



County Hall
Cardiff
CF10 4UW
Tel: (029) 2087 2000

Neuadd y Sir
Caerdydd
CF10 4UW
Ffôn: (029) 2087 2000

SUPPLEMENTARY PAPERS

Committee	CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
Date and Time of Meeting	TUESDAY, 15 DECEMBER 2020, 4.30 PM
Venue	REMOTE MEETING VIA MS TEAMS
Membership	<p>Councillor Bridgeman (Chair) Councillors Cunnah, Hopkins, Joyce, Melbourne, Molik, Phillips, Mia Rees & Singh</p> <p>Patricia Arlotte (Roman Catholic representative), Carol Cobert (Church in Wales Representative), Karen Dell'Armi (Parent Governor Representative) and Matthew Richards (Parent Governor Representative)</p> <p>Mia John (Youth Council Representative)</p>

The following papers were marked 'to follow' on the agenda circulated previously

- 5 School Organisation Plan Proposals – Cathays High School & Ysgol Mynydd Bychan (Pages 3 - 152)

Davina Fiore

Director Governance & Legal Services

Date: Wednesday, 9 December 2020

Contact: Mandy Farnham, 02920 872618, Mandy.Farnham@cardiff.gov.uk

This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg

This page is intentionally left blank

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

15 DECEMBER 2020

**21ST CENTURY SCHOOLS, BAND B: EXPANSION AND
REDEVELOPMENT OF CATHAYS HIGH SCHOOL**

Purpose of Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 17 December 2020. The purpose of the attached report is to enable the Cabinet to consider a recommendation to hold public consultation on proposals for the expansion and redevelopment of Cathays High School in line with Band B 21st Century Schools priority schemes.

Background

2. At its meeting on 14 December 2017, the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21st Century Schools Programme and a copy of the 14 December 2017 Cabinet Report is included at **Appendix 1**.

Key Proposals of the Cabinet Report

3. The Cabinet Report proposes the following:
 - Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023;
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;

- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
- Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.
- Provide space for the local community to continue to have access to off-road open spaces for informal leisure use, recognising this is the current use at the Maindy site.

Issues highlighted in the report to Cabinet

4. The following issues are highlighted in the Cabinet report, as at **Appendix A**:

- Sufficiency of mainstream secondary school places city-wide (*paragraphs 7-12; page 2 in Appendix A*)
- Condition & Suitability (*paragraphs 13-16; pages 2- 3 in Appendix A*)
- Sufficiency of mainstream secondary school places (*paragraphs 17-19; pages 3 & 4 in Appendix A*)
- Summary of recent and forecast demand for places at entry to secondary education (*paragraphs 20 – 39; pages 4 – 7 in Appendix A*)
- Additional Learning Needs (ALN) Provision (*paragraphs 40 – 47; pages 7 & 8 in Appendix A*)
- Mutual Investment Model (MIM) (*paragraphs 48 – 50; page 8 in Appendix A*)
- Land Matters including improving community facilities (*paragraphs 51 – 60; pages 8- 10 in Appendix A*)
- Admissions and Catchment areas (*paragraphs 61 – 66; Page 10 in Appendix A*)
- Partnerships (*paragraphs 67 – 71; pages 10- 11 in Appendix A*)
- Impact of the proposal on the Welsh Language (*paragraphs 72-78; pages 11 & 12 in Appendix A*)
- Learner Travel Arrangements (*paragraphs 79-82; page 12 in Appendix A*)
- Community Impact (*paragraphs 83-87; pages 12-13 in Appendix A*)

- Wellbeing of Future Generations (*paragraphs 88-91; page 13 in Appendix A*)
 - Reason for Recommendations (*paragraph 92; page 14 in Appendix A*)
5. The draft cabinet report also provides details on the following areas:
- Financial Implications (*paragraphs 93 – 98; pages 14 – 15 in Appendix A*)
 - Legal Implications (including Equality Impact Assessment where appropriate) (*paragraphs 99 – 105; pages 15 – 16 in Appendix A*)
 - Traffic Regulation (*Paragraphs 106 – 107; page 16 in Appendix A*)
 - HR Implications (*Paragraphs 108-109; pages 16-17 in Appendix A*)
 - Traffic and Transport Implications (*Paragraphs 110-126; pages 17-19 in Appendix A*)
 - Property Implications (*Paragraphs 127-128; pages 19-20 in Appendix A*)
 - Equality Impact Assessment (*Paragraph 128; page 22 in Appendix A*)
6. The report is supported by a number of appendices covering:
- Appendix 1: Cabinet Report, 14 December 2017
 - Appendix 2: Projected availability of and demand for secondary school places
 - Appendix 3: Statutory Screening Tool including Equality Impact Assessment

