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## PAPURAU ATODOL

<b>Pwyllgor</b>	PANEL CRAFFU COVID-19
<b>Dyddiad ac amser y cyfarfod</b>	DYDD MAWRTH, 23 MEHEFIN 2020, 2.00 PM
<b>Lleoliad</b>	REMOTE MEETING VIA MICROSOFT TEAMS
<b>Aelodaeth</b>	Cynghorydd Walker (Cadeirydd) YCynghorwyr Bridgeman, Howells, Jenkins a/ac Patel

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

**Darpariaeth Ysgol Gynradd newydd i wasanaethu rhannau o Creigiau / St Fagans, Radyr / Morganstown a Fairwater. (Tudalennau 3 - 122)**

**Davina Fiore**  
**Cyfarwyddwr Llywodraethu a Gwasanaethau Cyfreithiol**  
Dyddiadd: 18 Mehefin 2020  
Cyswllt: Andrea Redmond, [A.Redmond@caerdydd.gov.uk](mailto:A.Redmond@caerdydd.gov.uk)

**Darpariaeth Ysgol Gynradd newydd i wasanaethu rhannau o Creigiau / St Fagans, Radyr / Morganstown a Fairwater. (Tudalennau 3 - 122)**

Mae'r dudalen hon yn wag yn fwriadol

**CYNGOR CAERDYDD  
CARDIFF COUNCIL**

**COVID-19 SCRUTINY PANEL**

**23 June 2020**

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**New Primary School Provision to serve parts of Creigiau/ St Fagans, Radyr/  
Morganstown and Fairwater**

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**Purpose of the Report**

1. To undertake pre-decision scrutiny of a report to Cabinet on the provision of a new primary school to serve parts of Creigiau, St Fagans, Radyr, Morganstown and Fairwater, prior to its consideration by Cabinet at a special meeting on the 24 June 2020.

**Structure of the Papers**

2. To facilitate the scrutiny the following appendices are attached to this report:

**Appendix A – Cabinet report**

The following 4 appendices are attached to Appendix A:

- Appendix 1: Plasdŵr statutory notice
- Appendix 2: Plasdŵr consultation
- Appendix 3: Plasdŵr statutory screening tool
- Appendix 4: Plasdŵr Cymdeithas Yr Iaith objection

**Scope of the Scrutiny**

3. The Cabinet will meet on 24 June 2020 to consider a report on the development of a new primary school to support the Plasdŵr development.
4. This additional meeting of the Covid-19 Scrutiny Panel will ensure Members have an opportunity to consider:

- The Council's proposals to establish a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development in accordance with the requirements of the School Organisation Code.
- That due to Covid-19 lockdown construction of the Plasdŵr development will be delayed and negotiations are ongoing with the developer in relation to their revised timetable

## **Background**

5. The Covid-19 Scrutiny Panel was established by full Council on 21 May 2020. The new arrangements put in place until 30 September 2020 request that a new measured and proportionate scrutiny, tailored to meet the emergency situation, should consider all Cabinet decision making reports. The Panel meets remotely when required, its deliberations and recommendations are then formally relayed to the Cabinet Member in time to inform Cabinet decision taking on the matter scrutinised. To ensure all previous scrutiny informs the internal challenge, in advance of this meeting all Members of the Children and Young People Scrutiny Committee will be consulted, their comments and enquiries collated and passed to Panel members to follow up, in line with the Panel's Terms of Reference.
6. The Cabinet agreed to establish a dual stream primary school on 23 January 2020. A statutory notice (Appendix 1) was published which expired on 23 March 2020 and three objections were received.
7. It is therefore necessary for the Cabinet to decide whether to approve, reject or approve with modifications, the proposals. Importantly the Council must not approach the decision with a closed mind and any objections must be conscientiously considered.

## **Previous Scrutiny**

8. In January 2020 the Children and Young People Scrutiny Committee carried out pre-decision scrutiny of the Cabinet's proposal to proceed with the establishment of a new primary school, to serve the early phases of the Plasdŵr housing development in North West Cardiff.

9. That report informed the Cabinet of the responses received following consultation on the proposals (Appendix 2) and sought authorisation to proceed to publish the proposal, in accordance with section 48 of The Schools Standards and Organisation (Wales) Act 2013.
10. Following the scrutiny the Committee agreed to commend the report to Cabinet on 23 January 2020, noting that, prior to the implementation of the proposals a further report to Cabinet would provide details of any objections received, the proposed responses to those objections and recommendations for the implementation or otherwise of the proposals.
11. The Scrutiny Committee requested an opportunity for pre-decision scrutiny of this further report, which is now programmed for Cabinet on 24 June 2020.
12. The Committee also requested that the Governing Board for the school should clearly reflect the whole school; expressing concern at the recruitment of staff and requesting that regular updates were provided on progress.

#### **Issues identified in the Cabinet Report**

13. The Cabinet report attached at **Appendix A** explains that the Covid-19 pandemic has had significant impact on progress of the Plasdŵr housing development, and consequently the yield of pupils from the new housing development by September 2021 will be lower than anticipated.
14. The Council must deal with a number of factors set out in the School Organisation Code when making school organisation proposals. These relate to:
  - a. Quality and standards in education (*points 11-13*)
  - b. Need for places and the impact on accessibility of schools (*points 14-36*)
  - c. Resourcing of education and other financial implications (*points 37-42*)
  - d. Other general factors (*points 43-45*)
  - e. Specific factors to be taken into account for nursery class provision. (*points 46-51*)
15. The Council has consulted in line with the Welsh Government School Organisation Code, including all pupils at local schools. As mentioned above three objections were received, the objection from Cymdeithas yr Iaith is attached at **Appendix 4**. Each of the objections stated that the new school at Plasdŵr

should be a dedicated Welsh-medium two form of entry primary school, and not a dual stream provision consisting of one Welsh-medium stream and one English-medium with significant use of Welsh stream. A list of the objections are summarised in **point 61 of Appendix A**. The report sets out the Council's response to the objections received (*points 62-99*).

16. Cardiff Council can offer 840 places at entry to Welsh-medium primary education city-wide, sufficient to accommodate up to 20% of the most recent intakes. The number of children entering Welsh-medium Reception classes city-wide peaked in 2016/17 at 744 pupils.
17. A reduction in total pupil numbers entering primary education is projected between September 2021 and 2023, as a consequence of a fall in the birth rate. The total number of Welsh-medium places available at entry to primary education in Cardiff could therefore accommodate approximately 22% of the projected pupil population in 2022 and 2023. The report reassures that there is sufficient capacity within the Welsh-medium primary sector to allow for a significant increase in take up.
18. The report states that the development of Welsh language skills in the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. The proposed dual stream school at Plasdŵr would enable close partnership working of the streams, enabling the children within the predominantly English-medium stream to build more secure Welsh language acquisition. The expectation is that children in the Welsh stream will continue to benefit from full language immersion whilst those in the predominantly English-medium with significant use of Welsh stream will have the opportunity to build a more secure second language base.
19. The model of school proposed would require leadership and teaching staff to be fluent in Welsh, and the Governing Body of the school would need to appoint an experienced, fluent Welsh speaking school leader.
20. The report emphasises that the Council is committed to providing school places in both Welsh and English. The proposed model would enable children within and in close proximity to the new development at Plasdŵr to access a local primary school and to be educated in a Welsh-medium or English-medium setting, whichever is their preference. It also highlights the significant risk that an additional two form entry Welsh-medium only school may attract too many pupils

from other Welsh-medium schools and catchment areas, causing those schools to be under subscribed.

21. The dual stream model proposed is consistent with the Welsh Government's Cymraeg 2050 strategy vision of one million Welsh language speakers by 2050. It will support development of the Curriculum for Wales, meet the projected demand for places from the current phases of the development and contribute towards meeting the demand from future phases of the Plasdŵr development.
22. The model will also allow for those who wish to educate their child at an English-medium school to access primary provision locally and reduce the number of families commuting to school by non-active modes of travel, such as a car.
23. Admission arrangements, agreed by Cabinet on 19 March 2020, propose a phased increase in the Admission Number to the new school. In the first year following establishment, the school would admit pupils to the Nursery classes, up to 30 pupils per stream to Reception Year, and years 1 – 2 would operate a lower Admission Number of 15 places. This would allow primary school pupils resident in the new development who are between Nursery age and Year 2 to take up places at the local primary school in the first year, and the school would grow sustainably to admit pupils to all year groups over a five year period.
24. The report states that the impact of the Covid-19 pandemic will result in a significant slowdown of the housing market, and this will result in a delay in the commencement of the school building works. It is no longer possible that the school buildings would be complete for the start of the 2021/22 school year.
25. Negotiations are underway with the developer to understand the revised house building schedule as a consequence of the Covid-19 lockdown and anticipated completion rates, which will then impact on projected admissions to the school. The report states that the Council will work closely with the lead developer to ensure construction delays which may affect the completion date of the school construction are minimised.

### **Proposed Recommendations to Cabinet**

26. The report recommends that Cabinet:
  - Approve the proposal to establish a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development

- Note that construction of the Plasdŵr development will be delayed due to Covid-19 lockdown and negotiations are ongoing with the developer in relation to their revised timetable.
- Authorise officers to take the appropriate actions to implement the two proposals as set out above.
- Authorise officers to publish the decision within 7 days of determination of the proposal
- Delegate the approval of any necessary contracts to the Director of Education and Lifelong Learning in consultation with the Corporate Director Resources & Section 151 Officers, Director of Legal Services and the Cabinet Members for Corporate Services & Performance and Education & Skills

### **Way Forward**

27. Councillor Sarah Merry, Cabinet Member, Education, Employment & Skills, Richard Portas, Programme Director, School Organisation, Brett Andrewartha, School Organisation Programme Planning Manager, and James Williams, Principal Solicitor, will attend the remote Microsoft Teams meeting to answer Members' questions.

### **Legal Implications**

28. 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 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 of 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**

29. 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 financial implications at this stage in relation to any of the work programme. However, financial 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 financial implications arising from those recommendations.

### **RECOMMENDATION**

30. The Panel is recommended to:

- i. Note Cardiff Council's proposals to establish a two form entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development; and that construction of the Plasdŵr development will be delayed due to Covid-19 lockdown and negotiations are ongoing with the developer in relation to their revised timetable.
- ii. Consider whether it wishes to convey any recommendations, comments, observations or concerns to the Cabinet for consideration at its meeting on 24 June 2020.

### **DAVINA FIORE**

Director, Governance & Legal Services

18 June 2020

Mae'r dudalen hon yn wag yn fwriadol

**BY SUBMITTING THIS REPORT TO THE CABINET OFFICE, I, (DIRECTOR NAME) (DIRECTOR TITLE) AM CONFIRMING THAT THE RELEVANT CABINET MEMBER(S) ARE BRIEFED ON THIS REPORT**

**CARDIFF  
COUNCIL  
CYNGOR  
CAERDYDD**

**CABINET  
MEETING: 24**

**JUNE 2020**

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**NEW PRIMARY SCHOOL PROVISION TO SERVE PARTS OF CREIGIAU/ ST FAGANS, RADYR/ MORGANSTOWN AND FAIRWATER**

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

**AGENDA ITEM:**

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**Reason for this Report**

1. To enable the Cabinet to consider the proposal to:
  - Establish a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development in accordance with the requirements of the School Organisation Code.
  - Note that construction of the Plasdŵr development will be delayed due to Covid-19 lockdown and negotiations are ongoing with the developer in relation to their revised timetable.

**Background**

2. At its meeting on 23 January 2020 the Council's Cabinet agreed the publication of a statutory notice to:
  - Establish a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development from September 2021
3. The statutory notice was published on 26 February 2020 for a period of 28 days to allow for objections. The statutory notice period expired on 23 March 2020. A copy of the notice can be seen at Appendix 1.

4. The notice was published on the Council website, posted at the Redrow sales office and displayed in the local area.
5. Copies of the notice were distributed via e-mail to organisations and consultees as required under the School Organisation Code 2018.
6. Three objections were received by the statutory notice closing date.
7. In accordance with the requirements of the School Organisation Code the Council's Cabinet has responsibility for the determination of school organisation proposals including those which receive objections (save for those that are required to be considered by the Welsh Government).
8. In accordance with this the Cabinet must decide whether to approve, reject or approve with modifications, the proposals. The Council must not approach the decision with a closed mind and any objections must be conscientiously considered.

## **Issues**

9. On 23 March 2020, the UK Government announced a UK-wide 'lockdown' in order to limit the spread of the Covid-19 virus. This has had, and will continue to have, a significant impact on the progress of the Plasdŵr housing development and supporting infrastructure. The lead housing developer for the initial phases of the Plasdŵr development furloughed the majority of its staff from 23 March 2020 and the developer anticipates a significant impact on the housing market. The slowdown in house building and occupations will inevitably mean that the yield of pupils from the development by September 2021 will be lower than previously anticipated.
10. The School Organisation Code sets out, in Parts 1.3 to 1.14, the factors that should be taken into account by the relevant bodies (the Welsh Ministers, local authorities, governing bodies and other promoters) when exercising their functions of preparing and publishing school organisation proposals, and or approving/determining them. The relevant factors for this type of proposal are set out in paragraphs 11 to 51 of this report.

## **Section 1.3 Quality and Standards in Education**

11. The new school is not expected to impact on standards at other schools.
12. The new school facilities will support the delivery of the new 'Curriculum for Wales' for learners (3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.
13. It is recognised that the new curriculum should provide breadth, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time and place and a much greater

emphasis on skills. Establishing the new school within purpose built 21<sup>st</sup> Century School facilities from the outset will best help to support this vision.

#### **Section 1.4 Need for places and the impact on accessibility of schools**

14. In line with the Cardiff Planning Obligations Supplementary Planning Guidance (SPG), the Council will seek the provision of new school places in circumstances where the need generated by a proposed development cannot reasonably be met by existing schools, because the capacity at the schools in whose catchment areas the new housing development is proposed would, as a result of the development, be exceeded by demand.
15. New school places will either be provided through the expansion of existing schools (where a site is capable of accommodating additional pupil places), or through the provision of new build schools.
16. The number of children generated by a residential development will vary depending on the type and size of the dwellings of which it comprises. In order to be able to project a typical yield for a development, an initial assessment of the number of children likely to be generated by a proposed housing development is made based on yield factors derived from 2011 Census statistics and Number on School Rolls (NOR) data for Cardiff.
17. An evaluation of different educational settings (i.e. English-medium, Welsh-medium, faith and voluntary aided schools) is undertaken based on historical take up of places in the catchment and how place availability would drive parental preference.
18. The yield from the first phase of the development, of 630 dwellings on Land North and South of Llantrisant Road, is projected at an average of 27 pupils per year group when the development is complete. However the projected yield from the entire Plasdŵr development is projected at an average of approximately 229 pupils per year group when the development is complete.
19. A new school is being provided by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future housing planned. The primary purpose of new school provision is to serve pupils who would be resident within the new housing developments – the new provision being necessary and directly proportionate to the projected yield of pupils from the development.
20. At the time of establishment, the first phase of the housing development would not be fully complete. Prior to the Covid-19 partial lockdown it was anticipated that this phase of development would be complete and all dwellings occupied between 2022 and 2024.
21. As a result of the Covid-19 lockdown, all work on the Plasdŵr development was suspended from late March 2020 including work along

the main carriageway delivering the critical infrastructure and on housing delivery across each of the three lead developer housing sites. A revised timetable for infrastructure is necessary to allow works to be executed safely, sequentially and properly adopting the safe distancing and other protocols introduced as a result of the Covid-19 pandemic.

22. The lead housing developer for the Plasdŵr development proposes to construct a new two form entry school building in a single phase to serve the development. This would provide sufficient places for the number of pupils expected to reside on the development who require primary school places when the planned 630 dwellings are completed.
23. The propose capacity of two forms of entry would sufficiently meet the needs of the development. The school would also provide sufficient surplus capacity to meet the projected demand for school places from the 290 dwellings planned on the site South of Pentrebane Road (phase 2), and part of the projected demand from the larger North West Cardiff site of up to 5,000 dwellings in later phases.
24. The developer has recently submitted revised timescales for the development and the position is under negotiation.
25. In January 2019 there was an overall surplus of 205 English-medium and dual stream primary school places (c6%) within the wider area of Creigiau/ St Fagans, Radyr/ Morganstown, Fairwater and Danescourt. This has increased marginally to 208 surplus places in January 2020.
26. Danescourt Primary School and Radyr Primary School were fully subscribed at entry to Reception Year in September 2019 and will be fully subscribed in September 2020. The most recent intake of 32 pupils to the Reception Year at Peter Lea Primary School in September 2019 was 13 pupils fewer than the Published Admission Number of 45 places. As at 14 June 2020, there are 45 pupils allocated for admission to the school in September 2020. However, a high proportion of pupils admitted to each of these schools are from other primary school catchment areas in Fairwater, Pentrebane and further afield. Over the wider area, the level of surplus in English-medium primary school provision is expected to increase to over 240 places in the 2020/2021 school year.
27. In January 2019, there was an overall surplus of 42 places in Welsh-medium and dual stream primary schools within the wider area, amounting to 3% of the capacity. Number on roll data for January 2020 indicates that the number of surplus places is now 70, amounting to 5% of the capacity. However, when compared to the total capacity available at these schools, based on the Published Admission Numbers for the schools, there are 170 surplus places amounting to 11% of the overall capacity.
28. Taking into account only the two Welsh-medium schools in closest proximity to the proposed new school (Ysgol Pencae and Ysgol Coed y Gof), there are now 58 surplus places amounting to approximately 10% of published capacity, compared to 32 surplus places (6% of capacity) in

2019. When compared to the total capacity available at these schools, based on the Published Admission Numbers for the two schools, there are 113 surplus places, amounting to 18% of the overall capacity.

