. The same is true of the primary sector.

There is a strong sentiment, which we share, that Cardiff Council needs to demonstrate it is committed to education on the estate in Llanrumney with radical investment in bricks and mortar. Residents told the Director of Education to his face that lower Llanrumney has had community assets taken away from it and these resources have not been replaced. Even the impressive Eastern High is still not fully functioning as a community campus almost a year into its opening. We have every

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sympathy with Llanrumney residents who appear frustrated at the wait for Eastern High to be fully accessible to all communities of east Cardiff continues..

Glan-yr-Afon stands on the brink of closure. In 2006 so did Pen-y-Bryn Primary School and St. Mellons, CIW, Primary School. Those two Llanrumney Primary schools were slated for closure by Cardiff Council. Fast forward twelve years on, less than a child's full career of schooling, and both schools in Llanrumney are categorised as Green and experience high parental demand notwithstanding that both school buildings are a C category. The consultation report even notes: "There were more applications for Pen-y-Bryn Primary School in September 2018 than places available."

Cardiff Council could close Glan-yr-Afon Primary School on the premise that it is the only logical option to improve standards and use educational monies efficiently. Both Pen-y-Bryn and St. Mellons, CIW., Primary Schools stand as testimony to the fallacy of that argument. Where there is a political will there is a way. How much political will is there to make a stand? To say that actually Cardiff Council should not retreat from the most economically deprived streets in one of the poorest communities in Cardiff but rather plant a flag and make statement about the value of education to arrest the inequality of the southern arch that disfigures this city.

We reiterate our formal objection to the proposal to close Glan-yr-Afon Primary School in the summer of 2019. This is a piecemeal piece of work that has arisen because of the end of the criminal proceedings against the school's Headteacher. It is wasted opportunity to systemically address the provision of English medium primary school places in Llanrumney. The consultation asks more questions than it answers including what will be done to address the poor quality of school buildings across Llanrumney and what is the long term future for each of Llanrumney's current stock of primary schools.

Cardiff Council emphasise the rights of parents and children to have choice in their education. This often takes the form of highly educated middle class parents in more affluent parts of the city shaping their childrens' educational destiny through strong advocacy skills. Parents in Llanrumney do not always engage in this way. In the past this has led to disparities in services, it can be no coincidence that the poorest parts of the City are without sixth forms and were not removed in more



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affluent parts. We would urge the Cabinet to bear in mind such past mistakes and on this occasion listen to Llanrumney parents when they speak.

We ask that Cardiff Council and its Cabinet listen, as we have to the consultation and to the people of lower Llanrumney. As their councillors we cannot stand by and not give them a voice. They are working class people desperate for their school and their community to be given a chance. The sense of great pride this community feels in lower Llanrumney must not be ignored by their council.

Please give them the chance they crave.

Yours faithfully

LEE BRIDGEMAN, KEITH JONES & HEATHER JOYCE
CYNGHORYDD I LLANRHYMNI
COUNCILLORS FOR LLANRUMNEY

GWEITHIO DROS GAERDYDD, GWEITHIO DROSOCH CHI

Mae'r Cyngor yn croesawu gohebiaeth yn Gymraeg, Saesneg neu'n ddwyieithog. Byddwn yn cyfathrebu â chi yn ôl eich dewis, dim ond i chi roi gwybod i ni pa un sydd well gennych. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

WORKING FOR CARDIFF, WORKING FOR YOU

The Council welcomes correspondence in Welsh, English or bilingually. We will ensure that we communicate with you in the language of your choice, as long as you let us know which you prefer. Corresponding in Welsh will not lead to delay.



Estyn's response to the proposal to provide English-medium primary school places in the Llanrumney area of Cardiff. Cardiff City Council intends to hold a consultation on arrangements to reduce the number of surplus places in schools in the Llanrumney area of the capital through closing Glan yr Afon Primary School from September 2019.

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 and other additional information such as data from Welsh Government and the views of the Regional Consortia, which deliver school improvement services to the schools within the proposal.

Introduction

The proposal is by Cardiff City Council. The proposal was submitted as a result of the fact that there are many more school places available in English-medium schools in the Llanrumney area than the number of pupils who wish to attend those schools. This has been consistent over a number of years. Cardiff City Council proposes to discontinue some of the surplus school places in schools in the Llanrumney area through closing Glan yr Afon Primary School from September 2019. As long as there are additional places available in other local schools, it is Estyn's view that closing Glan yr Afon Primary School would not have a detrimental effect on the standard of English-medium education in the Llanrumney area.

Summary/Conclusion

The proposal outlines the Local Authority's plans to reduce the number of surplus places in schools in the area of Llanrumney through closing Glan yr Afon Primary School from the end of August 2019. Detailed attention has been given to scrutinising the current number of schools in the area, and the current and historical surplus places, along with projections for the next few years. Appropriate attention is

given within the proposal to the reduction in the demand for English-medium education in the area, and to the possible impact of closing Glan yr Afon Primary School on the school's pupils. The proposal focusses on the impact of the possible increase in numbers in other schools in the area, and needs in terms of admission numbers in those schools.

The proposal identifies suitable opportunities to consult with stakeholders through drop-in sessions, formal meetings and through online forms and questionnaires, all within reasonable timescales.

Description and benefits

The proposal gives background information about the schools affected, or the schools that could be affected, namely Bryn Hafod Primary School, Glan yr Afon Primary School, Pen y Bryn Primary School, St. Mellons Church in Wales Primary School, and St. Cadoc's RC Primary School.

The consultation identifies a number of factors, such as surplus places in every school, the total number of children currently attending the schools, and historical information of trends in numbers and surplus places, location of the school pupils' homes and projections about the demand for places in the schools over the next few years.

The proposal identifies in detail the numbers of pupils attending different schools from different catchment areas. Currently, there are 269 surplus places between the five schools, but this includes 125 surplus places in Glan yr Afon Primary School, places which will not be available if the school were to close. With St. Mellons Church in Wales Primary School oversubscribed by 11 pupils, the total number of surplus places without Glan yr Afon Primary School is 144, with 167 pupils currently attending Glan yr Afon Primary School. The consultation also notes that St. Mellons Church in Wales Primary School is currently oversubscribed by 11 pupils.

By taking into account that places would be needed for the 167 pupils currently attending Glan yr Afon Primary School, the consultation notes that there is not a sufficient number of places for these pupils without making alternative arrangements in the nearby schools. There is a possibility of extending the admission numbers of St. Cadoc's RC Primary School to up to 60 pupils in every year, which would increase the school to 420 pupil places. As St. Cadoc's RC Primary School is a voluntary aided school, decisions about pupil admissions are in the hands of the Governing Body. The consultation notes that there is additional space which could be adapted for use as a learning space, but it is the school's Governing Body that will make decisions about use of the building. The Governing Body would need to consult on any changes in terms of the school admission number, in accordance with the School Organisation Code.

The consultation notes that 157 pupils from the catchment area of Glan yr Afon Primary School already attend St. Cadoc's RC Primary School. Currently, 133 of 167 pupils at Glan yr Afon Primary School living in its catchment area. There are

478 who live in the catchment area of Glan yr Afon Primary School, therefore, the majority of pupils already attend schools outside its catchment area.



The proposal gives due attention to projections about pupils numbers in the local schools in the next few years. It is anticipated that numbers will remain reasonably steady over the next three years. According to Cardiff City Council's conclusion in the consultation, there will be a sufficient number of places for all pupils in the Llanrumney area in future if Glan yr Afon Primary School were to close.

The consultation considers house building developments in the area, but they do not predict a significant impact on the number of pupils as flats will be demolished and new houses will be built.

The consultation identifies the current situation in terms of school buildings in the catchment area. It gives suitable attention to pupils' standards of achievement in the schools, along with the standard of provision and leadership.

Appropriate attention is given to the reasons as to why Glan yr Afon Primary School should be closed, including the reduction in numbers and the financial deficit of £130,000 in the current financial year. Consideration is given to the increasing demand for Welsh-medium education locally, and the possible impact of the increase in that demand as a result of closing Glan yr Afon Primary School.

Appropriate consideration is given to a wide number of factors, such as the numbers of children entitled to free school meals, numbers of pupils with additional learning needs, and the provision for English as an additional language in the area.

The consultation considers the impact of closing Glan yr Afon Primary School on providing a well-being class and the Flying Start service which is located in the school, and identifies that these services would have to be established in alternative placements locally, although there are no details about the possible alternative placements.

The advantages and disadvantages of closing Glan yr Afon are identified, along with the potential risks of closing the school. One critical risk is if St. Cadoc's RC Primary School's Governing Body were unwilling to extend the school's admission numbers from 45 to 60.

The consultation takes into account the impact on secondary schools locally, and also considers the potential impact on the staff of Glan yr Afon Primary School.

The consultation gives all of the stakeholders a fair opportunity to share their views in a suitable range of ways within fair and reasonable timescales.



Governing Body of Glan yr Afon Primary School’s response to the consultation regarding Proposal for The Provision of English-Medium Primary School Places in the Llanrumney area.

Glan yr Afon is a school in the area of Llanrumney which is recognised as being in the 5% of the most deprived areas in Wales. Its FSM is higher than any other school in the area and its ALN also generally higher. It is therefore a school and community which should be supported not devastated by actions of a Council and Welsh Government which should care for the people living here and not be prepared to tear the community apart. The importance of retaining a community school on the Glan yr Afon site has become increasingly evident to the governors as the consultation process has taken place. The school and its staff services a particularly vulnerable population for whom Glan yr Afon is a vital community resource that goes beyond teaching their children. Removing that support from the immediate locality would have negative social implications for many children and their families.

The governors of the school, along with the staff, work tirelessly to support a very difficult situation. Why were the governors not involved in a discussion about this proposal in order to contribute to the process and maybe avoid it by suggesting alternatives as we do so later in this response? The very last minute communication that the paper was going into the public domain and then to the Cabinet was a shock to all.

The title of the Consultation Document is disingenuous. It is NOT about “The provision of English-Medium Primary School places in the Llanrumney area” it is all about the proposed closure of Glan yr Afon Primary School therefore it should say so.

Why were hard copies of either the main or summary documents not supplied to the governors, as they were to staff and parents? Governors have had to read the documents online, which many of us find difficult, or run them off ourselves at our expense. It is clear that whatever happens the governors, who have such serious responsibilities in law, will be expected to deal with the fall-out from this consultation, as they are doing whilst the process is in place.

We understand that the dates of the consultation process were decided at a meeting of the parents and the LA with governors and staff not being consulted, why was this?

The Document

The whole tenor of the proposal document is denigrating Glan yr Afon Primary School in the comparison with other schools in the area. The issues raised are fourfold namely: school rolls, surplus and capacity: condition and suitability of the buildings: financial situation: standards of education.

On the issue of **surplus places**, **Table 4 PLASC 2017** shows that none of the schools in the area are full in every year group. If Bryn Hafod was closed Glan yr Afon and other schools could be filled. It is fatuous to argue for closure of Glan yr Afon because parents are sending their children to other schools in Reception when it is stated that the number of pupils on roll at Glan yr Afon has increased every year from 2013-17. How do you account for this? The argument is non-sequitur. It is also not recognised that falling rolls have been adversely influenced by reputation in the local area damaged by the circumstances relating to the school over which it has no control. Indeed, because people believe that this is not a consultation but a fait accompli with Glan yr Afon going to close, the school lost 25 pupils LAST week!

Why in **Table 5** have you conveniently left out the details for St Cadoc's? Does it not have a catchment area?

On Page 13 **Table 6** shows that the projected demand for places at GYA are generally GREATER than Bryn Hafod and Pen y Bryn. The statements on Page 14 regarding demand for places are based on NHS projections which are notoriously inaccurate. Developments in housing in excess of the current planned ones and immigration into the area can change the demand significantly, as other areas in the UK have found. Cardiff is a growing city! If the demography of the area changes where will the pupils of the future go if Glan yr Afon closes?

The numbers in St Cadoc's school should be based on people of the Catholic faith not on the expectations that other pupils will be forced into faith school education. A too significant part of these proposals rest on the determination of the governors of St Cadoc's to increase their intake number. St Cadoc's is a Voluntary Aided school and their numbers should not be arbitrarily decided by their governors but by the Council School Organisation Plan. No other school can determine their own intake apart from other faith schools! The school is undersubscribed now. Why are they proposing to increase their places?

It is appalling that the **condition and suitability** of the school buildings be used as a reason to close the school. Historic and current failure of the Council and the Welsh Government to maintain the school at a suitable standard is **their** failure, not that of the school. The Government's "21st Century Schools" programme is spending millions of pounds on other schools, why not Glan yr Afon?

The **financial situation** of the school which is being used as a reason to close the school is fatuous and unfair. The falling rolls which determine size of the school budget is not as a result of the failure of the school but of a damaged reputation as a consequence of media focus on issues over which the school has no control. The failure of services to deal expeditiously with the continuing suspension of the substantive headteacher (2 and a 1/2 Years) has meant that the school has not been consistently led and managed. The current temporary headteacher is the THIRD since the suspension in 2015. Because of the uncertainty of the situation a major restructure of staffing which would have dramatically readjusted the budget demands to deal with falling rolls has not taken place as being judged and advised that it would be inappropriate during this uncertain time of management. It can be seen by looking at the school budget accounts that so many of those problems have emanated from early 2015.

Page 18. The governors did not CHOOSE to set a deficit budget, it was advised to apply by the Local Authority. Had the situation been "normal" i.e. stable and consistent permanent leadership, radical staffing restructure, and proper capital financial expenditure by the LA and Welsh Government's "21st Century Schools programme", then the school would have a better reputation in the area and parents would send their children to the school. Indeed, because of recent staff changes the agreed potential requirements for £130k overspend has already been significantly reduced.

With regard to **educational standards**, in the Estyn report of January 2015 the school's performance was judged as ADEQUATE (Strengths outweigh areas for improvement. ESTYN definition) and the school's prospect for improvement was judged as GOOD (Many strengths and no important areas requiring significant improvement. ESTYN definition). This report was at least as good as, and better, than other similar schools in the area when they were inspected by Estyn. This judgement and the prospects for improvement since that date have been damaged by the circumstances in the school over which it had no real control. As a consequence the intake into the school has suffered with the consequent effect on adverse perceptions in the community.

The standards of education in the school have been adversely affected by the emotional stress on the staff. Despite this, the progress of the school has meant that in June of this year it was taken out of Estyn Monitoring. This has been accomplished in ONE YEAR as a result of a temporary but more effective management and leadership being in place.

Additionally, should these proposals go ahead, it is appalling to suggest that parents and children may have to travel significant distances to get their children to school. To suggest that children of all ages could walk two miles to school or be carried by car (assuming that parents have their own transport and the money to use it) shows the lack of consideration or understanding of parents in a highly socially deprived area. Nor should it be regarded as a way of dealing with this that children could be shoehorned into a voluntary aided school being the closest to the area Glan yr Afon serves.

The whole tenor of this paper has been written to denigrate Glan yr Afon School by comparing it constantly unfavourably with other schools in the area. It is unfair, unfeeling and the Council should consider these proposals unfavourably and reject them whole heartedly. We recommend that alternatives to these proposals be explored, such as:

1. **Phased review** over 5 years to enable families of pupils to complete their education in Glan Yr Afon without the massive disruption to them and their families.
2. **Amalgamate** with another local community school to reduce the demands on each on Glan Yr Afon's site because of the size of its buildings and its playing areas.
3. Reduce to a one form entry school and **Federate** Glan Yr Afon with another school in the City with the consequent reduction in budget demands and the advantage of consistent leadership, management and training across both schools. We already have had a suggestion from another school.
4. **Reduce to a one form entry and consolidate** in the Foundation Phase part of the building. Refurbish thoroughly and either demolish the junior building or place a council facility such as the Court School on the site. This would require a significant input within the "21st Century Schools" Demolition and a new build could resolve a variety of issues.

We trust that you will give this response and these suggestions, which we would be pleased to discuss with you, serious consideration and reject the proposal for closure.



L.A. Maxim
Chair of Governors
Glan Yr Afon Primary School

Responding on behalf of all the governors of the school

Karen Brown LLB (Hons), P.G.C.E., N.P.Q.H.

Interim Executive Headteacher 1st Sept 2018 – 31st August 2019

I am writing in response to the proposal to close Glan-yr-Afon Primary School. The children at the Glan-yr-Afon part of Llanrumney deserve an outstanding education – and with the right investment and visionary leadership, this could be accomplished at Glan-yr-Afon within three years. The improvement journey has begun in earnest in 2018, with ESTYN recognising the progress made against the original recommendations.

The consultation has quite possibly been one of the best things to happen for Glan-yr-Afon – as it has driven the school community to show what it can do when everyone comes together with a shared purpose and vision. The collective response of the parents, and the many activities and actions they have organised, has shown the pride, passion and potential in the school. What has been accomplished just in the 6 weeks of the consultation has made me very proud of the school community – and I believe the voice of this community needs to be listened to.

The proposal expects children to either attend a faith school or walk a significant distance, along busy roads and up significant inclines. The proposal does not begin to show any understanding of the distance needed to be walked, up steep inclines, by children as young as 3 years, if they have to attend one of the other community schools in the area. It also shows no understanding of the community – Llanrumney is a large estate and there are some distinct smaller localities/communities within it. The lower end of Llanrumney, and the children in the area, now and in the future, need a local community school.

The proposal is based on money and figures – but not on what is best for the children and the community.

The school must continue on its improvement journey – the current position of the school is clearly not financially viable and sustainable, and standards are not yet outstanding. The pace of this improvement needs to continue to be rapid and intense. But that does not mean it needs to be closed and the families of lower Llanrumney left without a community school and with distinct barriers to accessing education. It needs new, strong leadership, investment in the building, a significant review of staffing and structure, and a vision, belief and commitment to make it the outstanding school the children in Llanrumney need.

The main issues with the proposal are:

1. The impact on many of the poorest families in Cardiff – making education so inaccessible to many. The proposal suggests PUTTING BARRIERS in the way of pupil-progress and is in direct conflict with the Closing the Gap priority the LA and Welsh Government has.
2. Maintaining good attendance at school will be very difficult for many children from the lower end of Llanrumney. E.g. A single parent with 2-4 children and no car will not be able to get his/her children all the way to Pen-y-Bryn in poor weather. If one child is ill, all may have to stay home. Parents would be penalised for poor attendance – poor attendance created by a council decision.
3. Glan-yr-Afon has the highest eFSM percentage and ALN percentage in Llanrumney. There is extensive evidence that the biggest group advantaged by smaller schools are children in areas of deprivation and disadvantage.
4. The discrimination against non-Catholic families – who will have no choice but to choose a faith school due to the practicalities of physical access and space, not because it is what they want for their children. We would not expect parents to happily accept an education within other faiths, so how can the LA expect parents to accept a Catholic education? This will be an education that will teach the Catholic tenets of faith as fact; spending 2.5 hours a week studying religious education; spending time every day worshipping and praying to God, Mary and the Saints. The right to freedom of thought, conscience and religion in Article 14 of the UNCRC is for all children, including children living in Lower Llanrumney.

5. Several year groups are already in both Bryn Hafod and Penybryn Primary Schools. This is a trend which will continue – maybe not for every year – but for many years. Parents’ right to choose a school for their children will not exist for parents of children in these year groups – and this will be repeated in subsequent years. There are not enough spaces for all children in all year groups for families wishing to choose a community school.
6. The consultation shows it is wholly reliant on St Cadoc’s Catholic Primary School extending its admission numbers. This proves that whilst there are surplus places, there are not enough places for all children in Community schools.
7. The rising numbers of families returning to choosing English medium community schools in Llanrumney has been evidenced this year, with an over-subscribed Eastern High School. In the past decade, one of the reasons parents have selected Welsh-medium primary schools and faith schools is the quality of the secondary education provided by the former High Schools, and they wanted to maximise their chances of accessing a better secondary education.
8. The geography/topography of Llanrumney, which means accessing another community school (non-faith) will be very, very difficult for many families.
9. It is unjust that the faith schools in the area cannot be considered in the discussion, as the main purpose is to save the money associated with surplus spaces. The Church in Wales primary school is a restricted site, in C-graded condition, and with a tiny admission number. It is therefore a huge financial burden on the LA. It could merge with the catholic primary school as an ecumenical school. Or it could be closed – which will mean less surplus places.

ALTERNATIVE OPTIONS DESERVING OF CAREFUL CONSIDERATION

1. Reducing the admissions number of Glan-yr-Afon to 1-form entry, and federating the school with another primary school, to improve teaching and leadership and assist in the financial sustainability of both schools.
2. The site of Glan-yr-Afon is extensive and could easily house two schools – such as a school specialising in pupils with emotional, social and wellbeing difficulties, alongside a mainstream school. There would be plenty of land (such as where the current top yard is) to ensure parking and access, and vehicular movement around the site. Likewise, there are options for alternative or extra road entry/exit (access) through another road, such as Kipling Close or Dryden Close.

These schools could be a federation and share many costs. Or the mainstream school could be federated with another single-form entry in the area, such as Pen-y-Bryn.

How could this be funded?

- Selling off other Council assets, such as the site of The Court School – another school not fit for purpose.
 - Money ring-fenced for community purposes from Housing Developers
 - 21st century schools Band B funding
3. Re-modelling/modernising the Infant section of the school and demolishing the junior section. Allowing the school to move forward as a one-form entry school.
 4. Amalgamating Pen-y-Bryn and Glan-yr-Afon on the bigger Glan-yr-Afon site and completely changing the catchment areas of Llanrumney to suit this amalgamation and pupil-distribution. Access to Glan-yr-Afon could easily be improved by a one-way system and separate exit/entry for traffic, using other streets which also back onto the grounds of the site.

5. Making Glan-yr-Afon a 2-form entry school and closing Penybryn Primary School, as this is only 1 form entry. This would mean a much more realistic and sustainable situation of 2 community schools in Llanrumney, both with 2-form entry. The selling of the Penybryn site would be much easier and more profitable than selling the Glan-yr-Afon site, and the profits from this could be used towards modernising and remodelling (or rebuilding) Glan-yr-Afon.

SURPLUS PLACES and SPACE FOR ALL LLANRUMNEY CHILDREN?

The consultation document is not convincing that there will remain enough spaces in community schools for all pupils of Glan-yr-Afon (present and future).

- It only considers the new/proposed new housing developments in Llanrumney. However, there are many families from Llanrumney currently attending schools outside Llanrumney. With the wider housing developments in Rumney, St Mellon's and further afield, there will be less option for families to choose education out of Llanrumney and the schools will begin to fill up for this reason as well.
- Now that the area has a better-quality high school facility, more families will opt for English-medium community schools, instead of faith schools and welsh-medium schools.
- The data the LA uses is notoriously inaccurate and has been proved totally incorrect and inaccurate in other attempts to close schools due to surplus spaces. Or indeed to open schools. The already-oversubscribed Eastern High shows this.

Children's Rights and the need for the best, LOCAL education for children most at risk of disengagement

Cardiff is committed to becoming a UNICEF Child-Friendly City. **Yet the greatest impact, if this proposal were to go ahead, would be on some of the most vulnerable children and families in our city.** The "closing the gap" aims for the Council and Government are seriously negated by this proposal. Children have a right to attend primary school – this should be a local school which is part of their community and is easily accessible. Articles 28 and 29

Glan-yr-Afon has the highest FSM level and highest ALN level of the Llanrumney schools – therefore some of the most vulnerable children would have a long distance to walk to school. There are many single-parent families and many without a car at their disposal. The distance and difficulty of the walk will prevent good parent-engagement – one of the proven factors in increasing aspirations and life-chances for more vulnerable pupils.

QUALITY IMPACT?

Who will be most (and disproportionately) disadvantaged by the closure of Glan-yr-AFon?

- Parents and pupils with disabilities
- Single parents, especially the many single mothers – unmarried people
- Young children
- Non-Catholic families who follow a different faith or do not have a faith.

5 protected characteristics – age, gender, marital status, religion and disability – are seriously disadvantaged and prejudiced by this proposal.

The initial Equality Impact Assessment presented to the cabinet fails to address the discrimination created by forcing families in Glan yr Afon catchment to have to attend a faith school - St Cadoc's. Whilst the LA may say that parents aren't forced to opt for faith education, in practical terms they will be forced. The proposal removes parent choice in this part of Llanrumney.

Conclusion

A closure of Glan-yr-Afon would soon be proven to be short-sighted in that it would leave Llanrumney families short of places for primary school pupils and will be detrimental to the education to many very vulnerable pupils.

Just as the area of Llanrumney, Rumney and St Mellon's is beginning to be provided with a good quality secondary education, reducing spaces in community primary schools would be a grave and costly mistake. The proposal is based on a false economy.

There are many other alternatives and options which are plausible and need to be considered – options which can provide the education and learning environment all children in Cardiff deserve, in a location which is accessible to the community, and which is non-discriminatory. Glan-y-Afon's community deserves the chance to have a local, outstanding school.

Have Your Say!

What is proposed?