Recommendations set out in the Cabinet Proposals

7. The Cabinet is recommended to authorise officers to consult on proposals to:
- Expand the school from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places) from September 2023;
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;

- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
 - Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.
 - Provide space for the local community to continue to have access to off-road open spaces for informal leisure use.
8. Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

Scope of Scrutiny

9. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 17 December 2020.

Way Forward

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

Legal Implications

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

Financial Implications

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

RECOMMENDATIONS

The Committee is recommended to:

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

Davina Fiore

Director of Governance and Legal Services

12 December 2020

**21ST CENTURY SCHOOLS, BAND B: EXPANSION AND
REDEVELOPMENT OF CATHAYS HIGH SCHOOL**

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

AGENDA ITEM: 6

Reason for this Report

1. To enable the Cabinet to consider a recommendation to hold public consultation on proposals for the expansion and redevelopment of Cathays High School in line with Band B 21st Century Schools priority schemes.
2. It is proposed to:
 - Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023;
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;
 - Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
 - Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.
 - Provide space for the local community to continue to have access to off-road open spaces for informal leisure use, recognising this is the current use at the Maindy site.

Background

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

5. A copy of the 14 December 2017 Cabinet Report is included at Appendix 1.
6. The school has already temporarily expanded to take additional forms of entry to provide for larger cohorts currently promoting to year 7.

Issues

Sufficiency of mainstream secondary school places city-wide

7. Following a period of growth within the primary sector, there has been an increased demand for places at entry to secondary education city wide in the past five years. City-wide projections indicate that the demand for places in the English-medium secondary sector will further increase during the period of the Band B investment programme.
8. Citywide data from January 2020 shows the number of pupils in each of the year 3 to year 6 cohorts in English-medium primary schools exceeds the combined Admission Numbers of 3,460 places at entry to English-medium secondary schools.
9. Projections, based upon the most recent school census data (PLASC) received in 2020, indicate that the number of pupils entering Year 7 in English-medium community schools city-wide will continue to increase until the 2023/2024 academic year.
10. City-wide, peak intakes at entry to secondary education of c4,115 pupils are projected in 2022/ 2023 and 2023/ 2024, following which intakes reduce to c3,900. A significant reduction in pupils entering secondary education, from existing housing, is projected from 2028/ 2029.
11. However, it is anticipated that, as a result of the yield of pupils from the new housing developments, additional school provision will be required to provide school places local to the new housing in some parts of Cardiff.
12. Birth rate and population data currently available indicates a cyclic pattern in Cardiff, and nationally. Whilst school reorganisation proposals must be appropriate for projected pupil populations, an appropriate level of surplus capacity should be available to respond to population changes.

Condition & Suitability

13. Cardiff has a very large education estate with over 127 school properties. Many sites comprise of multiple blocks, constructed during different decades. A large number of primary, secondary and special schools are in a poor state of repair.

14. Approximately £17m, or 14%, of maintenance and condition issues of the estate were addressed through Band A of the 21st Century Schools investment programme. There has been significant investment in the construction of two new high schools in the East and West of the City, new primary school provision and suitability works undertaken in primary schools.
15. As part of the prioritisation of schools within the Band B programme, all properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:
 - Sufficiency of places available;
 - Condition of the school buildings;
 - Suitability of the environment for teaching.
16. Cathays High School is rated as “C” category for condition, which means the buildings are poor condition with major defects. A significant percentage of its accommodation is housed in demountable accommodation.