29. The most recent intake of 50 pupils to the Reception Year at Ysgol Coed Y Gof in September 2019 was 10 pupils fewer than the Published Admission Number of 60 places. As at 14 June 2020, there are 32 pupils allocated for admission in September 2020. The level of surplus in Welsh-medium primary school provision serving the development is therefore expected to increase in the 2020/2021 school year.
30. The most recent population data supplied by the NHS indicates a fall in the birth rate of c9% across the city for the cohorts born in the academic years 2016/17 and 2017/18. These children would enter Reception in September 2021 and September 2022.
31. The recent and projected demand for English-medium and Welsh-medium community school places in each of the primary school catchment areas serving the area at present fluctuates, but overall the projected surplus would not be sufficient to meet the longer term requirements of the Plasdŵr development. However, the level of surplus places at present, and the projected reduced pupil population entering Reception Year in September 2021 and September 2022, would mean that there are sufficient places in local primary schools to accommodate the yield of pupils from the development during this interim period. The level of surplus would also be sufficient to accommodate a significant change in the proportionate take-up of Welsh-medium or English-medium places during this period, compared to that presented in Table 1.
32. Full details of capacities and demand for places are detailed in the consultation document, attached at Appendix 2.
33. The Welsh Government's Cymraeg 2050 strategy (2017) set out a vision of reaching one million Welsh speakers by 2050.
34. The aim of the strategy is for 40% of children in Wales, in each group, to be educated in Welsh-medium education, with each one reporting that they are able to speak Welsh fluently. However, key to this strategy is that half of the remaining 60% of children in English-medium education also report that they are able to speak Welsh.
35. The targets within Cymraeg 2050 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools. The Council must also achieve a significant change in how children in English-medium schools are enabled to achieve greater fluency in Welsh and the confidence to use the language.
36. The proposed new school would enable children within and in close proximity to the new development at Plasdŵr to access a local primary school and to be educated in a Welsh-medium or English-medium preference whichever is their preference.

## **Section 1.5 Resourcing of education and other financial implications**

37. The new primary school on the first phase of the Plasdŵr development is being built by the developer.
38. Significant capital investment has been secured via a s106 agreement for the housing developer to provide the new school site and building.
39. The developer contributions towards Education provision to serve the Plasdŵr development were negotiated in accordance with the 2007 Education Supplementary Planning Guidance (SPG) in place at the time of the planning application.
40. The 2007 SPG did not allow the Council to request funding for nursery education places. Funding for the provision of loose furniture, fittings and ICT cannot be secured by this mechanism. Whilst some of these requirements will be planned within the scope of the schemes, a shortfall is anticipated between the financial obligation secured by way of a s106 agreement, and the budget required to construct and fully furnish/resource the school if agreed to proceed. This shortfall will require the identification and prioritisation of a funding contribution through alternative sources in order to deliver a fully equipped school site.
41. Schools receive the majority of their funding based on the number of pupils on roll. Schools also receive funds for times such as premises costs including heating, lighting, cleaning and maintenance.
42. The additional revenue costs of the increased pupil numbers would be met through the school funding formula.

## **Section 1.6 Other General Factors**

43. 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 including the proposed new school would receive funding for these pupils.
44. There is no information available that suggests that the proposals negatively impact educational attainment among children from economically deprived backgrounds.
45. An Equality Impact Assessment undertaken concludes that the proposed change would not negatively affect a particular group in society. The assessment is attached at Appendix 3.

## **Section 1.9 Specific factors to be taken into account for proposal to add or remove nursery classes**

46. 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. There are no catchment areas for nursery classes.

47. It is proposed to provide 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the predominantly English-medium stream with significant use of Welsh.
48. The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, to develop continuity and progression in children's learning from the age of three, and to contribute to raising standards across the school.
49. Admissions to the proposed nursery provision would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.
50. An offer of a nursery place at the school does not mean that a child will also be offered a place in Reception. A separate application form must be completed for admission to Reception.
51. The following benefits would be expected to result from the establishment of nursery provision at the school:
  - Additional English-medium and Welsh-medium nursery places serving the local area;
  - Continuity of provision which reflects the ethos and culture of the school;
  - The development of strong and effective parental links from the earliest possible opportunity can be supported;
  - Ease of transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful);
  - Early identification of vulnerable groups. This will mean that the needs of children can be identified as early as possible;
  - It would provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative child care provider may cause;
  - By having an early year's unit within the school, pupils' well-being and learning will be advantaged. Continuity and progression between Early Years and Foundation Phase will be secured, enhancing the opportunity to appropriately address individual developmental and cultural needs.

#### **Factors to be taken into account in approving/determining school organisation proposals**

52. There are no related proposals.

53. The consultation on the proposed changes was carried out in accordance with the requirements of the Welsh Government School Organisation Code (November 2018).
54. The consultation document was sent to those it should have been sent to and pupils at local schools were consulted. The required amount of time (42 days of which at least 20 are school days) was provided to respond to the consultation.
55. The consultation document contained the prescribed information set out in the Code.
56. The timescale and content required have been complied with in relation to the consultation report.
57. The publication of the statutory notice complied with the requirements of the Code and the notice contained all of the prescribed information.
58. The proposal was published in accordance with the requirements of the Code and contained all of the required information.

### **Objections to the proposal**

59. The Council received three objections by the statutory notices closing date, including one from Cymdeithas yr Iaith. This objection can be seen at Appendix 4.
60. A summary of the objections and the Council's response can be seen below.
61. Each of the objections stated that the new school at Plasdŵr should be a dedicated Welsh-medium two form of entry primary school, and not a dual stream provision consisting of one Welsh-medium stream and one English-medium with significant use of Welsh stream. The points raised in the objections are summarised below:
  - *Opposition to Cardiff Council's official notice to open a bilingual two stream school as part of the Plasdŵr development.*
  - *Concerns regarding the consultation process and statements made by the Council's Cabinet and on educational considerations.*
  - *Only 8% of the responses to the consultation supported the plan to open a bilingual school – 15 responses in total. Cymdeithas yr Iaith presented a petition as part of the consultation response with 876 signatories supporting a dedicated Welsh medium school rather than a bilingual one. The Council therefore cannot allege that the public supports the intention to open a bilingual school.*
  - *The report placed before the Cabinet gave a misleading picture of the support for the plan. A report to the Children and Young People*

*Scrutiny Committee's report on the consultation included the following "The majority of respondents to the consultation were supportive of the proposal with 58% (99) of those that responded favouring the establishment of a new two form of entry primary school to serve parts of the Plasdŵr Development in North-West Cardiff with 9% (15) of those that responded referring specifically to supporting the idea of a two stream school rather than either a Welsh medium or English medium School only". However, the second clause of the sentence, referring to the fact that only 15 responses supported establishing a bilingual school, doesn't appear in the report presented to Cabinet, a report that in almost all other respects is identical content wise to the Committee's report. This is an omission of a vital piece of information regarding the situation, and it is difficult not to come to the conclusion that the intention here was to mislead and steer the discussion at Cabinet.*

- All new schools that will be opened as part of the Plasdŵr development should be Welsh medium schools only, in order to ensure that every young person in the community grows up able to speak Welsh.*
- The theory that opening a Welsh-medium School would attract too many children from nearby schools and catchments leading to undersubscription in those schools, making them less secure financially which could have an effect on the increase in numbers accessing Welsh medium Education in the wider area for an extended period is unsubstantiated and illogical. Particularly in the context where the school is being established as a result of rapid growth in the local population due to the massive new development, the argument that opening a dedicated Welsh medium school would harm other Welsh medium schools in the area doesn't hold water. The number of children in the area will grow tremendously – the local Welsh medium schools won't be competing for the same pupils. The inclination of the majority of people in the area will be to send their children to the closest school whatever the medium*
- For Cardiff to make its contribution towards the national aim of a million Welsh speakers, the city needs to make a dramatic and rapid increase in the percentage of children in Welsh medium education in the city, therefore it is a Welsh medium school that's needed at Plasdŵr.*
- All new schools in the Plasdŵr development and indeed across Cardiff should be Welsh medium schools. International evidence shows that bilingual schools don't give pupils the best opportunity to become language speakers.*

- *The current administration should open dedicated Welsh medium schools to show commitment to Welsh Government's policy of creating a million Welsh speakers by 2050.*
- *A bilingual education creates secondary citizens in a linguistic sense and suggesting to parents that a bilingual system will make their children Welsh speakers is misleading and irresponsible. It's challenging enough creating Welsh speakers in dedicated Welsh medium schools.*
- *Cardiff must ensure a dramatic and rapid increase in the number of pupils that attend Welsh medium schools, so as to contribute to creating a million Welsh speakers by 2050. Analysis shows how many seven year old children in Cardiff should be receiving Welsh medium education in order to make the contribution that's needed towards the target:*

Year	2025	2030	2035	2040
% 7 year old children in WM education	32.8%	43%	56.4%	71.8%

- *In 2014, only 15.1% of seven year old children in Cardiff were receiving WM education. It is clear therefore that opening a number of new WM schools, along with improving Welsh at other current schools in Cardiff, is essential in order to reach Cardiff's targets to contribute to the national aim.*

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

62. The report considered by Cabinet on 23 January 2020 included a detailed analysis of the responses received during the consultation, including details of alternative proposals such as the establishment of a two form entry Welsh-medium primary school, and the Council's response to the points raised. The decision to progress the proposal to statutory notice was robust and fully considered all of the views expressed.
63. The consultation on the establishment of the dual stream school asked respondents whether they support the proposed establishment of a new two form entry dual stream primary school to serve parts of Plasdŵr development in North West Cardiff. However, the consultation survey did not ask respondents to choose between an English-medium, Welsh-medium or dual-stream school.
64. The draft report considered by the Children & Young Peoples Scrutiny Committee included that "9% (15) of respondents made specific reference to supporting the idea of a dual stream school as opposed to a solely English or Welsh Medium school". This information was collected

from contextual information within responses where respondents had stated this specific preference over other models of provision. Other responses made no comment on a preferred language medium, did not reject alternative models, nor give a priority order for models of provision. As they had not been asked to provide such a comment, no general conclusions could be drawn from the 15 responses. This information was therefore not included in the Cabinet Report as it may mislead.

65. The Council is committed to promoting the benefits of Welsh-medium education to all Cardiff communities, improving standards in Welsh in both Welsh-medium and English-medium schools, developing opportunities for children and young people in English-medium setting to positively connect with the Welsh language and improving rates of progression between early years to post-16 education (Bilingual Cardiff Strategy).
66. The Welsh Government published its Cymraeg 2050 strategy in 2017 which set out a vision of reaching 1 million Welsh speakers by 2050.
67. The strategy sets out three interdependent strategic themes:
  - Increasing the number of Welsh speakers
  - Increasing the use of Welsh
  - Creating favourable conditions – infrastructure and context
68. There are two main methods of achieving a million speakers:
  - Transmitting the Welsh language from one generation to the next in the family
  - Developing and sustaining skills through education and training from the early years to Welsh language provision for adults.
69. The aim of the strategy is for 40 percent of children in Wales, in each year group, to be educated in Welsh-medium education, with each one reporting that they are able to speak Welsh fluently. The strategy notes that whilst Welsh-medium immersion education is the principle method for ensuring that children can develop their Welsh language skills, and for creating new speakers, all learners should have the opportunity to be bilingual.
70. However, also key to this strategy is that half of the remaining 60 percent of children in English-medium education also report that they are able to speak Welsh. The strategy explicitly states that, in order for Wales to reach a million speakers “we will need to increase the number of learners in English-medium schools that succeed in acquiring the language”.
71. The targets within Cymraeg 2050 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools.
72. The School Organisation Code requires Local authorities to ensure that there are sufficient schools providing primary and secondary education

for their area. Proposals should ensure that the balance of school provision reflects the balance of demand.

73. Welsh-medium primary provision in Cardiff has expanded significantly in recent years. The number of places available at entry to Welsh-medium primary education city-wide now totals 840 places, sufficient to accommodate up to 20% of the most recent intakes.
74. The number of children entering Welsh-medium primary education city-wide fluctuated between 2009/10 to 2016/17. Consistent with the overall population, the number of children entering Welsh-medium education was on an upward trend. The number of children entering Welsh-medium Reception classes city-wide peaked in 2016/17 at 744 pupils. Table 2 (below) sets out the recent Number on Roll (NoR) data for Welsh-medium primary schools in Cardiff, and projected intakes based on recent demand.

**Table 2: Recent and projected numbers of children enrolled in Welsh-medium Reception Year in Cardiff schools**

School Year	Total pupils (English-medium, Welsh-medium and Faith schools)	Pupils in Welsh-medium schools and classes	% in Welsh-medium schools and classes
January 2010	3683	572	15.5%
January 2011	3859	594	15.4%
January 2012	4019	651	16.2%
January 2013	4221	686	16.3%
January 2014	4256	678	15.9%
January 2015	4270	708	16.6%
January 2016	4345	690	15.9%
January 2017	4340	744	17.1%
January 2018	4098	709	17.1%
January 2019	4125	702	16.9%
October 2019	4116	684	16.6%
2020/21 (projected)	4107	715	17.4%
2021/22 (projected)	3721	648	17.4%
2022/23 (projected)	3682	641	17.4%

75. The percentage of the population taking up Welsh-medium places has remained broadly constant over this period fluctuating between 15.8% and 17.2% in the period 2015 to 2019. As at 15 June 2020, there were 768 pupils allocated places at Welsh-medium primary school, significantly exceeding the projected intake. This would amount to 18.7% of the projected total intake.
76. A reduction in total pupil numbers entering primary education as a consequence of a fall in the birth rate is projected between September 2021 and 2023, which would allow for a greater proportion of the population to enrol in Welsh-medium primary education. The total number of Welsh-medium places available at entry to primary education city-wide could therefore accommodate approximately 22% of the projected pupil population in 2022 and 2023. There is sufficient capacity

within the Welsh-medium primary sector to allow for a significant increase in take up.

77. The Council has included proposals to provide additional Welsh-medium primary school places within the Band B 21<sup>st</sup> Century Schools programme 2019-2024, serving the catchment areas of Ysgol Nant Caerau and Ysgol Pen-y-Pil. The Council has also secure funding in principle to expand Welsh-medium primary school provision serving the central area of the city. The implementation of these proposals would enable over 24% of the population to enrol in Welsh-medium primary education.
78. The development of Welsh language skills in the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a million speakers the way Welsh is taught to learners in all schools must be transformed.
79. One of the main examples of a successful dual stream model can be seen in the Spanish Basque region which has supported a fundamental shift toward bilingualism and a greater take up education places through the medium of Basque.
80. The introduction of a system which allows for children to be educated through the medium of Spanish (Model A), a bilingual model for Spanish speakers who want to be bilingual in Basque and Spanish (Model B) and a third option through the medium of Basque (Model D) has led to c90% of children in the region being educated through Basque and Spanish and increasing the level of bilingualism.
81. The proposed dual stream school would enable close partnership working of the streams through and sharing a site and facilities, and would facilitate full language immersion for children consistent with other Welsh-medium schools and Welsh-medium classes in dual stream schools in Cardiff. This type of organisation would also enable the children within the predominantly English-medium stream to build more secure Welsh language acquisition.
82. The proposed model provides a mechanism for this and has the potential to serve as a model of linguistic excellence, able to support new practice in other Cardiff schools.
83. The proposal would contribute towards targets within the Cymraeg 2050 strategy by sustainably increasing the number of children in Welsh-medium education and benefit those learning Welsh in English-medium education.
84. There are examples of successful dual stream schools operating in Cardiff and in other local authorities and the expectation is that children in the Welsh stream will continue to benefit from full language immersion whilst those in the predominantly English-medium with significant use of Welsh stream will have the opportunity to build a more secure second language base.

85. The dual-stream organisation of the school would allow opportunities for both streams to work or socialise as a combined group where this is appropriate and does not compromise language immersion, consistent with the desire of pupils who took part in the consultation.
86. Cardiff's dual stream primary schools, Creigiau Primary School and Ysgol Gynradd Gwaelod Y Garth Primary School, are each categorised as 'Green' by the Welsh Government.
87. Nationally, the most recent published data for schools classified as 'predominantly English-medium but with significant use of Welsh', greater than 0.5 forms of entry in size, indicates that 11 are categorised as Green and the remaining 14 are categorised as Yellow.
88. As set out in Cymraeg 2050, the Welsh Government recognises the need to ensure an adequate supply of teachers and practitioners in the right place to reach children and young people through the medium of Welsh and has identified the need to increase the system's capacity to meet the need to expand Welsh-medium education and training, and to meet the need to improve how Welsh is taught in English-medium schools.
89. The model of school proposed would require leadership and teaching staff to be fluent in Welsh. The Governing Body of the school would need to appoint an experienced, fluent Welsh speaking school leader to ensure the strong Welsh ethos consistent across each language stream within the school.
90. The Council is committed to providing schools places in both Welsh and English. The proposed model would enable children within and in close proximity to the new development at Plasdŵr to access a local primary school and to be educated in a Welsh-medium or English-medium setting, whichever is their preference.
91. Whilst it is acknowledged that language skills for those pupils in the Welsh-medium stream are likely to be higher than those in the predominantly English-medium with significant use of Welsh stream, the proposal seeks to develop the Welsh language skills of all pupils at the school. One of the aims of the proposed model is that parents could have confidence that their child could flourish equally in either medium.
92. As the establishment of a new two form entry Welsh-medium only school would significantly increase the number of Welsh-medium places serving the wider area, there is a significant risk that an additional two form entry Welsh-medium only school may attract too many pupils from other Welsh-medium schools and catchment areas and may cause those schools to be under subscribed, making them less financially secure. This may, in turn, inhibit the growth in take up of Welsh-medium places in the wider area for an extended period of time.
93. The Welsh-medium primary schools within closest proximity of the proposed new school are Ysgol Pencae and Ysgol Gymraeg Coed y Gof.