The Council is proposing to close Glan Yr Afon Primary School from 31st August 2019

- There are not enough pupils attending the school. Glan yr Afon currently has 141 spaces free – almost half of all spaces.
- Fewer spaces means less funding for the school. The school currently has a deficit budget of £130,000. It is extremely unlikely that this situation will change.
- The school building is in need of major repair and provides poor suitability for purpose.
- Spaces are available to accommodate existing pupils across other schools in the local area. The quality of the education and buildings at these schools is of a higher or equal standard.

Are you responding as: Please tick all that apply

- | | |
|--|--|
| <input type="checkbox"/> Parent of a child at Glan yr Afon | <input checked="" type="checkbox"/> School Employee (Which school?) <i>GYA</i> |
| <input type="checkbox"/> Parent of a child at another primary school (which school?) | <input type="checkbox"/> Pupil (Which School) |
| <input type="checkbox"/> School Governor (which school?) | <input type="checkbox"/> Interested Member of the Public |

2. Do you understand the reasons for the proposal to close Glan yr Afon Primary?

Yes No

3. Which of the following do you believe are most important when choosing a primary school for your child/ren? (Tick 3)

- | | |
|---|--|
| <input type="checkbox"/> Size of the school | <input type="checkbox"/> Proximity to home |
| <input checked="" type="checkbox"/> Class sizes | <input type="checkbox"/> Siblings already in the school |
| <input checked="" type="checkbox"/> Quality of school buildings and resources | <input type="checkbox"/> I / family members went to the school |
| <input checked="" type="checkbox"/> Teaching staff | <input type="checkbox"/> Other (please tell us) |
| <input checked="" type="checkbox"/> Educational attainment | |
| <input type="checkbox"/> Good reputation | |
- _____
- _____

Response to the consultation document

We are writing as the staff of Glan Yr Afon Primary School in response to the consultation document regarding the proposed closure of our school. In order to understand the position the school is in it is vital to understand what has happened to the school in the last three years.

Glan Yr Afon was inspected by Estyn in January 2015. The school's performance was judged to be adequate and its prospects for improvement were judged to be good.

Estyn stated in their report that the school's prospects for improvement are good because:

- The head teacher, senior management team and governors have a clear vision and aims and are strongly committed to raising standards
- Monitoring is effective in identifying the school's strengths and areas for improvement
- The development plan has appropriate priorities that link well to the outcomes of self-evaluation
- Recent initiatives, which focus on raising standards in literacy and numeracy, are starting to have a positive impact on pupils' standards
- There are effective partnerships that contribute significantly to pupils' wellbeing

These statements prove that the school was in a good position moving forward.

This put Glan Yr Afon in a stronger position than the other local non-faith schools in our area. Bryn Hafod and Pen Y Bryn were both judged as having adequate prospects for improvement at this time.

Glan Yr Afon was put into local authority monitoring following this inspection. Bryn Hafod and Pen Y Bryn were put into Estyn monitoring. This has not been explained accurately in the consultation document.

So what went wrong?

Initially the school made good progress against the recommendations – reports by challenge advisor confirm this and the staff were told by the headteacher and challenge advisor that the recommendations were on track and there was a strong likelihood the school would be removed from monitoring. Categorisation was also going to improve.

However in March 2016 the headteacher Kevin Thomas was suspended. It cannot be underestimated how damaging his suspension and the subsequent court case has been on the whole school- staff and pupils alike. We have been told on many occasions that this is something we should not raise as a concern or even talk about but it has been life changing for many of the staff.

Following his suspension a deputy head from another school was drafted in to take over. She had very little experience as a head and during this time changes were made which

were detrimental to the school. The strengths which Estyn had identified were not acknowledged. The staff tried to take action seeking help from their unions and governing body as they were concerned with the direction the school was going in but this did not result in any positive support at that time. It was perceived as the staff being difficult –this was not the case –the staff had genuine concerns for the school. At times the acting head, the deputy head the ALNCO, the site superintendent, all admin staff and several teachers were absent on sick leave directly or indirectly due to the stress of the situation.

Two senior teachers were asked to take over the day to day running of the school. They asked Challenge Advisor several times about recommendation and told not to worry – this was a crisis management situation. There was little support at that time when the school could have avoided Estyn monitoring. If that had happened we would be in a very different situation now.

Despite this, and due to the hard-work and commitment of the staff, the school has come out of Estyn monitoring in June 2018.

Teaching and Learning

However, one of the key arguments to now shut Glan-yr-Afon is that teaching and learning in the school is judged not to be as good as in other local schools. .

The consultation document is again misleading. This seems to be based on school categorisation. However as already stated Glan Yr Afon was in the strongest position for improvement. It would have been very hard if not impossible for our school to improve considering the number of headteachers and changes of governing body we have had during the last three years.

Teaching and Learning has never been an issue at Glan Yr Afon. All staff regularly exceed their Performance Management targets and no staff member has ever been involved in the compability process.

As a staff we firmly believe that every child has the right to an excellent standard of education. This can be provided at Glan Yr Afon. Estyn acknowledged that our children make good progress from a very low starting point in 2015. Progress data is vital to us with such a high percentage of children with additional needs.

In 2017/18 our progress data showed that our pupils had made excellent progress. All children in Foundation Phase made expected progress and most made higher than expected progress.

In Key Stage 2 all children with one exception made expected progress and many made more than expected progress.

This data was not included in the consultation document but we feel that if this was compared with other schools locally it would give a truer picture of achievement.

Where are Glan-yr Afon pupils going to go?

Article 3

The best interests of the child must be a top priority in all decisions and actions that affect children.

There are not enough places in the local schools on the estate to accommodate all of the Glan-yr-Afon pupils. Pen-y-Bryn and Bryn Hafod currently have some of our pupils on a waiting list; they are certainly in no position to accept all of our pupils. Equally, there are currently doubts over whether St Cadoc's will be prepared to increase their intake, in order to accommodate Glan-yr-Afon pupils. Regardless of whether they do decide to increase their intake, parents should not feel compelled to send their children to a Catholic school. They chose an English medium, non-faith education for their child and now that choice is being taken away from them. We believe that expecting parents to send their children to a faith school is against Article 14

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Even if they could all be found places in Pen-y-Bryn and Bryn Hafod (this is not possible unless the local authority have already agreed to Bryn Hafod increasing their numbers), these two schools are at the top of the Llanrumney estate. We are talking about families who already struggle to get their children to school on time, without the additional demand of the extra distance. Glan-yr-Afon staff, have worked hard to ensure that regular attendance by all pupils is a priority, but this is inevitably going to be impacted upon negatively if they have to travel further to school. Some of our families have three or four children in the school. How can it be ensured that all of their children are placed in the same school?

The geography of the local area with a large hill on each side of the estate means access to the other schools would be extremely difficult for parents without transport.

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Damaging effect on some of the most disadvantaged pupils in Wales

Glan-yr-Afon has one of the highest percentages of Free School Meals across the whole of Cardiff. As a school, we are judged on the impact that we make in particular to FSM pupils, as it is widely acknowledged that these pupils are the most vulnerable, and most at risk of not making the progress that they should. However, these are now the very children who are being expected to settle in a new school and continue making progress, with no negative impact on them. For many of the pupils at the school, the relationships that they have built with the staff at the school are one of the few certainties in their life and the impact of the

closing of the school on these pupils cannot be underestimated. Indeed, it feels like the least consideration is being given to the children most in need. We feel that barriers are being put in the way of our most vulnerable children learning and this is not acceptable.

The Well – Being of Future Generations Act(Wales 2015) makes reference to well being goals.

A more equal Wales - A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).

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This raises two main questions. Why was the governing body allowed to set a deficit budget in 2017/18 and why have they set a deficit budget of such a large sum for 2018/19 on the recommendation of the local authority. This deficit could be reduced significantly now but the Governing Body are not being given the opportunity to do this. The school is being denied the opportunity to improve the situation.

In a document obtained under the Freedom of Information act, the cost on the school, local authority and ultimately the public purse was given as £190,817.77. This is despite us being told that the school has incurred no cost to its budget due to the suspension of the headteacher. This must have had an impact on the budget. It can't be a coincidence that the deficit has suddenly appeared since the suspension of the head.

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The suspension of the headteacher Kevin Thomas, and subsequent conviction for sexual assault, has led to the school receiving a lot of negative publicity which will have impacted on pupil numbers. This is entirely not the fault of the Glan-yr-Afon school community.

Following his conviction for sexual assault Kevin Thomas is still in post, still being paid – this money should be being used to improve our school.

Fair Consultation

Since the announcement of the proposed school closure, one of the local councillors (Lee Bridgeman) and an employee from the local authority (Brett Arthur) have both advised parents to move their children now. This is despite this only being at the consultation period. In the week following the parents meeting where Brett Arthur advised this, we had 13 pupils apply to move schools

Planned new housing in Llanrumney

In terms of new housing, there are many new homes planned in Llanrumney and Rumney. There are 106 houses planned for the site near Countisbury Avenue. The forecast number of primary age pupils is 17 for these houses. I would question if the statistical model that is used to predict that figure is based on areas such as Llanrumney, where many families have 3+ children.

In addition, the consultation states (on p15) "If additional housing was planned on the former Llanrumney High School site.....". However, housing is planned there; the plans are available online to view. There are 98 houses being built with 28 being affordable housing. These houses will increase the demand for primary education in the bottom of Llanrumney.

Two hundred houses are being built on Newport Road. This will put pressure on Bryn Hafod and Pen Y Bryn who already do not have enough spaces for the children of Glan Yr Afon.

With so much building going on in the local area this is not the right time to be considering closing a school!

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On page 17 of the consultation document, it states that Glan-yr-Afon is an amber school, and as such would receive support, and that the school has received more support than a school of this category would normally receive. We would like to question what that support consists of as I don't believe being given a deputy headteacher on a secondment (when we requested a full time, experienced head to help us through such a difficult situation), who then subsequently spent lengthy periods of time on sick leave, leaving us with no headteacher, can be considered as adequate support. We also had a change of challenge

advisor during this time. We were told to 'crisis manage'. With adequate support, maybe the school would have made the progress expected.

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On page 24 of the consultation document, it states the risks associated with the proposal. It does not list the impact on pupil and staff wellbeing as a risk. With regards to the Wellbeing and Future Generations Act (2015), it would have to be questioned as to whether sufficient consideration has been given to the long term impact on the pupils of Glan-yr-Afon.

In addition, the loss of jobs has not been included as a risk. However, the effect on staff wellbeing and the cost of compulsory redundancies should be included as risks. The cost of redundancy payments alone would be a significant sum .

Building

There has been no significant investment in the school building for many years – Why not ? The school was not considered for 21 st Century Schools Funding – Why not?

It is the responsibility of the landlord to provide a dry, safe and warm building. Yet again the Glan Yr Afon community have been let down by factors over which they have no control.

Alternative plans for school

There are other uses for the existing school and site that could be considered.

The school used to be three separate schools- what consideration has been given to moving Key Stage Two provision into the Foundation Phase side of the school, and demolishing the unused part of the school (which is the part in the worst state of repair)? This would ensure that the education of the pupils of Glan-yr-Afon would not be disrupted and maintain a non-faith, English medium primary school at the bottom end of Llanrumney. It would also allow scope for potential rebuilding and extension of provision, if numbers were to rise due to the planned housing developments in the area.

Alternatively consideration could be given to moving some of the behaviour support provision in Cardiff to occupy half of the school. The school would be ideal for this sort of provision due to the extensive woodland and fields. This is something that is not available at many schools in Cardiff.

Glan Yr Afon could federate with another local school. This was successful in some ways when the school worked with Meadowlane enabling the staff to access joint training and share expertise. Problems encountered at that time were due to the school needing a full time head while facing the court case. This should now be resolved.

Glan Yr Afon could reduce to a one form entry enabling children to have continuity of education in their local school.

Thank you for considering our views. In conclusion the staff feel that finally the school is in a very strong position to move forward –

The situation with Kevin Thomas substantive headteacher, should soon come to an end,

leadership in the school is strong and consistent with a clear vision moving forward
the Governing Body is taking an active part in the school and is continuing to develop
Estyn have stated that the school needs no further monitoring

The staff are able to access training – something they have been denied for many years.

Our pupils made excellent progress in the last academic year

Parental support is very strong

The parents should be given the opportunity to engage in their children's education in a local school and barriers should not be put in their way.

The area is currently being regenerated with new housing which will require a community base. The area has already lost the High School, Youth Centre and community Football Pitches,

This is not the right time to close our school when there is so much potential for growth and change.

Response to the consultation document

We are writing as the staff of Glan Yr Afon Primary School in response to the consultation document regarding the proposed closure of our school. In order to understand the position the school is in it is vital to understand what has happened to the school in the last three years.

Glan Yr Afon was inspected by Estyn in January 2015. The school's performance was judged to be adequate and its prospects for improvement were judged to be good.

Estyn stated in their report that the school's prospects for improvement are good because:

- The head teacher, senior management team and governors have a clear vision and aims and are strongly committed to raising standards
- Monitoring is effective in identifying the school's strengths and areas for improvement
- The development plan has appropriate priorities that link well to the outcomes of self-evaluation
- Recent initiatives, which focus on raising standards in literacy and numeracy, are starting to have a positive impact on pupils' standards
- There are effective partnerships that contribute significantly to pupils' wellbeing

These statements prove that the school was in a good position moving forward.

This put Glan Yr Afon in a stronger position than the other local non-faith schools in our area. Bryn Hafod and Pen Y Bryn were both judged as having adequate prospects for improvement at this time.

Glan Yr Afon was put into local authority monitoring following this inspection. Bryn Hafod and Pen Y Bryn were put into Estyn monitoring. This has not been explained accurately in the consultation document.

So what went wrong?

Initially the school made good progress against the recommendations – reports by challenge advisor confirm this and the staff were told by the headteacher and challenge advisor that the recommendations were on track and there was a strong likelihood the school would be removed from monitoring. Categorisation was also going to improve.

However in March 2016 the headteacher Kevin Thomas was suspended. It cannot be underestimated how damaging his suspension and the subsequent court case has been on the whole school- staff and pupils alike. We have been told on many occasions that this is something we should not raise as a concern or even talk about but it has been life changing for many of the staff.

Following his suspension a deputy head from another school was drafted in to take over. She had very little experience as a head and during this time changes were made which

were detrimental to the school. The strengths which Estyn had identified were not acknowledged. The staff tried to take action seeking help from their unions and governing body as they were concerned with the direction the school was going in but this did not result in any positive support at that time. It was perceived as the staff being difficult –this was not the case –the staff had genuine concerns for the school. At times the acting head, the deputy head the ALNCO, the site superintendent, all admin staff and several teachers were absent on sick leave directly or indirectly due to the stress of the situation.

Two senior teachers were asked to take over the day to day running of the school. They asked Challenge Advisor several times about recommendation and told not to worry – this was a crisis management situation. There was little support at that time when the school could have avoided Estyn monitoring. If that had happened we would be in a very different situation now.

Despite this, and due to the hard-work and commitment of the staff, the school has come out of Estyn monitoring in June 2018.

Teaching and Learning

However, one of the key arguments to now shut Glan-yr-Afon is that teaching and learning in the school is judged not to be as good as in other local schools. .

The consultation document is again misleading. This seems to be based on school categorisation. However as already stated Glan Yr Afon was in the strongest position for improvement. It would have been very hard if not impossible for our school to improve considering the number of headteachers and changes of governing body we have had during the last three years.

Teaching and Learning has never been an issue at Glan Yr Afon. All staff regularly exceed their Performance Management targets and no staff member has ever been involved in the compability process.

As a staff we firmly believe that every child has the right to an excellent standard of education. This can be provided at Glan Yr Afon. Estyn acknowledged that our children make good progress from a very low starting point in 2015. Progress data is vital to us with such a high percentage of children with additional needs.

In 2017/18 our progress data showed that our pupils had made excellent progress. All children in Foundation Phase made expected progress and most made higher than expected progress.

In Key Stage 2 all children with one exception made expected progress and many made more than expected progress.

This data was not included in the consultation document but we feel that if this was compared with other schools locally it would give a truer picture of achievement.

Where are Glan-yr Afon pupils going to go?

Article 3

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Flying Start Health Visitors
Glan Yr Afon Primary School
Browning Close
Cardiff
CF3 5NJ
10/10/18

To whom it may concern

We are Flying Start Health Visitors based at Glan Yr Afon (GYA) Primary School and are collectively responding to the proposed closure of GYA.

Whilst, we agree with the proposal set out by Cardiff Council on page 3 of the Summary Document we would like to articulate the benefits of our Flying Start Team being based locally and within GYA school and the wider community.

We realise that creating a strong economy which delivers prosperity and security for all individuals, families and communities in Wales is a key priority for Welsh Government (WG 2017). As Flying Start Health visitors we make a huge contribution to positively changing the lives of children and their families within the local area- Llanrumney. Pivotal to this is the fact that we are based at GYA, having high visibility with parents and children attending the school. The Flying Start Health Visitors are seen as part of the community of Llanrumney having strong links with the GYA school, local schools, Nurseries, GP surgery and wider community. This has strengthened our relationships with teachers, GP's, Community nurses, police and other professionals. This has provided us with excellent communication channels as we are seen to be part of the community and a great resource to other professionals and families. Also, our engagement with the wider multi-disciplinary agencies is crucial to safeguarding children in the local area. We also identify and refer children to Flying Start childcare which is offered to parents within the local area. Being based at the school allows us to maintain close links with parents and children particularly as we work closely with local nurseries.

The primary function of the Flying Start health visitor is to support the family in the home within an intensive structured home visiting programme. We offer an enhanced service to our families and help and support can be provided on a range of issues which may affect our families. We are supported by the Community Nursery Nurse (CNN) service and Karen (based at GYA) is invaluable to supporting us with the referral process for caring for newborn babies and giving advice and support with breastfeeding, feeding, weaning and nutrition, sleep routines, potty training and behavioral issues such as sleep. We provide additional home visits from the ante natal period through to 3 years and 11 months. This is to support our local families with parenting and to provide them with any help and advice which they might need. This enables us to build up secure trusting relationships with our family which is crucial in developing a partnership with our families, enabling them to draw out their values and beliefs and enabling us to identify health needs to determine appropriate interventions and early referrals. This contributes to health promotion, improved education, enhanced wellbeing and improved outcomes for all children and families living within the GYA flying start catchment area.

As Flying Start Health Visitors we have an excellent working knowledge and profile of the local area and as a result are able to sign post and refer our families to other agencies within and outside Flying Start if required. This is a crucial part of our role as we are at the forefront of delivering a robust Flying Start Service and we are the first point of contact with our families. Given the fact we spend lengthy periods of time with our families /clients we are able to identify early detection within the levels of provision offered, such as dental health, immunisation, smoking and substance misuse, prevention of SIDS, breastfeeding, nutrition, obesity, baby safety and accident prevention, promotion of secure attachment and bonding, involving dads and safeguarding children which are vital to the principles underpinning WG initiatives and also health visiting practice.

In order to facilitate health enhancing activities, it is necessary for us to work collaboratively with schools and health professionals within the local area to establish support networks in the community as well as individually planned home-based programmes. We continually assess our families identified as medium and high risk, and make appropriate referrals. Therefore being based at Glan Yr Afon has

enabled us to identify and work closely with families and relatives attending the school.

Our group sessions include baby massage, weaning parties and baby clinic. We also take part in delivering the Parenting programme. Evidence shows that speech, language and communication ability is an important predictor of later progress in literacy and has an impact on social skills as well as behaviour of children (WG 2017). Every family in our area has on-going access to an appropriate language and play group which is held at GYA primary school. From this, a more targeted approach based on assessment and referral can be taken when there is evidence of additional need

Looking forward, we will continue to strive towards improving outcomes for children and families and are committed to enabling our parents and families to find enjoyment and enrichment in parenthood. The government recognises that Health Visitors are in a key position to lead and influence change (DOH 1997). Therefore, in order for this to continue, it is vital that we have a profile and remain locally in order to continue to arrest this challenge of delivering a robust F/S programme with the enthusiasm and commitment that we have practiced since being based at Glan Yr Afon for the past 10 years.

Yours Faithfully

Helen Swann (HV)

Stephanie Cotton (HV)

Margaret Davies (HV)

Vicky Forsey (HV)

Karen Parker (CNN)

Julie Hugo (Clerk)

Summary of the responses received an appraisal of views expressed

1. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the points raised where appropriate.
2. The Council's response to each point can be seen underneath, under the heading "*Appraisal of views expressed.*"
3. The following responses were received in favour of keeping Glan-yr-Afon Primary School open:

Local Ward Members response

4. Councillors Lee Bridgeman, Keith Jones and Heather Joyce submitted a joint response objecting to the proposal to close Glan-yr-Afon Primary School. The response included the following points: (a copy of the full response can be seen at Appendix 6)
 - *We ask that the Cabinet reject the proposal and come back with a comprehensive spelt out plan for how the provision of English medium primary school places in the Llanrumney area can be addressed for future years;*
 - *Glan-yr-Afon Primary School serves an area of high economic deprivation within Llanrumney; approximately half of the children are eligible for free school meals (46%) with many pupils identified as possessing additional learning needs. The school also has a 'Wellbeing Class' and 'Flying Start Provision'.*
 - *There has been a historic substantial lack of investment in the school building;*
 - *The school has had a torrid period with the long term suspension of its head teacher - there is no mention of these extraordinary circumstances in the consultation document;*
 - *The school has been served by a succession of interim headteachers which has dramatically undermined the running of the school;*
 - *The school has been handicapped by the suspension of its headteacher and a chronic historic lack of investment in its infrastructure;*
 - *Greatly increasing the majority percentage of non-baptised Catholic children within St Cadoc's RC Primary School seems a rather odd thing to do irrespective of how good the quality of education that is on offer;*
 - *The St Cadoc's RC Primary School site is accessed via Shaw Close, a road with serious speeding issues which would make a mockery of the council's avowed aim that children should seek to walk and cycle to school;*
 - *The council state that the condition of the physical infrastructure of Glan-yr-Afon necessitates the school's closure. It is rated on the A-D classification scale as being designated within Band C. Yet, only one other of the Llanrumney Primary Schools has a better rating for the state of the physical building;*

- *Llanrumney has had community assets taken away and these resources have not been replaced;*
- *Residents are not even guaranteed that places for their children will remain on the estate of Llanrumney.*

Appraisal of views expressed

5. The Council notes the views expressed by Local Ward Members.
6. It is acknowledged that the catchment of the school includes a Lower Super Output Area (LSOA) identified as one of the most deprived areas in Wales, within the first 5% in the 2014 Welsh Government Index of Multiple Deprivation for Wales. In 2016/17, 46% of learners were registered as entitle to free school meals, significantly above the national average of 18.9% and the Cardiff average of 22.3%.
7. Investment in school buildings is carried out in line with identified priorities including sufficiency and condition issues. As part of the Welsh Government 21st Century Schools Programme, the Council has invested in schools throughout the city. In these areas demand for places has been more than the number of places available. The proposal to close Glan yr Afon Primary School relates to the need to remove surplus places. There are a greater number of places in primary schools in the Llanrumney area than pupils who wish to attend these schools and whilst the number of children living in the area has increased there are still many more places than needed and the aim of the proposed change is to reduce the numbers of unfilled English-medium primary places.
8. There have been interim leadership arrangements at the school to cover the absence of the substantive Headteacher since March 2016. An experienced Headteacher has been seconded full time to the school with effect from September 2018.
9. The proposal to increase the number of places available at St Cadoc's Catholic Primary School is a separate proposal, and subject to consultation which is being carried out by the Governing Body of the school. In the event that the proposal to close Glan-yr-Afon Primary School is not progressed, the proposed change to the admission number at St Cadoc's Catholic Primary School would be withdrawn.
10. The Council had originally proposed to locate the new build Eastern High School on the Eastern Leisure Centre site within the Llanrumney ward, however, following prolonged public engagement with the local communities it was agreed that the new school be built on the former Cardiff and Vale College site on Trowbridge Road.
11. Additionally following public consultation it was agreed to maintain library provision in the area and the new Llanrumney Hub was established.
12. The Governing Body of St Cadoc's RC Primary School are consulting on a proposal to increase the admission number of the school across all age groups

to 60 utilising existing accommodation. Pupils from Glan-yr-Afon could move to St Cadoc's RC Primary School, other community primary schools in the immediate area or alternatively access places in schools within two miles of their home address if preferred. Additionally parents would have the option of transferring to Welsh-medium which the Council would support in line with the Welsh Government 1m Welsh speakers aspirations. It is however acknowledged that accessing school places outside of the local area may present challenges for some families.

Estyn

13. A response from Estyn included the following (a copy of the full response can be seen at Appendix 6)
- *The proposal is by Cardiff City Council. The proposal was submitted as a result of the fact that there are many more school places available in English-medium schools in the Llanrumney area than the number of pupils who wish to attend those schools. This has been consistent over a number of years. Cardiff City Council proposes to discontinue some of the surplus school places in schools in the Llanrumney area through closing Glan yr Afon Primary School from September 2019. As long as there are additional places available in other local schools, it is Estyn's view that closing Glan yr Afon Primary School would not have a detrimental effect on the standard of English-medium education in the Llanrumney area.*
14. The Council notes the views expressed.