Sufficiency of mainstream secondary school places

17. When considering likely demand for places across the area, a number of factors have been used to inform projections and forecasts, including:
 - Recent and historic numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools;
 - Recent and historic populations known to be living in each area utilising NHS data;
 - Recent and historic numbers and percentages of children attending English-medium and Welsh-medium community and faith places in Cardiff;
 - Recent and historic numbers and percentages of children transferring from primary schools in Cardiff to secondary schools elsewhere.
18. Forecasts have been prepared based on:
 - Current residential populations;
 - Likely child populations from the future residential developments currently in construction and proposed;
 - Likely demand if parental take-up patterns were to remain consistent with the most recent years applying these trends to the relevant populations in future years;
 - Likely demand if parental take-up patterns at entry to secondary schools were consistent with the type of primary school (English-medium community, Welsh-medium community or Faith) attended, applying this information to the relevant populations in future years.

19. Additional information, regarding projections and forecasts prepared relevant to the area, and the methodologies used to establish likely demand are set out in Appendix 2.

Summary of recent and forecast demand for places at entry to secondary education

Cathays High School Catchment Area

20. The Cathays High School catchment area comprises the primary school catchment areas of Allensbank Primary School, Albany Primary School and Gladstone Primary School, which serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd. The area is also served by Ysgol Mynydd Bychan, St Joseph's Catholic Primary School, St Peter's R.C Primary School and St Monica's Church in Wales Primary School.
21. The recent take-up of English-medium community primary school places by children who are resident within the existing Cathays High School catchment area has averaged 108 per year group. This has fluctuated between 82 and 133 pupils in the period 2016 - 2020.
22. The average intake over the last 3 years at entry to Reception year within the Cathays High School catchment area is 117 pupils (approximately four Forms of Entry). Whilst this level is seen to drop off slightly, there is expected to be a degree of demand from new housing on a citywide level. Data is not yet available for cohorts that would enter primary education beyond 2024/25.
23. The numbers of pupils in some primary school year groups, resident within the catchment area of Cathays High School, have fluctuated significantly. Cohorts have increased or reduced in number by between 11-48 pupils (on average 24% changes within cohorts). Migration patterns are not consistent which represents a risk when planning the number of secondary school places.
24. On average, 91 children per year group have transferred to English-medium community secondary schools and 33 children per year group have transferred to English-medium faith-based secondary schools in recent years. The remaining young people transfer to Welsh-medium secondary schools.
25. There is no significant difference in the number of children in Year 6 cohorts and in the following year's Year 7 cohorts in this area - i.e. almost all children resident in the area continue to attend community or faith schools in Cardiff when they transfer to secondary education.
26. Forecasts indicate that, in the Band B investment period, 68-105 English-medium community secondary school places will be required to serve the existing Cathays High School catchment area, either at the school or at other English-medium community schools. This takes

account of c33 places being taken up within Faith-based schools by pupils resident in the area. Intakes peak in 2024 but reduce thereafter to approximately 2.3 forms of entry.

27. There are no large planned residential developments within, or in close proximity to, the Cathays High School catchment area that would significantly increase the child population within the area. There are also no significant housing developments currently planned nor included with in the adopted LDP for the Cathays area.
28. Taking the above information into account, an English-medium community secondary school of three forms of entry, providing 90 places per year group, would be sufficient to serve the existing Cathays High School catchment area during the Band B investment period and in the years immediately following. However, planned housing in the south of the city will significantly increase pupil numbers at neighbouring schools including Cathays High School.

Other areas

29. The five secondary schools included in Cardiff's Band B 21st Century schools programme, including Cathays High School, are proposed to expand from a combined capacity of c35.5 forms of entry to c44 forms of entry. These proposals take account of the projected increasing intakes to secondary education in a number of areas of Cardiff in the period until 2024, and the continuing need for these places in the period that follows.
30. Cardiff's expected level of growth in this period, in existing communities, is significant. It is evident that, separate to pupil forecasts based on existing housing, additional secondary school places will be required to accommodate children from new housing developments in the catchment areas of some existing schools.
31. Dwelling completions in Cardiff have significantly increased in recent years. The 1,444 completions in 2018/19 (43% higher than 2017/18) contrast with the previous 9 years where completions averaged 725 units per annum, with no year above 1,000 units for this period. Construction has now started or is about to start on most of Cardiff's strategic housing sites and it is expected that housing completions over the remaining 6 years of the Local Development Plan period will increase significantly.
32. The 2019 landbank for housing in Cardiff numbered 24,944 dwellings. Approximately 1,600 additional dwellings in Butetown, 1,800 in Grangetown, 800 in Canton, 600 in Llandaff and 700 in Cathays (mainly in the city centre) have planning permission or are on sites allocated in the LDP. Each of these communities lie within the catchment areas of the schools included within the Band B programme.
33. As detailed in Appendix 2, the city-wide forecast demand for places at entry to secondary education from existing housing will increase by circa