Ysgol Pencae has been highly subscribed for many years. The number of pupils on roll at Reception age at Ysgol Gymraeg Coed y Gof has reduced in recent years. School Admissions data for the September 2020 intake suggest that this intake may be lower than in the past five years.

94. The Council has included a proposal to expand Ysgol Nant Caerau, within its Band B 21<sup>st</sup> Century Schools programme, the catchment area of which borders that of Ysgol Coed Y Gof. School preference data indicates that a number of children admitted to Ysgol Coed Y Gof who are resident within its catchment area stated a higher preference for admission to Ysgol Nant Caerau.
95. As Ysgol Coed Y Gof directly serves the areas in which the first phases of the Plasdŵr development are under construction, there is a risk that additional Welsh-medium places in close proximity to Ysgol Coed y Gof may further reduce intakes to the school.
96. The dual stream model proposed is consistent with the themes set out in Cymraeg 2050, will support development of the Curriculum for Wales, contribute toward the aspiration of one million Welsh speakers, meet the projected demand for places from the current phases of the development and contribute towards meeting the demand from future phases of the Plasdŵr development.
97. The model will also allow for those who wish to educate their child at an English-medium school to access primary provision locally and reduce the number of families commuting to school by non-active modes of travel, such as a car.
98. Pupils would have the option to apply for transfer to either English-medium or Welsh-medium secondary education. For those transferring to Welsh-medium secondary provision, they would be well supported, with appropriate Welsh immersion opportunities to enable them to reach the required fluency to access the full range of the curriculum through the medium of Welsh.
99. Throughout the project the Council will engage and consult with the community to ensure that opportunities that meet the needs of the local community are achieved.

### **Admission arrangements**

100. Cardiff Council will be the admissions authority for the new community primary school and applications for admission will be assessed in accordance with the Council's School Admission Arrangements.
101. Admission arrangements for the 2021/2022 school year were agreed by the Council Cabinet at its meeting on 19 March 2020.
102. It is proposed that a phased increase in the Admission Number be implemented. In the first year following establishment, the school would

admit pupils to the Nursery classes, up to 30 pupils per stream to Reception Year, and years 1 – 2 would operate a lower Admission Number of 15 places.

103. The table below sets out how admissions to the school would be administered:

<b>Phased establishment and increase of Admission Number</b>								
<b>Year</b>	<b>Nursery</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>2021-22</b>	48 EM 48 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0	0	0
<b>2022-23</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0	0
<b>2023-24</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0
<b>2024-25</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0
<b>2025-26</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM
<b>2026-27</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM

104. Implementing arrangements that enable pupils to enrol in a limited number of year groups would allow primary school pupils resident in the new development who are between Nursery age and Year 2 to take up places at the local primary school in the first year, and the school would grow sustainably to admit pupils to all year groups over a five year period.
105. Negotiations are underway with the developer to understand the revised house building schedule and anticipated completion rates, which will then impact on projected admissions to the school.
106. In accordance with the requirements of the School Admissions Code, the Council would consult on admission arrangements annually between 1 September and 1 March, and set them by 15 April, of the school year (the 'determination year') beginning two years before the school year in which the arrangements will apply.

#### **Local Member consultation (where appropriate)**

107. Local members were consulted as part of the consultation.

#### **Scrutiny Consideration**

108. The Covid-19 Scrutiny Committee is due to consider this item on 23 June 2020. Any comments received will be circulated at the Cabinet meeting.

## **Summary**

109. The impact of the Covid-19 pandemic will result in a significant slowdown of the housing market. This will result in a delay in the commencement of the school building works and it is no longer possible that the school buildings would be complete for the start of the 2021/22 school year.
110. The lockdown period will also significantly reduce the number of dwellings completed within the development, and in turn this will reduce the yield of pupils from the development requiring a school place in 2021/22.
111. Pupils currently resident on the development can be accommodated at local school provision and projections based on the most recent population data indicate there will be sufficient capacity in the local primary schools serving the development to accommodate those pupils of primary school age in the 2021/22 and 2022/23 school years.
112. The Council will work closely with the lead developer to ensure that construction delays which may affect the completion date of the school construction as a result of the Covid-19 lockdown are minimised. Against the backdrop of ongoing uncertainty in the housing market, discussions with the developer to revise the delivery timetable for the school are ongoing.

## **Reason for Recommendations**

113. To respond to the projected demand for additional Welsh-medium and English-medium primary school places to serve the new housing developments in the Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater areas.

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

114. It is anticipated that there will be a positive impact on the Welsh Language as a result of these proposals.
115. The proposals outlined in this report seek to align with the Bilingual Cardiff Strategy and strongly support the Welsh Government's strategy for the Welsh language by contributing to meeting the targets set out in the Cymraeg 2050 strategy.
116. 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.
117. 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.

118. 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.
119. 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. Significantly or rapidly expanding Welsh-medium primary 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.
120. The Council's aspirations for increasing the number of Welsh speakers, and the Welsh Government's Cymraeg 2050, propose a significant change. Cymraeg 2050 sets national targets of educating 40% of learners in Welsh-medium schools, and a further 30% of learners being educated in English-medium schools being fluent in Welsh. At present, c17% of Cardiff children entering primary education are educated in Welsh-medium schools or classes.
121. The percentage of the population taking up Welsh-medium places has remained broadly constant over this period fluctuating between 15.8% and 17.2% in the period 2015 to 2019. A significant increase in the number of pupils admitted to Reception Year is expected in September 2020.
122. This proposal seeks to increase the number of Welsh-medium primary school places available in the area, and seeks to implement the change in such a way that the potential for negative impact on existing schools is limited.
123. There is a risk that provision of additional Welsh-medium primary school places on the new school site, within the catchment area of Ysgol Gymraeg Coed Y Gof and within two miles of the school, may inhibit the growth of Ysgol Gymraeg Coed Y Gof. It is intended that this impact is mitigated by admission arrangements which limit admissions to the new school provision at the time of establishment.
124. This proposal also seeks to increase the number of learners, for whom parents seek an education predominantly through the medium of English that are well placed to be bilingual at the end of their statutory education.
125. The development of Welsh language skills in the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a million speakers the way Welsh is taught to learners in all schools must be transformed.

126. The provision of 210 additional Welsh-medium primary school places would mean that the overall proportion of Welsh-medium places city-wide is increased. The total number of Welsh-medium places available at entry to primary education city-wide can accommodate approximately 22% of the projected pupil population in 2022 and 2023. There is sufficient capacity within the Welsh-medium primary sector to allow for a significant increase in take up.
127. The provision of 210 school places in a school defined as Predominantly English – medium primary school but with significant use of Welsh, which is closely supported by a Welsh medium school that is co-located and under a single management structure, seeks to increase the overall proportion of bilingual citizens in Cardiff.
128. It is therefore considered that a proposal to establish a dual stream primary school will support English-medium demand, Welsh-medium demand, and promote bilingualism.

### **Financial Implications**

129. The financial implications arising from this proposal have not significantly deviated from those outlined in the post consultation report.
130. In terms of revenue implications, the resources required to fund these schools will need to be factored into the Council's annual budget setting process and reflected in the Medium Term Financial Plan. As the school's capacity is incrementally increased, it will be necessary to ensure that this growth is added to the overall school budget on an annual basis, to avoid financial detriment to other schools in Cardiff. It is not currently anticipated that there will be an impact in terms of school transport, however this will need to be kept under review as the school grows. In particular, the proposed emphasis on the Welsh language may have implications for the requirement of Welsh immersion education in Cardiff. Therefore, financial implications may arise should there be a need to increase immersion capacity within the city and transport pupils to the Welsh Immersion Unit, as required. In addition, funding will need to be identified from within existing School Organisation resources to cover any costs that arise in advance of the school opening.
131. Regarding capital implications, work will continue to fully assess the cost of the new school building and the fact that s106 contributions will not sufficiently cover the cost of this development. Therefore, it will be necessary to identify funding to cover the Council's requirement to make a contribution towards the overall cost. This will need to be funded from within existing approved resources or factored into future iterations of the Council's Capital Programme. However, every effort should continue to be made to ensure that value for money is obtained and the requirement for a Council contribution is kept to a minimum. Furthermore, the ongoing maintenance requirements of the school building will need to be factored into future asset management plans.

132. The financial contributions specific to provision of the necessary infrastructure to serve the first phase of the Plasdŵr development were negotiated in line with the 2007 Supplementary Planning Guidance. This SPG was revised and adopted in January 2017.
133. The 2007 SPG did not include funding requested for nursery education places. In addition, no loose furniture and fittings are provided for through the financial obligations mechanism. Taken together this means that whilst some of these requirements have been included in the scope of the schemes there is expected to be some shortfall in the total funds secured and the budget required to construct and fully furnish/resource the school if agreed to proceed. This shortfall will require the identification and prioritisation of a funding contribution through alternative sources in order to deliver a fully equipped school site.

**Legal Implications (including Equality Impact Assessment where appropriate)**

134. 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. Any proposal to establish a new community school may be made by a local authority under Section 41 of the 2013 Act. Section 48 of the 2013 Act requires that such proposals must be consulted upon, and then published, in accordance with the School Organisation Code (which contains a mixture of statutory guidance to which Authorities must have regard in exercising any power or decision under the Act and actual provisions with which the Authorities must comply).
135. The School Organisation Code sets out various factors which should be taken into account in formulating proposals, which includes paying particular attention to the impact of the proposals on vulnerable groups including improvement of accessibility for disabled pupils.
136. It is noted that a consultation has been carried out in accordance with the legal advice provided in the previous Cabinet report dated 18th April 2019. Following this consultation, Cabinet authorised the publication of a Statutory Notice recommending the creation of a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development from September 2021.
137. After publication of the statutory proposals notice, there was a 28 day statutory objection period (which included 15 school days). Cabinet may now determine its proposals under section 53 of the 2013 Act. In coming to a determination under section 53 of the 2013 Act any objections received during the 'objection period' (and not withdrawn), must be conscientiously considered, alongside the arguments in respect of the proposals and in the light of the factors set out in the Code.
138. A summary of any objections and the Council's response must be published at the same time as the Council issues its decision. The determination of school organisation proposals under section 53 of the

2013 Act is a local choice function which has been allocated to the Cabinet under the Constitution (Part 3, Section 3). Following determination, proposals may be implemented.

139. It is noted that due to the Covid-19 pandemic the developer has informed the Council that the timetable for the construction of the Plasdŵr development is behind schedule. The Council is currently under negotiations with the developer around the revised timetable. All other aspects of the proposals remain the same, and therefore the delay in the first admission date does not represent a fundamental difference to the proposals.
140. In considering the proposals, the Council must have regard to its public sector equality 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. Due regard should be given to the outcomes of the Equalities Impact Assessment.
141. The Council must also be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards and consider the impact of its proposals upon the Welsh language.
142. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how the proposals will contribute towards meeting its well-being objectives (set out in the Corporate Plan). Members must also be satisfied that the proposals comply with the sustainable development principle, which requires that the needs of the present are met without compromising the ability of future generations to meet their own needs.
143. With regards to the contracts referred to in recommendation 4, legal advice is being sought and any legal implications will be set out in the relevant decision report.

### **HR Implications**

144. HR People Services will work with the Temporary Governing Body of the new school to consider and put in place leadership arrangements in advance of the opening of the school. This is to allow time for organisational and staffing decisions to be taken, so that the school is appropriately resourced for the opening, particularly in light of the proposals for a phased intake.
145. The Temporary Governing Body will also need to consider the HR policies and procedures that it would adopt in relation to the employment and management of staff. The Council will advocate the adoption of the HR Manual for Schools which has been designed to provide policies and

procedures, information and guidance to governing bodies, Head teachers and staff, on the human resources issues and employment matters affecting schools.

146. The full adoption of the HR Manual would ensure that any staffing vacancies at the school would provide opportunities for individuals on the school redeployment register, in line with the Council's Redeployment and Redundancy Policy for schools.

### **Property Implications**

147. The property implications relevant to the delivery of new primary school provision to serve the early phases of the Plasdŵr housing development in North West Cardiff are detailed within the existing planning decision and, at this stage, there are no particular property issues identified.
148. Any future requirement to value or transfer land and or property into Council ownership to deliver the objectives of the school's provision should be done so in accordance with the Council's Asset Management process and in consultation with Corporate Landlord, Strategic Estates and relevant service areas.

### **Traffic and Transport Implications**

149. 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.
150. This proposal will increase educational activity on this site through the expansion of mainstream places. 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.
151. 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 development is 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.
152. 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 and lockers for storage of cycling clothes and equipment will also be essential.

153. Cycle and scooter parking provision must meet at least the minimum requirements set out in the Council's Managing Transport Impacts SPG and the site must be able to accommodate increases in cycle parking to meet future demand.
154. Cycle parking must be covered and secure and be sited in a convenient location within the site which is easy for pupils for access along suitable well-designed paths and where it benefits from surveillance. Sheffield stands are recommended. Tiered cycle parking will not be acceptable.
155. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing. Any SRB pupil learner transport will need appropriate facilities for drop-off and pick-up. However, facilities for general pick up and drop off of other pupils by car should not be provided.
156. On-site parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The car parking allocation for schools within the SPG is a maximum of one parking space per 30 pupils and this would apply to the mainstream school provision at the site. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently piloting the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new school.
157. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.
158. The TA would identify necessary works associated with required vehicular access onto the site and off-site highway measures including any safety measures, traffic calming and facilities for pedestrians, cyclists and scooting including crossing facilities for all active travel modes. The transport team will require very early engagement with the designers and transport consultants for the project to ensure that appropriate facilities to support sustainable travel are considered at the outset of the project and incorporated into the site masterplan.
159. In addition to highways measures within the immediate vicinity of the school gates, this work will need to identify other off-site improvements, including linkage with existing active travel routes and the provision of new routes, necessary to maximise opportunities for pupils to travel to

school by walking, cycling and scooting, and for those using public transport.

160. It is not expected that any pupils will be eligible for learner transport and so appropriate provision needs to be made for use of public transport services (which would in any case be needed for staff and would be available for any pupils who choose to use public transport). This will include safe waiting facilities for pupils and staff using scheduled bus services and safe pedestrian access to bus stops at locations convenient to the school, with crossings appropriate to the desire lines, type and level of use.
161. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2020. All schools will need to have such a plan in place from the outset of their operation. The Active Travel Plan for the new Plasdŵr school site should be informed by the Transport Assessment and developed with full involvement of the pupils and staff at existing neighbouring schools. This will help to encourage active travel across the local area and ensure that all pupils entering the new school are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers referenced in paragraph 156 of this report can support the development of the Active Travel Plan.
162. In addition to the first residents of the Plasdŵr development, the school is also expected to initially attract some pupils from surrounding areas and existing catchments which may include some overflow from the Radyr and Fairwater areas. Pupils from these areas would be travelling greater distances, from outside the Plasdŵr catchment. This combined with initially low traffic volumes from an only partially completed residential development could mean they may be more inclined to use private vehicles for the journey to school.
163. With a revised school opening construction date and an uncertain predicted programme of housing completion and occupation, this situation may still apply to the same extent. However, should the relative progress of residential completion fall further behind the school opening date, there could be increased rates of vehicular travel in to the school from neighbouring areas for a longer period. If on the other hand, significant residential occupation of Plasdŵr housing development occurs early on, fewer spaces would be available for pupils from further afield. In a scenario where significant residential occupation occurs before the school opens, then a reverse movement of Plasdŵr residents by vehicle to neighbouring existing schools may occur. In this scenario, new residents would begin their school career by being driven to school, with resultant routines and (potentially ingrained) habits being set which are more difficult to change than where they move to a new home and school where it is practical to take up active and sustainable travel routines from the outset.