Glan-yr-Afon Primary School Governing Body response

15. A response was received from the Chair of Governors on behalf of all the governors of the school. The responses raised the following points (a copy of the full response can be seen at Appendix 6)
- *Llanrumney is recognised as being in the 5% of the most deprived areas in Wales and its FSM is higher than any other school in the area;*
 - *Glan-yr-Afon Primary School services a particularly vulnerable population for whom Glan-yr-Afon is a vital community resource that goes beyond teaching;*
 - *It is not recognised that falling rolls have been adversely influenced by reputation in the local area damaged by the circumstances of the school over which it has no control;*
 - *The title of the Consultation Document is disingenuous. It is about the proposed closure of Glan-yr-Afon Primary School therefore it should say so;*
 - *People believe that this is not a consultation but a fait accompli with Glan-yr-Afon going to close and the school lost 25 pupils last week;*
 - *It is appalling that the condition and suitability of the school buildings can be used as a reason to close the school;*
 - *The numbers in St Cadoc's RC Primary School should be based on people of the Catholic faith not on the expectations that other pupils will be forced into faith school education;*

- *The financial situation of the school is not as a result of the failure of the school but of a damaged reputation. Because of the uncertainty of the situation a major restructure of staffing which would have dramatically readjusted the budget demands to deal with falling rolls has not taken place as being judged and advised that it would be inappropriate during this uncertain time of management.*
- *To suggest that children of all ages could walk up to two miles to school or be carried by car shows the lack of consideration of understanding of parents in a highly socially deprived area.*
- *Alternatives to these proposals should be explored e.g. phased review over 5 years; amalgamate with another local community school; reduce to one form entry school and federate with another school; reduce to one form entry and consolidate in the Foundation Phase part of the building and demolish the junior building or place a council facility such as The Court School on the site.*

16. The Governors response also included the following questions:

- *None of the schools in the area are full in every year group. If Bryn Hafod Primary School was closed Glan-yr-Afon and other schools could be filled. It is fatuous to argue for closure of Glan yr Afon because parents are sending their children to other schools in Reception when it is stated that the number of pupils on roll at Glan- yr-Afon has increased every year from 2013-17. How do you account for this?*
- *St Cadoc's RC Primary School is currently undersubscribed so why are they proposing to increase their places?*
- *Why were the governors not involved in a discussion about this proposal in order to contribute to the process and maybe avoid it by suggesting alternatives as we do so later in this response?*
- *Why were hard copies of either the main or summary documents not supplied to the governors, as they were to staff and parents?*
- *We understand that the dates of the consultation process were decided at a meeting of the parents and the LA with governors and staff not being consulted, why was this?*
- *The Government's "21st Century Schools" programme is spending millions of pounds on other schools, why not Glan-yr-Afon?*
- *If the demography of the area changes where will the pupils go if Glan- Yr-Afon Primary School closes?*
- *On Page 31 of the Consultation Document what the Local Authority has printed is very misleading. It is true that 'the school is facing a number of challenges'. However, it is definitely not true to print that 'these challenges are having an impact on the ability of the school to deliver a high standard of education'.*

Appraisal of views expressed

17. See paragraph 6.

18. The absence of the substantive Headteacher and the issues arising out of this were beyond the control of the Local Authority however it is acknowledged that this may have impacted on the decision of parents not to place children at the school.
19. As set out at the meeting with staff and governors, the public meeting and drop in sessions the proposal is at the consultation stage and no decision has been made to close the school. Any decision by parents to transfer children out of the school is a personal matter and does not indicate a decision on the part of the Council to close the school.
20. Information regarding the condition and suitability of school buildings is included in consultation documents as required by the Welsh Government's School Organisation Code.
21. There is no expectation that pupils will be forced into faith school education. See paragraphs 9 and 12.
22. A large proportion of the budget deficit relates to a reduction in formula funding arising out of the falling number of pupils on roll at the school. The budget has not been directly affected by the absence of the substantive Headteacher and employment of temporary Headteachers as this has been covered by Mutual Supply Funding throughout.
23. In line with Welsh Government guidance, children living over two miles from their primary school may be eligible for free home to school transport. Children living less than two miles from their primary school are not eligible for transport. It is however acknowledged that accessing provision which is further away may cause difficulties for some families particularly given the topography of the local area.
24. The alternative suggestions put forward by the Governing Body are noted. Consideration of these suggestions is subject to additional work being undertaken to establish the viability of any/all of these.
25. The number of pupils on roll on Glan yr Afon increased every year from 2013-17 however in the spring term 2018 there were only 151 pupils (Reception to Year 6) at the school resulting in 141 spare places at the school, almost half (48%) of the available places. The low number of pupils at Glan yr Afon Primary School resulted in the school setting a deficit budget of £130,000 for 2018/19.
26. See paragraph 9.
27. The proposal was brought forward in response to the need to address the issue of surplus places in the local area. The consultation has provided the opportunity for governors to be involved and to put forward alternative options for consideration.
28. Governors were provided with a link to the document however hard copies could have been made available if requested.

29. At a meeting with parents requested by the school following the July Cabinet meeting officers advised that the consultation would begin in September. This information was also shared with senior leaders at the school.
30. See paragraph 7.
31. Demand for English-medium community school places in each of the primary school catchment areas in Llanrumney varies.
32. Table 1 below shows the recent and future (projected) demand for places at entry to Reception year in the English-medium community primary school catchment areas in Llanrumney. These are the children resident in each catchment area, who may be attending any English-medium school.
33. This takes account of information provided by the NHS for children in the area who would attend school in future. It also considers how many attend an English-medium, Welsh-medium or faith school at present, and how many may wish to attend in future.

Table 1: Recent and projected demand for places at entry to Reception in English-medium community primary schools within each catchment area

| Catchment area | Published Admission Number | PLASC (school census) data in January | | Projection data | | | |
|---------------------------------------|----------------------------|---------------------------------------|-----------|-----------------|-----------|-----------|-----------|
| | | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Bryn Hafod Primary School Catchment | 60 | 51 | 42 | 36 | 44 | 34 | 35 |
| Glan-Yr-Afon Primary School catchment | 41 | 37 | 41 | 39 | 35 | 40 | 38 |
| Pen-Y-Bryn Primary School catchment | 30 | 15 | 27 | 23 | 25 | 27 | 28 |
| Total within combined catchments | 131 | 103 | 110 | 98 | 104 | 101 | 101 |

34. In total there are more school places available in Reception at Bryn Hafod, Glan-yr-Afon and Pen y Bryn Primary Schools than are needed for the future demand. Although there are 131 places available, the number of local pupils expected to take up places in future years does not exceed 104.
35. The most recent update from the NHS suggests that there will be fewer Reception-age pupils in the Llanrumney area in 2021-22 than in earlier years.
36. In the most recent Welsh Government School Categorisation at January 2018, the school was categorised as Amber (a school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly). Teaching standards are improving, however the rate of change has not yet been significant enough to attain 'good' level across the school.

Interim Headteacher of Glan-Yr-Afon response

37. The interim Headteacher raised the following points (a copy of the full response can be seen at Appendix 6) :
 - *The proposal to close Glan-Yr-Afon Primary School expects children to either attend a faith school or walk a significant distance, along busy roads and up significant inclines;*
 - *The proposal does not begin to show any understanding of the distance needed to be walked by children as young as 3 years, if they have to attend one of the other community schools in the area;*
 - *The school must not continue with the status quo established over the past 10 years, but that does not mean it needs to be closed and the families of lower Llanrumney left without a community school and with distinct barriers to accessing education;*
 - *Glan-Yr-Afon Primary School needs new, strong leadership, investment in the building, a significant review of staffing and structure, and a real belief and commitment to make it the outstanding school the children in Llanrumney need;*
 - *The initial Equality Impact Assessment fails to address the discrimination created by forcing families in Glan-yr-Afon catchment to have to attend a faith school - St Cadoc's RC Primary School;*
 - *There are not enough spaces for all children in all year groups at Bryn Hafod and Pen-y-bryn Primary Schools for families wishing to choose a community school;*
 - *The consultation shows it is wholly reliant on St Cadoc's Catholic Primary School extending its admission numbers. This proves that whilst there are surplus places, there are not enough places for all children. The summary*

document shows this clearly: "In 2017-18 there were 113 pupils enrolled in the Reception – Year 4 classes at Glan-yr-Afon Primary School. If the school closed and St Cadoc's Catholic Primary School also increased their places, there would be 156 places available in the schools in Llanrumney";

- The geography/topography of Llanrumney means accessing another community school (non-faith) will be very, very difficult for many families;*
- The discrimination against many of the poorest families in Cardiff – making education so inaccessible to many. The proposal suggests putting barriers in the way of pupil-progress and is in direct conflict with the Closing the Gap priority the LA and Welsh Government has;*
- Maintaining good attendance at school will be very difficult for many children from the lower end of Llanrumney;*
- The discrimination against non-Catholic families – who will have no choice but to choose a faith school due to the practicalities of physical access and space, not because it is what they want for their children;*
- Glan-yr-Afon has the highest FSM percentage and ALN percentage in Llanrumney. There is extensive evidence that the biggest group advantaged by smaller schools are children in areas of deprivation and disadvantage;*
- The rising numbers of families returning to choosing English medium community schools in Llanrumney has been evidenced this year, with an over-subscribed Eastern High School. In the past decade, one of the reasons parents have selected Welsh-medium primary schools and faith schools is that the former Llanrumney and Rumney High Schools both provided a poor quality of education, and they wanted to maximise their chances of accessing a better secondary education;*
- It is highly unjust that the faith schools in the area cannot be considered in this. St Mellon's CW Primary School has a poor building, a tiny admission number and is therefore a huge financial burden on the LA. Why does it not merge with St Cadoc's and become an ecumenical school?*

Appraisal of views expressed

38. See paragraph 12.
39. See paragraphs 9 and 12.
40. If Glan yr Afon Primary school were to close, Admissions Officers would work with parents to provide details on available places and information on school so that families could make a well informed decision about their child's transfer. In the event of there being more demand for community places than places available in Llanrumney either because the proposal to increase the admission number at St Cadoc's did not go ahead or parents did not wish to access

catholic provision, it may be necessary for children to transfer to schools outside of the Llanrumney area.

41. It is acknowledged that the geography/topography of the Llanrumney area may cause difficulties for some families.
42. The concern regarding the maintenance of good attendance is acknowledged. All schools have processes in place to maintain/improve attendance and work with the families of any/all children whose attendance is a cause for concern.
43. The potential for an increasing number of families to opt for English-medium primary school provision given the improving profile of Eastern High School is acknowledged. Admissions to community high schools are based on residence within catchment and attendance at a faith or Welsh-medium primary school would not prejudice any application for a place at Eastern High.
44. The reorganisation of faith schools serving the area is a matter for the Church in Wales Diocese and the Catholic Arch Diocese.

Staff of Glan-Yr-Afon Primary School

45. A joint response was received from the staff of Glan-yr-Afon Primary School. It included the following points (a copy of the full response can be seen at Appendix 6):
 - *The performance and prospects for improvement of Glan-Yr-Afon Primary School have not been explained accurately or acknowledged within the Consultation Document;*
 - *The suspension in March 2016 of the Headteacher and the subsequent court case has had a damaging effect on the whole school- staff and pupils alike;*
 - *At times the acting head, the deputy head, the ALNCO, site superintendent, all admin staff and several teachers were absent on sick leave directly or indirectly due to the stress of the situation;*
 - *There was little support at that time when the school could have avoided Estyn monitoring;*
 - *In 2017/18 our progress data showed that our pupils had made excellent progress. This data was not included in the consultation document but we feel that if this was compared with other schools locally it would give a truer picture of achievement;*
 - *The best interests of the child must be a top priority in all decisions and actions that affect children;*
 - *Has the local authority considered the Well-being of Future Generations Act (Wales 2015) as there is no reference to it in the consultation documents;*
 - *Glan-yr-Afon Primary School had a balanced budget when the headteacher was suspended. The deficit has dramatically increased in the last two years;*
 - *Why was the governing body allowed to set a deficit budget in 2017/18 and why have they set a deficit budget of such a large sum for 2018/19 on the recommendation of the local authority?*

- *Glan-yr-Afon used to be three separate schools, which have been amalgamated about twenty years ago. This in itself has led to there being excess classrooms;*
- *Some parents in recent years opted to send their children to faith provision due to the bad reputation of the former Llanrumney High School. The new school Eastern High is now an over-subscribed school, which may well lead to an increase in demand for a non-faith, English medium primary school in the bottom end of Llanrumney;*
- *Following his conviction Kevin Thomas is still in post, still being paid- this money should be used to improve our school;*
- *Local councillor and an employee from the local authority both advised parents to move their children to other schools during the consultation;*
- *There are many new homes planned in Llanrumney and Rumney. With so much building going on in the local area this is not the right time to be considering closing a school;*
- *We would like to question what support Glan-yr-Afon Primary School has received (as mentioned on page 17 of the Consultation Document);*
- *Why was the Glan-yr-Afon Primary School building not considered for 21st Century Schools funding?*

Appraisal of views expressed

46. The consultation document reflects the judgements made by the Central South Consortium and Estyn.
47. See paragraph 18.
48. Cardiff Council has to consider the Well-being of Future Generations (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural well-being of Wales. The proposal to close Glan-yr-Afon relates to the need to remove surplus places in the Llanrumney area and would allow for funding currently being used to maintain these places being used to support teaching and learning.
49. See paragraph 22.
50. Part of the surplus accommodation at the school has been used to accommodate Flying Start Provision. The remaining surplus arises out of the low number of children attending the school.
51. See paragraph 43.
52. Matters related to the absence of the substantive Headteacher have been/continue to be subject to legal and HR processes.
53. See paragraph 19.
54. As set out in the consultation document, several new housing development are being built in Llanrumney through the Cardiff Housing Partnership Programme. The number of pupils from these developments is not expected to have a

significant impact on the number of pupils needing places at primary schools in Llanrumney with the total increase in pupils from the known housing developments being fewer than four in each year group.

55. The school is 'Amber' in the national categorisation model however the level of support provided to Glan yr Afon Primary School by the Education Consortium, the Council and by other schools has been greater than would normally have been given to a school in this category.
56. The school will continue to be categorised as Amber this year and will continue to be given extensive external support in order to improve.
57. See paragraph 7.

Flying Start Provision at Glan yr Afon Primary School

58. Flying Start Health Visitors based at Glan yr Afon Primary School collectively responded to the consultation. Their response included the following points: (a copy of the full response can be seen at Appendix 6)
 - *As Flying Start Health Visitors we make a huge contribution to positively changing the lives of children and their families within the Llanrumney area. Based on site at Glan yr Afon Primary School we have high visibility with parents and children attending the school;*
 - *Our engagement with local families and the wider multi-disciplinary agencies is crucial to safeguarding children in the local area. Being based at Glan yr Afon Primary School has enabled us to identify and work closely with families attending the school;*
 - *In order for our support to continue, it is vital that we have a profile and remain locally in order to continue to deliver a robust Flying Start programme.*
59. The Council notes the views expressed. If Glan yr Afon Primary School closed the Council would make arrangements to move the Flying Start provision and it would stay in the local area.

Consultation with the pupils of Glan yr Afon Primary School

60. Cardiff Research Centre (CRC) were commissioned by the School Organisation, Access and Planning team to undertake engagement with pupils of Glan yr Afon. CRC designed and facilitated classroom based activities with pupils at the school. Twenty-one pupils took part in the engagement exercise ranging from year 2 to year 6. (A full copy of the methodology can be seen at Appendix 5)
61. *The number one concern for the pupils taking part in the engagement exercise focused on changing teachers. Pupils were worried not only from the perspective of fitting into a new classroom but were also thinking about what would happen to their existing teachers should Glan yr Afon close.*

62. *Whilst bullying was not raised initially as a particular concern it was scored highly as part of this follow on exercise. Similarly, making new friends, getting to know a new building and uncertainty around what will eventually happen, were all also recorded as a cause for concern by a large number of pupils.*
63. *Some pupils commented that they didn't want to have to go to St Cadoc's RC Primary School should the proposed closure go ahead as they weren't Catholics, and so wouldn't fit in.*
64. *Pupils also verbally expressed concern about what would happen to forest school. This was clearly an aspect of the school that the children enjoyed and gained a lot from. Pupils were concerned that this facility may not be available to them at a new school. They were also mindful as to what would happen to the trees, animals etc. of this space if there were to be future developments on the current school site.*
65. *The role of selecting primary schools to determine which secondary school pupils would ultimately attend was also raised with some pupils concerned that their future choices could be affected.*
66. *Pupils felt that an opportunity to visit any new school, to meet teachers, pupils and get some familiarity with a new setting could help to allay concerns that they may have.*
67. *The current 'not knowing' was a source of significant concern. Pupils asked to be 'just told straight' what was happening so that they could try to get used to the idea.*
68. *Pupils were keen to have information provided to them via an official channel, with a visit from a council officer to provide direct updates the preferred choice. It was clear that information is currently coming to pupils from a variety of sources including the school, parents and the playground. Pupils wanted to feel informed and be updated directly regarding any developments.*
69. *Knowledge that they would be transferring with classmates and siblings would also reduce concerns significantly.*
70. *In addition to these comments pupils currently in Y5 who attended the public meeting and who submitted individual responses expressed concerns about having to transfer schools twice within a short space of time, once for Y6 and secondly for Y7.*

Appraisal of views expressed

71. A school closure places school staff at a potential risk of redundancy and this will need to be managed in line with the School Redeployment and Redundancy Policy which has been adopted by the Governing Body.
72. The concerns regarding bullying, transferring to a new building and the uncertainty around what will happen are acknowledged. All primary schools in

Cardiff are able to meet the needs of pupils and Council Officer would work with the school and parent to move children to alternative schools in the event of the school closing.

73. There would be no requirement for children to transfer to St Cadoc's RC Primary School.
74. Should there be a decision to dispose of all or part of the Glan yr Afon Primary School site it would be necessary to consider the future use of the site including the forest school area.
75. Admissions to community high schools are based on residence within catchment and attendance at a faith or Welsh-medium primary school would not prejudice any application for a place at Eastern High.
76. The wish for pupils to be updated directly is noted.
77. It is not possible to guarantee that classmates and siblings could transfer to another school together in the event of Glan yr Afon Primary School closing.
78. The concerns expressed by Y5 pupils are noted.

Other responses received

Lack of appropriate support from the Local Education Authority

79. Glan yr Afon Primary School has faced a number of challenges following the absence of the substantive Headteacher. Responses included the following points.
80. *Having to survive and carry on during this time was very difficult for staff, parents and pupils' alike, as none or very little help was given by the Local Authority. On numerous occasions, the school asked for help to run/manage the school, but no help was forthcoming.*
81. *For 1 whole term, two members of the senior leadership ran the school, in the absence of the Head and Deputy, who was on the sick with stress.*
82. *The Local Authority's decision to appoint an inexperienced Deputy Head as Headteacher of Glan-Yr-Afon Primary School was detrimental to the school, but no one has ever been held to account.*
83. *The focus on the budget deficit of £130,000 does not take into consideration the savings that the school has already made towards removing that deficit, nor does it take into consideration the fact that until our substantive head was suspended our budget had not had this level of deficit.*

Appraisal of views expressed

84. See paragraphs 8, 55 and 56.

85. See paragraph 22.

Quality and Standards

86. *The proposal fails to mention that the schools prospect for improvement was Good when the Inspection was undertaken in 2015. This was a more positive judgement than that received for Pen y Bryn . It suggests that the school has needed more support than any other Amber schools in the area but fails to mention the absence of a consistent and substantive head for the last 2 and a half years and the fact that the school has had a turbulent time of management during this period.*
87. *Since the Estyn inspection in 2015, the standards of teaching and learning at Glan yr Afon Primary School have been never been in doubt or even questioned.*
88. *Glan yr Afon Primary School was in the strongest position for improvement. It would have been very hard if not impossible for our school to improve considering the number of headteachers and changes of governing body we have had during the last three years.*
89. *Last year our pupils made excellent progress. All our Foundation children made expected progress and most better than expected progress. All our Key Stage 2 pupils (except 1) made expected progress and many made better than expected progress. This data has not been included in the consultation report- I believe this would compare very favourably with other schools!*
90. *Teaching and learning has never been an issue at Glan yr Afon. All staff regularly exceed their Performance Management targets and no staff member has ever been involved in the capability process.*
91. *The Consultation Document states that the school had made sufficient progress in all areas but fails to mention that in 3 areas the progress was rated as strong. The report does not show how the school is positively moving forward and providing strong learning opportunities for the pupils.*
92. *The number of inaccuracies and misleading statements that the '21st Century Schools Consultation Document 2018' contains are many and the current position of Glan yr Afon, with regards to its standards of Teaching have been totally misrepresented.*
93. *The school could now be in a position with the legal proceedings concluded to move forward but the opportunity is being denied to show what Glan yr Afon Primary School could be like with a full time head and proactive management.*
94. See paragraphs 46, 55 and 56.

Loss of friendship groups and being parted from siblings

95. *Many children are already displaying signs of heightened anxiety at the prospect of school closure, worrying about being split from their siblings, friends and the safety of familiar buildings.*

Appraisal of views expressed

96. It is acknowledged that the proposal to close the school impacts on those children at the school. All primary schools in Cardiff are able to meet the needs of pupils. In the event of the school closing, Council Officers would work with the school and parents to move children to alternative schools.

Cardiff Council has taken so much from the Llanrumney community

97. *We as a community have lost so much from the bottom end of Llanrumney. We have lost the Community Centre (Barn), Llanrumney High School and now Glan yr Afon Primary School as the only non Faith or Welsh school*
98. *Generations of local families have attended Glan yr Afon Primary School.*
99. *If you close the school there will be no community left because Glan yr Afon Primary School is where local families meet up and socialise.*
100. *Glan yr Afon Primary School is the only community facility left in Llanrumney. It can be the heart of lower Llanrumney, a much needed resource.*

Appraisal of views expressed

101. See paragraphs 10 and 11.

Home to school proximity and transport costs

The views expressed included the following:

102. *The Consultation Document suggests that children may have to travel further to school. It does not take into consideration the Cardiff Walk to School initiative if it is actively promoting the need to be driven to school and will have a detrimental effect on safer routes to school and on parking.*
103. *I'm concerned that my four children might not be able to attend the same school. I don't drive and can't afford bus fare everyday. Will I get help with this?*

Appraisal of views expressed

104. See paragraphs 12 and 23.

Well-being class at Glan yr Afon

105. *The city may be looking to establish further classes in other schools but this is not an easy prospect. There has been a limited number of schools who have shown a willingness to develop these classes on their sites. Where is it proposed that these children should be accommodated?*

106. *Many parents from Llanrumney and across the city have valued the school's inclusive input and our class for how it has given transformational help to children with significant social, emotional and behavioural needs. In recent years when county provision has been insufficient to meet growing needs Glan yr Afon has made a major long term contribution.*

Appraisal of views expressed

107. There are currently five Wellbeing classes across the city. The Council is also planning to open more classes in other schools.
108. If the school closes, the Council would be able to close the Wellbeing class with no impact on pupils.

Closing the school will have a detrimental effect on the educational attainment and well-being of pupils

109. *A single mother with 2-4 children and no car will not be able to get her children all the way to Pen Y Bryn Primary School in bad weather. Also if one child is ill, all will likely remain at home due to difficulties in managing the longer distance to and from school.*
110. *The "closing the gap" aims for the Council and Government are seriously negated by this proposal. Children have a right to attend primary school- this should be a local school which is part of their community.*

Appraisal of views expressed

111. It is acknowledged that the closure of the school may result in difficulties for some families.
112. 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.
113. The Council does not expect this proposal to have any negative impact on the quality and standards of education or the delivery of the Foundation Phase and Key Stage 2.
114. Other schools in the local area have been judged by Estyn to have standards that are as good or better than Glan yr Afon Primary School.

Families with English as an additional language (EAL)

115. Several families with English as an additional language who have settled in the local area responded to the consultation to explain that they currently receive support from Glan yr Afon Primary School in terms of staff reading letters for them and taking time to explain things.

116. The close proximity of Glan yr Afon to their home address has made this support very accessible for them, and they are concerned that they may lose this support and feel cut off from the local community if the school closes and they have to attend school further away.
117. The views expressed included the following:
118. *My family and I are Refugees so value the security and stability that we currently experience at Glan yr Afon. I am concerned that my children may not settle if they have to change schools.*
119. *It would not be possible for my wife or I to take our children to more than one school as we do not drive and have no spare money for transport costs.*

Appraisal of views expressed

120. The views expressed are noted.
121. Pupils with English as an Additional Language can be supported in any school in Cardiff.
122. There is no information available that suggests that the proposal would have a negative effect on how children with English as an additional language are supported. All schools in Cardiff would continue to provide support that is appropriate to the individual needs of each pupil.