150 children per year group within the Band B investment period, until 2024, as a consequence of larger cohorts promoting from primary education, and reduced outflow to out of county provision.

34. The current and projected demand for places at entry to secondary school within the neighbouring catchment areas of Cardiff High School and Fitzalan High School exceed the number of places available at each school. The projected demand from existing housing within the catchment area of Llanishen High School is at a high level but is expected to increase further within and beyond the Band B period as new housing is developed between the communities of Lisvane and Pontprennau.
35. Planned housing developments within the Fitzalan High School catchment area, including those with outline or full planning permission, will impact neighbouring English-medium community schools, including Cathays High School, and must be considered when planning provision. Retaining Cathays High School at its existing capacity of 5.5 forms of entry, or a minor expansion to six forms of entry, would not be sufficient to meet the demand from within its catchment area and the excess demand from within the neighbouring catchment area of Fitzalan High School.
36. A temporary increase to the admission number at Cathays High School, to eight forms of entry in Year 7 (240 places), was implemented for the 2020/21 intake, and all places were allocated. The central location of the school enabled it to meet the excess demand for places, and to accommodate late applicants, from the south, central and north areas of the city and retain less than 5% surplus city-wide in the year group. Similar measures, retaining the intake at Cathays High School to 240 places, are likely to be needed in coming years.
37. It is expected that the Cathays High School would be fully subscribed at entry to year 7, based on pupil populations in the wider area, until at least 2024, and the school would have eight forms of entry enrolled in some year groups until at least 2028.
38. A permanent expansion of Cathays High School to eight forms of entry would provide an opportunity to meet the projected demand for places from within its catchment area and to also accommodate excess demand for places from other neighbouring catchment areas. The central location of the school within the city, and its catchment area being adjacent to catchment areas of five other English-medium community secondary schools of Cardiff High School, Fitzalan High School, Llanishen High School, Whitchurch High School and Willows High School, means that it is well placed to support growth in other areas of the city.
39. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time in

order to provide a suitable balance in the supply of and take-up of places. Catchment areas are only part of the school admission oversubscription criteria and being resident within a catchment area is not a guarantee of admission. The Council has to ensure sufficient place in the secondary sector regardless of catchment boundaries.

Additional Learning Needs (ALN) Provision

40. At present, both secondary and primary schools in Cardiff host Specialist Resource Bases (SRB). The purpose of an SRB is to enable learners with additional learning needs to succeed in a mainstream learning environment. Pupils are supported to attend mainstream lessons and benefit from the full range of educational opportunities available to all pupils at the school.
41. A Specialist Resource Base for pupils with Autism Spectrum Condition (ASC) is located at Cathays High School and supports up to 16 pupils aged 11-18.
42. The SRB staff provide additional pastoral and teaching support to the pupils, and provide training and information to main school staff to support the inclusion of young people. The SRB has designated accommodation where the pupils may access small group or individual teaching. The base also provides a nurturing and 'safe' environment for young people when it is required. The provision provided to the young people is tailored, according to need. Young people experience short or prolonged periods where they are taught mainly or solely in the SRB, because of anxiety or sensory challenges, or as part of a transition from a more specialist environment.
43. The majority of children with an autism spectrum condition do not require a special school place in order to learn and thrive. Young people attend a local mainstream school and access additional support through the specialist resource base.
44. Although the Council increased ASC places between 2012 and 2017, from 82 to 140, it is anticipated that demand for ASC SRB places will continue to grow over the next 5-10 years. Due to increased demand, and the shortage of specialist ASC places in Cardiff, separate proposals have been brought forward to expand another existing ASC base at Cantonian High School.
45. It is proposed to retain the SRB at Cathays High school, as part of the future school, to ensure continued provision for current and future pupils. The current expertise and inclusive practice of the school would be maintained. Additional places would help to ensure there are sufficient places to meet increased demand arising out of a growing pupil population and a growing incidence and identification of ASC in Cardiff.
46. The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the

specialist provision within the school and to increase the number of places available from 16 to 50.