164. The Welsh catchment of the dual stream intake could be wider than that of the English stream. This may also contribute to pupils travelling from further afield than the typical primary journey-to-school distance.
165. It is important to ensure that walking, cycling and scooting to school are encouraged as soon as the school opens to instil good practice which can be taken up by more pupils as the school and new residential development expands.
166. The Plasdŵr residential development is expected to include active travel facilities such as segregated walking and cycling routes along key spine roads. These need to tie in to suitable links providing continuous safe routes for primary pupils across the area directly to the school from any potential pupil, parent or staff desire line. There will be a need to ensure that these active travel facilities link to other neighbouring school areas for inter-catchment travel and are provided within the Plasdŵr housing development from the outset.
167. Measures to encourage sustainable travel to school in the area would include safety measures outside the school and in the immediate vicinity. A 20 mph speed limit will be in place across the development. Other measures to improve safety and increase the attractiveness of active travel options could potentially incorporate a School Street to prevent unauthorised vehicular access at school start and finish times. The transport team does not support provision of any form of drop-off facility for private vehicles. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently piloting the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new school.
168. Walking, cycling and scooting routes can be optimised along desire lines to provide good opportunity, increase the convenience and encourage greater take up of active travel.
169. Appropriate crossing facilities where required would provide for all active modes e.g. parallel zebras.
170. Pedestrian links are required to bus stops at locations convenient to the school.
171. The full complement of cycle and scooter storage are to be provided to at least the minimum levels set out in the Council's Managing Transport Impacts Supplementary Planning Guidance (2018) (SPG), in convenient and secure locations on the school site from the outset.
172. Any SRB pupil learner transport would need facilities for drop-off and pick-up.
173. Active Travel links need to be co-ordinated and linked in with routes to neighbouring schools.

174. The development of the Active Travel Plan for the school needs to have full involvement with the school and its future occupants, which may also need input from neighbouring school populations for efficient and co-ordinated measures. Active Travel Plan officers are already working closely with the developer's Community Liaison Manager who is keen to facilitate a Walking Bus initially to Radyr Primary (as the first walking bus in the area) to instigate sustainable travel for the first residents of the Plasdŵr development which can then be expanded and transferred to Plasdŵr Primary School. The team are also engaging with Radyr Comprehensive, Gwaelod y Garth and Plasmawr schools and will be meeting with Radyr Primary in 2020 to develop Active Travel Plans at all the local schools which can contribute to a complementary plan for Plasdŵr Primary School.
175. A detailed Transport Assessment will be required as part of the planning application for the school following the advice in the Council's Managing Transport Impacts SPG (2018). The transport team require very early engagement with the designers and transport consultants for the project for input and advice on the design.

### **Equality Impact Assessment**

176. The initial Equality Impact Assessment has been updated following consultation and in light of the revised timetable. The assessment concludes that the proposed change would not negatively affect a particular group in society. This assessment would be reviewed again as part of the design process.

### **RECOMMENDATIONS**

Cabinet is recommend to

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

<b>SENIOR RESPONSIBLE OFFICER</b>	<b>Director Name</b>
-----------------------------------	----------------------

	Date submitted to Cabinet office

*The following appendices are attached:*

*The following background papers have been taken into account*

Appendix 1: Statutory Notice

Appendix 2: Consultation Document

Appendix 3: Statutory Screening Tool and Equality Impact Assessment

Appendix 4: Formal Objection

Mae'r dudalen hon yn wag yn fwriadol

## CARDIFF COUNCIL

### SCHOOLS STANDARDS AND ORGANISATION (WALES) ACT 2013

#### DUAL STREAM PRIMARY SCHOOL PROVISION

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

- Establish a new two form entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development (south/southwest of the Llantrissant Road/Heol Isaf roundabout, CF15 8DX)

It is intended that the proposal will be implemented from September 2021.

The school will be maintained by Cardiff Council.

The Authority undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the Authority’s responses and the views of Estyn is available to view at:

<https://cardiff.moderngov.co.uk/ieListDocuments.aspx?CIId=151&MIId=3814&Ver=4>

The new school is to have a capacity of 420 places and to cater for the age range 3 - 11.

The school will be organised as:

- One form entry Welsh-medium (30 places per year group)
- One form entry predominantly English-medium with significant use of Welsh (30 places per year group)

There will be 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the English-medium stream

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

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

It is proposed that a phased increase in the Admission Number be implemented with Reception admission up to 30 pupils per stream and years 1 – 2 operating a lower Admission Number of 15 in September 2021.

The table below sets out how admissions to the school would be administered following establishment:

<b>Phased establishment and increase of Admission Number</b>								
<b>Year</b>	<b>Nursery</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>2021-22</b>	48 EM 48 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0	0	0
<b>2022-23</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0	0
<b>2023-24</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0
<b>2024-25</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0
<b>2025-26</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM
<b>2026-27</b>	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM

Cardiff Council will be the admissions authority for the new community primary school and applications for admission will be assessed in accordance with the Council's School Admission arrangements.

Parents of children who are admitted for nursery education would still need to apply for a place at the School if they want their child to transfer to the reception class.

Attendance at the nursery will not guarantee admission to the school.

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

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

Within a period of 28 days after the date of publication of these proposals, that is to say by 24 March 2020 any person may object to these proposals.

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



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

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

The Authority will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon, before the end of 7 days beginning with the day the proposal is determined.

Dated this 26th day of February 2020

Signed: Davina Fiore  
Director of Legal, Governance and Monitoring Officer  
For the Council of the City and County of Cardiff

### EXPLANATORY NOTE

(This does not form part of the Notice but is intended to explain its general meanings)

Further information in respect of the proposal to establish the new school can be found at [www.cardiff.gov.uk/plasdwrschool](http://www.cardiff.gov.uk/plasdwrschool)

The Welsh Government Information Document No: 023/2007 (Defining schools according to Welsh medium provision) sets out definitions and categories of schools in Wales according to the language which is used as the medium of instruction and the normal business of the school.”

Mae'r dudalen hon yn wag yn fwriadol

# 21st Century Schools Consultation Document 2019

**THE PROPOSED ESTABLISHMENT OF PRIMARY SCHOOL PROVISION  
TO SERVE THE EARLY PHASES OF THE PLASDWR DEVELOPMENT**

9 September– 28 October 2019



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



CREV G WIR IN THESE STONES  
FEL GW YDR HORIZONS  
O F WR NAI S' A WEN SING

Tudalen 43



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## Introduction

### What is this booklet about?

This booklet is for parents/carers, school staff, school governors and anyone who has an interest in education in Cardiff.

It sets out details of the proposed establishment of a new primary school to serve the early phases of the Plasdŵr housing development in North West Cardiff.

We want everyone to understand the information so you can tell us what you think.

### What are we proposing to do?

The new school at Plasdŵr is proposed to be a two form entry primary school, with two language streams, organised as:

- One form of entry Welsh-medium (30 places per year group)
- One form of entry predominantly English-medium, with significant use of Welsh (30 places per year group)

This means that there would be 420 primary school places in total.

There will also be 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the English-medium stream.

The proposed changes would take effect from September 2021.

The new primary school is to be procured by the developer and construction is proposed to complete in Summer 2021.

Recent new build primary school in Cardiff - Ysgol Glan Morfa



# Consultation

## Who are we consulting with?

The consultation process must follow the Welsh Government guidelines as set out in the School Organisation Code 2018.

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)
Community Councils	Trade Unions
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Childcare providers
Diocesan Directors of Education	Mudiad Meithrin
Neighbouring Authorities	Wales Pre-School Providers Association
Neighbouring Primary and Secondary schools within Cardiff	Clybiau Plant Cymru Kids Club
Estyn	National Day Nurseries Association
Communities First Partnership	Cardiff Welsh Education Forum
Cardiff & Vale Health Board	

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

- The consultation document is available electronically on the Cardiff Council website at [www.cardiff.gov.uk/PlasdwrSchool](http://www.cardiff.gov.uk/PlasdwrSchool)
- Printed copies of this consultation document will be available at Central Library, Radyr Library and Fairwater Hub.

- We have organised 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.
- You can also write to us to tell us what you think.

The dates of the consultation meetings are set out below:

<b>Table 2: Consultation Meeting Dates</b>		
<b>Type of Consultation</b>	<b>Date/Time</b>	<b>Venue</b>
Drop in session	Monday 16th September, 10.00 – 11.30 am	Redrow site office, Clos Parc Radur, Radyr
Public meeting	Monday 30th September, 6.30 – 8.00pm	Radyr Comprehensive School
Drop in session	Tuesday 1st October, 10.00 -11.30am	Fairwater Leisure Centre
Drop in session	Thursday 3rd October, 5.00 -7.30pm	Central Library
Drop in session	Monday 7th October, 2.00 -3.30pm	Radyr Library

## **Views of children on the proposal**

It is important that when bringing forward proposals, suitable arrangements are made to consult with pupils. The Council will consult with pupils in local schools and the information gathered in these sessions will be included in the final consultation report.

## **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 one of the drop in sessions above.
- Completing the consultation response form, which you can find on page 40.
- Completing the electronic response form which you can find at [www.cardiff.gov.uk/PlasdwrSchool](http://www.cardiff.gov.uk/PlasdwrSchool)
- Contacting the School Organisation Planning Team on **029 2087 2720**, by e-mail to: [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) or by post to Room 422, County Hall, Cardiff, CF10 4UW.

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

**The closing date for responses to this consultation is Monday 28th October 2019.**

Unfortunately we will not be able consider any consultation responses received after this date.



## Explanation of terms used in this document

Please note the following terms used throughout this document:

**Admission Number** - all maintained schools admit pupils up to at least their Published Admission Number. The admission number is the number of pupil places available in each year group.

**ALN** - Additional Learning Needs. This may be due to learning difficulties, physical disabilities or behavioural problems. (ALN is sometimes referred to as Special Educational Needs).

**Capital funding for schools** - money used to build new school buildings or improve existing facilities.

**Community Schools** - a primary or secondary school where the Council arranges school admissions.

**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.

**Section 106 (S106)** - a legal agreement between an applicant seeking planning permission and the local planning authority (Cardiff Council), which is used to mitigate the impact of any new homes on the local community and infrastructure

**Statutory Notice** - a statutory notice is the formal publication of a finalised proposal. This will only be undertaken if a decision is made by the Council Cabinet to proceed with a proposal following consideration of all responses from the consultation process. This is a legal requirement as outlined in the School Organisation Code (2018).

## Why are we proposing these changes?

New housing developments in North West Cardiff will increase the number of children needing school places in the area, and this will have an impact on the availability of places in existing schools.

Outline planning consent for the construction of the first phase of the Plasdŵr development (up to 630 dwellings) was granted by the Council's Planning Committee in February 2016.

As part of the planning agreement with the Council, a new school is being provided by the site developer to serve this first phase of housing, the wider area and some future housing developments that have also been planned.

To date, approximately 90 houses have been completed and are occupied on the early phase of the development on the northern side of Llantrisant Road.

Recent new build primary school in Cardiff - Pontprennau Primary School



## Why is a dual stream school being proposed?

The Welsh Government's Cymraeg 2050 strategy (2017) sets out a vision of reaching one million Welsh speakers by 2050. The strategy can be found here:

[www.gov.wales/cymraeg-2050-welsh-language-strategy](http://www.gov.wales/cymraeg-2050-welsh-language-strategy)

The aim of the strategy is for 40 per cent of children in Wales, in each year group, to be educated in Welsh-medium education, with each one reporting that they are able to speak Welsh fluently. However, key to this strategy is that half of the remaining 60 per cent of children in English-medium education also report that they are able to speak Welsh.

The targets within Cymraeg 2050 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools. The Council must also achieve a significant change in how children in English-medium schools are enabled to achieve greater fluency in Welsh and the confidence to use the language.

This new model of school in Cardiff would enable children within and in close proximity to the new development at Plasdŵr to access a local primary school and to be educated in a Welsh-medium or English-medium setting, whichever is their preference.

In recent years Cardiff has seen the results of successful partnership working between Welsh-medium and English-medium schools, forging positive learning opportunities for both partner schools. This model would enable close partnership working of the streams through sharing a site and facilities. It would facilitate full language immersion for children within the Welsh-medium stream as well as enabling the children within the predominantly English-medium stream to build more secure Welsh language acquisition.

This pioneering approach has the potential to serve as a model of linguistic excellence, able to support new practice in other Cardiff schools.

### How would pupils learn in the Welsh-medium stream?

Pupils will be taught mainly in Welsh.

All children in the Foundation Phase (Nursery, Reception, Year 1 and Year 2) will be taught through the medium of Welsh (Welsh immersion).

In Key Stage 2 (Year 3 to Year 6) English will be introduced as a language and as the medium of teaching for some elements of the curriculum. Pupils will mainly be assessed in Welsh with some English assessment when appropriate.

Common terms will be introduced in the learning and experience areas in both languages. Pupils will aspire to progress appropriately in Welsh and English by the time they are 11 years old.

## **How would pupils learn in the predominantly English-medium stream with significant use of Welsh?**

Pupils will be taught in English and Welsh with a significantly greater emphasis on learning through the medium of Welsh than in an English-medium school.

Welsh would be used as the medium of teaching or learning for up to 50% of the curriculum overall throughout the child's time in the school.

In general, Welsh and areas of learning and experience that are taught in Welsh will be tested in Welsh, and areas of learning and experience that are taught in English will be tested in English.

## **What would be the language of the school?**

Both Welsh and English would be used in the day to day business of the school.

Welsh would be used as the language of communication with pupils in the Welsh medium stream. The language of communication with pupils in the predominantly English-medium stream would be determined by the curriculum, and appropriate to the learning stage of the pupils.

A high priority would be given to creating a Welsh ethos throughout the school.

The school would communicate with parents in both languages.

## **How would the outcomes in the predominantly English-medium stream differ from another English-medium school?**

In an English-medium school, the normal expectation is that pupils will transfer to English medium secondary provision.

However, all children in Cardiff are able to transfer to an English-medium or Welsh-medium school. A child can progress to the same medium of education, or can progress to the alternative medium if that is the parents' preference. In recent years there has been an increasing number of families making the decision to transfer their children from an English-medium primary school to a Welsh-medium secondary school at the end of their primary education. This has been supported by specialist teachers in Cardiff's Welsh Immersion Unit.

In this new school it is expected that pupils in the predominantly English-medium stream would gain the confidence and skills to be able to transfer to whichever language medium is their preference.

One of the aims of the proposed model is that parents could have confidence that their child would flourish equally as well in either type of school. Pupils would be well supported to transfer, with appropriate Welsh immersion opportunities to enable them to reach the required fluency to access the full range of the curriculum through the medium of Welsh.

## **How would children who transfer to the school adapt to learning in a new language?**

In Cardiff, all families who wish for their child to transfer from an English-medium school to a Welsh-medium school are supported to do so. Cardiff operates a very successful Welsh Immersion Unit, which enables children to quickly develop fluency in Welsh and access all aspects of education in Welsh-medium.

Children transferring to each of the streams within the proposed new school would be supported appropriately.

The Immersion Unit enables pupils to achieve age appropriate language skills in order to have entry to mainstream classes in their home school. Children learn all key words and phrases and then build on this knowledge until they become fluent.

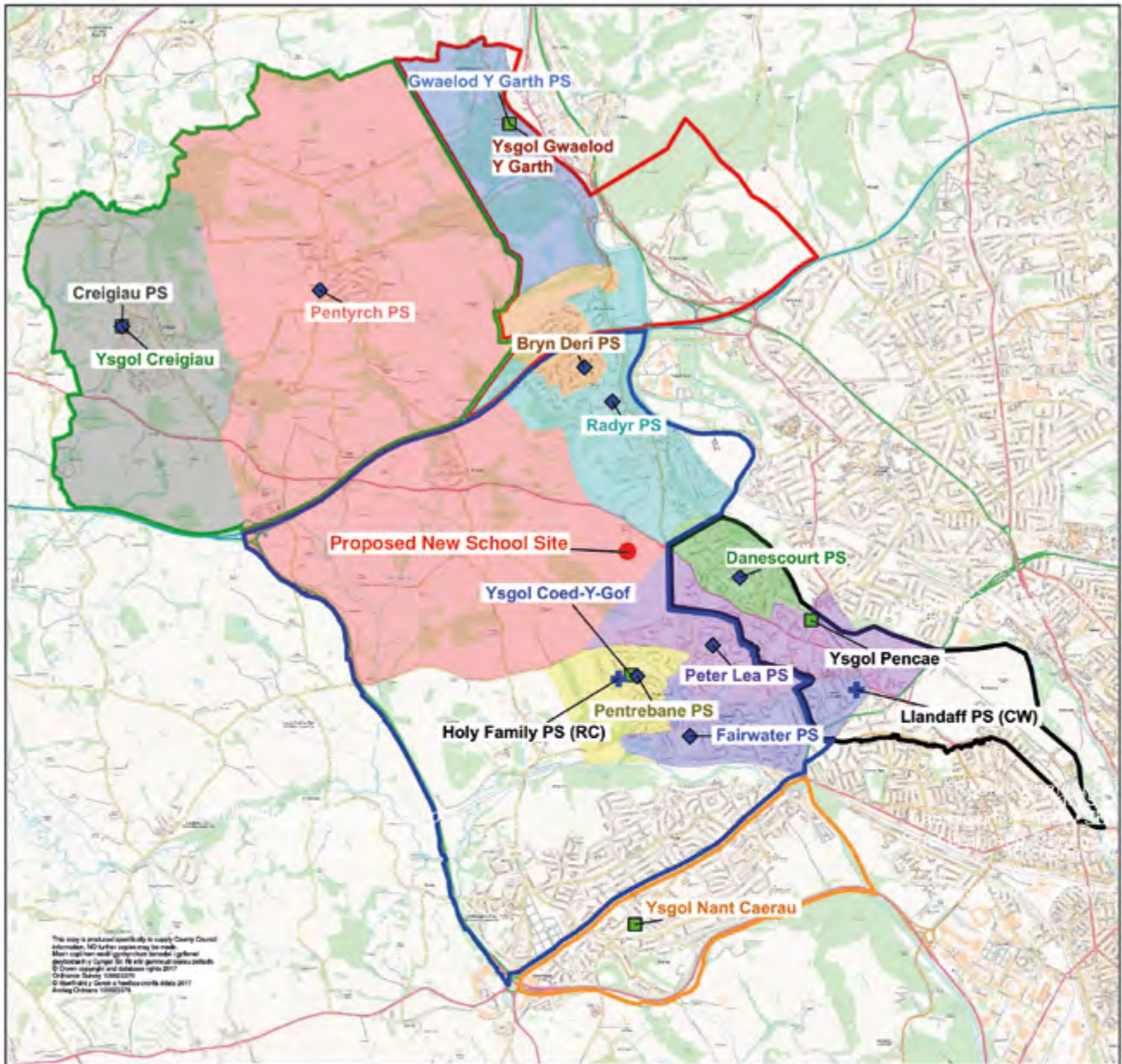
## **Will the curriculum differ between the Welsh-medium stream and the predominantly English-medium stream?**

The new Curriculum in Wales sets new expectations for schools and learners. There will be a single curriculum for Wales that will apply in Welsh-medium, English-medium and bilingual schools. The expectations in Wales for those learning Welsh in English-medium schools will gradually be increased as the first cohorts learn through the new curriculum in order to realise the national ambition of 1 million Welsh speakers by 2050.