Do not want to choose a faith school

123. Responses were received raising concerns that the alternative school mentioned in the consultation document (St Cadoc's Catholic Primary School) is a faith school and not a community school. The views expressed included the following:
124. *Promoting St Cadoc's RC Primary School to the parents of Glan yr Afon Primary School as an alternative is removing the parents right to decide if they want their children raised in a faith school and their choice of religion or not. This is in direct contravention of the UNCRC convention 14 allowing children to express and follow their own choice of religion.*
125. *There does not appear to have been any consideration that parents may not wish their child/children to have a Catholic Education.*
126. *The numbers in St Cadoc's Catholic Primary School should be based on people of the Catholic faith not on the expectations that other pupils will be forced into faith school education.*
127. *St Cadoc's is a Voluntary Aided school and their numbers should not be arbitrarily decided by their governors but by the Council School Organisation plan. No other school can determine their own intake apart from other faith*

schools. The school is undersubscribed now. Why are they proposing to increase their places?

Appraisal of views expressed

128. The views expressed are noted and the Council acknowledges that not all families will chose faith provision.
129. See paragraph 12.

St Cadocs RC Primary School will be overcrowded

130. *My grandchildren attend St Cadoc's RC Primary School and I feel it will be overcrowded with Glan yr Afon children. The proposal is not fair on both schools.*
131. *Would there be more teachers or assistants to help with larger classes?*

Appraisal of views expressed

132. Changing the use of existing rooms at St Cadoc's Primary School would allow for additional children to be admitted to the school and would not result in overcrowding.
133. The staffing structure and allocation of classes is a matter for the governing body of the school.

Safety needs to be considered if St Cadocs R C Primary School takes on more pupils

134. *More cars outside St Cadoc's RC Primary School is not feasible. Parking needs to be provided for children's safety.*
135. *St Cadoc's RC Primary School site is accessed via Shaw Close, a road with serious speeding issues which would make a mockery of the council's avowed aim that children should seek to walk and cycle to school.*

Appraisal of views expressed

136. Around 30% of car journeys made during the morning rush hour are trips to schools or colleges. Travel to school by car can add to traffic on main roads and lead to congestion and problems with parking on residential streets near to schools.
137. St Cadocs' RC Primary School is currently part of the Sustrans Active School Programme which encourages children to walk, scooter and cycle to school.
138. The school is aware that there are already problems with traffic and parking around St Cadoc's school in the mornings and evenings. It is also aware that

speeding traffic along Ball Road is a problem. It has been liaising with the Council on improving this.

The Glan yr Afon site

139. *What is going to happen to the Glan yr Afon site? If it is houses, it means more children with no school places.*
140. Should there be a decision to close the school and to dispose of all or part of the school site it would be necessary to consider the future use of the site. Any funds that the school receives for the site would be expected to be used for funding for the School Organisation Plan Programme, minus any costs for demolition, security etc.

Those with mobility issues and health conditions will suffer having to travel to a school further away

141. *I am a disabled woman who looks after my grandson. Some days when I am really not well I will ring the school and the teacher will walk him out for me or I can ring another one of the parents and they will walk him down.*
142. *My children suffer with asthma, which is made worse by travelling longer distances and is affected by colder weather.*

Appraisal of views expressed

143. It is acknowledged that the closure of the school may result in difficulties for some families.

Conservation

144. *The grounds of Glan yr Afon are hugely valuable for learning opportunities such as Forest School and these are invaluable for the children of Glan yr Afon.*
145. *I am concerned about the natural habitat of the foxes, squirrels and bats that are living around the school. There are bats on the roof – I have seen them flying around for years as I live next door to the school and was born here.*

Appraisal of views expressed

146. See paragraph 140.

Planned new housing in Llanrumney

147. *Housing developments- the majority of houses being 2 or 3 bedroom then that would surely increase more than 1 pupil per year group as is suggested. The old Llanrumney High school site has also been earmarked for Phase 2 building in order to meet the requirements of a 10,000 housing list. When this is undertaken in the near future there will be the need for further school places.*

Appraisal of view expressed

148. See paragraph 54.

Alternative Options

149. A number of alternatives to the proposed closure of Glan yr Afon Primary School have been suggested during the public consultation. These are listed below:

- *Reduce the admission number to 1-form entry and federate the school with another primary school to improve teaching and leadership and assist in the financial sustainability of both schools;*
- *Reduce the size of the school building by locating the whole school in the Infant /Flying Start part of the building making it more efficient.*
- *Invest in the Glan yr Afon site buildings and change the name of the school, as some within the community see it as having a negative reputation and to bring it up to 21st Century standards.*
- *Amalgamate Pen-y Bryn Primary School on the bigger Glan yr Afon site and changing the catchment area of Llanrumney to suit this amalgamation and pupil distribution. Access to Glan yr Afon could easily be improved by a one-way system and separate exit/entry for traffic, using other streets which also back onto the grounds of the school. The sale of the Pen y Bryn site would be more profitable than selling the Glan yr Afon site, and the profits from this could be used towards modernising and remodelling (or rebuilding) Glan yr Afon.*
- *Create mixed age classes to save money such as putting nursery and reception pupils together;*
- *Phased review over 5 years to enable pupils to complete their education at Glan yr Afon Primary School.*

Appraisal of views expressed

150. The alternative suggestions put forward are noted. Consideration of these suggestions is subject to additional work being undertaken to establish the viability of any/all of these.

Views of those in support of the proposal

151. Of the 9 responses received in favour of the proposal, one parent expressed concerns about child safety at the school. Two responses supported the proposed closure of Glan-yr-Afon Primary School, but only if certain concerns can be addressed.

152. The 9 responses included the following points:

- *There are too many schools in the Llanrumney area. Whilst the Council has provided different types of schools .i.e Faith and Welsh-medium they have not considered the financial cost to the rate payer many of whom do not have children attending school. If the closure is done in a way that does not impact on the children then all should be ok.*
- *When all the housing developments in the area are complete we may not have enough spaces in not just primary but also the secondary schools in the area. I believe a better solution would be to temporarily rehouse the pupils in other schools then demolish and rebuild a new school on the Glan-yr-Afon site which can then can house the pupils from Glan-yr-Afon and Bryn Hafod amalgamating the two schools thus saving money on two heads, cleaners, caretakers cooks etc.*
- *There is an assumption that additional places will be made available at St Cadoc's. The statement that if the Admission Number at St Cadoc's is not increased, the Council could consult at a later date on other changes, is quite remarkable, given that the proposed closure date for Glan-yr Afon is 31/8/19. There will be no time for an alternative plan.*
- *St Cadoc's is the only community school within reasonable walking distance for children from the bottom end of Burnham Avenue. This is, however, a faith school which presumably parents would have already chosen if they so wished. The only feasible alternative non-faith community school with capacity appears to be Bryn Hafod, which is a considerable walk for parents/children along Ball Road.*
- *The old Llanrumney High School site is at the pre-planning consultation stage for 98 dwellings of which no mention is made in the Consultation. Where will these children go?*
- *The Consultation Document states that the Council would consult at a later date on changes to catchment areas. If no changes are made, would there not be 146 children from Glan-yr-Afon in 2019/20 who would need to transfer to other schools?*
- *I understand that Trowbridge Primary/Greenway Primary are to become federated with one Head. Has this model been considered for Glan-yr-Afon and either Bryn Hafod or Pen-yr-Bryn as a cost saving measure?*

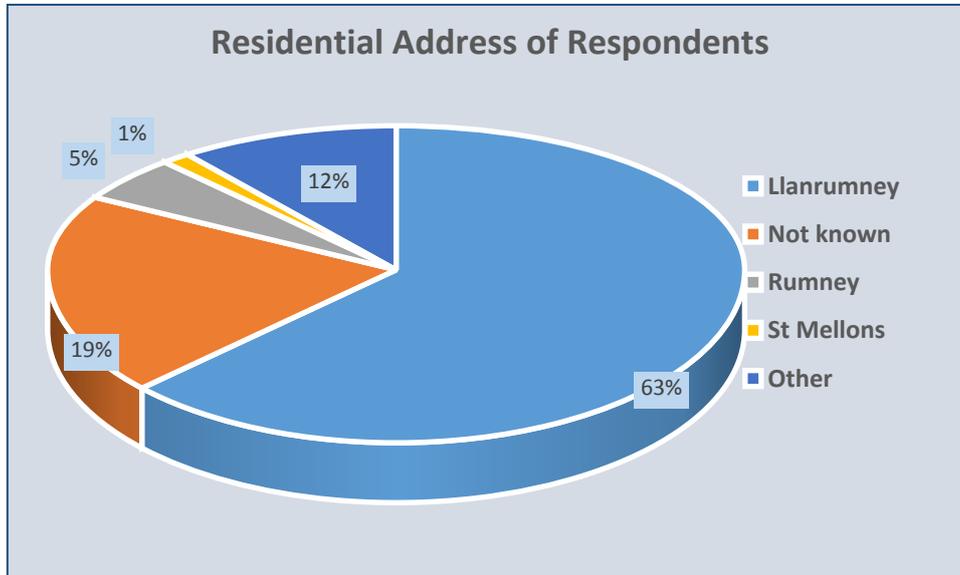
Appraisal of views expressed

153. The views expressed are noted.

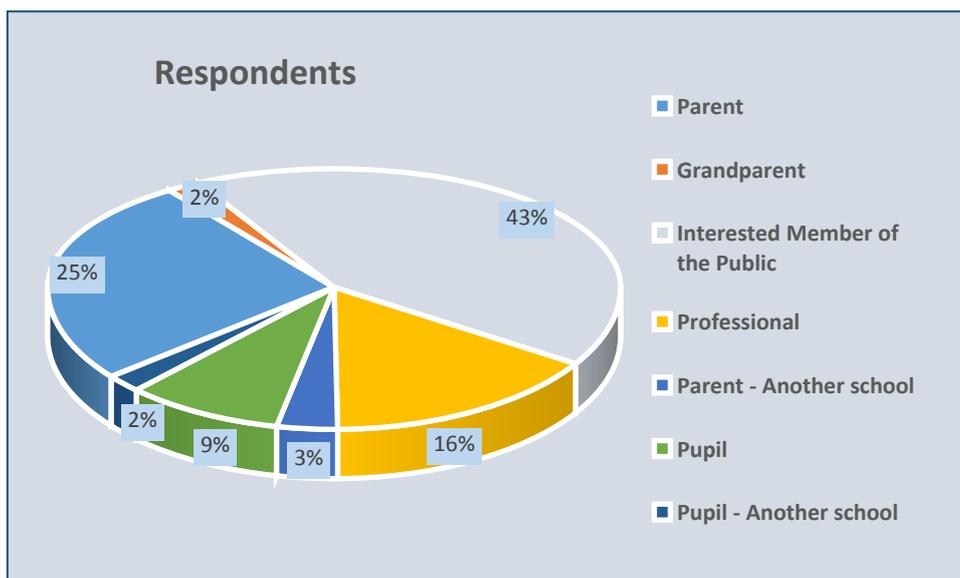
Mae'r dudalen hon yn wag yn fwriadol

Summary analysis of consultation responses

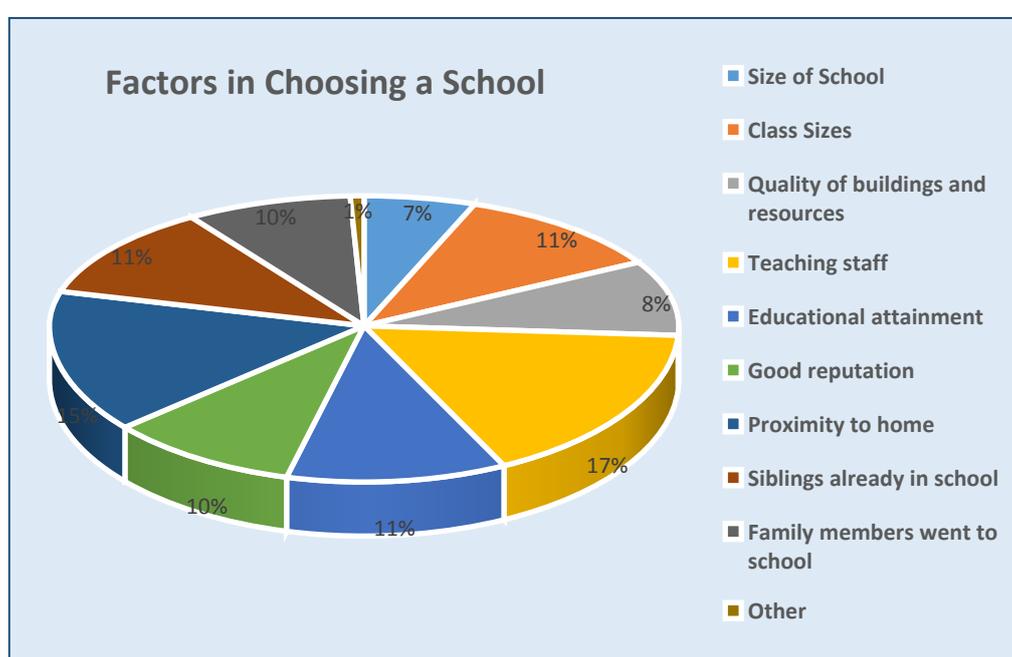
- A total of 146 responses were received and logged. The majority (63%) of respondents reside in Llanrumney. Of the responses that did not specify an address, 61% stated that they were professionally involved with the school.



- The majority of responses (43%) were from people who identified themselves as an Interested Member of the public. Parents of pupils enrolled at Glan Yr Afon, account for a quarter of all responses.
- 39% of the parents responding had more than one child at the school. The category of Professional interested parties included teachers, employees of the school, Governors, Flying Start staff and Ward members.



- The majority of responses (93%) stated that they did not agree with the proposal; 6% stated that they did agree and 1% did not answer this question but did make comment elsewhere in their response that they wanted the school to remain open.
- Of the nine responses that agreed with the proposal, two caveated that certain concerns would need to be addressed.
- Respondents were asked to name their top three priorities when picking a primary school place for their children.¹ The chart below shows that the most important factors were quite evenly distributed with teaching staff the most important element, closely followed by the proximity to home. Equal emphasis was put upon class sizes, educational attainment and having siblings already in the school.



- The additional factors that people identified under the 'other' section included an ethos of well-being, safety and learning, and being part of a community.
- Proximity to home becomes the most significant criteria in picking a school (at 19%) when looking specifically at the responses from parents with children at Glan Yr Afon. Teaching staff and educational attainment were the next most important factors for this demographic.

¹ Some responses ticked more than the required 3 options



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| |
|--|
| Policy/Strategy/Project/Procedure/Service/Function Title: |
| New/Existing/Updating/Amending: |

| | |
|---|---|
| Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function? | |
| Name: Janine Nightingale | Job Title: Head of School Organisation, Access and Planning |
| Service Team: SOAP | Service Area: Education |
| Assessment Date: November 2018 | |

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

This report is to inform the Cabinet of responses received following consultation on proposals to rationalise English-medium primary school places in the Llanrumney area, including a proposal to close Glan-yr-Afon Primary School in August 2019.

The report recommends that Cabinet authorises officers to explore the viability of modified proposals to the closure of Glan-yr-Afon Primary School; and to bring a further report to Cabinet for consideration setting out details of how the provision of community English medium primary school places in the Llanrumney area can be addressed.

As a temporary measure, it is proposed to reduce the capacity of Glan-yr-Afon Primary School from 292 places (1.4 forms of entry) to 210 places (1 form of entry) from September 2020. Consultation on the 2020/21 admission arrangements for community schools will take place in December 2018 – January 2019 in accordance with the requirements of the Admissions Code. This consultation will include a proposed Published Admission Number of 30 places for Glan-yr-Afon Primary School.

Any new proposals to reorganise English-medium primary school places in the area would be subject to further consultation.

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

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The Llanrumney area is served by Bryn Hafod, Glan-yr-Afon, Pen-y-Bryn, St Cadoc's Catholic and St Mellon's CiW English-medium Primary Schools. Welsh medium provision is available at Ysgol Bro Eirwg and Ysgol Pen y Pil, which serve parts of Llanrumney, Rumney, Trowbridge and Old St Mellons.

Current English-medium primary school capacity in the Llanrumney area can accommodate up to 1,342 pupils (age 4-11). In January 2017, the number of primary aged pupils on roll (excluding nursery) was 1073, resulting in an overall surplus capacity of 269 places (20%).

The consultation on the provision of English-medium primary school places in the Llanrumney area invited comments on proposals, which included the closure of Glan-yr-Afon Primary School from 31 August 2019 and all pupils on roll at the school transferring to other schools in Llanrumney, or elsewhere depending on parental preference.

A clear majority of stakeholders in the Llanrumney community who responded to the consultation expressed opposition to the proposal to close Glan-yr-Afon Primary School.

Concerns expressed by stakeholders in respect of the proposal relate to:

- The removal of English-medium community primary school places in 'lower Llanrumney'. For parents of children at Glan-yr-Afon Primary School, home to school proximity is an important criterion when choosing a school and logistical issues associated with having to travel further to an alternative primary school is a major concern;
- The geography/topography of the local area and the distance needed to be walked by those families wanting to access English-medium community provision;
- The impact of closure on current pupils of the school, families of those children and school staff. There were particular concerns around those children in Year 5 who would have to make two transitions within a short period of time;
- Concerns that current sibling and friendship groups would be separated in particular for those families who would not want their children to transfer to a catholic school;
- The perception that the area has experienced a sequence of loss of educational and wider social provision, including Llanrumney High School, the closure of Rumney High School and the location of the new Eastern High some distance from the community;
- The potential for an increasing number of families to opt for English-medium primary school provision given the improving profile of Eastern High School;
- Uncertainty around the proposal to increase the admission number of St Cadoc's RC Primary School not being progressed;
- The limited community education options available to parents not wishing

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to take up places at a catholic school;

- Recent challenges faced by the school which in the view of those who responded to the consultation, have been a catalyst for the decline in pupil numbers;
- A desire from a number of respondents for the school to be provided with an opportunity to build on the recent progress in improving the standard of education;
- The impact of planned, and potential, housing developments in the local and wider area that would result in the need for additional places;
- The co-location of Flying Start provision and the benefits associated with such provision in this area;
- The future use of the site.

Respondents submitted a number of alternatives to closure which included:

- Amalgamation with another local community school;
- A reduction in the size of the school to one form of entry and federation with another school;
- A reduction in the size of the school to one form of entry and consolidation of accommodation in the Foundation Phase;
- Utilising part of the building for other educational purposes, or the transfer of another school onto the site.

The Council acknowledges the concerns raised by stakeholders. However the issue of surplus capacity in the Llanrumney area, with a greater number of places in primary schools than children who wish to attend those schools remains.

Where there is a higher than necessary number of school places, resources that are being deployed inefficiently could be better used to improve the quality of education for all learners. Whilst the report recommends not progressing a proposal for closure at this stage, there still remains significant HR implications for the Governing Body of Glan-yr-Afon Primary School to consider. The Governing Body will need to consider addressing their budget deficit position whilst reviewing their staffing establishment alongside the decline of the number of pupils currently on roll.

This will require full staff and trade union consultation and support will be provided by HR People Services.

3 Assess Impact on the Protected Characteristics

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3.1 Age

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

| | Yes | No | N/A |
|----------------|-----|----|-----|
| Up to 18 years | | X | |
| 18 - 65 years | | X | |
| Over 65 years | | | |

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

The Council's aim is to improve the match between the supply of and demand for English-medium schools places within the Llanrumney area.

The proposal to reduce the capacity of Glan-yr-Afon Primary School is not expected to have any differential impact as demand for places at the school is projected to be less than 30 per year group.

The report recommends not progressing the closure of Glan-yr-Afon Primary School and consulting on a proposed reduction in the school capacity as part of the 2020/21 admission arrangements.

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

Any future proposals would need to ensure an appropriate balance of places and provide the opportunity for children to attend schools with good quality accommodation and a high standard of education provision.

3.2 Disability

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

| | Yes | No | N/A |
|---|-----|----|-----|
| Hearing Impairment | | X | |
| Physical Impairment | | X | |
| Visual Impairment | | X | |
| Learning Disability | | X | |
| Long-Standing Illness or Health Condition | | X | |
| Mental Health | | X | |
| Substance Misuse | | X | |
| Other | | X | |

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

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The proposal to reduce the capacity of Glan-yr-Afon Primary School will not have a differential impact as the school will continue to be able to meet the needs of any children with a disability.

Any future proposals would include an assessment on the accessibility of any changes to school accommodation. This would take into account policies such as the Equality Act 2010, TAN12: Design June 20019 as well as building regulations such as BS8300, Part M and relevant Building Bulletins.

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

3.3 Gender Reassignment

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

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

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

The proposal to reduce the capacity of Glan-yr-Afon Primary School will not have a differential impact as the school will continue to apply the Council's policies on equal opportunities.

Any future proposals proposal would need to ensure compliance with the Council's policies on equal opportunities.

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

3.4. Marriage and Civil Partnership

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

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

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

The proposal to reduce the capacity of Glan-yr-Afon Primary School will not have a differential impact as the school will continue to be apply the Council's policies on equal opportunities.

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

3.5 Pregnancy and Maternity

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

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

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

The proposal to reduce the capacity of Glan-yr-Afon Primary School will not have a differential impact as the school will continue to be apply the Council's policies on equal opportunities.

Any future proposals would include an assessment on the accessibility of any changes to school accommodation. This would take into account policies such at the Equality Act 2010, TAN12: Design June 20019 as well as building regulations such as BS8300, Part M and relevant Building Bulletins.

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

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3.6 Race

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

| | Yes | No | N/A |
|---|-----|----|-----|
| White | | X | |
| Mixed / Multiple Ethnic Groups | | X | |
| Asian / Asian British | | X | |
| Black / African / Caribbean / Black British | | X | |
| Other Ethnic Groups | | X | |

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

The proposal to reduce the capacity of Glan-yr-Afon Primary School will not have a differential impact as the school will continue to apply the Council's policies on equal opportunities.

Any future proposals would not have a differential impact upon one particular ethnic group as the provision would be available to all.

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

3.7 Religion, Belief or Non-Belief

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

| | Yes | No | N/A |
|-----------|-----|----|-----|
| Buddhist | | X | |
| Christian | | X | |
| Hindu | | X | |
| Humanist | | X | |
| Jewish | | X | |
| Muslim | | X | |
| Sikh | | X | |
| Other | | X | |

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

The proposal to reduce the capacity of Glan-yr-Afon Primary School will not have a differential impact as the school will continue to apply the Council's policies on equal opportunities.

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Any future proposals proposal would need to ensure compliance with the Council's policies on equal opportunities.

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

| |
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| |
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3.8 Sex

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

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

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

The proposal to reduce the capacity of Glan-yr-Afon Primary School will not have a differential impact as the school will continue to admit children of both sexes.

Maintained primary school provision admits pupils of both sexes and any future proposals would be developed on this basis.

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

| |
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| |
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3.9 Sexual Orientation

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

| | Yes | No | N/A |
|-----------------------|-----|----|-----|
| Bisexual | | X | |
| Gay Men | | X | |
| Gay Women/Lesbians | | X | |
| Heterosexual/Straight | | X | |

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

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

3.10 Welsh Language

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

| | Yes | No | N/A |
|----------------|-----|----|-----|
| Welsh Language | | | |

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

The proposal to reduce the capacity of Glan-yr-Afon Primary School will not have a differential impact on the Welsh language.

Welsh-medium education is available at Ysgol Bro Eirwg and Ysgol Pen y Pil, which service parts of Llanrumney, Rumney, Trowbridge and Old St Mellons.

Council officers monitor birth rates, the number of extra pupils that may come from new housing and how many pupils wish to attend Welsh-medium schools. This allows the Council to bring forward suitable plans to deal with any increase in demand.

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

4. Consultation and Engagement

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

The proposed reduction in the capacity of Glan-yr-Afon Primary from September

| | | | | | |
|---------|---------|--------|-----------------------------|--------------------------|--------|
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2020 will be included as part of the consultation on the 2020/21 admission arrangements for community schools will take place in December 2018 – January 2019 in accordance with the requirements of the Admissions Code.