47. Cardiff Council is committed to the principles of inclusion and recognises that the majority of children and young people with additional needs are best supported in their local mainstream schools. The Council will continue to provide support, training and resources to schools, promote the sharing of best inclusive practice and ensure that learners with ALN access effective support in their local school.

Mutual Investment Model (MIM)

48. MIM is a national scheme that has been developed to borrow funds via the private sector to design and build the school, and maintain the building fabric over a 25 year period. Welsh Government has procured a Private Sector Delivery Partner (PSDP) to work with it on the delivery of education and community facilities. The successful bidder was Meridiam Investments II SAS. The PSDP and a subsidiary of the Development Bank of Wales have entered into a Special Purpose Vehicle (SPV) called WEPCo, which will deliver the services to participants.
49. At its meeting on 16 July 2020, Cabinet agreed to enter into the Strategic Partnering Agreement (SPA) with WEPCo. Cardiff Council, along with other local authorities and further education institutions, are a participant to the SPA. The SPA provides for how the parties act together over the long term in a collaborative partnering, non-adversarial and open manner to support the effective planning, procurement and delivery of education and community facilities in Wales and the delivery of infrastructure services. This includes partnering services for the project such as legal, design and technical advice.
50. WEPCo will undertake all partnering services (i.e. the design, project development and professional services). Approved MIM Projects will be developed by WEPCo, but delivered (including hard facilities management) by Project Co which will enter into a Project Agreement with the Council to deliver the relevant MIM Project. The Council will be a contracting party with Project Co which will have contracts in place to manage the building and facilities contractors.

Land Matters including improving community facilities

51. The Cathays High School site is located on a site measuring approximately 2.1 hectares, adjacent to North Road and Crown Way. The constrained school site limits access for pupils to outdoor facilities and does not include any school pitch provision for pupils.
52. Formal arrangements exist at present for Cathays High School to use grass pitches at Heath Park, and transport arrangements are in place to support this at an annual cost to the Council of c£21,000.

53. The Maindy Centre, including the indoor leisure centre and pool, the Maindy Cycle and BMX track, and outdoor football pitches, is located in close proximity to the school on the opposite side of Crown Way, also adjacent to North Road.
54. The Maindy cycle track was built for the British Empire and Commonwealth Games in 1958 and has been home to the Maindy Flyers Cycling Club since 1995. The club has approximately 200 members aged 5 to 18 years old. Cardiff's Road Safety Centre, providing adult and child cycle training, is also located at the Maindy site.
55. Maindy Centre is Cardiff's only outdoor cycle track that is the home of the grassroots cycling talent in the city. The track is a popular outdoor venue that requires investment. Whilst the cycle club has outgrown the facility, the Council acknowledges that Cardiff must continue to support its home-grown talent to excel and progress to represent Wales competitively on the international stage.
56. The school project provides an opportunity for a new track facility, located in the heart of Cardiff Bay at the International Sports Village, to be brought forward in the New Year, bringing a greater range of cycle track opportunities to our capital.
57. The construction of new facilities for Cathays High School on the Maindy Centre site and potentially on a proportion of the existing site in line with Building Bulletin 98 will enable the expansion of the school in an area that is well located within the community that the school serves.
58. The Council agreed in 2016 that the leisure and sporting facilities at Maindy Centre would be operated by Better Leisure (GLL), and a long term lease arrangement is in place. As part of a revised lease the school will continue to have access to indoor facilities at Maindy Centre an arrangement will be explored with GLL for the management of external sports facilities and shared use of the carpark outside of the school day.
59. The location of the sites, off North Road and Crown Way, provide an opportunity to enable the new investment in the community. The design of the school will support open community access to some multi use games areas outside of school hours and re-provide community land where possible. The land south of the existing Maindy cycle track and other areas will be made available for exercise; dog walking; [access between Gelligaer Street and Crown Way/North Road](#); and general leisure activities. The BMX track is expected to be retained, but could potentially be relocated elsewhere on the Maindy or current school site should it be deemed beneficial to the project and the community. The existing playground will sit outside of the scope of the project and will be retained. There are further opportunities presented by the levels and existing conditions of the site which provide opportunities for a holistic landscape design that incorporates sustainable drainage, ecology and habitat strategies.