Classroom - Glan Morfa



# English and Welsh primary school catchment areas



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## English-medium Catchment Areas

- shading denotes Pentyrch PS Catchment
- shading denotes Pentrebane PS Catchment
- shading denotes Radyr PS Catchment
- shading denotes Peter Lea PS Catchment
- shading denotes Bryn Deri PS Catchment
- shading denotes Creigiau PS Catchment
- shading denotes Danescourt PS Catchment
- shading denotes Fairwater PS Catchment
- shading denotes Gwaelod Y Garth PS Catchment

## Welsh-medium Catchment Areas

- border denotes Ysgol Creigiau Catchment
- border denotes Ysgol Coed-Y-Gof Catchment
- border denotes Ysgol Nant Caerau Catchment
- border denotes Ysgol Pencae Catchment
- border denotes Ysgol Gwaelod-Y-Garth Catchment

## School Sites

- English-medium School Site
- Welsh-medium School Site
- Faith School Site
- Proposed New School Site

## What would be provided in the new school?

The Council has worked closely with the housing developer and its partners to deliver a clear vision and design brief which allow the contractor to design a school which will meet the Council's requirements.

Any new school, including the one outlined in this proposal, would need to meet The Department of Education: Area guidelines for mainstream schools, which sets out that the following facilities need to be included in any school:

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

Recent new build primary school in Cardiff - Ysgol Hamadryad



## Schools serving the area at present

Primary school places in the wider area (Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater) are provided at a number of English-medium, Welsh-medium and Dual Stream primary schools:

### Welsh-medium

There are three Welsh-medium community primary schools currently serving the area:

- Ysgol Gymraeg Coed y Gof
- Ysgol Gymraeg Nant Caerau
- Ysgol Pencae

The Welsh-medium schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development are Ysgol Gymraeg Coed y Gof and Ysgol Pencae.

### English-medium

There are seven English-medium community primary schools:

- Bryn Deri Primary School
- Danescourt Primary School
- Fairwater Primary School
- Pentrebane Primary School
- Pentyrch Primary School
- Peter Lea Primary School
- Radyr Primary School

The English-medium primary schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development are Danescourt Primary School, Radyr Primary School and Peter Lea Primary School.

Two English-medium faith schools, Holy Family RC Primary School and Llandaff City Church in Wales Primary School also serve the area.

### Dual Stream

There are two dual stream community primary schools serving the area, each providing education through the medium of English and through the medium of Welsh in separate streams:

- Creigiau Primary School
- Ysgol Gynradd Gwaelod y Garth Primary School



## How many primary school places are needed?

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 in the area
- Where do these children live?
- How many children will need places in future?

### The number of places in local schools

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.

Ysgol Hamadryad



Table 3 below shows details of places available at schools serving the local area.

**Table 3: Places available at schools serving the 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 Deri Primary	184	30	80	English-medium
Creigiau Primary (dual stream)	378	29 English-medium 29 Welsh-medium	32 English-medium, 32 Welsh-medium	Dual-stream
Danescourt Primary	420	60	64	English-medium
Fairwater Primary	283	40	N/A	English-medium
Holy Family RC Primary	247	35	N/A	English-medium
Llandaff City CiW Primary	420	60	N/A	English-medium
Pentrebane Primary	210	30	48	English-medium
Pentyrch Primary	140	20	N/A	English-medium
Peter Lea Primary	320	45	96	English-medium
Radyr Primary	376	60	48	English-medium
Ysgol Gymraeg Coed Y Gof	389	60	N/A	Welsh-medium
Ysgol Gymraeg Nant Caerau	207	30	48	Welsh-medium
Ysgol Gynradd Gwaelod y Garth Primary (dual stream)	237	7 English-medium 26 Welsh-medium	40 Welsh-medium	Dual-stream
Ysgol Pencae	186	30	N/A	Welsh-medium

### The total number of children attending schools in the area

The most recent verified school census data available at the time of publication is from January 2018. Updated census information for January 2019 will be available electronically on the Cardiff Council website in Autumn 2019 at [www.cardiff.gov.uk/Plasdwrsschool](http://www.cardiff.gov.uk/Plasdwrsschool).

Table 4 below shows:

- the number of pupils on roll in the English-medium and dual stream primary schools serving the area
- which schools those pupils attend
- the number of surplus (empty) places at each school at January 2018

**Table 4: Number on Roll and total surplus capacity – Reception to Year 6 (PLASC: January 2018) (English-medium and dual stream primary schools)**

Primary School	R	1	2	3	4	5	6	Total Pupils	School Capacity	Surplus Places	% Surplus Places
Bryn Deri	31	30	30	30	29	28	29	207	184	-23	-12.50%
Creigiau (English stream)	49	54	58	49	53	53	50	366	378	12	3.17%
Danescourt	60	60	57	59	60	49	39	384	420	36	8.57%
Fairwater	20	39	37	37	40	30	35	238	283	45	15.90%
Gwaelod Y Garth (English stream)	35	37	38	34	35	34	36	249	237	-12	-5.06%
Holy Family RC	23	15	15	26	19	24	20	142	247	105	42.51%
Llandaff CW	60	60	60	59	60	60	60	419	420	1	0.24%
Pentrebane	24	30	35	30	26	31	32	208	210	2	0.95%
Pentyrch	23	21	21	25	15	12	17	134	140	6	4.29%
Peter Lea	44	44	38	48	44	47	40	305	320	15	4.69%
Radyr	58	59	61	60	60	60	44	402	420	18	4.29%
<b>Total</b>	<b>427</b>	<b>449</b>	<b>450</b>	<b>457</b>	<b>441</b>	<b>428</b>	<b>402</b>	<b>3054</b>	<b>3259</b>	<b>205</b>	<b>6.3%</b>

There is currently an overall surplus of 205 English-medium and dual stream primary school places (c6%) within the wider area of Creigiau/ St Fagans, Radyr/ Morganstown and Danescourt.

Taking into account only the English-medium schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development (namely Danescourt Primary School, Peter Lea Primary School and Radyr Primary School), there are very few surplus places (69) – approximately 6% of capacity.

Recent new build primary school in Cardiff - Howardian Primary



Table 5 below shows:

- the number of pupils in roll in Welsh-medium and dual stream primary schools serving the area
- which schools those pupils attend
- the number of surplus (empty) places at each school at January 2018 (most recent verified school census data).

**Table 5: Number on Roll and total surplus capacity – Reception to Year 6**  
(PLASC January 2018) (Welsh-medium and dual stream primary schools)

School	R	1	2	3	4	5	6	Total	Capacity	Surplus	% Surplus
Creigiau (Welsh stream)	49	54	58	49	53	53	50	366	378	12	3.17%
Ysgol Coed y Gof	51	54	59	48	45	41	38	336	389	53	13.62%
Ysgol Nant Caerau	30	31	26	28	29	27	26	197	207	10	4.83%
Gwaelod y Garth (Welsh stream)	35	37	38	34	35	34	36	249	237	-12	-5.06%
Ysgol Pencae	30	29	29	30	29	30	30	207	186	-21	-11.29%
<b>Grand Total</b>	<b>195</b>	<b>205</b>	<b>210</b>	<b>189</b>	<b>191</b>	<b>185</b>	<b>180</b>	<b>1355</b>	<b>1397</b>	<b>42</b>	<b>3.0%</b>

There is currently an overall surplus of 42 places in in Welsh-medium and dual stream primary schools within this wider area, amounting to 3% of capacity.

Taking into account only the two Welsh-medium schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development (Ysgol Pencae and Ysgol Coed Y Gof), there are few surplus places (32) amounting to approximately 6% of capacity.

### Where do these children live?

Summary analyses of pupils resident in each school catchment area are set out in Tables 6 and 7 in Appendix 1 (page 43).

## How many children will need places in the future?

### Demand for English-Medium community primary school places

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

Table 8 below shows the recent and future (projected) demand for English-medium places at entry to Reception year in the community primary catchment areas in the Creigiau/St Fagans, Radyr/Morganstown and Fairwater areas, from existing housing.

**Table 8: 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	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Bryn Deri	30	25	31	36	22	20	21
Creigiau (English stream)	29	14	12	15	12	20	16
Danescourt	60	23	23	26	28	38	23
Fairwater	40	41	50	41	51	40	50
Gwaelod Y Garth (English stream)	7	5	2	4	5	5	7
Pentrebane	30	41	36	49	47	37	35
Pentyrch	20	24	28	28	33	39	31
Peter Lea	45	42	49	36	54	40	49
Radyr	60	71	60	52	59	58	53
<b>Total</b>	<b>321</b>	<b>286</b>	<b>291</b>	<b>287</b>	<b>310</b>	<b>297</b>	<b>285</b>
Surplus / Projected Surplus		40	30	34	11	24	36
		12%	9%	11%	3%	7%	11%

### Demand for Welsh-Medium community primary school places

Demand for Welsh-medium community school places in each of the primary school catchment areas serving the area varies.

Table 9 below shows the recent and future (projected) demand for Welsh-medium places at entry to Reception year in the community primary catchments area in the Creigiau/ St Fagans, Radyr/Morganstown and Fairwater areas, from existing housing.

**Table 9: Recent and projected demand for places at entry to Reception in Welsh-medium community primary schools within each catchment area**

Catchment area	Published Admission Number	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21
Creigiau Primary School (Welsh stream)	29	16	21	18	21	24	25
Ysgol Gymraeg Coed-Y-Gof	60	78	69	69	69	66	62
Ysgol Gymraeg Nant Caerau	30	43	41	32	32	36	31
Ysgol Gynradd Gwaelod Y Garth (Welsh stream)	26	18	18	13	14	13	17
Ysgol Pencae	30	34	27	24	32	38	34
<b>Total</b>	<b>175</b>	<b>189</b>	<b>176</b>	<b>156</b>	<b>168</b>	<b>176</b>	<b>159</b>
Surplus / Projected Surplus		-14	-1	19	7	-1	6
		-8%	-1%	11%	4%	-1%	4%

The recent and projected demand for English-medium and Welsh-medium community school places in each of the primary school catchment areas fluctuates, but overall there is little surplus projected.

Tables 8 and 9 take account of places taken up at, and projected to be taken up at, the community primary schools in Cardiff and therefore represents the maximum projected number of pupils who may wish places of that type if pupils in the area took up places in the catchment area of their home address. However, a significant proportion of pupils take up places elsewhere and it is expected that many of these would continue to do so. Pupils living in neighbouring local authorities close to the edge of Cardiff are also able to take up places at Cardiff schools, subject to sufficient places being available. They may meet higher oversubscription criteria such as residing in closer proximity than some Cardiff applicants.

When compared to the existing supply of places at Reception age across the wider area, catchment area projections for years 2019 to 2021 indicate:

- An average surplus of 24 English-medium primary school places;
- An average surplus of 4 Welsh-medium primary school places.

However, the current level of surplus places at English-medium primary schools within closest proximity to the new development, including Radyr Primary School, Peter Lea Primary School and Danescourt Primary School is low, at 69 places (6% of capacity).

The current level of surplus places at Welsh-medium primary schools within closest proximity to the new development, namely Ysgol Gymraeg Coed Y Gof and Ysgol Pencae is also low, at 32 places (also 6% of capacity).

When compared to the existing supply of places at Reception age across the catchment areas served by these five schools, projections for years 2019 to 2021 indicate:

- An average surplus of 31 English-medium primary school places;
- An average deficit of 10 Welsh-medium primary school places.

This excludes the yield of pupils from the any of the new housing development within the Plasdŵr development.

## **Demand for places from new housing developments**

A number of new housing developments have been proposed in North West Cardiff in recent years which will increase the number of children in the area seeking school places and will impact on the availability of school places. As more families move into these new housing developments, existing schools will be unable to meet the rising demand in existing facilities.

The yield from the first phase of the development, of 630 dwellings on Land North and South of Llantrisant Road, is projected at an average of 27 pupils per year group when the development is complete. However, the projected yield from the entire Plasdŵr development is projected at an average of approximately 229 pupils per year group when the development is complete.

A new school is being provided by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future housing planned. The primary purpose of new school provision is to serve pupils who would be resident within the new housing developments – the new provision being necessary and directly proportionate to the projected yield of pupils from the development.

At the time of establishment, the first phase of the housing development would not be fully complete. It is anticipated that this phase of development would be complete and all dwellings occupied between 2022 and 2024 .

The lead housing developer for the Plasdŵr development proposes to construct a new two form entry school building in a single phase to serve the development. This would provide sufficient places for the number of pupils expected to reside on the development who require primary school places when the planned 630 dwellings are completed.

The proposed school capacity of two forms of entry would sufficiently meet the needs of the development. The school would also provide sufficient surplus capacity to meet the projected demand for school places from the 290 dwellings planned on the site South of Pentreban Road (phase 2), and part of the projected demand from the larger North West Cardiff site of up to 5,000 dwellings in later phases.

## Admission and Catchment Area Arrangements

The arrangements for establishing new schools in Cardiff as ‘starter schools’ normally allow admissions to Nursery and Reception years only at the time of opening. Pupils would not be admitted to Year groups 1-6 at the time of opening. A new school would grow and admit pupils to these year groups over a seven year period. This limits the impact of new school provision on neighbouring schools and allows stable growth of a new school.

It is proposed that a phased increase in the Admission Number be implemented with Reception admission up to 30 pupils per stream and years 1 – 2 operating a lower Admission Number of 15 in September 2021.

Implementing arrangements that enable pupils to enrol in a limited number of year groups would allow primary school pupils resident in the new development who are between Reception age and Year 2 at September 2021 to take up places at the local primary school.

The below table indicates how admissions to the school would be administered following establishment.

Table: Phased establishment and increase of Admission Number								
Year	Nursery	R	1	2	3	4	5	6
2021-22	48 EM 48 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0	0	0
2022-23	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0	0
2023-24	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0	0
2024-25	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM	0
2025-26	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	15 EM 15 WM	15 EM 15 WM
2026-27	48 EM 48 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM	30 EM 30 WM

Cardiff Council will be the admissions authority for the new community primary school and applications for admission will be assessed in accordance with the Council’s School Admission arrangements.

Consultation on admission arrangements for the 2021/2022 school year would take place between 1 September 2019 and 1 March 2020 in accordance with the requirements of the Welsh Government Admissions Code.



There are no plans to change the Council's admissions policy as a result of this proposal.

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

## Ysgol Hamadryad



## How would other schools be affected?

### Primary Provision

It is anticipated that the potential impact of the new school on other local primary schools would be limited, as the school would only operate one nursery class, one Reception class and one mixed Year 1 / Year 2 class in each stream at the time of establishment.

Opening all year groups in the proposed new school with a higher admission number is not considered to be a sustainable solution as this may negatively impact other schools in the local area. This could encourage children from other areas to take up places in the school.

In November 2018, there were 25 pupils of primary school age (Nursery – Year 6) who were resident on the early phase of the Plasdŵr, development. These pupils attend eight primary schools throughout the city. At this time, the maximum number of pupils attending a specific school was three. The majority of these schools enrolled three pupils or fewer.