Any future proposals would be subject to full consultation with stakeholders including:

- Members
- School governing bodies and staff
- Parents
- Children
- AMs and MPs
- Council service areas
- Future Generations Commissioner
- Welsh Language Commissioner
- Community groups

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

| Groups | Actions |
|---|---------|
| Age | |
| Disability | |
| Gender Reassignment | |
| Marriage & Civil Partnership | |
| Pregnancy & Maternity | |
| Race | |
| Religion/Belief | |
| Sex | |
| Sexual Orientation | |
| Welsh Language | |
| Generic Over-Arching [applicable to all the above groups] | |

6. Further Action

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

7. Authorisation

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

| | |
|---|---------------------|
| Completed By : Rosalie Phillips | Date: November 2018 |
| Designation: School Organisation Planning | |
| Approved By: Brett Andrewartha | |
| Designation: SOP Team Manager | |
| Service Area: Education | |

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 2536 / 3262 or email equalityteam@cardiff.gov.uk

Mae'r dudalen hon yn wag yn fwriadol

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

11 December 2018

**SOP 21st Century (Band B) - Redevelopment of Cantonian, Woodlands
and Riverbank Schools: Pre- Decision Scrutiny**

Purpose of Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of the report to Cabinet, attached at **Appendix A**, prior to its consideration by the Cabinet at its meeting on the 13 December 2018.
2. The report enables the Cabinet to consider a recommendation to hold public consultation on proposals for developing the Doyle Avenue site , where the existing Cantonian High School is located, in line with Band B 21st Century Schools priority schemes.
3. It is proposed from September 2023 to:
 - Replace the Cantonian High School buildings with new build accommodation on the same site expanding the school from six forms of entry (6FE) to eight forms of entry (8FE), with sixth form provision for up to 250 pupils; and expanding the current Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC from 20 to 30 places in purpose-built accommodation in the new school buildings;
 - Maximise the opportunities afforded by one of the largest educational sites in Cardiff (Doyle Avenue) to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to:
 - Transfer Woodlands Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;

- Transfer Riverbank Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.

Background

4. At its meeting on 14 December 2017, the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21st Century Schools Programme.
5. The Band B Programme seeks to address the most acute sufficiency and condition issues in Cardiff.
6. A copy of the 14 December 2017 Cabinet Report.

Issues highlighted in the report to Cabinet

7. The report explains in detail a number of factors that have been taken into account in identifying the need for the report, namely
 - Demand for places at entry to secondary education, city wide, in the past five year, as well as a increase demand for Additional Learning Needs provision, (Paragraph 6-13)
 - Condition and suitability of the school estate and in particular Cantonian High School(paragraph 14 – 21)
 - Sufficiency in Mainstream Provision (paragraph 22-24)
 - Cantonian High School Catchment Area and other areas (paragraph 25-40)
 - Additional Learning Needs Provision, covering sufficiency in the Special sector, Autism Spectrum Condition Specialist Resource Base , Riverbank and woodlands Special School and health provision (Paragraph 41-65)
 - Admissions and Catchment Areas (paragraph 66-69)
 - Partnerships (Paragraph 70-74)
 - Impact of the proposal on the Welsh Language (paragraph 75-85)
 - Learner travel arrangements (Paragraph 86-88)
 - Community impact (Paragraph 89-92)
 - Wellbeing of future generations (paragraph 93-95)

8. The report to Cabinet includes a number of appendices which can be made available to members if they wish

9. Recommendations
 - a. The Cabinet is recommended to authorise officers to consult on proposals to:
 - Replace the Cantonian High School buildings with new build accommodation on the same site expanding the school from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils;
 - Expand the Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose built accommodation in the new school buildings;
 - Transfer Woodlands Special School to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
 - Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.

 - b. Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

Scope of Scrutiny

10. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet.

Way Forward

11. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Nick Batchelar (Director of Education and Lifelong Learning), and Michele Duddridge-Hossain (Operational Manager – Planning and Provision) will present the report to the Committee, and be available to answer any questions Members may have.
12. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

Legal Implications

13. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

14. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications.

RECOMMENDATIONS

The Committee is recommended to:

- a) Review and assess the information contained in the draft Cabinet Report, attached at **Appendix A**, together with any information provided at the meeting
- b) Provide any recommendations, comments or advice to the Cabinet Member and / or Director of Education and Lifelong Learning prior to the report's consideration by Cabinet.

Davina Fiore

Director of Governance and Legal Services

7 December 2018

Mae'r dudalen hon yn wag yn fwriadol

**21ST CENTURY SCHOOLS, Band B: REDEVELOPMENT OF
CANTONIAN, WOODLANDS AND RIVERBANK SCHOOLS.**

**EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH
MERRY)**

AGENDA ITEM: 4

Reason for this Report

1. To enable the Cabinet to consider a recommendation to hold public consultation on proposals for developing the Doyle Avenue site, where the existing Cantonian High School is located, in line with Band B 21st Century Schools priority schemes.
2. It is proposed from September 2023 to:
 - Replace the Cantonian High School buildings with new build accommodation on the same site expanding the school from six forms of entry (6FE) to eight forms of entry (8FE), with sixth form provision for up to 250 pupils; and expanding the current Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC from 20 to 30 places in purpose-built accommodation in the new school buildings;
 - Maximise the opportunities afforded by one of the largest educational sites in Cardiff (Doyle Avenue) to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to:
 - Transfer Woodlands Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
 - Transfer Riverbank Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.

Background

3. At its meeting on 14 December 2017, the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21st Century Schools Programme.

4. The Band B Programme seeks to address the most acute sufficiency and condition issues in Cardiff.
5. A copy of the 14 December 2017 Cabinet Report is included at Appendix 1.

Issues

6. There has been an increased demand for places at entry to secondary education city wide in the past five years. City-wide projections indicate that the demand for places in English-medium secondary schools will exceed the combined capacity of such schools in future years.
7. The number of pupils in each of the Year 2 to Year 6 cohorts in English-medium primary schools exceeds the combined Admission Numbers of 3,431 places at entry to English-medium secondary schools.
8. Intakes to the Year 7 year group are projected to exceed the number of places available from September 2020.
9. Projections, based upon the most recent school census data (PLASC) received in 2018, indicate that the number of pupils entering Year 7 in English-medium community schools city-wide will continue to increase and will exceed the number of places currently available until at least September 2023.
10. The 2018 PLASC data indicates a projected reduction in demand for places from existing housing in September 2024. However, it is anticipated that, as a result of the yield of pupils from the new housing developments including those within the Local Development Plan, and changes to pupil preferences, there will continue to be a shortfall of places beyond 2024
11. The areas that are presenting as having the most acute shortage of places requiring a strategic solution, taking account of neighbouring catchment capacity, are those concentrated in the central area of the city. These are primarily focused in the areas that serve the catchment for Fitzalan High School, Cantonian High School, Willows High School, Cathays High School and Cardiff High School.
12. As the city's population has grown, so has the number of children with Special Educational Needs. In the future, these children will be referred to as having Additional Learning Needs (ALN). At present, 23.4% of children and young people in Cardiff schools have an Additional Learning Need (ALN) and there are currently approximately 1,800 statements of SEN across the authority. As the population grows so will the number of children and young people with Additional Learning Needs. Cardiff Council is committed to the principles of inclusion and recognises that the majority of children and young people with additional

needs are best supported in their local mainstream schools. The Council will continue to provide support, training and resources to schools, promote the sharing of best inclusive practice and ensure that learners with ALN access effective support in their local school.

13. However, it is recognised that in order to thrive and fulfil their potential, children and young people with the most complex Additional Learning Needs require access to the specialist environments and expertise of a special school. Whilst there are a number of existing specialist settings across Cardiff, the projected future needs will significantly exceed the number of specialist places currently available. The number of special school and specialist resource bases have increased steadily every year for the last 5 years. Current projections show the number of places will continue to grow over the next 5 to 10 years.

Condition & Suitability

14. Cardiff has a very large education estate, with over 127 school properties. Many sites comprise of multiple blocks, constructed during different decades. A large number of primary, secondary and special schools are in a poor state of repair.
15. Approximately £17m, or 14%, of maintenance and condition issues of the estate have been addressed through Band A of the 21st Century Schools investment programme. There has been significant investment in the construction of two new high schools in the East and West of the City, new primary school provision and suitability works undertaken in primary schools.
16. This nonetheless leaves a significant maintenance backlog of approximately £68m, of which circa £8m is Equality Act 2010 compliance. The Local Authority's current spend on school asset renewal has been circa £4.7m per annum. In 2018-2019, the Council allocated an additional £25 million of funding over the next 5 years to the school's asset renewal budget. This resource is allocated on a priority basis and is predominantly limited to keeping properties safe and watertight.
17. As part of the prioritisation of schools within the Band B programme, all properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:
 - Sufficiency of places available;
 - Condition of the school buildings;
 - Suitability of the environment for teaching.
18. Cantonian High School is rated as a "D" category, which means the buildings are life-expired. The Welsh Government is committed to removing all "D" condition schools from Wales. As a result, Cantonian High School is automatically prioritised for investment under Band B.

19. The Doyle Avenue site on which the current Cantonian High School building is located measures c11Ha. This is one of the largest school sites in Cardiff. As such, it presents an opportunity to locate other school provision on the same site, in addition to a new Cantonian High School but organised as separate educational provision.
20. Woodlands Special School and Riverbank Special School are both rated 'D' for suitability, with 'unsuitable' learning environments, which seriously inhibit the school's capacity to deliver the curriculum.
21. Replacing and significantly expanding these schools is therefore essential if the Council is to fulfil its statutory responsibility to provide appropriate education for children with Additional Learning Needs.

Sufficiency in Mainstream Provision

22. 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 numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools;
 - Recent and historic populations known to be living in each area utilising NHS data;
 - Recent and historic numbers and percentages of children attending English-medium and Welsh-medium community and faith places in Cardiff;
 - Recent and historic numbers and percentages of children transferring from primary schools in Cardiff to secondary schools elsewhere.
23. Forecasts have been prepared based on:
 - Current residential populations;
 - Likely child populations from the future residential developments currently in construction and proposed;
 - Likely demand if parental take-up patterns were to remain consistent with the most recent years applying these trends to the relevant populations in future years;
 - Likely demand if parental take-up patterns at entry to secondary schools were consistent with the type of primary school (English-medium community, Welsh-medium community or Faith) attended, applying this information to the relevant populations in future years.
24. Additional information, regarding projections and forecasts prepared relevant to the area, and the methodologies used to establish likely demand are set out in Appendix 2.

Summary forecasts of recent and forecast demand for places at entry to secondary education

Cantonian High School Catchment Area

25. The recent parental take-up of primary school places by children who are resident within the existing Cantonian High School catchment area has averaged 204 per year group. This has fluctuated between 187 and 225 pupils in the period 2012-2018. A similar number of children are projected in future years from the existing housing.
26. On average, 82 children per year group have transferred to English-medium community secondary schools and 52 children per year group have transferred to English-medium faith-based secondary schools in recent years. The remaining young people transfer to Welsh-medium secondary schools.
27. There is no significant difference in the number of children in Year 6 cohorts and in the following year's Year 7 cohorts in this area - i.e. almost all children resident in the area continue to attend community or faith schools in Cardiff when they transfer to secondary education.
28. Forecasts indicate that, in the Band B investment period, 165-210 English-medium secondary school places (community and faith) will be required to serve the existing Cantonian High School catchment area. Approximately 54 places would be taken-up within faith-based schools by children resident in the area. The remaining 111-156 children would take-up places within English-medium community secondary schools.
29. There are a number of planned residential developments within, or in close proximity to, the Cantonian High School catchment area, including those with outline or full planning permission which would significantly increase the child population.
30. The yield of children from the proposed development at BBC Llantrisant Road (predominantly apartments) would increase the child population in the catchment area of Cantonian High School, taking up approximately five of the projected surplus places per year group.
31. The development North and South of Llantrisant Road (689 dwellings) overlaps the boundary between the catchment areas of Cantonian High School and Radyr Comprehensive School, but is in closer proximity to Radyr Comprehensive School. The yield of children from this development would increase the pupil population in the catchment areas of Cantonian High School and Radyr Comprehensive School and take up approximately 19 projected surplus places between these schools.
32. Taking the above information into account, an English-medium community secondary school of four to five forms of entry, providing 120-150 places per year group, would be sufficient to serve the existing Cantonian High School catchment area alone.

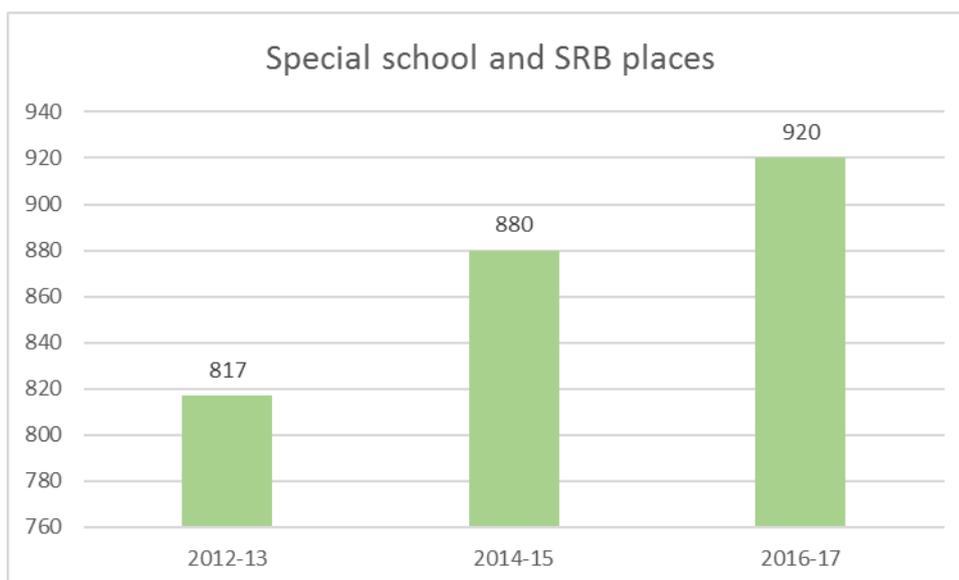
Other areas

33. The five secondary schools included in Cardiff's Band B 21st Century schools programme, including Cantonian High School are proposed to expand from a combined capacity of c35.5 forms of entry to c44 forms of entry. These proposals take account of the projected increasing demand for places in a number of areas of Cardiff.
34. Cardiff's expected level of growth in this period, in existing communities, is significant.
35. As detailed in Appendix 2, the city-wide forecast demand for places at entry to secondary education from existing housing will increase by approximately 200 children per year group within the Band B investment period.
36. Dwelling completions in Cardiff have averaged 733 per year in the past 5 years and this level of growth is expected to continue. Whilst much of Cardiff's future growth will be in new communities on greenfield developments, with new schools proposed, housing completions on Brownfield land have exceeded completions on Greenfield land for the nineteen consecutive years.
37. The 2018 landbank for housing in Cardiff numbers 26,203 dwellings, including 10289 on Brownfield sites. Approximately 4,300 additional dwellings in Butetown, 1,600 in Grangetown, 750 in Canton and 600 in Llandaff have planning permission or are on sites allocated in the LDP. Each of these communities lie within the catchment areas of the schools included within the Band B programme.
38. It is evident that, separate to pupil forecasts based on existing housing, additional secondary school places will be required to accommodate children from new housing developments in the catchment areas of existing schools.
39. The replacement of Cantonian High School would provide an opportunity to meet the projected demand for places from within its catchment area and to ensure that a sufficient margin of surplus places is created to accommodate the excess demand for places from other catchment areas.
40. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time in order to provide a suitable balance in the supply of and take-up of places. Catchment areas are only part of the school admission oversubscription criteria and being resident within a catchment area is not a guarantee of admission. The Council has to ensure sufficient place in the secondary sector regardless of catchment boundaries

Additional Learning Needs (ALN) Provision

Sufficiency in the Special Sector

41. An analysis of additional learning needs (ALN) trends since 2012 shows that there has been significant growth in specialist placements in Cardiff over this period. The growth is largely the result of the general population growth in Cardiff, but is also considered to be the result of improved survival rates for children with complex disabilities, and increased incidence/identification of autism spectrum conditions and of complex medical conditions. Inward migration is also a significant factor: the benefits of the Children's Hospital for Wales, and a wide range of special schools, can be a factor, both for families moving to Cardiff from other areas of Wales, and families newly arrived in the UK.
42. As illustrated in the graph below, the number of funded special school or specialist resource base places in Cardiff schools has increased by 103 places over a five-year period. (The graph does not include places funded in other local authorities or the independent sector.)



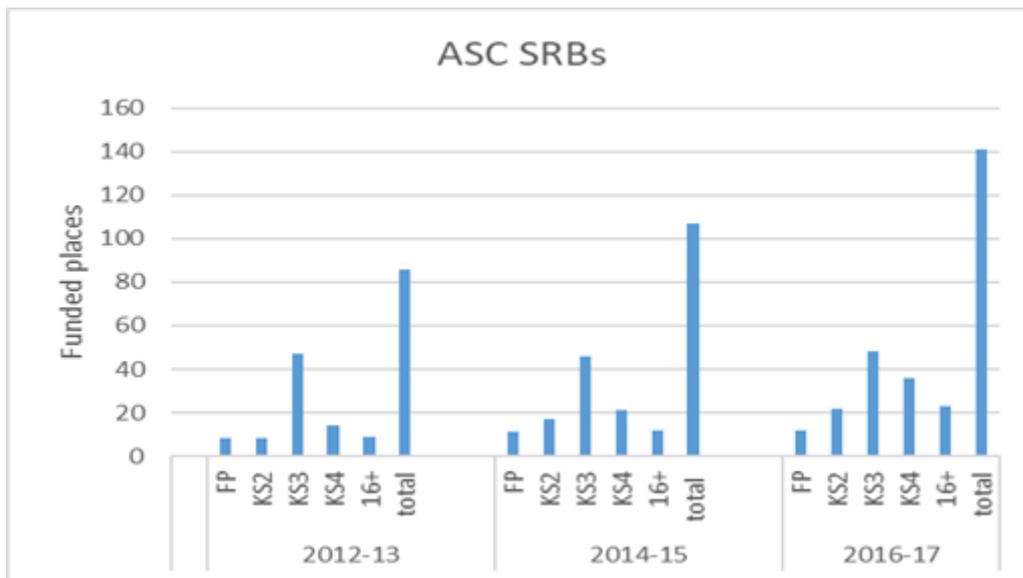
43. The additional specialist places have been secured by increasing the numbers at special schools and specialist resource bases where current accommodation allows, through the additional capacity afforded by the relocation and expansion of Ty Gwyn Special School in 2010 and the establishment of The Marion Centre in 2011.
44. The demand for specialist places over the last 5-10 years has nevertheless exceeded the original projections and over the last 2 years, the council-maintained special sector has been unable to meet current need.
45. Cardiff has therefore become increasingly reliant on to the independent sector in order to comply with statutory duties. In 2018-19, Cardiff is

funding 118 pupils in independent special school places, at a total cost of £2.8M.

46. Further expansion in special school and SRB places will therefore be needed, both to respond to projected demand and to reduce reliance on the independent sector.
47. The expansion of special school and SRB places will have implications for health provision, making it essential to work closely with Cardiff and the Vale Health Board, to audit current need, project further health needs and plan in partnership to ensure specialist settings have access to support, training and provision to meet the identified needs of learners.

Autism Spectrum Condition Specialist Resource Base

48. At present both secondary and primary schools in Cardiff host Specialist Resource Bases (SRB). The purpose of an SRB is to enable learners with additional learning needs to succeed in a mainstream learning environment. Pupils are supported to attend mainstream lessons and benefit from the full range of educational opportunities available to all pupils at the school.
49. Cantonian High School has a Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC). Admissions to the all SRBs in Cardiff are managed by the Council, in line with the SEN Code of Practice for Wales, and are subject to an assessment of need.
50. The admission number for the current SRB at Cantonian High School is 20. However, due to increased demand, and a shortage of specialist ASC places in Cardiff, the base is currently over number and includes 25 pupils.
51. The majority of children with an autism spectrum condition do not require a special school place in order to learn and thrive. Young people attend a local mainstream school and access additional support through the specialist resource base.
52. The graph below shows the increase in places between 2012 and 2017, from 82 to 140. It is anticipated that demand for ASC SRB places will continue to grow over the next 5-10 years.



53. The specialist SRB staff provide additional pastoral and teaching support to the pupils, and provide training and information to main school staff to support the inclusion of young people. The SRB has designated accommodation where the pupils may access small group or individual teaching. The base also provides a nurturing and 'safe' environment for young people when it is required. The provision provided to the young people is tailored, according to need. Young people experience short or prolonged periods where they are taught mainly or solely in the SRB, because of anxiety or sensory challenges, or as part of a transition from a more specialist environment.
54. It is proposed to retain the SRB at Cantonian High school, as part of the future school, to ensure continued provision for current and future pupils. The current expertise and inclusive practice of the school would be maintained. Additional places would help to ensure there are sufficient places to meet increased demand arising out of a growing pupil population and a growing incidence and identification of ASC in Cardiff.
55. The location of Woodlands High School on the same site will also enable links to be established between the SRB and the special school, with opportunities for sharing expertise and professional development for staff.

Riverbank and Woodlands Special Schools

56. Riverbank Special School is a 70-place school for learners aged 4-11; Woodlands Special School is a 140 place school for learners aged 11-19. Both schools form part of the Western Learning Federation. All of the children have a severe general learning difficulty and have a statement of special educational needs. The statutory assessment process for these young people has identified that their additional learning needs cannot be met in a less specialised environment. . Most of the young people also have a range of secondary needs, such as

speech and language, medical needs, physical disabilities, or an autism spectrum condition.

57. Many pupils will be achieving at National Curriculum Level 1 or lower throughout their education and require access to a highly differentiated specialist curriculum. The purpose of Riverbank and Woodlands Schools is therefore to provide a highly specialist learning environment and curriculum, where learners with complex learning needs can fulfil their potential.
58. Admission to the schools is subject to a statement of special educational need and is managed by the local authority, in line with the SEN Code of Practice for Wales, which will be replaced by the ALN Code of Practice from September 2020.
59. Both schools are citywide provisions and are federated with Ty Gwyn Special School. Collectively the three schools are known as the 'Western Learning Federation'. The three schools are currently located together on a site adjacent to Trelai Park in the West of Cardiff. The relocation of both schools onto the Doyle Avenue site will not change the organisation of the Federation.
60. As outlined above in paragraphs 41-47, the number of specialist places in Cardiff has been insufficient to meet the demand for places over the last few years, despite the expansion of places at some settings.
61. Riverbank School and Woodlands High School have historically specialised in meeting the needs of learners with complex learning disabilities, but have also admitted a growing number of young people with ASC over the last few years. Projections show that the need for ASC special school places is growing more rapidly than for complex learning disabilities. The ASC places available at Ty Gwyn, The Hollies and Ysgol y Deri (in the Vale of Glamorgan) will not be sufficient to meet future demand for ASC special school places. In order to meet statutory responsibilities, the council will therefore need to increase the number of special school places at Riverbank and Woodlands High School, and support both schools to develop further their expertise in relation to ASC.
62. The Doyle Avenue site is large enough to accommodate two of the special schools that form the Western Learning Federation, in addition to Cantonian High Schools. The site is within a short traveling distance from the Trelai site, where Ty Gwyn School is situated. The relocation of these two schools will not affect Western Learning Federation, which will continue to be governed by one federated governing body. The three schools, which form the Western Learning Federation, will continue to deliver the vision of the Federation, which is to become a centre of excellence in special education.
63. Whilst organised as separate entities, the location of the two special schools on the same site as Cantonian High School will provide

opportunities for collaboration including access to specialist facilities located on the Cantonian High School site.

Health provision

64. The proposals to expand specialist provision on the site will have implications for health and other specialist services, working in partnership with schools to meet Additional Learning Needs. An additional factor is the ALN Reform Act 2018, which will introduce new responsibilities for health, education and social care to work together to coordinate assessment and provision. The Act 2018 will be implemented over a three-year period, beginning in September 2020.
65. In order to address these challenges together, the local authority and Cardiff and the Vale University Health Board are undertaking a joint review of health and specialist provision in Cardiff special schools and pupil referral unit. The findings of the review, overseen by a project group of representatives from health, education, social services, schools, and parents, will inform the design of the specialist provision to be located on the Doyle Avenue site.

Admissions and Catchment areas

66. There are no plans to change the Council's policy on the admission of children to schools, as a result of this proposal except for catchment areas.
67. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can be viewed on the Council's website (www.cardiff.gov.uk).
68. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time, in order to provide a suitable balance in the supply of and take up of places.
69. The Local Authority will manage admissions to the ASC provision at Cantonian High School, Woodlands Special School and Riverbank School, in accordance with the SEN Code of Practice. Admissions will be city-wide which will be replaced by the ALN Code of Practice from September 2020.

Partnerships

70. The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.

71. To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.
72. The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.
73. The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready
74. The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment

Impact of the proposal on the Welsh Language

75. It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.
76. The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.
77. The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.
78. The council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh-medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.
79. Whilst forecasts, based on the number of children in the Welsh-medium primary, indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate

proposals will be brought forward at the appropriate time to ensure there are sufficient places available.

80. The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.
81. The Council must ensure that the expansion of school provision is brought forward in a strategic and timely manner, which does not compromise existing provision. Expanding Welsh-medium secondary school provision would, inevitably, have an impact on the take-up of places in other schools, and in turn on the ability of schools to balance budgets and to attract or retain staff.
82. The proposals for the Doyle Avenue site do not include opportunities for developing Welsh medium ALN provision. Steps to expand specialist ALN provision in the Welsh medium sector are being taken forward separately through the Welsh Education Strategic Plan (WESP), the Educational Tribunal (ALNET) Act Regional Implementation Plan and through the Cardiff ALN Strategy.

Actions taken so far include:

- A new primary SRB at Ysgol Pwll Coch opening January 2019 for up to 20 pupils. The SRB will open with three pupils, and will have capacity to expand to 20 places. This development is in addition to the well-established SRB at Ysgol Coed y Gof for 10 pupils;
 - Improvements in secondary SRB accommodation at Ysgol Glantaf, and an increase in the published number from 10 to 30 places. In 2018-19, there are 14 young people in the SRB, with scope to expand in future years;
 - A primary 'wellbeing class' was established in 2016-17, offering 6 month placements for up to 8 pupils (per cohort) with significant emotional health and wellbeing needs. The class is currently hosted at Ysgol Pen y Groes;
 - A secondary 'virtual PRU' offering specialist support to up to 18 pupils (per cohort) at risk of exclusion in the three WM secondary schools. The provision was established January 2018.
83. Since 2016 and, because of the actions described in paragraph 79, the number of specialist places available to learners in the Welsh medium sector have increased from 20 SRB places in 2015-16 (10 places at Ysgol Coed y Gof SRB; 10 places at Ysgol Glantaf SRB) to 60 SRB places and 26 assessment/ 'PRU-type' places in 2018-19. At January 2019, approximately 25 SRB places will be taken-up, with capacity for growth of up to 35 places. Numbers accessing the wellbeing class and the virtual PRU fluctuates: the local authority is keeping capacity under review and will take steps to extend places in response to pupil needs.

84. The ALNET Regional Implementation Plan, Priority 7, is to 'Review and improve Welsh medium provision and specialist support to increase regional capacity to support ALN'. Cardiff Council are leading on this priority.
85. The objectives are to
- Conduct an analysis of the prevalence of ALN and level of need in the Welsh medium sector in each LA across the region (Cardiff, Vale of Glamorgan, Bridgend, Rhondda Cynon Taf, Merthyr) ;
 - Map Welsh medium provision and support available across the region;
 - Increase sharing of good practice for ALN in the Welsh medium sector;
 - Ensure that the ALNET Regional Implementation Plan supports and complements regional WESP priorities.

Learner Travel Arrangements

86. There are no plans to change the Council's transport policy for school children.
87. Any pupils affected by the proposals would be offered the same support with transport as is provided throughout Cardiff in line with the same criteria that apply across Cardiff.
88. The Council's transport policy for school children can be viewed on the Council's website www.cardiff.gov.uk/schooltransport.

Community Impact

89. 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 make sure that the proposal avoids negative impacts if possible.
90. The schools that might be affected by the proposals are existing schools. Some offer after school activities and some have community organisations offering services from the school. It is not thought that there would be a negative impact on any of these activities.
91. With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. Welsh Government's aim for shared facilities in community-focussed school are to:
- Provide opportunities for the local community and sports organisations to participate in sport and physical activity for health improvement and development of their skills, particularly amongst low participant groups;

- Operate in line with the national agenda for sport taking into account nationally adopted strategies;
 - Generate positive attitudes in sport and physical activity by young people and reducing the dropout rate in sports participation with age;
 - Increase the number of people of all ages and abilities participating in sport and physical activity including people with disabilities;
 - Use the facilities to encourage the range, quality and number of school sports club links and to stimulate competition that is inclusive of young people and adults;
 - Provide affordable access to the facilities and to be self-financing and cost neutral in the first instance, generating sustainable income for the school in the future.
92. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.

Wellbeing of Future Generations

93. In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing Local Schools for Local Children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling. Each School project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.
94. With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce its carbon emissions.
95. In order to maximise the long-term impact of this significant investment, any design taken forward for each school included in this proposal would be developed to ensure the delivery of high quality modern facilities that are able to respond to the current pupil populations needs and support the delivery of effective teaching and learning methods. They would also incorporate the flexibility to take account of changes depending on need as time progresses; such as changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.

Financial Implications

96. The recommendations to this report request approval for a consultation process to be undertaken in relation to the proposed scheme at the Doyle Avenue site. A decision to initiate a consultation process does not, in itself, commit the Council to any capital expenditure commitments and, therefore, there are no capital financial implications directly arising from this report. However, as per the report approved by Cabinet in December 2017, these proposals form part of the Council's outline 21st Century Schools Band B Programme. Whilst the final financial envelope,

or nature of the funding, for Band B has not been finalised by Welsh Government, it is anticipated that the total cost of the five-year programme will be in the region of £284 million, with this particular scheme being met from within that envelope. At the point of developing the outline programme, this particular scheme was estimated at a cost of £67.3 million. However, should the scheme be taken forward, it will be necessary for a full financial evaluation to be undertaken. The aim of this will be to provide assurance that the scheme remains affordable within the overall envelope, once all relevant costs and contingencies for potential changes in delivery timescales have been incorporated. Following that, a business case, seeking approval of funding, will need to be developed for submission to Welsh Government.

97. As per the Council's 2018/19 Budget Report, the funding required for the Council to meet its share of the potential £284 million has been identified. This funding will take the form of external borrowing and capital receipts, with the funding for the eventual repayment of the external borrowing having also been confirmed as part of the Budget Report. As well as the capital expenditure commitments, there would also be significant revenue expenditure implications, both connected to the project delivery and on an ongoing basis, once the new facility is operational. Any revenue expenditure implications connected to the project itself would need to be funded from within the SOP Revenue Reserve, including any costs that will be incurred in advance of the scheme commencing. Any additional operational costs would be met from within the delegated school budget, including those relating to the projected increase in pupil numbers. Any additional revenue funding required as a result of increased pupil and place numbers would need to be considered as part of the Council's annual budget setting process. Similar consideration would need to be given to the impact upon school transport budgets, particularly in light of the proposed changes to ALN provision as part of this scheme.

Legal Implications

98. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age.
99. Parents have a right to express a preference for the school they wish their child to attend under section 86 of the School Standards and Framework Act 1998. This does not provide a right to attend a certain school, as applications can still be refused for admission where this would prejudice the provision of efficient education or the efficient use of resources.
100. A local authority can make proposals to alter a community school under section 42 of the Schools Standards and Organisation (Wales) Act 2013. The Council is required prior to publishing its proposals to undertake a consultation on those proposals in accordance with section 48 of that

Act and the School Organisation Code 2018. All four proposals are regulated alterations under paragraph 2.3 of the School Organisation Code 2018. The recommendations seek authority to carry out that statutory consultation. Any proposals must be the subject of full and fair consultation and due regard must be had by the Cabinet to the responses before a final decision is taken. As these proposals affect sixth form provision, they will require the approval of Welsh Ministers in accordance with section 50 of the Schools Standards and Organisation (Wales) Act 2013 and paragraph 5.2 of the School Organisation Code 2018.

101. Catchment areas and published admission numbers of schools are part of the Council's admission arrangements and therefore the statutory consultation within the School Admission Code and the Education (Determination of Admission Arrangements) Regulations 2006 would need to be followed if following consultation these proposals are taken forward.
102. The Council also has obligations under the Education Act 1996 to ensure appropriate provision for pupils with special educational needs. The Additional Learning Needs and Educational Tribunal (Wales) Act 2018 ("ALN (Wales) Act") received royal assent earlier this year and from 2020 the Council legal obligations will be under this act and the term special educational needs will become additional learning needs. Similarly, the current SEN Code of Practice for Wales will be replaced by the ALN Code of Practice for Wales. The legal obligation to make provision for these pupils will not change under the new legislation, although the procedures will change. In particular, the duty to favour maintained mainstream provision for pupils will continue under the new legislation.
103. An area that will be affected by the new ALN (Wales) Act is the legal obligation to assess and make provision for pupils over 16. Under the current legislation, the Learning and Skills Act 2000, Welsh Government are responsible for assessing and funding provision for pupils who do not have statements of special educational needs and who have been assessed as having special educational needs. Under the new ALN (Wales) Act, the Council will have new legal obligations to make provision for pupils over 16.
104. The decision about these recommendations has to be made in the context of the Council's public sector equality duties. 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. The 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
If the recommendations in the report are accepted and statutory notices are published, the Council will have to consider further the equalities implications and an Equality Impact Assessment may need to be completed.

105. The Council also has to consider its obligation under section 88 and schedule 10 of the Equality Act 2010 to prepare and implement an accessibility strategy. The strategy should increase disabled pupils' access to the curriculum and improve the physical environment and the provision of information.
106. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language.
107. The Council has to consider the Well-being of Future Generations (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural *well-being* of Wales.

HR Implications

108. There are significant HR implications arising from the proposals. Firstly, the proposed increase in pupil numbers for each of the three schools will require the Governing Bodies of Cantonian High School and the Western Learning Federation to plan for the workforce requirements in readiness for their respective expansions. The Governing Bodies will be encouraged to undertake this work in line with the SOP HR Framework
109. HR People Services will provide advice, support and guidance for to the Governing Bodies for the workforce planning and consequential recruitment processes. Where the Governing Bodies have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in numbers on the role will provide opportunities for school based staff on the school redeployment register.
110. Secondly, the proposals include the relocation of Riverbank and Woodlands special schools which will require high levels of staff and trade union consultation; clear communication plans regarding the arrangements for the transition from one school site to another; in addition to staff involvement in the development of building specifications or designs.
111. There may also be HR implications arising from the potential for the three schools to be co-located on one school site, for example, governance arrangements for shared service contracts such as cleaning and estates management arrangements. The full implications of this will need to be assessed as the proposal progresses, and the Governing

Bodies will need to ensure full consultation with staff and trade union colleagues.

Traffic and Transport implications

112. The Council's policy is to increase the overall share of daily journeys that are made by sustainable modes of transport – walking, cycling and public transport. Many journeys to school are very short. 75% of journeys to education in Cardiff are within 3km of people's homes. More of these journeys could be made by active modes if improvements could be made to the safety of roads and routes for walking and cycling within school catchment areas. The health and wellbeing benefits of enabling children to travel actively and independently to school, as opposed to being escorted by car, are well documented and evidenced.
113. These proposals will increase educational activity on this site through the expansion of mainstream places, the Specialist Resource Base (SRB) and accommodation of expanded capacity relocated from Woodlands Special School and Riverbank Special School. The expanded provision will result in additional trips to the site, which have the potential to add/alter existing pressures on the local highway network.
114. The current target for journeys by sustainable modes of transport (contained in the adopted Local Development Plan) is to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026. This will be achieved by ensuring that new developments are fully integrated with transport infrastructure which mitigates the transport impacts and maximises opportunities for travel by sustainable modes. It is important that this new school facility fully reflects the Council's transport policies and makes a positive contribution to modal shift.
115. This can be achieved by ensuring that the design and layout of buildings and the site access arrangements prioritise travel by active and sustainable modes. Other critical elements will be the location of access points in positions which take account of the alignment surrounding network of roads and pathways and which serve to minimise walking and cycling distances and avoid unnecessary detours for people travelling on foot and by bicycle. The provision of on-site facilities, such as secure cycle parking spaces will also be essential.
116. Access to the site by private car needs to be carefully managed, particularly given the relationship of the site to residential streets. On-site parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The parking requirements for schools within the SPG is one parking space per 30 pupils and this would apply to the mainstream school provision at the site.

117. The SPG does not specifically refer to provision for special schools. However, there is generally a higher ratio of staff to pupils within special education settings, together with the additional site access requirements (e.g. the quantity of minibus based pupil transport). To reflect this, it is recommended that the following statement from the SPG be applied to consideration of parking requirements for the special education element of this development “any proposed land use or development not specifically mentioned will be considered on a site specific basis and on its individual merits” (6.3, p.22).
118. Transport mitigation for the development will be identified through the Transport Assessment process, which will inform the proposals submitted for planning permission. The first stage of transport assessment was undertaken in October 2018. This provided an initial assessment of the traffic and transport implications of implementing the scheme.
119. The assessment identifies works associated with improving vehicular access and off-site highway measures including a school safety zone, traffic calming and pedestrian crossing facilities. Further transport assessment work will be required to support the detailed proposals for the new school site and to inform the future planning application for the development.
120. In addition to highways measures within the immediate vicinity of the school gates, this work will need to identify other off-site improvements which can help to maximise opportunities for pupils to travel to school by walking and cycling.
121. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2020. All schools developed under Band B will need to have such a plan in place from the outset of their operation and therefore, in the event the proposed development proceeds, it would need to be supported by a travel plan, which should be informed by the Transport Assessment.

Equality Impact Assessment

122. An initial Equality Impact Assessments has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society. This assessment will be reviewed after the consultation. Further equality impact assessments would also be carried out if the proposal goes ahead.

RECOMMENDATIONS

1. The Cabinet is recommended to authorise officers to consult on proposals to:

- Replace the Cantonian High School buildings with new build accommodation on the same site expanding the school from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils;
 - Expand the Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose built accommodation in the new school buildings;
 - Transfer Woodlands Special School to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
 - Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.
2. Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

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|-----------------------------------|---|
| SENIOR RESPONSIBLE OFFICER | NICK BATCHELAR Director of Education & Lifelong |
| | 7 December 2018 |

The following appendices are attached:

Appendix 1: Cabinet Report, 14 December 2017

Appendix 2: Projected availability of and demand for secondary school places

Appendix 3: Statutory Screening Tool

Mae'r dudalen hon yn wag yn fwriadol

CABINET MEETING: 14 DECEMBER 2017

**21ST CENTURY SCHOOLS CARDIFF COUNCIL'S BAND B
PRIORITIES**

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

AGENDA ITEM: 4

**PORTFOLIO: EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR
SARAH MERRY)**

Reason for this Report

1. To seek Cabinet approval for the priority schemes to be undertaken as part of Cardiff's Band B 21st Century Schools Programme.
2. To note the approval in principle by Welsh Government of the Strategic Outline Case submitted by Cardiff Council for Band B of the 21st Century Schools Programme and to authorise discussion with the Welsh Government to secure business case approval for individual schemes.

Background

3. At its meeting on the 12th of October 2017, the Cabinet received a report which outlined the challenges and opportunities facing Cardiff in the development of the education estate. This included:-
 - Sufficiency needs resulting from population growth.
 - Condition of the current school estate;
 - Suitability of the current estate to meet the demands of 21st century learning.
4. That report set out the Council's proposed vision for its Band B 21st Century School Strategy in that it was to deliver:

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

5. This vision was to be realised through the achievement of four key educational aims that directly link to the Welsh Government's national programme objectives:-
 - Aim 1: To provide a sufficiency of school places across the city that are in the right place and are at the right size to enable the delivery of excellent education provision.
 - Aim 2: To provide high quality educational facilities that will meet the diverse requirements of the 21st Century.
 - Aim 3: To optimise the use of education infrastructure for the benefit of the wider community across Cardiff.
 - Aim 4: To ensure that Cardiff achieves best value from its resources to improve the efficiency and cost effectiveness of the education estate.
6. The report outlined the sufficiency, suitability and condition issues in Cardiff which provide the basis of the funding request from Cardiff to Welsh Government under the Band B programme. The Band B phase of the 21st Century Schools Programme will commence in April 2019 and is scheduled to run until 2024.
7. Funding was therefore required to enable the Council to address the following priorities:-
 - Remove all "D" condition, end of life, school properties;
 - Address the eight form of entry sufficiency issue in the English medium secondary sector in the central area of the city;
 - Address the sufficiency, condition and suitability issues in the special sector, in both primary & secondary settings;
 - Address local sufficiency issues in welsh medium primary schools in the east and west of the city;
 - Address local sufficiency issues in english medium primary schools in Cardiff Bay and west of the city.
8. It was agreed at this meeting that the proposed schemes for Cardiff under the Band B phase of the 21st Century School Programme would be the subject of a Cabinet report, once the budget allocation from Welsh Government was known.
9. The Cabinet Secretary for Education, Kirsty Williams, announced on 10 November 2017 that £2.3bn had been earmarked to modernise education infrastructure in Wales. The announcement confirmed that Welsh Government is committed to supporting projects submitted in the Outline Strategic Business Cases by local authorities and further education institutions, subject to the approval of business cases for specific schemes.
10. The value of the programme submitted by Cardiff Council was £284 million, of which half would be funded by Welsh Government, and half by the Council. Welsh Government have subsequently confirmed approval in principle of the programme envelope for this sum, subject to the

approval of individual project business cases. This report outlines the proposed schemes in Cardiff under this programme.

Proposed Band B Schemes

11. The Band B submission for 21st Century funding can only seek to address the most acute sufficiency and condition issues in Cardiff. Using a detailed and robust methodology that was directly aligned to Welsh Government's Strategic Objectives for its 21st Century School Programme, a prioritisation matrix was developed to identify those schools in the most need of investment. All properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:
 - Sufficiency of places available;
 - Condition of the school buildings;
 - Suitability of the environment for teaching.
12. The sufficiency ratings for all schools were prepared using the corporate population database and projection methodology used for the planning of school places. The condition and suitability rating were prepared independently, using Welsh Government approved methodology via independent specialist.
13. Welsh Government is committed to removing all "D" condition schools from Wales. Any schools that are classified as "D" category for condition should be automatically prioritised for investment under Band B.
14. Any project to increase the size of a school establishment, change its configuration or location will require statutory consultation and Cabinet determination. The statutory consultation would set out the detailed proposals and proposed location for each scheme. It would also indicate whether there were any proposed co-locations with other educational establishments. It is important that these are considered in full, alongside any collaborative opportunities, in order to optimise the economies and educational benefits that can be delivered from the projects. It is anticipated that any statutory consultation on the matters in this report this would commence during the spring of 2018.
15. It should be noted that because of the scale and number of proposed projects in the Band B investment programme, the delivery of the schemes will be undertaken in batches over the timespan of the programme commencing in 2019. As a result of the phasing, it may be necessary to put interim measures in place where sufficiency issues arise before new schools with increased capacity can be delivered.

Secondary schools - proposed Band B schemes

16. To address the eight form of entry sufficiency issue that is forecast in the central area of the city from 2019, schemes affecting five English medium schools are proposed. Three of these secondary schools are also

catergorised as being in “D” Condition, ie. at the limit of planned lifespan. The schemes are as follows:

Cantonian High School

17. It is proposed that Cantonian High School is rebuilt and expanded to provide a new 11-18 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “D” condition categorisation and address the “D” rated sufficiency issues within the local catchment. It includes an expansion of post 16 by 55 places to 150 places.

Fitzalan High School

18. It is proposed that Fitzalan High School is rebuilt as a new 11-18 high school, with ten forms of entry (10FE). This will address the “D” condition categorisation and “D” categorised sufficiency issues in the local area.

Willows High School

19. It is proposed that Willows High School is rebuilt and expanded to provide a new 11-16 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “D” condition categorisation and address the “D” rated sufficiency issues within the local catchment.

Cathays High School

20. It is proposed that Cathays High School is rebuilt and expanded to provide a new 11-18 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “C” condition categorisation and address the “D” rated sufficiency issues within the local catchment.

Cardiff High School

21. It is proposed that Cardiff High School is expanded and remodelled to provide an 11-18 high school, with ten forms of entry (10FE). This is a two form of entry expansion, or 60 places per year (+2FE). It will address a “D” category sufficiency issue and remodelling and refurbishment works will address the “C” condition rating.

Special Schools - proposed Band B schemes

22. Four special schools have been ‘D’ rated for suitability and are in need of replacement:
 - Riverbank School, for children aged 4-11 with severe and complex learning disabilities
 - Woodlands School, for pupils aged 11-19 with severe and complex learning disabilities

- The Court School for children aged 4-11 with emotional health and wellbeing needs also commonly referred to as 'behavior emotional and social needs.
 - Greenhill School for pupils aged 11-16 with emotional health and wellbeing needs.
23. However, the sufficiency issues in relation to additional learning needs (ALN) are not limited to the areas of need currently served by these four schools. Cardiff is anticipating a significant increase in the need for special school places for children and young people with:
- profound and multiple learning disabilities
 - autism spectrum conditions
 - severe and complex learning disabilities
 - emotional health and wellbeing needs
24. Sufficiency issues are also not limited to the populations currently served by the special schools. Cardiff lacks:
- suitable provision for secondary aged girls with emotional health and wellbeing needs
 - suitable provision for post-16 pupils with emotional health and wellbeing needs, who are not yet ready for transition to college or employment
25. The Council recognises that special schools are more than providers of education: at their best, they provide a locus for multi-agency assessment, planning and support. The multidisciplinary potential of special schools is of increasing importance in light of the Social Services and Wellbeing Act (date) and the Additional Learning Needs and Education and Tribunal Bill, both of which set out statutory responsibilities for agencies to follow a person-centred approach, with the child and their family at the heart of the process, and to implement a single unified plan to promote positive outcomes in relation to health, social care and education.
26. Special schools also play an important role in providing support, information and training for families and for mainstream schools.
27. Band B special sector schemes will therefore be required to deliver on several interconnected goals:
- to replace the 'D' rated accommodation at the four schools named in paragraph 22;
 - to increase capacity across the four areas of need identified in paragraph 23;
 - to address the gaps in provision identified in paragraph 24;
 - to enhance opportunities for multi-agency support and provision;
 - to enhance the role of special schools as a source of support for families and for mainstream schools.

28. The four capital schemes described below will provide a number of different options for re-shaping special school provision in Cardiff in line with these goals. They should not be regarded as 'rebuild and replace' projects, affecting only the four named schools, but as opportunities to review the pattern of provision across the seven special schools in Cardiff.
29. The Council will therefore work with our stakeholders including schools, health, and social services, to shape and appraise the options for reshaping special school provision in Cardiff.

Primary special school: complex learning disabilities and autism spectrum conditions

30. It is proposed to build a new 140 place primary special school, for children with severe and complex learning disabilities and children with autism spectrum conditions.
31. This project will enable the council to address the unsuitable accommodation currently used by Riverbank School, and to address sufficiency issues in relation to severe and complex leaning needs and autism spectrum conditions at primary phase.
32. In shaping options for this project, the implications for the respective roles and remit of Ty Gwyn, Riverbank and The Hollies Schools, and for health services that work with the schools, will need to be considered.

Secondary special school: complex learning disabilities and autism spectrum conditions

33. It is proposed to build a new 240 place secondary special school for pupils with severe and complex learning disabilities and pupils with autism spectrum conditions.
34. This project will enable the council to address the unsuitable accommodation currently used by Woodlands School, and to address sufficiency issues in relation to severe and complex leaning needs and autism spectrum conditions at secondary phase.
35. In shaping options for this project, the implications for the respective roles and remit of Ty Gwyn, Woodlands, the Marion Centre and for health services that work with the schools, will need to be considered.

Primary special schools: emotional health and wellbeing needs

36. It is proposed to build a new primary special school, for children with emotional health and wellbeing needs.
37. This project will enable the council to address the unsuitable accommodation currently used by The Court School, and to address sufficiency issues in relation to emotional health and wellbeing needs at primary phase.

38. The planned place number for this project is 48, but it is yet to be determined whether all of these places should be on a single discrete, special school site, or whether some classes should be based on mainstream school sites, operating as special school 'outreach classes', to enhance the opportunities for children with emotional health and wellbeing needs to maintain links with mainstream education, and to make a successful reintegration if appropriate.

Secondary special school: emotional health and wellbeing needs

39. It is proposed to build a new secondary special school, for pupils with emotional health and wellbeing needs. This project will enable the council to address the unsuitable accommodation currently used by Greenhill School, and to address sufficiency issues in relation to emotional health and wellbeing needs at secondary phase.
40. The planned place number for this project is 112, but these places will be provided on 2 separate sites to ensure the number of vulnerable young people educated on one site does not exceed 56. The project will address the need for designated provision for girls, and for young people post-16 who are not yet ready to transfer to college or employment.
41. The Council will continue to develop collaboration between education and social services, and with Cardiff and the Vale University Health Board, to develop a more holistic approach to therapeutic support for vulnerable learners and their families.

Primary Schools - proposed Band B schemes

42. Four primary schemes that have been prioritised for investment within Band B. These include two English medium and two Welsh medium schools. This will address localised sufficiency issues that will present within the catchment areas within the timescale of the Band B investment. These four primary schools are:

St Mary the Virgin Primary School

43. It is proposed that St Mary the Virgin Primary School is replaced with a new school and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected English-medium sufficiency issues in Grangetown/Butetown area, along with addressing additional pupil yield generated from a number of new housing developments that have gained approval. This scheme was deferred from the Band A Investment programme.

Fairwater Primary School

44. It is proposed that Fairwater Primary School is enlarged and its capacity increased by 30 places per year to establish a two form of entry school (2FE). This will address projected English-medium sufficiency issues in its catchment area, along with addressing additional pupil yield

generated from a number of new housing developments that have gained approval.

Ysgol Pen y Pil

45. It is proposed that Ysgol Pen y Pil is enlarged and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected shortfall in Welsh-medium primary school places in the east of Cardiff.