**Table 10: Recent and projected numbers on roll and local primary schools (Reception to Year 6 inclusive)**

Schools	Assessed School Capacity	NOR January 2015	NOR January 2016	NOR January 2017	NOR January 2018	NOR January 2019	Plasc Projection 2020 *	Plasc Projection 2021 *	Plasc Projection 2022 *	Plasc Projection 2023 *	Plasc Projection 2024 *
New school	420	-	-	-	-	-	-	-	40-60	80-100	120-140
Bryn Deri Primary	184	196	204	195	207	209	210	210	211	211	210
Creigiau Primary (dual stream)	378	365	367	370	366	365	377	379	381	383	386
Danescourt Primary	420	319	345	360	384	410	420	420	418	420	418
Fairwater Primary	283	205	216	234	238	243	253	255	246	242	229
Gwaelod y Garth Primary (dual stream)	237	228	225	239	249	245	256	249	248	248	248
Holy Family RC Primary	247	108	106	126	142	138	155	162	172	182	177
Llandaff City CiW Primary	420	421	420	419	419	418	420	420	420	420	420
Pentreban Primary	210	164	181	186	208	196	210	210	210	210	210
Pentyrch Primary	140	122	133	136	134	133	140	140	140	140	140
Peter Lea Primary	320	311	320	316	305	307	298	294	290	294	295
Radyr Primary	376	365	369	386	402	411	420	420	420	420	420
Ysgol Coed Y Gof	389	351	352	341	336	327	325	331	324	323	324
Ysgol Nant Caerau	207	160	178	200	197	200	210	210	210	210	210
Ysgol Pencae	186	207	208	208	207	207	208	208	209	208	208

## Secondary school provision

Phase 1 of the Plasdŵr development, within which the new school will be located, overlaps the catchment areas of Cantonian High School, Radyr Comprehensive School and is also within the catchment area of Ysgol Gyfun Gymraeg Plasmawr.

The development is also served by The Bishop of Llandaff Church in Wales High School and Corpus Christi R.C. High School, although admissions to these schools give priority to criteria that are faith-based and/ or based on attendance at a school of the same faith.

Demand from within the catchment area for English-medium places at entry to secondary education at Radyr Comprehensive School is below the Published Admission Number of 210 places. Projections indicate that demand from existing housing within the catchment area of Radyr Comprehensive School will not exceed the number of places available.

Demand from within the catchment area for English-medium places at entry to secondary education at Cantonian High School is below the current Published Admission Number of 181 places. Projections indicate that demand from existing housing within the catchment area of Cantonian High School will not exceed the number of places available.

The Council has published a proposal to expand Cantonian High School from six to eight forms of entry (a Published Admission Number of 240 places). If this proposal is implemented, this would provide sufficient capacity to accommodate all pupils in existing housing within its catchment area and will provide additional capacity to meet part of the excess demand in other areas.

The additional demand for English-medium secondary school places from the early phases of the Plasdŵr development can be accommodated within the existing school provision.

Based on recent trends, combined demand across the three Welsh-medium high school catchment areas is projected to exceed overall capacity at Year 7 in 2020/2021.

To meet anticipated demand Ysgol Plasmawr is to increase its intake from 180 to 210 from September 2020. Separate proposals will be brought forward to ensure that there are sufficient places to meet the demand for Welsh-medium places in each Welsh-medium secondary school catchment area.

A s106 agreement for the North West Cardiff development of up to 5,970 dwellings includes agreement to provide a new secondary school site and financial contributions towards construction. S106 agreements for other developments in the area, including the Land South of Pentreban Road, Goitre Fach Farm and Junction 33 would also provide financial contributions towards the expansion of English-medium and Welsh-medium secondary school provision.

Owing to the scale of development in Cardiff over the next several years, English-medium and Welsh-medium secondary school catchment areas will face challenges without re-organisation of provision. The large-scale housing developments underway in the West and proposed in the North of the city in particular will require additional secondary school places.

Any proposals brought forward to expand secondary school provision to meet the demand from

additional housing could impact on the existing organisation and pattern of schools. Proposals will be brought forward in good time to ensure that there are sufficient places to meet the increased demand for secondary school places in each language medium that the new housing development will bring.

### **How would Early Years 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. There are no catchment areas for nursery classes.

It is proposed to provide 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the predominantly English-medium stream with significant use of Welsh. The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, to develop continuity and progression in children's learning from the age of three, and to contribute to raising standards across the school.

Admissions to the proposed nursery provision would be administered by the Council in accordance with the admissions policy applicable to community schools in Cardiff for whom the Council is the Admissions Authority.

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

Recent new build primary school in Cardiff - Ysgol Glan Morfa



## Condition and Suitability of School Buildings

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

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).

**Table 11: Condition and suitability gradings**

Grading	Condition	Suitability
A	Good and operating efficiently	Good. Facilities suitable for teaching, learning and wellbeing in school
B	Satisfactory but with minor deterioration	Satisfactory. Performing as intended but does not effectively support the delivery of the curriculum in some areas
C	Poor with major defects	Poor. Teaching methods inhibited/adverse impact on school organisation
D	End of Life; life has expired or risk of imminent failure	Very poor. Buildings seriously inhibit the staff's ability to deliver the curriculum

**Table 12: Condition and Suitability of schools serving the area**

Schools	Condition	Suitability
Bryn Deri Primary School	C+ Poor with some defects	B – Satisfactory
Creigiau Primary School	C+ Poor with some defects	C – Poor
Danescourt Primary School	B Satisfactory but with some degradation	A – Good
Fairwater Primary School	B Satisfactory but with some degradation	B – Satisfactory
Holy Family RC Primary School	C+ Poor with some defects	B – Satisfactory
Llandaff City CiW Primary School	B Satisfactory but with some degradation	B – Satisfactory
Pentrebanne Primary School	C Poor with major defects	A – Good
Pentyrch Primary School	C Poor with major defects	B – Satisfactory
Peter Lea Primary School	B Satisfactory but with some degradation	A – Good
Radyr Primary School	B Satisfactory but with some degradation	B – Satisfactory
Ysgol Gymraeg Coed y Gof	B Satisfactory but with some degradation	B – Satisfactory
Ysgol Gynradd Gwaelod y Garth Primary School	B Satisfactory but with some degradation	B – Satisfactory
Ysgol Nant Caerau	B Satisfactory but with some degradation	B – Satisfactory
Ysgol Pencae	B Satisfactory but with some degradation	B – Satisfactory



## 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 Taff 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 inspections. 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](http://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 the level of support schools require. Organisations such as the Central South Consortium (CSCJES) and the school improvement service then work with schools' leaders to identify, provide and/or broker any support required for further improvement.

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.

Schools will be in one of four groups, A to D. Schools where the judgement is an A show the greatest capacity to improve along with the ability to support other schools. Those where the judgement is D need the most support. The final categorisation is a colour code that shows the level of support a school needs – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support).

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>

**Table 13: Estyn/Welsh Government Categorisation**

	School	Inspection Date	Standards	Prospects for Improvement	Progress
●	Bryn Deri Primary School	June 2013	Good	Good	Not in follow up
●	Creigiau Primary School	March 2017	Good	Good	Not in follow up
●	Danescourt Primary School	November 2016	Good	Good	Not in follow up
●	Fairwater Primary School	July 2013	Adequate	Adequate	Removed from monitoring 2015
●	Holy Family RC Primary School	October 2013	Adequate	Adequate	Removed from monitoring 2014
●	Llandaff City CiW Primary School	March 2014	Excellent	Excellent	Not in follow up
●	Pentrebane Primary School	March 2015	Good	Good	Not in follow up
●	Pentyrch Primary School	June 2017	Adequate	Unsatisfactory	Removed from monitoring 2018
●	Peter Lea Primary School	July 2018	Good	Good	Not if follow up
●	Radyr Primary School	June 2011	Good	Adequate	Removed from monitoring 2012
●	Ysgol Gymraeg Coed y Gof	May 2018	Adequate	Satisfactory	Under Review
●	Ysgol Gynradd Gwaelod y Garth Primary School	January 2013	Good	Good	Not in follow up
●	Ysgol Nant Caerau	May 2012	Good	Good	Not in follow up
●	Ysgol Pencae	January 2017	Good	Excellent	Not in follow up

### How would standards be affected by the change?

The new school facilities will support the delivery of the new 'Curriculum of Wales' for learners (3 – 16) which is due to be implemented in Welsh schools from September 2022. The new curriculum will adopt an approach which is inclusive and designed to address the need to prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

It is recognised that the new curriculum should provide breath, enable greater depth of learning, ensure better progression, provide scope for more imaginative and creative use of time and place and a much greater emphasis on skills. New school facilities will help to support this vision.

The proposed new school is not expected to impact on standards at other schools.



## **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 including the proposed new school would 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.

For further information see Table 14 in the Appendix.

## **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 also 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 including the proposed new school would 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 including the proposed new school 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.

## What are the benefits of the proposal?

- Provision would be in place to meet demand for nursery and primary places from the new housing development in Plasdŵr.
- There would be a positive impact on the Welsh language as a result of this proposal with children in the Welsh-medium stream having full language immersion and those children in the English-medium stream having the opportunity to build a more secure second language base.
- The proposal would contribute to and support the Welsh Government's Cymraeg 2050 strategy by sustainably increasing the number of children in Welsh-medium education and benefit those learning Welsh in English-medium education.
- The new school could serve as a model of excellence on language-learning and help support new practices at other Cardiff schools.
- Pupils would be educated in high-quality modern buildings which will support the delivery of a broad and balanced curriculum.
- One large, dual-stream primary school would allow for a more stable financial security than two separate, smaller primary schools.
- Larger schools can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
- The ability to employ more teaching and support staff would allow the school to cover a wide range of curriculum expertise.
- The new building would be fully accessible and compliant with the Equality Act 2010
- Children living on the Plasdŵr development would be more able to use active modes of travel to get to school, such as walking, cycling or scooting.
- The establishment of both language streams would mean that there are fewer families in the area who need to travel elsewhere to access education through the language medium of their preference.
- Nursery provision on-site enables the development and support of strong and effective parental links from the earliest opportunity, and eases transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful).
- The inclusion of nursery provision provides an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative child care provider may cause.

## Potential disadvantages of the proposal

- The increase in the number of primary school places serving the wider area as a result of the proposal could affect other schools in the area. Parents of children attending other schools may consider transferring their children to the newly established school. The proposed implementation of phased admission arrangements, which limit the number of year groups at the time of establishment, seek to mitigate this impact.

## Risks associated with the proposal

- The school may be over subscribed. In this instance the Council over-subscription criteria would apply.
- Children who may otherwise have taken places up at other local schools may enrol at the new school, resulting in reduced number of pupils in other local schools. As schools receive the majority of their funding based on the number of pupils on roll, the budgets of other local schools may be affected by the proposed change.
- There is a risk that the projected numbers would not materialise and the school would be undersubscribed

## Alternative options that have been discounted

### Doing nothing

- The development would result in increased demand for school places in the local area. Not providing a school would cause issues with over-subscription in other schools.
- Many children resident in the new housing would have further to travel to school, and children in neighbouring areas may in turn have to travel further to other schools.
- Families within the development would be discouraged from using active modes of travel to school, such as walking, cycling or scooting.

### Establishing a two form entry Welsh-medium school

- The establishment of a new two form entry Welsh-medium only school would significantly increase the number of Welsh-medium places serving the wider area. However, there is a significant risk that an additional Welsh-medium school of this size may attract too many pupils from other Welsh-medium schools and catchment areas, and may cause those schools to be undersubscribed, making them less financially secure. This may, in turn, inhibit the growth in take up of Welsh-medium places in the wider area for an extended period of time.
- The establishment of a new two form entry Welsh-medium only school would mean that those families resident within the housing development who wish to educate their child at an English-medium school may have to travel further to do so. This in turn would mean that an increased number of families commute to school by non-active modes of travel, such as by car.

### Establishing a two form entry English-medium school

- The establishment of a new two form entry English-medium only school would significantly increase the number of English-medium places serving the wider area. There is a significant risk that an additional English-medium school of this size may attract too many pupils from other English-medium schools and catchment areas, and may cause those schools to be undersubscribed, making them less financially secure.
- An English-medium only school would not sufficiently support the Council in meeting the targets set out in the Welsh Government's Gymraeg 2050 strategy (2017), which sets out a vision of reaching one million Welsh speakers by 2050.

- The establishment of a new two form entry English-medium only school would mean that those families resident within the housing development who wish to educate their child at a Welsh-medium school may have to travel further to do so. This in turn would mean that an increased number of families commute to school by non-active modes of travel, such as by car.

### **Establishing two schools, each of one form of entry**

- Providing two separate schools, with separate governance and leadership, would mean that both schools would be smaller and not able make the most of the resources available. Each school would be less financially secure than a larger school.
- Two separate schools, with separate governance and leadership, would not be able to benefit from the greater degree of stability at all levels of leadership which larger schools can attract and maintain.
- Two separate schools, under a federated governing body, would provide many of the benefits of the proposed dual-stream model; however, this model of governance and leadership would be more costly and would have a greater impact on financial resources available to other schools.

## **Governance Arrangements**

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

The governing body would be responsible for appointing a Headteacher, agreeing a staffing structure and deciding on other aspects such as the school name, uniform and logo.

## **Financial Matters**

The new primary school on the Plasdwr development is being built by the developer and is proposed to be completed in summer 2021.

Significant capital investment has been secured via a s106 agreement for the housing developer to provide the new school site and building. The Council and developer would manage the process, ensuring that design principles for the new buildings are consistent with recent new build primary schools in Cardiff.

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.

The additional revenue costs of the increased pupil numbers would be met through the school funding formula.

## Staff Matters

The Council's HR People Services will work with the Temporary Governing Body of the new school to consider and put in place leadership arrangements in advance of the opening of the school. This is to allow time for organisational and staffing decisions to be taken, so that the school is appropriately resourced for the opening.

The Temporary Governing Body will also need to consider the HR policies and procedures that it would adopt in relation to the employment and management of staff. The Council will advocate the adoption of the HR Manual for Schools which has been designed to provide policies and procedures, information and guidance to governing bodies, Head teachers and staff, on the human resources issues and employment matters affecting schools.

The full adoption of the HR Manual would ensure that any staffing vacancies at the school would provide opportunities for individuals on the school redeployment register, in line with the Council's Redeployment and Redundancy Policy for schools.

## Transport Matters

The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times.

Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.

The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

The master plan for the Plasdŵr development has been designed to facilitate trips within and beyond the housing development by walking and cycling. This includes provision of a network of cycling routes including routes segregated from traffic.

An Active Travel Plan will be developed in conjunction with the planning design and delivery of the new school and is likely to be made a condition of the planning consent.

Officers from the Council's transport team will work closely with colleagues within the planning and education teams to develop the Active Travel Plan and to ensure it is fully tailored to the setting of the school and its future needs.

## Learner Travel Arrangements

There are no plans to change the Council's policy on the transport of children to and from school. 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.

The Council's transport policy for school children can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).

## Impact of the proposal on the Welsh Language

It is anticipated that the proposal will have a positive impact on the Welsh Language.

The proposal seeks to increase the number of Welsh-medium primary school places available in the area and seeks to implement the change in such a way that the potential for negative impact on existing schools is limited.

The provision of 210 additional Welsh-medium places in a dual stream primary school would mean that the overall proportion of Welsh-medium places city-wide is increased.

The provision of 210 school places in a stream defined as Predominantly English-medium with significant use of Welsh, within a dual stream school under a single management and governance structure, seeks to increase the overall proportion of bilingual people in Cardiff.

## Equalities

An Equality Impact Assessment (EIA) is a process that looks at a policy or scheme to make sure it does not discriminate against anyone based on the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion/belief, sex, sexual orientation).

An Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society.

The assessment will be reviewed after the consultation and at key points if the proposal proceeds.

If the proposal goes ahead, another equality impact assessment would be carried out.

This would identify accessibility to the new build school. 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.

## Community Impact

When considering the potential for impact on the wider community as a result of a proposal, the following are taken into account: Public Open Space, parkland, the current use of school facilities by the community, noise and traffic congestion. Officers will work with schools and any community group to make sure that the proposal avoids negative impacts if possible.

Many schools have established or are developing sports and wider leisure provision for use by the public. A key objective is to enable third party access to sports facilities at schools. This would be on a sustainable financial basis.

Welsh Government's aim for shared facilities in community-focussed schools 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.

## Wellbeing of Future Generations

The new school would provide local school provision for children residing on the Plasdŵr development.

Cardiff Council is committed to encouraging the use of sustainable and active modes to travel to school, such as walking and cycling.

Any design taken forward would be developed to ensure the delivery of high quality modern facilities that are able to respond to the current pupil population needs and support the delivery of effective teaching and learning methods. This would also incorporate the flexibility to take account of changes, depending on need as time progresses such as changing curriculum and changing type of pupils needs.

## Frequently asked questions

### **What would the catchment area for the school be if this proposal goes ahead?**

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

### **Would the proposals have an impact on traffic in the local area?**

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

The availability of both Welsh-medium and English-medium education at the same site would have a positive impact on local traffic as people living on the new development would not have to travel far to access their preferred medium of education.

### **When would a Governing Body be established?**

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

### **What would the uniform be?**

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

### **How can parents apply to the new school?**

The Council publishes an annual Information for Parents booklet which gives parents details of admission arrangements to schools in Cardiff, and explains how to register your child's details. A copy of the booklet can be viewed online at [www.cardiff.gov.uk](http://www.cardiff.gov.uk), by emailing [admissions@cardiff.gov.uk](mailto:admissions@cardiff.gov.uk) or by telephoning the School Admissions Team on **029 2087 2909**.



## Next steps - how to make your views known and feedback form

### 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/download on the Council website. You can also get a copy by using the contact details in this document.