Ysgol Gymraeg Nant Caerau

46. It is proposed that Ysgol Gymraeg Nant Caerau is enlarged and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected shortfall in Welsh-medium primary school places in the south west of Cardiff.

Maximising investment for community benefit

47. Educational assets are a vital investment into the heart of a community. Significant investment in school should actively contribute a wide variety of benefits to the local area.
48. To date, the Council has ensured that all its new facilities are accessible to the local community. New facilities are designed in such a way to allow extended use of all the facilities, whether internal such as main hall, dance or recording studios or external facilities such as MUGA's and 3G sports pitches.
49. The Council seeks to maximise community benefits wherever possible, including benefits for children and young people, through its procurement practices. The Council has explicitly identified this as one aspect of its programme to promote children's rights, as a participating member of the UNICEF Child Rights Partner Programme. This commitment will be reflected in any tender documentation, on a project-by-project basis.
50. In line with Welsh Government guidelines on Community Benefits, the Council will strive to meet the benchmark targets through the delivery of Band B 21st Century Schools programme. These will build stronger communities and in turn develop the local economy to reduce social exclusion and poverty in deprived areas.
51. Delivery of Community Benefits is overseen by a Community Benefits Board, which was established in January 2017. The role of the Board is to co-ordinate the social value agenda across Cardiff Council and maximise the community benefits delivered. The Board includes senior managers from across the Council and meets on a quarterly basis.

Indicative Cost of Programme and Funding Options

52. The indicative cost of the Council's outline Band B programme is £284 million, based on standardised construction cost rates as provided by

Welsh Government. This total cost represents the full “rolled-up” cost of all schemes within the preferred programme. External cost consultants have confirmed that delivering the programme should be possible within the overall envelope identified. As schemes progress, it is felt that it will be possible to identify further efficiencies and various cost-saving measures to ensure that the overall cost envelope is not exceeded.

53. The Welsh Government’s funding model requires the Council to match fund 50% of the total capital cost, with the Welsh Government contributing the other 50% in the form of capital grant. Therefore, the Council will be required to identify capital funding totalling £142 million. In line with the approach taken to Band A, this funding will predominantly take the form of external prudential borrowing and any available capital receipts. External borrowing will give rise to revenue expenditure in the form of capital financing costs and, therefore, the Council will be required to identify revenue funding sources to meet those costs.
54. In addition to the traditional funding model that Band A was predicated on, the Welsh Government made an additional option available to local authorities as part of Band B, known as the Mutual Investment Model (MIM). MIM is a revenue funded option and is based on a 75:25 cost sharing arrangement in the favour of local authorities. The basic premise of the model is that any new schools created would be funded through the private sector through Special Purpose Vehicles, in which Welsh Government would be represented, and local authorities would lease the assets created over a period of 25 years. As such, local authorities would pay an annual lease payment for use of the new school facilities, rather than incurring the up front capital costs associated with constructing and then owning the facilities. The Welsh Government’s proposal would be to provide revenue funding towards 75% of the annual lease payments for the 25 year period. At the end of the 25-year period, the assets would transfer over to the respective local authorities.
55. The Council reviewed the options available, particularly the MIM option, using example information provided by Welsh Government. In doing so, the Council decided to express an interest in the traditional capital funding model only, when submitting its Strategic Outline Business Case. This followed consideration of the overall cost of MIM, the Welsh Government’s proposed contribution rate and the overall level of risk exposure. As such, the intention is that the £284 million programme, if fully approved, will be funded on the traditional capital grant model basis. The final confirmation of funding anticipated from Welsh Government is expected to be on the basis of the traditional model.

Local Member Consultation

56. Any proposals to increase the size of an educational establishment, change its configuration or its location would require statutory consultation. Such consultation would include local members, and would follow publication of detailed proposals and proposed locations.

Reason for Recommendations

57. To approve the schemes that have been prioritised for investment under the Band B phase of the 21st Century School programme/

Financial Implications

58. The recommendations to this report do not themselves commit the Council to any capital expenditure commitments and, therefore, there are no capital financial implications directly arising from this report. However, the report outlines a potential capital programme totalling £284 million, the financial implications of which will be significant. External borrowing totalling a maximum of £142 million would result in significant annual revenue capital financing costs and funding sources would need to be identified in order to meet the expenditure commitments resulting. The significance of these commitments necessitate the need for consideration as part of the wider Council budget process and, therefore, the preferred funding solution will form part of the annual budget report presented to Cabinet and Council in February 2018.
59. In addition to the capital, and consequent revenue, funding implications arising from the Band B programme, revenue expenditure in relation to programme management, school transition and business case development will also arise. These costs will also form part of the funding considerations made as part of the Council's annual budget process. However, Recommendation 2 to this report, which highlights the need to progress initial business case development, may result in the need to incur revenue costs in the form of external advice prior to February 2018. It is anticipated that it will be possible to fund these costs from within the current SOP Revenue Reserve, set aside for revenue costs arising from the current 21st Century Schools Band A programme and other school organisation projects.

Legal Implications

60. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to consider parental preference which includes preference for Welsh medium education. The Council also has obligations under the School Standards and Framework Act 1998 and School Funding Regulations 2010 to provide capital funding for maintained schools.
61. Section 84 and 85 of the School Standards and Organisation (Wales) Act 2013 and the Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013, set out the statutory obligations for all local authorities to prepare, submit, publish and revise Welsh in Education Strategic Plans (WESPs).
62. 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. The 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

63. The Council also has to consider its obligation under section 88 and schedule 10 of the Equality Act 2010 to prepare and implement an accessibility strategy. The strategy should increase disabled pupils' access to the curriculum and improve the physical environment and the provision of information.
64. The report identifies that the Equality Impact Assessment has been completed. 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. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language, the report and Equality Impact Assessment deals with all these obligations.

HR Implications

65. HR People Services will work with the Governing Body of all schools within Band B on any HR matters arising from the expansion of individual schools. In line with the SOP HR Framework, the Headteacher and the Governing Body of the schools concerned will be encouraged in to undertake a review of their staffing structure and assess the workforce requirements required for the increase in pupil numbers. This will have to be balanced against the forecasted school budget. However, it is likely that the permanent expansion schools within Band B will result in the creation of new posts in each of the schools concerned.
66. HR People Services will also provide support for the additional recruitment. This will take into account the School Redeployment and Redundancy Policy and Procedure whereby new posts may provide opportunities for any school based staff on the school redeployment register at that particular time.

Equality Impact Assessment

67. An Equality Impact Assessment for the 21st Century Schools Band B Programme has been carried out. The assessment concluded that the programme would not adversely affect a particular group in society. Any proposals brought forward following this report would be subject to

further equality impact assessments including an assessment on any changes to accommodation. (Details of the Equality Impact Assessment can be seen at Appendix 1).

Sustainability Assessment

68. 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 Council's 'What Matters' strategy which seeks to deliver 7 strategic outcomes. Any proposals brought forward following this report would be subject to an environmental assessment which would be carried out as part of the planning application process. (Details of the Sustainability Assessment can be seen at Appendix 2).

Transport Matters

69. High level transportation issues have been reviewed for the sites in question to ensure that consideration is given to the ability of the potential locations to support Active Travel, in terms of pedestrian and cycle access to the sites.
70. All new developments will require a Transport Assessment to be undertaken, this will determine whether any changes are deemed necessary to the immediate highway network to enable pupils and staff to access the schools using Active Travel modes. All schools within Cardiff are also encouraged to develop robust Travel Plans which will help them address issues relating to how their staff and pupils travel to school, with the emphasis on encouraging and promoting Active Travel such as walking and cycling.
71. Any highway improvement works identified from the Transport Assessments will have to be funded and delivered as part of the 21st Century Schools Programme.

Community Impact

72. The Welsh Assembly Government School Organisation Code 2013 requires local authorities to conduct a Community Impact Assessment and a Welsh Language Impact Assessment when proposing changes to school organisation.
73. The following are taken into account when developing proposals
- Public Open Place/parkland
 - Noise and traffic congestion
 - School designation
 - School links to the local community
 - Impact on parents and families
 - Travelling implications for pupils/families
 - Impact on community activities, impact on community facilities

74. Any proposals brought forward following this report which would be subject to public consultation would include a full assessment of any community impact.

RECOMMENDATIONS:

The Cabinet is recommended to:

1. Approve the prioritised schemes under Band B of the 21st Century Schools Programme.
2. note the approval in principle of Cardiff Council's Band B Strategic Outline Case by Welsh Government and to authorise the Director of Education and Lifelong Learning to secure Welsh Government approval in principle for the schemes within the programme.
3. note that a subsequent report to Cabinet will propose arrangements to secure sufficient capacity and appropriate governance in order to deliver the Cardiff Band B 21st Century Schools Programme.

NICK BATCHELAR

Director of Education & Lifelong Learning

8 December 2017

The following Appendices are attached

Appendix 1 - Equality Impact Assessment

Appendix 2 - Sustainability Assessment

Mae'r dudalen hon yn wag yn fwriadol

Projected availability of and demand for secondary school places

Projection and forecasting methodology

Cardiff employs a robust projection methodology for planning school places which takes account of NHS GP registration data and school census data submitted by and verified by all Cardiff schools. As projections can only take account of historic and current information the Council also identifies trends within projections, and analyses school preference data and other contextual information to produce forecasts on a city wide basis and in each locality.

Data analysis allows projections to be prepared based on localised patterns at primary school catchment area level, by secondary school catchment and on a city-wide basis. Each of these provide differing contextual information to inform the forecasting on the number of places that may be needed to meet the requirements of each area and of Cardiff as a whole.

The geographical units that are most suitable to analyse the recent and future demand for primary school places in each area are primary school catchment areas. A wider range of geographical information including aggregated primary school catchment areas, secondary school catchment areas, city-wide information and outflow to other admissions authorities informs planning for meeting the demand for secondary school places.

School catchment areas in Cardiff are not coterminous with ward boundaries and often serve all or part of several ward areas.

Separate to forecasts for existing housing in Cardiff, projections are prepared for new housing planned on large scale housing developments, including the strategic greenfield and brownfield housing sites identified in the Local Development Plan. These projections take account of census and housing information in Cardiff and allow a calculation of average numbers of pupils in each type of property.

The Education Supplementary Planning Guidance adopted in 2017 sets out the following average yields in each type of property, taking account of the most recent census data.

| Year group | Yields from Flats / Apartments | | | | | Yields from Houses / Bungalows | | | | |
|------------|--------------------------------|--------|--------|--------|--------|--------------------------------|--------|--------|--------|--------|
| | 1 bed | 2 bed | 3 bed | 4 bed | 5+ bed | 1 bed | 2 bed | 3 bed | 4 bed | 5+ bed |
| Nursery | 0.0102 | 0.0390 | 0.0567 | 0.0470 | 0.0102 | 0.0210 | 0.0507 | 0.0579 | 0.0610 | 0.0555 |
| Primary | 0.0155 | 0.0749 | 0.1793 | 0.2329 | 0.0649 | 0.0501 | 0.1247 | 0.2290 | 0.2947 | 0.3059 |
| Secondary | 0.0058 | 0.0287 | 0.1125 | 0.1179 | 0.0373 | 0.0336 | 0.0604 | 0.1666 | 0.2553 | 0.2806 |
| 6th Form | 0.0007 | 0.0079 | 0.0345 | 0.0280 | 0.0116 | 0.0092 | 0.0165 | 0.0513 | 0.0864 | 0.1049 |

Projection data based on average yields cannot, however, be used to accurately forecast the impact of new housing on the demand for places in each year group.

As a significant proportion of families moving to new housing developments are moving within their local area, the increase in the number of school places required locally and city-wide may be less than would be the case if families have moved into Cardiff. Families moving a short distance to a new development may not wish to transfer their child(ren) to a new school. Consequently, families moving into established housing may therefore have greater difficulty in accessing a local place in an established school.

The rate at which housing on planned new developments is built and occupied depends on a number of market-related factors.

Capacity of existing secondary schools

Table 2 sets out the number of places available in each secondary school in Cardiff in, and the most recent Number on roll data at PLASC (Pupil Level Annual School Census) date in January 2018 for the entry year (Year 7).

| Table 2: title | | | | | | |
|--|-----------------------------|------------------|--|-------------------------------|---|---|
| School Name | Type of School | Age Range | Total Capacity (including sixth form) | Capacity - Years 7 -11 | Published Admission Number (2018/19) | Number On Roll – Year 7 (January 2018) |
| Cantonian High School | Community - English-medium | 11-18 | 1,046 | 905 | 181 | 139 |
| Cardiff High School | Community - English-medium | 11-18 | 1,635 | 1,200 | 240 | 240 |
| Cardiff West Community High School | Community - English-medium | 11-18 | 1,520 | 1,200 | 240 | 95 |
| Cathays High School | Community - English-medium | 11-18 | 1,072 | 825 | 165 | 139 |
| Corpus Christi Catholic High School | Voluntary Aided - faith | 11-16 | 1,061 | 930 | 186 | 225 |
| Eastern High | Community - English-medium | 11-16 | 1,200 | 1,200 | 240 | 188 |
| Fitzalan High School | Community - English-medium | 11-18 | 1,725 | 1,500 | 300 | 300 |
| Llanishen High School | Community - English-medium | 11-18 | 1,800 | 1,500 | 300 | 288 |
| Mary Immaculate High School | Voluntary Aided - faith | 11-16 | 795 | 795 | 159 | 167 |
| Radyr Comprehensive School | Community - English-medium | 11-18 | 1,365 | 1,050 | 210 | 181 |
| St Illtyd's Catholic High School | Voluntary Aided - faith | 11-16 | 879 | 879 | 176 | 176 |
| St Teilo's C.W High School | Voluntary Aided - faith | 11-18 | 1,440 | 1,200 | 240 | 247 |
| The Bishop Of Llandaff C.W High School | Voluntary Aided - faith | 11-18 | 1,085 | 900 | 180 | 191 |
| Whitchurch High School | Foundation – English-medium | 11-18 | 2,400 | 1,950 | 390 | 406 |
| Willows High School | Community - English-medium | 11-18 | 1,121 | 1,121 | 224 | 138 |
| Ysgol Gyfun Gymraeg Bro Eder | Community- Welsh-medium | 11-18 | 1,114 | 900 | 180 | 136 |
| Ysgol Gyfun Gymraeg Glantaf | Community- Welsh-medium | 11-18 | 1,500 | 1,200 | 240 | 224 |
| Ysgol Gyfun Gymraeg Plasmawr | Community- Welsh-medium | 11-18 | 1,140 | 900 | 180 | 190 |
| English-medium community places/ pupils | | | | | 2,100 | 1,708 |
| Foundation places/ pupils | | | | | 390 | 406 |
| Faith School places/ pupils | | | | | 941 | 1006 |
| Welsh-medium community places/ pupils | | | | | 600 | 550 |
| Total places | | | | | 4,031 | |

Recent city-wide take up of places in primary and secondary schools

Tables 3 and 4 (below/ overleaf) set out the most recent verified PLASC (Pupil Level Annual School Census) data as supplied by primary schools in January 2017 and by secondary schools in January 2018. This confirm the number of pupils in each of the English-medium secondary school catchment areas who were enrolled in English-medium, Welsh-medium and faith-based primary and secondary schools in Cardiff.

| Table 3: Year 6 pupils enrolled in English-medium, Welsh-medium and Faith-based primary schools in each English-medium secondary school catchment area (data source: PLASC January 2017) | | | | |
|---|--|--------------------------------------|---------------------------|--------------|
| Catchment area | English-medium Community school pupils | Welsh-medium Community school pupils | Faith-based school pupils | Total pupils |
| Cantonian High School | 88 (51.5%) | 39 (22.8%) | 44 (25.7%) | 171 |
| Cardiff High School | 263 (78.7%) | 33 (9.9%) | 38 (11.4%) | 334 |
| Cardiff West Community High School | 288 (68.6%) | 59 (14.0%) | 73 (17.4%) | 420 |
| Cathays High School | 89 (62.7%) | 18 (12.7%) | 35 (24.6%) | 142 |
| Eastern High | 354 (65.1%) | 61 (11.2%) | 129 (23.7%) | 544 |
| Fitzalan High School | 362 (58.9%) | 122 (19.8%) | 131 (21.3%) | 615 |
| Llanishen High School | 411 (63.2%) | 74 (11.4%) | 165 (25.4%) | 650 |
| Radyr Comprehensive School | 157 (77.0%) | 43 (21.1%) | 4 (2.0%) | 204 |
| Whitchurch High School | 318 (75.9%) | 83 (19.8%) | 18 (4.3%) | 419 |
| Willows High School | 166 (59.9%) | 21 (7.6%) | 90 (32.5%) | 277 |
| Total number of pupils | 2496 (66.1%) | 553 (14.6%) | 727 (19.3%) | 3776 |

Table 4: Year 6 pupils enrolled in English-medium, Welsh-medium and Faith-based secondary schools in each English-medium secondary school catchment area (data source: PLASC 2018)

| Catchment area | English-medium Community and Foundation school pupils | Welsh-medium Community school pupils | Faith-based school pupils | Total pupils | Net increase/loss |
|-------------------------------------|---|--------------------------------------|---------------------------|--------------|-------------------|
| Cantonian High School | 78 (45.6%) | 38 (22.2%) | 55 (32.2%) | 171 | 0 |
| Cardiff High School | 250 (77.2%) | 31 (9.6%) | 43 (13.3%) | 324 | -10 |
| Cardiff West Community High School | 201 (49.4%) | 59 (14.5%) | 147 (36.1%) | 407 | -13 |
| Cathays High School | 89 (67.4%) | 17 (12.9%) | 26 (19.7%) | 132 | -10 |
| Eastern High | 214 (39.3%) | 61 (11.2%) | 269 (49.4%) | 544 | 0 |
| Fitzalan High School | 331 (61.0%) | 120 (22.1%) | 92 (16.9%) | 543 | -72 |
| Llanishen High School | 324 (52.0%) | 72 (11.6%) | 227 (36.4%) | 623 | -27 |
| Radyr Comprehensive School | 141 (70.9%) | 43 (21.6%) | 15 (7.5%) | 199 | -5 |
| Whitchurch High School | 310 (74.9%) | 77 (18.6%) | 27 (6.5%) | 414 | -5 |
| Willows High School | 158 (60.8%) | 21 (8.1%) | 81 (31.2%) | 260 | -17 |
| Combined Published Admission Number | 2,490 | 600 | 941 | 4,031 | |
| Total Number or pupils | 2096 (57.9%) | 539 (14.9%) | 982 (27.1%) | 3617 | |
| Surplus places | 394 | 61 | -41 | 414 | |
| Difference: Year 6 / 7 | -400 | -14 | +255 | -159 | |

Comparing Table 3 and Table 4 it is evident in table that:

- The proportionate take up of English-medium, Welsh-medium and faith-based primary and secondary school places varies significantly across Cardiff
- There is a significant difference between the number of pupils enrolled in Year 6 in primary education, and the number of pupils enrolled in Year 7 the following year in some areas
- The proportionate (%) take up of English-medium community and faith-based primary and secondary school places varies significantly between Year 6 and Year 7 in some areas
- The proportionate (%) take up of Welsh-medium community primary and secondary school places varies little between Year 6 and Year 7
- Faith-based secondary schools, for which the Council is not the admissions authority, admitted 65 pupils in excess of their Published Admission Number in 2018

The parental preference for and take-up of places in each type of school is dependent on number of variables including, but not limited to, the number of places

available in each school type relative to the local population, the admission arrangements for that school, and parental perception.

Forecast city-wide demand for places – existing housing

Each of the faith-based and Foundation secondary schools has been fully-subscribed or over-subscribed at entry to Year 7 in recent years. The number of pupils promoting from primary education to secondary education has increased in this time and, based on the number of pupils within each primary school cohort, is projected to increase further in coming years.

As there are no proposals to increase the number of places available in faith-based secondary schools, the relative proportion of the population able to gain admission to faith-based schools will fall as the overall population increases. Consequently, the proportionate take-up of places in English-medium community and Foundation secondary schools would increase, in order to accommodate all pupils requiring a place.

The number of pupils resident in Cardiff taking up places in faith-based secondary schools in years 2015-16, 2016-17 and 2017-18 totalled 965, 1009 and 982 respectively. In each of these years, the faith –based secondary schools were fully subscribed, and there was little fluctuation in the number of pupils allocated places in each area of Cardiff.

Taking into account the number of average number of places allocated at faith-based secondary schools in recent years, to pupils from each area of the city, it is reasonable to forecast the number of pupils who may gain admission from each area in future years. This, in turn, allows forecasting of the number of pupils who may require English-medium community places.

| Table 5 – forecast take up of places at entry to Year 7 in faith-based secondary schools in each English-medium secondary school catchment area | |
|---|---|
| Catchment area | Approximate forecast take up of places at faith school places within area |
| Cantonian High School | 54 |
| Cardiff High School | 32 |
| Cardiff West Community High School | 144 |
| Cathays High School | 31 |
| Eastern High | 271 |
| Fitzalan High School | 105 |
| Llanishen High School | 230 |
| Radyr Comprehensive School | 10 |
| Whitchurch High School | 25 |
| Willows High School | 83 |
| Total projected demand | 985 |

In some areas of Cardiff there is a significant difference between the number of pupils enrolled in Year 6 in primary education and the number of pupils enrolled in Year 7 the following year as some families opt for secondary schools outside of Cardiff, private education, or education at home. Parental preference data indicates that some of these pupils had stated a preference for Cardiff schools but having failed to gain admission to their preferred school opted for alternatives at a later date. It would therefore be reasonable to conclude that, to accommodate the latent demand for English-medium community school places, additional places would be required.

Although the highest oversubscription criteria for admissions to faith-based and foundation secondary schools are not geographical based, the number of pupils admitted from each area in recent years allows approximate forecasting of the number of pupils who may gain admission in future.

Table 6 therefore sets out the net number of places that may be required to meet the demand for English-medium community and foundation places in each secondary school catchment area of the city (existing housing only).

| Table 6: Forecast demand for places at any English-medium community secondary school in each English-medium secondary school catchment area | | | | | | | | |
|---|--|------------------|------------------|------------------|------------------|------------------|------------------|---------------------|
| Catchment area | Forecasts based on PLASC data – pupils enrolled in primary education | | | | | | | Forecast – NHS data |
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| Cantonian High School | 111-115 | 142-143 | 107-111 | 130-136 | 113-116 | 132-136 | 141-156 | 164-178 |
| Cardiff High School | 251-255 | 255-259 | 272-296 | 264-279 | 272-274 | 291-327 | 287-306 | 266-301 |
| Cardiff West Community High School | 212-225 | 249-282 | 279-294 | 235-241 | 301-311 | 252-289 | 217-239 | 194-211 |
| Cathays High School | 101-104 | 87-87 | 79-84 | 78-78 | 85-92 | 62-66 | 79-80 | 78-80 |
| Eastern High | 203-205 | 232-235 | 216-223 | 212-220 | 202-214 | 228-249 | 177-187 | 204-213 |
| Fitzalan High School | 314-318 | 360-364 | 367-368 | 337-346 | 360-369 | 346-356 | 286-295 | 342-353 |
| Llanishen High School | 344-351 | 367-376 | 367-375 | 339-350 | 355-382 | 343-375 | 296-323 | 312-337 |
| Radyr Comprehensive School | 139-146 | 149-168 | 180-189 | 175-220 | 162-196 | 160-184 | 168-194 | 156-192 |
| Whitchurch High School | 328-350 | 302-319 | 317-323 | 305-311 | 329-348 | 348-358 | 313-318 | 296-314 |
| Willows High School | 171-172 | 166-166 | 171-171 | 182-184 | 185-194 | 201-205 | 192-196 | 171-182 |
| Total demand for English-medium Community/ Foundation places | 2205-2212 | 2350-2358 | 2380-2409 | 2290-2334 | 2416-2443 | 2415-2494 | 2212-2241 | 2243-2301 |

Forecast demand for places – existing housing in the Cantonian High School catchment area

Tables 5 and 6 indicate that, in the Band B investment period, 165-210 English-medium secondary school places (community and faith-based) will be required to serve the existing Cantonian High School catchment area. Approximately 54 places would be taken up within faith-based schools by pupils resident in the area, and the remaining 111-156 pupils would take up places within English-medium community secondary schools.

This suggests that capacity of four to five forms of entry (120 - 150 places) would be required to meet the demand for places from within the existing catchment area of Cantonian High School in the Band B period.

Forecasts for demand for places from existing housing beyond the Band B period would be based solely on NHS data and would not take account of parental preferences for type of primary school. Whilst this makes forecasting beyond 2025 difficult, there is no evidence at this time of a significant change in the size of cohorts in the pre-school population to those recently enrolled in primary education.

Forecast demand for places – planned/ proposed housing including strategic LDP sites within/ in close proximity to the Cantonian High School catchment area

There are a number of planned residential developments within or in close proximity to the Cantonian High School catchment area, including those with outline or full planning permission which would significantly increase the pupil population :

- North West Cardiff (Plasdwr)
- North and South of Llantrisant Road
- South of Pentrebane Road
- Goitre Fach Farm, Llantrisant Road
- BBC, Llantrisant Road

Developer contributions have been secured via s106 agreement to accommodate the secondary school age pupil yield from much of this residential development.