If the proposals are agreed to proceed following consultation 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 15 below:

**Table 15: Further stages** (This timetable may be subject to change.)

Statutory Process	Timescale
Consultation Period	09 September – 28 October 2019
Consultation report considered by the Council Cabinet and published on the Council website	January 2020
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	January 2020
Expected end date of Objection Period	February 2020
Final decision (determination) by the Council's Cabinet	April 2020
Objection report published on the Council's website and notification of Cabinet's decision	April 2020

#### Consultation period

The consultation period for these proposals starts on Monday 9th September and ends on Monday 28th October 2019. Please see page 4 for further details of how to respond and make your views known.

The Council will publish a consultation report on the Council website at least 2 weeks prior to publication of any statutory notices (subject to approval). You can also ask for a hard copy of the report. The report will set out 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 proposals.

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'.

## **Statutory Notice**

A statutory notice is the formal publication of a finalised proposal. The Council 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 2018.

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 school(s)/site(s) 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.

## **Objection Report**

If objections to the published statutory notice are received, the Council would publish a summary of these objections and the Council's response to these objections. The Objection Report would be published on the Council website.

## **Determination of the proposal**

Cardiff Council would determine the proposal. This means the Council Cabinet 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 that the decision was. It will also be published on the Council website.

## Have Your Say

### What is proposed?

#### We are proposing from September 2021 to:

- To establish a new two form entry (60 places) dual stream primary school to serve parts of the Plasdwr development in North West Cardiff. One form of entry will be Welsh-medium and one form of entry will be predominantly English-medium but with significant use of Welsh
- To provide 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the English-medium stream

Your views matter. Please tell us what you think about the proposal by:

- Completing and returning this form. The address to send it to is given at the bottom of the form.
- Completing the on line response form at: [www.cardiff.gov.uk/Plasdwrschool](http://www.cardiff.gov.uk/Plasdwrschool)

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

**The closing date for responses to this consultation is Monday 28th October 2019. Unfortunately no responses received after this date can be considered.**

Are you responding as: Please tick all that apply

- |   |                                       |
|---|---------------------------------------|
| <input type="radio"/> Parent                          | <input type="radio"/> Member of staff |
| <input type="radio"/> Governor                        | <input type="radio"/> Pupil           |
| <input type="radio"/> Interested Member of the Public |                                       |

Do you support the proposed establishment of a new two form entry dual stream primary school to serve parts of Plasdwr development in North West Cardiff?

- Yes       No

Do you support the proposed establishment of nursery provision at the new school?

- Yes       No

If you support or do not support the proposal then please explain why





If you would like to suggest any changes or alternatives to the proposal, please details these below

Are there any other services that you feel would support uptake of places at the new school that you would like us to consider? (E.g. option to purchase wraparound childcare, breakfast club, holiday clubs etc)

Any other comments?

Name: \_\_\_\_\_

Address: \_\_\_\_\_ Postcode: \_\_\_\_\_

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 Team, Room 422, County Hall, Cardiff, CF10 4UW.

The information you have provided will be processed by the School and 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 School/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 [www.cardiff.gov.uk/ENG/Home/New\\_Disclaimer/Pages/default.aspx](http://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx)

# Appendices

## Appendix 1

### Summary analyses of pupils resident in each school catchment area

Table 6 below shows:

- the number of pupils living in the catchment area of English-medium school, and English-medium classes in dual stream primary schools
- the school attended

**Table 6: Take up of places at English-medium and dual stream primary schools Reception to Year 6 (PLASC January 2018)**

School Attended	Catchment Area										
	Bryn Deri Primary School	Creigiau Primary School (EM catchment)	Danescourt Primary School	Fairwater Primary School	Gwaelod Y Garth Primary School (EM catchment)	Pentrebane Primary School	Pentyrch Primary School	Peter Lea Primary School	Radyr Primary School	Other areas	Number on roll
Bryn Deri	163	0	2	1	2	0	2	4	28	5	207
Creigiau (English stream)	3	179	0	3	0	4	91	1	10	75	366
Danescourt	4	2	168	37	2	22	1	85	15	48	384
Fairwater	0	0	0	120	0	34	0	26	1	57	238
Gwaelod Y Garth (English stream)	14	0	0	3	76	0	19	0	34	103	249
Holy Family R.C	0	0	0	29	0	66	0	29	1	17	142
Llandaff C.W.	0	0	11	110	0	10	0	60	3	225	419
Pentrebane	0	0	0	27		116	0	12	1	52	208
Pentyrch	0	1	1	0	5	0	107	2	0	18	134
Peter Lea	0	0	4	54	1	79	0	134	0	33	305
Radyr	40	2	6	4	3	3	22	2	299	21	402
Pupils from this catchment area attending these schools	224	184	192	388	89	334	242	355	392	-	2400
Pupils from this catchment area attending other EM schools	7	3	2	207	7	28	5	27	14	-	300
Pupils resident in each catchment area attending EM primary schools	231	187	194	595	96	362	247	382	406	-	2700

The number of primary age pupils resident in the catchment areas of the above schools, attending any English-medium primary schools or class in Cardiff, totals 2,700 pupils. This compares with the

number of school places available in English-medium primary schools and classes of 3,259.

Taking into account only the schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development (namely Danescourt Primary School, Peter Lea Primary School, Radyr Primary School, there are 982 pupils attending any EM community primary school, compared to 1,160 places available in these schools (15% surplus).

Parents are able to express a preference for any school, and depending on local demand may be able to attend schools that are not local to their home address.

Table 7 below shows:

- the number of pupils living in the catchment area of Welsh-medium schools, and Welsh-medium classes in dual stream primary schools
- the school attended

**Table 7: Take up of places at Welsh-medium and dual stream primary schools Reception to Year 6 (PLASC January 2018)**

School Attended	Catchment Area						Number on roll
	Creigiau Primary School (WM)	Ysgol Gymraeg Coed-Y-Gof	Ysgol Gymraeg Nant Caerau	Ysgol Gynradd Gwaelod Y Garth Primary School (WM)	Ysgol Pencae	Other area	
Creigiau (Welsh stream)	241	51	1	3	1	69	366
Ysgol Gymraeg Coed-Y-Gof	0	278	45	0	1	12	336
Ysgol Gymraeg Nant Caerau	0	25	161	0	0	11	197
Ysgol Gynradd Gwaelod Y Garth (Welsh stream)	19	24	0	122	0	84	249
Ysgol Pencae	0	20	2	0	155	30	207
Pupils from this catchment area attending these schools	260	398	209	125	157	-	1149
Pupils from this catchment area attending other WM schools	3	100	37	3	46	-	189
Pupils resident in each catchment area attending WM primary schools	263	498	246	128	203	-	1338

The number of primary age pupils resident in the catchment areas of the above schools, attending any Welsh-medium primary schools or class in Cardiff, totals 1,338 pupils. This compares with the number of school places available in Welsh-medium primary schools and classes of 1,397.

Taking into account only the Welsh-medium schools in closest proximity to the proposed new school to serve parts of the Plasdŵr development (Ysgol Pencae and Ysgol Coed Y Gof), there are 701 pupils attending any WM or dual stream community primary school, compared to 575 places available at Ysgol Pencae and Ysgol Coed Y Gof (22% deficit)

## Appendix 2

### Additional support for pupils

Table 14 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

**Table 14: The percentage of pupils at Affected Schools with Additional Learning Needs, receiving Free School Meals, with English as an Additional Language and identified as Minority Ethnic pupils**

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 Deri Primary School	17%	*	*	6%	*	10.3%
Creigiau Primary School	5%	4.1%	*	2.8%	*	3.2%
Danescourt Primary School	26.5%	2.2%	1.9%	11.3%	12%	23.9%
Fairwater Primary School	11.5%	8.7%	4.1%	30.7%	11%	25.3%
Holy Family RC Primary	7.6%	5%	*	27.2%	5.9%	37.8%
Llandaff City CiW Primary	11.1%	*	*	3.5%	1.7%	23.5%
Pentrebane Primary	13%	6.5%	14.1%	44.4%	18.5%	27.3%
Pentyrch Primary	*	*	*	9.6%	*	9.9%
Peter Lea Primary	17.6%	7.7%	*	22.9%	4.2%	18.4%
Radyr Primary	3.8%	6.5%	2.3%	1.6%	3.8%	16.3%
Ysgol Gymraeg Coed Y Gof	14.7%	9.1%	3.2%	24.4%	18.4%	11.2%
Ysgol Gynradd Gwaelod y Garth Primary School	13.6%	2.8%	*	3.5%	*	4.2%
Ysgol Nant Caerau	18%	10.8%	*	25.7%	*	9.6%
Ysgol Pencae	11.9%	5.1%	*	2.1%	*	6.3%
<b>Cardiff average</b>	<b>14.8%</b>	<b>6%</b>	<b>1.9%</b>	<b>22.3%</b>	<b>19.4%</b>	<b>34.5%</b>
<b>Wales average</b>	<b>15%</b>	<b>8.1%</b>	<b>1.7%</b>	<b>18.9%</b>	<b>6.1%</b>	<b>11.7%</b>

\* Data not sufficiently robust for publication or otherwise unavailable

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



## Appendix 3

### Cardiff Council Statutory Screening Tool Guidance

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

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

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

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

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

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

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

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

## Statutory Screening Tool

<b>Name of Strategy / Policy / Activity:</b>  <b>SCHOOL ORGANISATION PLANNING: NEW SCHOOL PROVISION TO SERVE PARTS OF CREIGIAU/ ST FAGANS, RADYR/ MORGANSTOWN AND FAIRWATER</b>	<b>Date of Screening:</b>  <b>June 2020</b>
<b>Service Area/Section:</b> Education, Employment & Skills - Schools Organisation Planning	<b>Lead Officer:</b> Richard Portas
<b>Attendees:</b> Self assessment	

<b>What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function</b>	<b>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</b>
<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 5px;">Tudalen 90</div> <div> <p>Cabinet is recommend to:</p> <ul style="list-style-type: none"> <li>○ approve the proposal to establish a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development in accordance with the requirements of the School Organisation Code.</li> <li>○ Authorise officers to take the appropriate actions to implement the proposals</li> <li>○ Authorise officers to publish the decision within 7 days of determination of the proposal</li> <li>○ Delegate the approval of any necessary contracts to the Director of Education and Lifelong Learning in consultation with the Corporate Director Resources &amp; Section 151 Officers, Director of Legal Services and the Cabinet Members for Corporate Services &amp; Performance and Education &amp; Skills</li> </ul> </div> </div>	<p><b>New housing developments in North West Cardiff</b></p> <p>A number of new housing developments have been proposed in North West Cardiff in recent years which will increase the number of children in the area seeking school places, and will impact on the availability of school places.</p> <p>The Council's Supplementary Planning Guidance sets out the circumstances in which the Council could seek s106 contributions from developers towards school facilities. In order to achieve contributions from developers, the Council would be required to evidence that any obligation meets the following criteria:</p> <ul style="list-style-type: none"> <li>• Necessary to make the development acceptable in planning terms;</li> <li>• Directly related to the development; and</li> <li>• Fairly and reasonably related in scale and kind to the development.</li> </ul> <p>S106 contributions would not allow the Council to invest in schools to resolve existing needs that have been identified. Contributions can only be sought when the schools local to a development will continue to be fully subscribed, and there is a need to expand provision either by expanding existing schools or building new schools. Land, building or financial contributions must be directly proportionate to the needs arising from a development.</p>

The Council's Education Infrastructure Plan, included in the Deposit LDP in 2013, highlights planned investment / development proposals and identifies future infrastructure requirements based on Cardiff's projected level and distribution of growth.

Cardiff Local Development Plan (LDP) 2006 – 2026 identified key strategic sites to deliver 41,100 new dwellings in Cardiff including Strategic Site C in North West Cardiff to provide up to 5,000 dwellings during the LDP period but potentially up to 7,000 overall.

New primary schools to serve the Strategic Site C were detailed in the Local Development Plan as a policy requirement for essential infrastructure necessary to support the development.

Outline planning consent for the construction of up to 630 dwellings on Land North and South of Llantrisant Road site was granted by the Council's Planning Committee on in February 2016.

A S106 agreement negotiated with the developer of the site in 2016 provides the Council with the following:

- A site assigned within the development for a school;
- A new build two form entry primary school

The developer has recently submitted revised timescales for the development and the position is under negotiation.

The Covid-19 lockdown period will significantly reduce the number of dwellings completed within the development, and in turn this will reduce the yield of pupils from the development requiring a school place in 2021/22.

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

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

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
Tudalen 92	<b>1.1 People in Cardiff are healthy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</li> <li>vulnerable citizens and areas of multiple deprivation</li> <li>Addressing instances of inequality in health</li> </ul>	x				- See 1.2 below – encouraging walking, cycling and use of public transport
	<b>1.2 People in Cardiff have a clean, attractive and sustainable environment;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>the causes and consequences of Climate Change and creating a carbon lite city</li> </ul>	x				- This proposal would result in children from the local and surrounding areas attending a 2 form entry new build school 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"> <li>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</li> </ul>	x				<ul style="list-style-type: none"> <li>In line with the Well-being of Future Generations Act the Council 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</li> <li>Promotion of initiatives such as Kerbcraft training, training in cycling skills and the Local Authority's implementation of Active Travel measures</li> </ul>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>reducing environmental pollution (land, air, noise and water)</li> </ul>	x				- Implementation of an effective travel plan would minimise the need for non-sustainable transport to and from schools
	<ul style="list-style-type: none"> <li>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</li> </ul>	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"> <li>encouraging biodiversity</li> </ul>			x		- Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.
Tudalen 93	<b>1.3 People in Cardiff are safe and feel safe;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>reducing crime, fear of crime and increasing safety of individuals</li> <li>addressing anti-social behaviour</li> <li>protecting vulnerable adults and children in Cardiff from harm or abuse</li> </ul>	x				- All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.
	<b>1.4 Cardiff has a thriving and prosperous economy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</li> <li>Assisting those Not in Education, Employment or Training</li> <li>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</li> <li>promoting local procurement opportunities or enhancing the capacity of local companies to compete</li> </ul>	x				- The school would provide employment.
	<b>1.5 People in Cardiff achieve their full potential;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>promoting and improving access to life-long learning in Cardiff</li> <li>raising levels of skills and qualifications</li> <li>giving children the best start</li> </ul>	x				- 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.

	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	
Tudatefen 94	<ul style="list-style-type: none"> <li>improving the understanding of sustainability</li> <li>addressing child poverty (financial poverty, access poverty, participation poverty)</li> <li>the United Nations Convention on the Rights of a Child and Principles for Older persons</li> </ul>					<ul style="list-style-type: none"> <li>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.</li> <li>Subject to approval any future design work would also include representation from children and young people.</li> </ul>
	<b>Cardiff is a Great Place to Live, Work and Play</b> Consider the potential impact on <ul style="list-style-type: none"> <li>promoting the cultural diversity of Cardiff</li> <li>encouraging participation and access for all to physical activity, leisure &amp; culture</li> <li>play opportunities for Children and Young People</li> <li>protecting and enhancing the landscape and historic heritage of Cardiff</li> <li>promoting the City's international links</li> </ul>	x		x		<ul style="list-style-type: none"> <li>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.</li> </ul>
	<b>1.7 Cardiff is a fair, just and inclusive society.</b> Consider the potential impact on <ul style="list-style-type: none"> <li>the elimination of discrimination, harassment or victimisation for equality groups</li> </ul>	x		x		<ul style="list-style-type: none"> <li>See Equality Impact Assessment below and attached.</li> <li>The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</li> </ul>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>has the community or stakeholders been engaged in developing the strategy/policy/activity?</li> <li>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</li> </ul>	X				- a full public consultation has been undertaken
	<p><b>EQUALITY IMPACT ASSESSMENT (This is attached on page 13)</b> Will this Policy/Strategy/Project have a <b>differential impact</b> on any of the following:</p>					
1.8 Tudalen 95	<p><b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b> Consider the potential impact on</p> <ul style="list-style-type: none"> <li>strengthening partnerships with business and voluntary sectors</li> <li>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</li> </ul>	x				<p>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.</p> <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 21<sup>st</sup> 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>

	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	
						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

**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 the establishment of new dual stream two form entry primary schools, each with 48 part-time nursery places, that would support the delivery of a broad and balanced curriculum.
- The new build school would provide employment opportunities.

**Social**

- There could be the potential for community use of school facilities outside of school hours.

**Environmental sustainability**

- The school would be designed in such a way that it seeks to minimize 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 proposals were to proceed, an equality impact assessment would be carried out to identify accessibility to the new build school sites. 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"> <li>▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes</li> <li>▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below)</li> </ul>		X An SEA has been undertaken (attached)

7 Biodiversity

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 email [sustainabledevelopment@cardiff.gov.uk](mailto:sustainabledevelopment@cardiff.gov.uk)

## Part 3: Habitat Regulation Assessment (HRA)

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

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



## Appendix 1 – Statutory Requirements

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

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



<p><b>Policy/Strategy/Project/Procedure/Service/Function Title:</b>  <b>Proposal to:</b>                  establish a new two form entry dual stream primary school, organised as one form of entry Welsh-medium and one form of entry English-medium, but with significant use of Welsh, to serve parts of Creigiau/ St Fagans, Radyr/Morganstown and Fairwater.</p>
<p><b>New</b></p>

<p><b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b></p>	
<p>Name: Richard Portas</p>	<p>Job Title: Programme Director – School Organisation Planning</p>
<p>Service Team: School Organisation Planning</p>	<p>Service Area: Education &amp; Lifelong Learning</p>
<p>Assessment Date: June 2020(Update)</p>	

1. **What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**
1. **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>New build 2 FE primary school on the Plasdwr development</p> <p>A new school is being provided by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future housing planned. The primary purpose of new school provision is to serve pupils</p>
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who would be resident within the new housing developments – the new provision being necessary and directly proportionate to the projected yield of pupils from the development.

The housing developer for the Plasdwr development proposes to construct a new two form entry school building in a single phase to serve the development. This would provide sufficient places for the number of pupils expected to reside on the development who require primary school places when the planned 630 dwellings are completed.

The additional school capacity within a new 2FE school would sufficiently meet the needs of the development. The school would also provide sufficient surplus capacity to meet the projected demand for school places from the 290 dwellings planned on the site South of Pentreban Road, and part of the projected demand from the larger North West Cardiff site of up to 5,000 dwellings.

The proposed primary school site within the district centre is restricted to a maximum land take of 1.4ha to comply with Health and Safety Executive PADHI restrictions in relation to an existing high pressure gas main. This school site is sufficient in size for a two form entry primary school with an on-site pitch.

### Assess Impact on the Protected Characteristics

#### 3.1 Age

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

	Yes	No	N/A
3 to 11 years	x		
11 to 18 years	x		
18 - 65 years	x		
Over 65 years	x		

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

**Educational provision (age 3 - 11)**

The proposal would provide places for pupils in both an English-medium and Welsh-medium settings for ages 3 – 11

This provision is therefore age dependent and therefore not accessible to pupils outside of this age range, or adults, either locally or in the wider community. In this context, the following was considered:

- The requirement for sufficient capacity to meet the English-medium and Welsh-medium community pupil demand projected within the development North and South of Llantrisant Road;
- S106 contributions would not allow the Council to invest in schools to resolve existing needs that have been identified. Contributions can only be sought when the schools local to a development will continue to be fully subscribed, and there is a need to expand provision either by expanding existing schools or building new schools. Land, building or financial contributions must be directly proportionate to the needs arising from a development.

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

The funding for this proposal is predicated on S106 planning obligations. As a consequence, this money is not available to fund projects with a wider remit than to meet the requirements of educational provision as a consequence of this development.

The council has a statutory duty to provide pupil places to meet the needs of all pupils in Cardiff. As part of this strategic approach, demand is forecast based on:

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

Provision for age groups not accommodated by this proposal have been considered

as part of the Local Authority's implementation of the 21st Century Schools programme which includes provision of school places at all stages of education.

The project is considered to be a legitimate proposal to achieve a desired aim.

**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:**

#### **Accessibility of the accommodation**

If the proposals were to proceed, equality impact assessments would be carried out to identify the accessibility of the new school buildings. The equality impact assessments 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.

### 3.3 Gender Reassignment

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

	Yes	No	N/A
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		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 Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

### 3.4. Marriage and Civil Partnership

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



	Yes	No	N/A
Marriage			X
Civil Partnership			X

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

### 3.5 Pregnancy and Maternity

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

	Yes	No	N/A
Pregnancy			
Maternity			N/A

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p>The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</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>

### 3.6 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		

<p><b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b></p> <p>The proposal would have greater impact on the population closer to the development than on the city as a whole. If this local population is made up of a racial mix which is disproportionate to that typically found across the city then there is potential for the proposal to have a differential impact on this community relative to that of the wider Local Authority population.</p>
<p><b>What action(s) can you take to address the differential impact?</b></p> <p>The provision being proposed would be accessible to all ethnic groups and compliance with the Council's policies on equal opportunities would need to be ensured.</p>
<p><b>If no differential impact, explain the reason(s) for this assessment:</b></p>

Tudalen 106

### 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	

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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
Maintained school provision admits pupils of both sexes and this would continue to be the case.
The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.9 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		x	
Heterosexual		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p>(Fears that recruitment opportunities could be affected by sexual orientation)</p> <p>Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>

Tudalen 108

### 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	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
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<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p><b>Language support</b></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><b>Impact of the proposal on the Welsh Language</b></p> <p>It is anticipated that there will be a positive impact on the Welsh Language as a result of these proposals.</p> <p>The proposals outlined in this report seek to align with the Bilingual Cardiff Strategy and strongly support the Welsh Government's strategy for the Welsh language by contributing to meeting the targets set out in the Cymraeg 2050 strategy.</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> <p>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.</p> <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.</p>

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. Significantly or rapidly expanding Welsh-medium primary 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 Council's aspirations for increasing the number of Welsh speakers, and the Welsh Government's Cymraeg 2050, propose a significant change. Cymraeg 2050 sets national targets of educating 40% of learners in Welsh-medium schools, and a further 30% of learners being educated in English-medium schools being fluent in Welsh. At present, c17% of Cardiff children entering primary education are educated in Welsh-medium schools or classes.

The percentage of the population taking up Welsh-medium places has remained broadly constant over this period fluctuating between 15.8% and 17.2% in the period 2015 to 2019. Recent school admissions data indicates that there will be a significant increase in take-up of Welsh-medium places city-wide in September 2020.

This proposal seeks to increase the number of Welsh-medium primary school places available in the area, and seeks to implement the change in such a way that the potential for negative impact on existing school is limited.

There is a risk that provision of additional Welsh-medium primary school places on the new school site, within the catchment area of Ysgol Gymraeg Coed Y Gof and within two miles of the school, may inhibit the growth of Ysgol Gymraeg Coed Y Gof. It is intended that this impact is mitigated by admission arrangements which limit admissions to the new school provision at the time of establishment.

This proposal also seeks to increase the number of learners, for whom parents seek an education predominantly through the medium of English, that are well placed to be bilingual at the end of their statutory education.

The development of Welsh language skills in the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a

million speakers the way Welsh is taught to learners in all schools must be transformed.

The provision of 210 additional Welsh-medium primary school places would mean that the overall proportion of Welsh-medium places city-wide is increased. The total number of Welsh-medium places available at entry to primary education city-wide can accommodate approximately 22% of the projected pupil population in 2022 and 2023. There is sufficient capacity within the Welsh-medium primary sector to allow for a significant increase in take up.

The provision of 210 school places in a school defined as Predominantly English – medium primary school but with significant use of Welsh, which is closely supported by a Welsh medium school that is co-located and under a single management structure, seeks to increase the overall proportion of bilingual citizens in Cardiff.

It is therefore considered that a proposal to establish a dual stream primary school will support English-medium demand, Welsh-medium demand, and promote bilingualism.

### 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-Archiving [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.

### 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.

### 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: Brett Andrewartha	Date: June 2020
Designation: School Organisation Planning Team Manager	
Approved By: Richard Portas	
Designation: Assistant Director, School Organisation Programme	
Service Area: Education & Lifelong Learning	

- 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](mailto:citizenfocus@cardiff.gov.uk)



## Background

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

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

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

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

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

## Proposal

### Condition of existing school buildings

### Quality and Standards

Condition of existing school buildings  
 Quality and Standards  
 113  
 y:

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

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

SEA objective	Proposal to establish a new build two form entry primary school with 96 part-time nursery places on a site within the St Fagans electoral ward, to serve parts of Creigiau/St Fagans, Radyr/Morganstown and Fairwater.	Do nothing
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	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff	✓	This proposal would result in pupils attending new build, fit for purpose 21 <sup>st</sup> Century school buildings which would be energy efficient and there would be high utilisation rates and therefore more efficient energy use.	x	
2. Reduce greenhouse gas emissions through: a) Energy efficient building design and disposing of poor quality surplus accommodation b) Promoting sustainable modes of transport and integrated transport systems	✓  X  Mitigation	<p>a) This proposal would result in pupils attending new build, fit for purpose 21<sup>st</sup> Century school buildings which would be energy efficient and there would be high utilisation rates and therefore more efficient energy use.</p> <p>b)</p> <ul style="list-style-type: none"> <li>- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.</li> <li>- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</li> <li>- Management of access to the school site prior/during parent drop off and pick up times would help with health &amp; safety.</li> <li>- Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> <li>o manage transport efficiently</li> <li>o improve access by all means of travel for employees, visitors, patients and students</li> <li>o encourage sustainable transport – walking, cycling, public transport and car</li> </ul> </li> </ul>	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to establish a new build two form entry primary school with 96 part-time nursery places on a site within the St Fagans electoral ward, to serve parts of Creigiau/St Fagans, Radyr/Morganstown and Fairwater.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<ul style="list-style-type: none"> <li>o sharing</li> <li>o reduce car use.</li> </ul> <p>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</p> <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity.</p>		
3. Promote health and wellbeing by protecting and enhancing Public Open Space (POS) and improving access to POS	0	A key objective for Cardiff schools 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.	x	See comments next to SEA Objective 1 above
4. Minimise air, light and noise pollution associated with building development and traffic congestion	0	<p>a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works.</p> <p>b) To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> <li>▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement.</li> <li>▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school.</li> </ul>	x	See comments next to SEA Objective 1 above
5. Protect and enhance biodiversity, flora and fauna	0	Any proposal taken forward would be subject to full planning requirement including consideration of biodiversity, flora and fauna.	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to establish a new build two form entry primary school with 96 part-time nursery places on a site within the St Fagans electoral ward, to serve parts of Creigiau/St Fagans, Radyr/Morganstown and Fairwater.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
6. <i>Protect and enhance the landscape (habitats/visual amenities)</i>	0	Any proposal taken forward would be subject to full planning requirement including consideration of landscape – (habitats/visual amenities).	x	See comments next to SEA Objective 1 above
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	0	Any proposal taken forward would be subject to full planning requirement including consideration of water conservation and SUDS.	x	See comments next to SEA Objective 1 above
8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i>	0	Achieved by making schools community focused - opening facilities to the public e.g. evening classes.  If the proposal were to proceed, an equality impact assessment would be carried out 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
9. <i>Protect and enhance designated historic assets</i>	0	There are no registered historic assets on the proposed new school site.	x	See comments next to SEA Objective 1 above

## 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:

establish a new two form entry dual stream primary school, organised as one form of entry Welsh-medium and one form of entry English-medium, but with significant use of Welsh, to serve parts of Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater.

Mae'r dudalen hon yn wag yn fwriadol

Good Evening,

You will see below and [and attached](#) Cymdeithas yr Iaith's official opposition to Cardiff Council's statutory notice of the intention to establish primary school provision to serve the early phases of the Plasdŵr Development.

[Gwrthwynebiad CYI i hysbysiad statudol ysgol Pl...](#)

Yours sincerely

Mabli Siriol (ADDRESS WITHHELD)

On behalf of the Cardiff Branch of Cymdeithas yr Iaith

### **Plasdŵr School statutory notice: Cymdeithas yr Iaith's official opposition**

1. Cymdeithas yr Iaith is a movement that campaigns for the Welsh language and all of Wales' communities through non-violent means. The Cardiff Branch is the local Cymdeithas branch in the capital city.
2. **We can summarise the main points of our response to the official notice thus:**
  - Cymdeithas yr Iaith opposes Cardiff Council's official notice to open a bilingual two stream school as part of the Plasdŵr development.
  - We base our opposition on concerns regarding the consultation process and statements made by the Council's Cabinet and on educational considerations. These are outlined in turn below.
  - We believe that the new school at Plasdŵr should be a dedicated Welsh medium two form of entry school, not a bilingual school.
  - Furthermore, we believe that all new schools that will be opened as part of the Plasdŵr development should be Welsh medium schools only, in order to ensure that every young person in the community grows up able to speak Welsh.
  - For Cardiff to make its contribution towards the national aim of a million Welsh speakers, the city needs to make a dramatic and rapid increase in the percentage of children in Welsh medium education in the city, therefore it is a Welsh medium school that's needed at Plasdŵr.
3. **Concerns regarding the consultation process and statements made by the Cabinet.**
  - 3.1 In a [tweet](#) during September 2018, the leader of the council said: *"to be clear – Welsh medium schools will be a central part of the Plasdŵr development."* It is therefore not clear to us why the Council's Cabinet decided to consult on a proposal to establish a bilingual school, and break this public promise made by the leader.
  - 3.2 In response to the Council's public consultation on the plan, only 8% of the responses supported the plan to open a bilingual school – 15 responses in total. Cymdeithas yr Iaith presented a petition as part of the consultation response with 876 signatories supporting a dedicated Welsh medium school rather than a bilingual one.
  - 3.3 The Council therefore cannot allege that the public supports the intention to open a bilingual school.
  - 3.4 Therefore the [public statement](#) made by the Cabinet Member for Education and Deputy Leader, Councillor Sarah Merry was false when she said: *"The public consultation gave people the*

*chance to have their say and I'm glad that the majority of responses received were supportive of the proposals for the new school."*

3.5 Although the majority of respondents supported establishing a new school, the majority weren't in favour of a bilingual school. This was therefore a misleading and irresponsible statement by the Council's Deputy Leader that fails to reach the standards that we expect of our elected representatives.

3.6 Furthermore, the report placed before the Cabinet gave a misleading picture of the support for the plan. The [Children and Young People Scrutiny Committee's report](#) on the consultation states:

"The majority of respondents to the consultation were supportive of the proposal with 58% (99) of those that responded favouring the establishment of a new two form of entry primary school to serve parts of the Plasdŵr Development in North-West Cardiff with 9% (15) of those that responded referring specifically to supporting the idea of a two stream school rather than either a Welsh medium or English medium School only."

However, the second clause of the sentence, referring to the fact that only 15 responses supported establishing a bilingual school, doesn't appear in [the report presented to Cabinet](#), a report that in almost all other respects is identical content wise to the Committee's report. This is an omission of a vital piece of information regarding the situation, and it is difficult not to come to the conclusion that the intention here was to mislead and steer the discussion at Cabinet.

3.7 Furthermore, the Council stated in an [evaluation of the response to the consultation](#) in front of the Council's Children and Young People's Scrutiny Committee:

"there's a considerable risk that a two form of entry, Welsh medium only school, would attract too many children from nearby schools and catchments leading to undersubscription in those schools, making them less secure financially. This in turn could have an effect on the increase in numbers accessing Welsh medium Education in the wider area for an extended period."

3.8 This theory is unsubstantiated and illogical. Particularly in the context where the school is being established as a result of rapid growth in the local population due to the massive new development, the argument that opening a dedicated Welsh medium school would harm other Welsh medium schools in the area doesn't hold water. The number of children in the area will grow tremendously – the local Welsh medium schools won't be competing for the same pupils. The inclination of the majority of people in the area will be to send their children to the closest school whatever the medium. This is a golden opportunity therefore to make Welsh medium education the norm in this new community by opening a dedicated Welsh medium school as the first school, with further new schools to follow also.

3.9 The Council's behaviour in this matter has been extremely disappointing, and has shown a tendency to mislead and ignore the city's residents, while undermining Welsh Government's language policy and the Council's alleged commitment to expanding Welsh medium education.

#### **4. Educational considerations**

4.1 We believe that the new school in Plasdŵr should be a dedicated two form of entry Welsh medium school, not a bilingual school.

4.2 Opening a brand new school for this housing development affords a golden opportunity to quickly increase Welsh medium provision in the area and start to normalise Welsh medium



education in the city. By not utilising the financial capital that comes with this huge housing development to open a Welsh medium school, the council would be preventing the growth of Welsh in the area and the wishes of the vast majority of people in the area to restoring Welsh and to see our young people becoming fluent language speakers.

4.3 We don't accept the Council's reasoning regarding the linguistic skills of pupils at the proposed new school. It is only by establishing a dedicated Welsh medium school that the Council will ensure that all pupils would leave the school as fluent Welsh speakers – bilingual schools don't ensure fluency amongst children in the same way. With this proposal, the Council would be at the same time depriving pupils in the English stream of any fluency in Welsh, and would also risk endangering the linguistic environment in the Welsh medium stream.

4.4 In order to reach the national aim of a million Welsh speakers by 2050, it's imperative that county councils increase their Welsh medium education provision now.

4.5 A [statistical analysis](#) commissioned by Cymdeithas yr Iaith has shown that Cardiff must ensure a dramatic and rapid increase in the number of pupils that attend Welsh medium schools, so as to contribute to creating a million Welsh speakers by 2050. The analysis shows how many seven year old children in Cardiff should be receiving Welsh medium education in order to make the contribution that's needed towards the target:

Year	2025	2030	2035	2040
% 7 year old children in WM education	32.8%	43%	56.4%	71.8%

4.6 In 2014, only 15.1% of seven year old children in Cardiff were receiving WM education. It is clear therefore that opening a number of new WM schools, along with improving Welsh at other current schools in Cardiff, is essential in order to reach Cardiff's targets to contribute to the national aim.

4.7 Opening a dedicated WM school as the first school at this huge development would be a tremendous fillip for Welsh in the area and Cardiff as a whole – by establishing a precedent to opening other dedicated WM schools in other new developments and normalising Welsh medium education in all communities – not only in the capital itself, but as an example to be followed by other counties.

4.8 We believe that Welsh is a right for all children in Cardiff, whatever their background. Cardiff Council needs to show ambition and to action this right for every young person in Wales' capital city by opening dedicated WM schools only at Plasdŵr, and across all the city's communities over the years to come.

If you have any questions regarding this response and the matters arising from it, contact [post@cymdeithas.cymru](mailto:post@cymdeithas.cymru).

**Cardiff Branch, Cymdeithas yr Iaith**

**March 2020**

Mae'r dudalen hon yn wag yn fwriadol