Developer contributions, to provide additional secondary school places, were not due for the BBC Llantrisant Road development as there were sufficient surplus places projected at Cantonian High School to accommodate all pupils.

The yield of pupils from the proposed development at BBC Llantrisant Road (predominantly apartments) would increase the pupil population in the catchment area of Cantonian High School, taking up approximately 5 of the projected surplus places per year group.

The development North and South of Llantrisant Road (689 dwellings) overlaps the boundary between the catchment areas of Cantonian High School and Radyr Comprehensive School, but is in closer proximity to Radyr Comprehensive School.

The yield of pupils from this development would increase the pupil population in the catchment areas of Cantonian High School and Radyr Comprehensive School and take up approximately 19 projected surplus places between these schools.

Summary

In summary, the above information suggests that capacity of four to five forms of entry (120 - 150 places) would be broadly sufficient to meet the demand for places from within the existing catchment area of Cantonian High School in the Band B period.

Mae'r dudalen hon yn wag yn fwriadol

Cardiff Council Statutory Screening Tool Guidance

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

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

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

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

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

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

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

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

Statutory Screening Tool

| | |
|---|------------------------------------|
| Name of Strategy / Policy / Activity: | Date of Screening: |
| SCHOOL ORGANISATION PLANNING: THE EXPANSION OF DOYLE AVENUE SITE (THE EXISTING CANTONIAN HIGH SCHOOL SITE) | NOVEMBER 2018 |
| Service Area/Section: Education & Lifelong Learning, Schools Organisation Planning | Lead Officer: Jennie Hughes |
| Attendees: Self assessment | |

| What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function | Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.] |
|---|---|
| <p>Proposal:</p> <p>Replace the Cantonian High School buildings with new build accommodation on the same site expanding the school from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils; and expanding the current Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose built accommodation in the new school buildings</p> <ul style="list-style-type: none"> Maximise the opportunities afforded by one of the largest educational sites in Cardiff (Doyle Avenue) to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to: Transfer Woodlands Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation; | <p>At its meeting on 14 December 2017 the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21st Century Schools Programme.</p> <p>The Band B Programme seeks to address the most acute sufficiency and condition issues in Cardiff.</p> <p>There has been an increased demand for places at entry to secondary education city wide in the past five years. City-wide projections indicate that the demand for places in English-medium secondary schools will exceed the combined capacity of such schools in future years.</p> <p>The number of pupils in each of the Year 2 to Year 6 cohorts in English-medium primary schools exceeds the combined Admission Numbers of 3,431 places at entry to English-medium secondary schools.</p> <p>Intakes to the Year 7 year group are projected to exceed the number of places available from September 2020.</p> <p>Projections based upon the most recent school census data (PLASC)</p> |

- Transfer Riverbank Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.

received in 2018, indicate that the number of pupils entering Year 7 in English-medium community schools city-wide will continue to increase and will exceed the number of places currently available until at least September 2023.

The 2018 PLASC data indicates a projected reduction in demand for places from existing housing in September 2024. However, it is anticipated that, as a result of the yield of pupils from the new housing developments including those within the Local Development Plan, and changes to pupil preferences, there will continue to be a shortfall of places beyond 2024.

The areas that are presenting as having the most acute shortage of places and require a strategic solution taking account of neighbouring catchment capacity are those concentrated in the central area of the city. These are primarily focused in the areas that serve the catchment for Fitzalan High School, Cantonian High School, Willows High School, Cathays High School and Cardiff High School.

As the City's population has grown, so has the number of children with Special Educational Needs – which will in the future be referred to as Additional Learning Needs. At present, 23.4% of pupils in Cardiff schools have an Additional Learning Need (ALN) and there are currently approximately 1,800 statements of SEN across the authority. As the pupil population grows, so will the number of children and young people with additional learning needs. Cardiff Council is committed to the principles of inclusion and recognises that the majority of children and young people with additional needs are best supported in their local mainstream schools. The Council will continue to provide support, training and resources to schools, and to promote the sharing of best inclusive practice, to ensure that learners with ALN access effective support in their local school.

However, it is recognised that in order to thrive and fulfil their potential,

children and young people with the most complex additional needs require access to the specialist environments and expertise of a special school. Whilst there are a number of specialist settings across Cardiff, the projected future needs will significantly exceed the number of specialist places currently available. The number of special school and specialist resource base placements has increased steadily every year for the last 5 years and current projections show the number of places will continue to grow over the next 5 to 10 years.

Condition & Suitability

Cardiff has a very large education estate, with over 127 school properties. Many sites comprise of multiple blocks, constructed during different decades. A large number of primary, secondary and special schools are in a poor state of repair.

Approximately £17m, or 14%, of maintenance and condition issues of the estate have been addressed through Band A of the 21st Century Schools investment programme. There has been significant investment in the construction of two new high schools in the East and West of the City, new primary school provision and suitability works undertaken in primary schools.

This nonetheless leaves a significant maintenance backlog of approximately £68m, of which circa £8m is Equality Act 2010 compliance. The Local Authority's current spend on school asset renewal has been circa £3m per annum. This resource is allocated on a priority basis and is predominantly limited to keeping properties safe and watertight.

As part of the prioritisation of schools within the Band B programme, all properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:

- Sufficiency of places available; Condition of the school buildings;
- Suitability of the environment for teaching.

Cantonian High School is rated “D” category, which means the buildings are life expired. The Welsh Government is committed to removing all “D” condition schools from Wales so Cantonian High School should be automatically prioritised for investment under Band B.

The Doyle Avenue site on which the current Cantonian High School building is located measures c11Ha. This is one of the largest school sites in Cardiff. As such, it presents an opportunity to locate other school provision on the same site, in addition to a new Cantonian High School but organised as separate education provision.

Woodlands Special School and Riverbank Special School are both rated ‘D’ for suitability, with ‘unsuitable’ environments which seriously inhibit the school’s capacity to deliver the curriculum.

Replacing and significantly expanding these schools is therefore essential if the Council is to fulfil statutory responsibility to provide appropriate education for children with additional learning needs.

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

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

| | Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes? | Please Tick | | | | Evidence or suggestion for improvement/mitigation |
|----------|--|-------------|---|------|---------|---|
| | | + | - | Ntrl | Un-Crtn | |
| Page 214 | 1.1 People in Cardiff are healthy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i> <i>vulnerable citizens and areas of multiple deprivation</i> <i>Addressing instances of inequality in health</i> | x | | | | <ul style="list-style-type: none"> - See 1.2 below – encouraging walking, cycling and use of public transport |
| | 1.2 People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> | x | | | | <ul style="list-style-type: none"> - This proposal would result in pupils from the existing schools namely Cantonian, Riverbank and Woodlands being accommodated in new buildings fit for the 21st Century. It is proposed to provide cost effective sustainable buildings that will reduce ongoing revenue costs in turn reducing the Council's carbon footprint in line Cardiff's Carbon Reduction Strategy (May 2015). |
| | <ul style="list-style-type: none"> <i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i> | | | x | | <ul style="list-style-type: none"> - In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing Local Schools for Local Children, to encourage use of sustainable modes to travel to schools, such as walking and cycling. School projects take into account transport issues when they are being designed and the need to provide safer routes to encourage walking to schools - It is acknowledged that pupils from Riverbank and Woodlands are likely to need transport to school as the |

| | 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 | |
| | | | | | | schools are city wide provisions and pupils may have mobility/access issues. There are no plans to change the Council's transport policy for school children. |
| | <ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) | | | x | | - The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs, construction costs and detrimental environmental impact. |
| | <ul style="list-style-type: none"> reducing consumption and encouraging waste reduction, reuse, recycling and recovery | x | | | | - Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling. |
| | <ul style="list-style-type: none"> encouraging biodiversity | | | x | | - Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives. |
| 1.3 | People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse | | | x | | - All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people. |
| 1.4 | Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete | x | | x | x | - The schools provide employment. - Consideration would be given to using local contractors and suppliers. |
| 1.5 | People in Cardiff achieve their full potential; <i>Consider the potential impact on</i> | x | | | | - The Council's proposals for Band B of the 21 st Century Schools Programme, and the Cardiff 2020 strategy, |

| Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes? | Please Tick | | | | Evidence or suggestion for improvement/mitigation |
|---|-------------|---|------|-------------------|---|
| | + | - | Ntrl | Un-Crtn | |
| <ul style="list-style-type: none"> • <i>promoting and improving access to life-long learning in Cardiff</i> • <i>raising levels of skills and qualifications</i> • <i>giving children the best start</i> • <i>improving the understanding of sustainability</i> • <i>addressing child poverty (financial poverty, access poverty, participation poverty)</i> • <i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i> | | | | <p>x</p> <p>x</p> | <p>clearly state the link between improving the environment for learning and raising standards of achievement.</p> <ul style="list-style-type: none"> - Whilst organised as separate entities, the location of the two special schools on the same site as Cantonian High School will provide opportunities for collaboration including access to specialist facilities located on the Cantonian High School site. - With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed. - Cardiff's Child Friendly City strategy places the rights and voices of children and young people at the heart of Cardiff's policies, strategies and services; involving them in decision making and addressing the barriers which limit their life chances. As such the public consultation on the proposal will include representation from children and young people. - Subject to approval any future design work would also include representation from children and young people. |

| | 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 | |
| Page 217 | 1.6 Cardiff is a Great Place to Live, Work and Play Consider the potential impact on <ul style="list-style-type: none"> • promoting the cultural diversity of Cardiff • encouraging participation and access for all to physical activity, leisure & culture • play opportunities for Children and Young People • protecting and enhancing the landscape and historic heritage of Cardiff • promoting the City's international links | | | x | | <ul style="list-style-type: none"> - With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed. |
| | 1.7 Cardiff is a fair, just and inclusive society. Consider the potential impact on <ul style="list-style-type: none"> • the elimination of discrimination, harassment or victimisation for equality groups | | | x | | <ul style="list-style-type: none"> - See Equality Impact Assessment below and attached. - The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities. |
| | <ul style="list-style-type: none"> • has the community or stakeholders been engaged in developing the strategy/policy/activity? • how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)? | | | x | | <ul style="list-style-type: none"> - Subject to authorisation the public consultation will include engagement with all relevant stakeholders. |
| | EQUALITY IMPACT ASSESSMENT (This is attached on page 13) Will this Policy/Strategy/Project have a differential impact on any of the following: | | | | | |
| 1.8 The Council delivers positive outcomes for the city and its citizens through strong partnerships Consider the potential impact on <ul style="list-style-type: none"> • strengthening partnerships with business and voluntary sectors • the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings | | | x | | The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training. | |

| 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>To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.</p> <p>The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.</p> <p>The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready</p> <p>The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment</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

- Investment in new build facilities that would support the delivery of a broad and balanced curriculum.
- The new accommodation and expansion of provision would provide employment opportunities.
- Consideration would be given to using local contractors and suppliers.

Social

- There could be the potential for community use of school facilities outside of school hours.

Environmental sustainability

- This proposal would result in the pupils attending a new build, fit for purpose 21st Century schools. The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs and detrimental environmental impact.

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

If the proposal were to proceed, an equality impact assessment would be carried out to identify accessibility to the new build high school site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

Part 2: Strategic Environmental Assessment Screening

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

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

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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 or sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

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

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

Appendix 1 – Statutory Requirements

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

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



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

Proposal to:

- Replace the Cantonian High School buildings with new build accommodation on the same site expanding the school from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils; and expanding the current Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose built accommodation in the new school buildings
- Maximise the opportunities afforded by one of the largest educational sites in Cardiff (Doyle Avenue) to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to:
- Transfer Woodlands Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
- Transfer Riverbank Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.

New

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

| | |
|------------------------|---|
| Name: Jennie Hughes | Job Title: Senior Achievement Leader Inclusion |
| Service Team: | Service Area: Education |

Assessment Date: November 2018

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

To address sufficiency and building condition issues by developing the existing Cantonian High School site located at Doyle Avenue, Fairwater in line with Band B priority schemes.

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

At its meeting on 14 December 2017 the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21st Century Schools Programme.

The Band B Programme seeks to address the most acute sufficiency and condition issues in Cardiff.

There has been an increased demand for places at entry to secondary education city wide in the past five years. City-wide projections indicate that the demand for places in English-medium secondary schools will exceed the combined capacity of such schools in future years.

The number of pupils in each of the Year 2 to Year 6 cohorts in English-medium primary schools exceeds the combined Admission Numbers of 3,431 places at entry to English-medium secondary schools.

Intakes to the Year 7 year group are projected to exceed the number of places available from September 2020.

Projections based upon the most recent school census data (PLASC) received in 2018, indicate that the number of pupils entering Year 7 in English-medium community schools city-wide will continue to increase and will exceed the number of places currently available until at least September 2023.

The 2018 PLASC data indicates a projected reduction in demand for places from existing housing in September 2024. However, it is anticipated that, as a result of the yield of pupils from the new housing developments including those within the Local Development Plan, and changes to pupil preferences, there will continue to be a shortfall of places beyond 2024.

The areas that are presenting as having the most acute shortage of places and require a strategic solution taking account of neighbouring catchment capacity are those concentrated in the central area of the city. These are primarily focused in the areas that serve the catchment for Fitzalan High School, Cantonian High School, Willows High School, Cathays High School and Cardiff High School.

As the City's population has grown, so has the number of children with Special Educational Needs – which will in the future be referred to as Additional Learning Needs. At present, 23.4% of pupils in Cardiff schools have an Additional Learning Need (ALN) and there are currently approximately 1,800 statements of SEN across the authority. As the pupil population grows, so will the number of children and young people with additional learning needs. Cardiff Council is committed to the principles of inclusion and recognises that the majority of children and young people with additional needs are best supported in their local mainstream schools. The council will continue to provide support, training and resources to schools, and to promote the sharing of best inclusive practice, to ensure that learners with ALN access effective support in their local school.

However, it is recognised that in order to thrive and fulfil their potential, children and young people with the most complex additional needs require access to the specialist environments and expertise of a special school. Whilst there are a number of specialist settings across Cardiff, the projected future needs will significantly exceed the number of specialist places currently available. The number of special school and specialist resource base placements has increased steadily every year for the last 5 years and current projections show the number of places will continue to grow over the next 5 to 10 years.

Condition & Suitability

Cardiff has a very large education estate, with over 127 school properties. Many sites comprise of multiple blocks, constructed during different decades. A large number of primary, secondary and special schools are in a poor state of repair.

Approximately £17m, or 14%, of maintenance and condition issues of the estate have been addressed through Band A of the 21st Century Schools investment programme. There has been significant investment in the construction of two new high schools in the East and West of the City, new primary school provision and suitability works undertaken in primary schools.

This nonetheless leaves a significant maintenance backlog of approximately £68m, of which circa £8m is Equality Act 2010 compliance. The Local Authority's current spend on school asset renewal has been circa £3m per annum. This resource is allocated on a priority basis and is predominantly limited to keeping properties safe and watertight.

As part of the prioritisation of schools within the Band B programme, all properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:

- Sufficiency of places available;
- Condition of the school buildings;
- Suitability of the environment for teaching.

Cantonian High School is rated "D" category, which means the buildings are life expired. The Welsh Government is committed to removing all "D" condition schools from Wales so Cantonian High School should be automatically prioritised for investment under Band B.

The Doyle Avenue site on which the current Cantonian High School building is located measures c11Ha. This is one of the largest school sites in Cardiff. As such,

it presents an opportunity to locate other school provision on the same site, in addition to a new Cantonian High School but organised as separate education provision.

Woodlands Special School and Riverbank Special School are both rated 'D' for suitability, with 'unsuitable' environments which seriously inhibit the school's capacity to deliver the curriculum.

Replacing and significantly expanding these schools is therefore essential if the Council is to fulfil statutory responsibility to provide appropriate education for children with additional learning needs.

3 Assess Impact on the Protected Characteristics

Age

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

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

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

Educational provision (age 4 -18)

The impact will be positive as the proposals will support the sufficiency of places in high quality learning environments in both mainstream and special provision.

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

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

3.2 Disability and Access

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

| | Yes | No | N/A |
|---|-----|----|-----|
| Hearing Impairment | | x | |
| Physical Impairment | | x | |
| Visual Impairment | | x | |
| Learning Disability | | x | |
| Long-Standing Illness or Health Condition | | | x |
| Mental Health | | | x |
| Substance Misuse | | | x |
| Other | | | x |

| |
|---|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| <p>Accessibility of the accommodation</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p> |

3.3 Gender Reassignment

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

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

| |
|---|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins. |

3.4 Marriage and Civil Partnership

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

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

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

N/A

3.5 Pregnancy and Maternity

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

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

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

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

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

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

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3.6 Race

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

| | Yes | No | N/A |
|---|-----|----|-----|
| White | | x | |
| Mixed / Multiple Ethnic Groups | | x | |
| Asian / Asian British | | x | |
| Black / African / Caribbean / Black British | | x | |
| Other Ethnic Groups | | x | |

| |
|---|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all. |
| Special schools in Cardiff for children with complex learning disabilities or autism spectrum conditions have a higher than average BME population. |
| All pupils, of all ethnicities, will continue to have access to specialist provision, in all settings, on an equal basis. |

Religion, Belief or Non-Belief

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

| | Yes | No | N/A |
|-----------|-----|----|-----|
| Buddhist | | x | |
| Christian | | x | |
| Hindu | | x | |
| Humanist | | x | |
| Jewish | | x | |
| Muslim | | x | |
| Sikh | | x | |
| Other | | x | |

| |
|--|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| The senior staff in a school would be best placed to manage diversity in terms of |

belief. (e.g. provision of a space for prayer).

3.8 Sex

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

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

| |
|--|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| Maintained school provision admits pupils of both sexes and this would continue to be the case. |

Sexual Orientation

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

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

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

3.10 Language

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

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

| |
|---|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| <p>Language support</p> <p>The proposal will not directly impact on the level of support provided. The allocation of teachers and 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>Welsh Language</p> <p>It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.</p> <p>The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.</p> <p>The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.</p> |

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

Whilst forecasts, based on the number of children in the Welsh-medium primary, indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate proposals will be brought forward at the appropriate time to ensure there are sufficient places available.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

The Council must ensure that the expansion of school provision is brought forward in a strategic and timely manner, which does not compromise existing provision. Expanding Welsh-medium secondary school provision would, inevitably, have an impact on the take-up of places in other schools, and in turn on the ability of schools to balance budgets and to attract or retain staff.

The proposals for the Doyle Avenue site do not include opportunities for developing Welsh medium ALN provision. Steps to expand specialist ALN provision in the Welsh medium sector are being taken forward separately through the Welsh Education Strategic Plan (WESP), the Educational Tribunal (ALNET) Act Regional Implementation Plan and through the Cardiff ALN Strategy.

Actions taken so far include:

- A new primary SRB at Ysgol Pwll Coch opening January 2019 for up to 20 pupils. The SRB will open with three pupils, and will have capacity to expand to 20 places. This development is in addition to the well-established SRB at Ysgol Coed y Gof for 10 pupils;
- Improvements in secondary SRB accommodation at Ysgol Glantaf, and an

increase in the published number from 10 to 30 places. In 2018-19, there are 14 young people in the SRB, with scope to expand in future years;

- A primary 'wellbeing class' was established in 2016-17, offering 6 month placements for up to 8 pupils (per cohort) with significant emotional health and wellbeing needs. The class is currently hosted at Ysgol Pen y Groes;
- A secondary 'virtual PRU' offering specialist support to up to 18 pupils (per cohort) at risk of exclusion in the three WM secondary schools. The provision was established January 2018.

Since 2016 and, because of the actions described in paragraph 79, the number of specialist places available to learners in the Welsh medium sector have increased from 20 SRB places in 2015-16 (10 places at Ysgol Coed y Gof SRB; 10 places at Ysgol Glantaf SRB) to 60 SRB places and 26 assessment/ 'PRU-type' places in 2018-19. At January 2019, approximately 25 SRB places will be taken-up, with capacity for growth of up to 35 places. Numbers accessing the wellbeing class and the virtual PRU fluctuates: the local authority is keeping capacity under review and will take steps to extend places in response to pupil needs.

The ALNET Regional Implementation Plan, Priority 7, is to 'Review and improve Welsh medium provision and specialist support to increase regional capacity to support ALN'. Cardiff Council are leading on this priority.

The objectives are to

- Conduct an analysis of the prevalence of ALN and level of need in the Welsh medium sector in each LA across the region (Cardiff, Vale of Glamorgan, Bridgend, Rhondda Cynon Taf, Merthyr) ;
- Map Welsh medium provision and support available across the region;
- Increase sharing of good practice for ALN in the Welsh medium sector;
- Ensure that the ALNET Regional Implementation Plan supports and complements regional WESP priorities.

4. Consultation and Engagement

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

The Council's Accessibility Officer would be given the opportunity to comment on the scheme.

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

| Groups | Actions |
|---|---|
| Age | See Generic over-arching actions below |
| Disability | |
| Gender | |
| Reassignment | |
| Marriage & Civil Partnership | |
| Pregnancy & Maternity | |
| Race | |
| Religion/Belief | |
| Sex | |
| Sexual Orientation | |
| Language | |
| Generic Over-Arching [applicable to all the above groups] | If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins. |

6. Further Action

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

7. Authorisation

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

| | |
|---|---------------------|
| Completed By: Rachel Burgess Willis | Date: November 2018 |
| Designation: Policy, Equalities and Reports Officer | |
| Approved By: | |
| Designation: | |
| Service Area: | |

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council. For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

Background

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

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

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

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

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

Proposal

Condition of existing school buildings

Quality and Standards

| SEA objective | Proposal to establish a new build high school in the West of the city from September 2018. | | Do nothing | |
|---------------|--|---|------------|---|
| | Rating | Commentary/ explanation of compatibility with SEA objective | Rating | Commentary/ explanation of compatibility with SEA objective |
| | | <p>The current target for journeys by sustainable modes of transport (contained in the adopted Local Development Plan) is to achieve a 50:50 split between journeys by car and journeys by foot, cycle and/or use of public transport by 2026. This will be achieved by ensuring the new developments are fully integrated with transport infrastructure which mitigates the transport impacts and maximises opportunities for travel by sustainable modes</p> <p>This can be achieved by ensuring the design and layout of buildings and the site access arrangements priorities travel by active and sustainable modes. Other critical elements will be the location of access points in positions which take account of the alignment of surrounding network of roads and pathways which service to minimise walking and cycling distances and avoid unnecessary detours for people travelling on foot and by bicycle. The provision of on-site facilities such as secure cycle parking spaces will also be essential.</p> <p>Transport mitigation for the development will be identified through the Transport Assessment process, which will inform the proposals submitted for planning permission.</p> <ul style="list-style-type: none"> - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. - A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school. | | |

| SEA objective | Proposal to establish a new build high school in the West of the city from September 2018. | | Do nothing | |
|--|--|--|------------|---|
| | Rating | Commentary/ explanation of compatibility with SEA objective | Rating | Commentary/ explanation of compatibility with SEA objective |
| 3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS | 0 | As the open space in and around the school are not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value. | x | See comments next to SEA Objective 1 above |
| 4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion | 0 0 | a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works. b) To reduce congestion and associated pollution the following would be considered: <ul style="list-style-type: none"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. ▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. | x | See comments next to SEA Objective 1 above |
| 5. <i>Protect and enhance</i> biodiversity, flora and fauna | 0 | Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives. | x | See comments next to SEA Objective 1 above |
| 6. <i>Protect and enhance</i> the landscape (habitats/visual amenities) | 0 | Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives. | x | See comments next to SEA Objective 1 above |

| SEA objective | Proposal to establish a new build high school in the West of the city from September 2018. | | Do nothing | |
|--|--|---|------------|---|
| | Rating | Commentary/ explanation of compatibility with SEA objective | Rating | Commentary/ explanation of compatibility with SEA objective |
| 7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems | 0 | The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs, construction costs and detrimental environmental impact. Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling. | x | See comments next to SEA Objective 1 above |
| 8. Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all | 0 | Achieved by making schools community focused - opening facilities to the public. If the proposal were to proceed, an equality impact assessment would be carried out to consider the accessibility of the new building site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins. | x | See comments next to SEA Objective 1 above |
| Protect and enhance designated historic assets | 0 | There are no registered historic assets on the proposed new school site. | x | See comments next to SEA Objective 1 above |

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Conclusion

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

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

It is proposed to:

- Replace the Cantonian High School buildings with new build accommodation on the same site expanding the school from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils; and expanding the current Specialist Resource

Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose built accommodation in the new school buildings

- Maximise the opportunities afforded by one of the largest educational sites in Cardiff (Doyle Avenue) to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to:
- Transfer Woodlands Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
- Transfer Riverbank Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 70 to 140 places in new build accommodation.

Mae'r dudalen hon yn wag yn fwriadol