60. The proposed strategy to provide a combination of all-weather pitches on-site and retaining current grass pitches at Heath Park would enable curriculum requirements to be met, providing pupils with access to a range of facilities for a variety of sports.

Admissions and Catchment areas

61. There are no plans to change the Council's policy on the admission of children to schools, as a result of this proposal.
62. In accordance with the limitations set out within the School Organisation Code, the Council has agreed a temporary increase to the Admission Number at Cathays High School to meet the increased demand for places. The Council is able to continue to do so but cannot exceed the school's total published capacity of 1,072 places, using temporary measures, by more than 200 pupils.
63. It is proposed that the admission number of 240 places would be implemented from September 2023, in accordance with the requirements set out in the School Organisation Code.
64. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can be viewed on the Council's website (www.cardiff.gov.uk).
65. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time, in order to provide a suitable balance in the supply of and take up of places.
66. The Council will manage admissions to the Specialist Resource Base provision at Cathays High School in accordance with the ALN Code of Practice, which takes effect from September 2021.

Partnerships

67. 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.
68. 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.
69. The Council's proposals for Band B of the 21st Century Schools Programme and the Cardiff 2030 strategy clearly state the link between

improving the environment for learning and raising standards of achievement.

70. 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.
71. The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment.

Impact of the proposal on the Welsh Language

72. It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.
73. The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.
74. 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.
75. 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.
76. Whilst forecasts, based on the number of children in the Welsh-medium primary, indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate proposals will be brought forward at the appropriate time to ensure there are sufficient places available.
77. 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.

78. The Council must ensure that the expansion of school provision is brought forward in a strategic and timely manner, which does not compromise existing provision. Expanding Welsh-medium secondary school provision would, inevitably, have an impact on the take-up of places in other schools, and in turn on the ability of schools to balance budgets and to attract or retain staff.

Learner Travel Arrangements

79. There are no plans to change the Council's transport policy for school children.
80. Any pupils affected by the proposals would be offered the same support with transport as is provided throughout Cardiff in line with the same criteria that apply across Cardiff.
81. The Council's transport policy for school children can be viewed on the Council's website www.cardiff.gov.uk/schooltransport.
82. Transport may continue to be required for timetabled sports activities on Heath Park as at present, with the need and frequency of provision to be confirmed. There may need to be appropriate provision on the school site for a coach to park and turn round.

Community Impact

83. The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. Officers will work with schools, local members and any community group to make sure that the proposal avoids negative impacts if possible.
84. Cathays High School enables a number of community organisations to make use of its site outside of school hours. These organisations will be consulted on the proposed changes and consideration will be given to how to support these organisations in the proposed new build school.
85. The open space at Maindy is currently used for informal leisure by the local community – exercise, dog walking, access between Gelligaer Street and Crown Way/North Road, and general leisure activities. It is recognised this is one of few open spaces for residents in Cathays, Maindy, and Gabalfa and therefore the new development will provide space and access for the community to continue these informal activities in community green spaces. In addition, it is proposed that the playground at Gelligaer Street will remain, the BMX track for community use will be retained or relocated elsewhere on the Maindy or current school site, and open-access MUGA's will continue to be provided.
86. With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis.

Welsh Government's aim for shared facilities in community-focussed school are to:

- Provide opportunities for the local community and sports organisations to participate in sport and physical activity for health improvement and development of their skills, particularly amongst low participant groups;
- Operate in line with the national agenda for sport taking into account nationally adopted strategies;
- Generate positive attitudes in sport and physical activity by young people and reducing the dropout rate in sports participation with age;
- Increase the number of people of all ages and abilities participating in sport and physical activity including people with disabilities;
- Use the facilities to encourage the range, quality and number of school sports club links and to stimulate competition that is inclusive of young people and adults;
- Provide affordable access to the facilities and to be self-financing and cost neutral in the first instance, generating sustainable income for the school in the future.

87. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.

Wellbeing of Future Generations

88. In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing Local Schools for Local Children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling. Each School project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.
89. With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce its carbon emissions.
90. In order to maximise the long-term impact of this significant investment, any design taken forward for each school included in this proposal would be developed to ensure the delivery of high quality modern facilities that are able to respond to the current pupil populations needs and support the delivery of effective teaching and learning methods. They would also incorporate the flexibility to take account of changes depending on need as time progresses; such as changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.
91. The project will consult with all statutory bodies when developing a planning application to ensure that environmental and biodiversity impacts are fully considered.

Reason for Recommendations

92. To meet the demand for English-medium secondary school and post 16 places in the Cathays High School catchment area and neighbouring communities, and to meet demand for additional Specialist Resource Base (SRB) places for learners with Autism Spectrum Condition city-wide.

Financial Implications

93. The recommendations to this report request approval for a consultation process to be undertaken in relation to the proposed scheme for Cathays High school. A decision to initiate a consultation process does not, in itself, commit the Council to any capital expenditure commitments and, therefore, there are no capital financial implications directly arising from this report. Should the scheme be taken forward, it will be necessary for a full financial evaluation to be undertaken. The aim of this will be to provide assurance that the scheme remains affordable once all relevant costs and contingencies for potential changes in delivery timescales have been incorporated.
94. The preferred funding strategy for this particular scheme remains the WG's revenue funded Mutual Investment Model (MIM). This will mean the new building will be constructed via a Special Purpose Vehicle and the Council will make a net contribution of 19% (with WG providing 81% of the revenue funding required) towards the annual unitary charge for a period of 25 years. The funding required for the Council's contribution will be made available via the SOP Revenue Reserve, which also meets revenue costs arising in relation to programme delivery and capital financing.
95. Other capital costs, including those directly connected to the new school, such as FFE and ICT, as well as other costs not directly connected to the new building, such as associated transport infrastructure works, will not qualify for MIM funding. These costs may still be within the scope of the 21st Century Schools Programme and in such an instance will be funded via the traditional capital route, with WG contributing towards 65% of the costs. Further work is required to understand the full extent of these particular costs, however the Band B Capital Programme currently includes an estimated allocation for these works that will need to be balanced against other Band B priorities. In addition, any capital required for maintaining the current schools in the interim will need to be met from within existing resources.
96. As well as the capital expenditure commitments directly connected to the main scheme, there would also be capital expenditure incurred in relation to the replacement cycle track. Use of MIM funding would not be available for such uses and therefore funding will need to be identified from within existing Council resources or match-funded via external grant funding, if applicable. Further to the capital costs of the main school build, there would also be significant revenue expenditure implications,

both connected to the project delivery and on an ongoing basis, once the new facility is operational.

97. Further consideration may be required in future reports in relation to the Maindy Pool site and car park, particularly in relation to current lease arrangements and potential VAT impact. Additional advice will be sought as appropriate as plans for the new school are developed and any additional costs arising absorbed within the overall envelope for the scheme.
98. There continues to be a significant risk surrounding the planned achievement of capital receipts underpinning the overall Band B programme. The total target of £25 million in the current financial model is required prior to the end of 2023/24. Work is being undertaken to ensure that this target remains achievable as a means to secure the affordability of the overall programme.

Legal Implications

99. 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.
100. Parents have a right to express a preference for the school they wish their child to attend under section 86 of the School Standards and Framework Act 1998. This does not provide a right to attend a certain school, as applications can still be refused for admission where this would prejudice the provision of efficient education or the efficient use of resources.
101. A local authority can make proposals to alter a community school under section 42 of the Schools Standards and Organisation (Wales) Act 2013. The Council is required prior to publishing its proposals to undertake a consultation on those proposals in accordance with section 48 of that Act and the School Organisation Code 2018. The proposal is a regulated alteration under paragraph 2.3 of the School Organisation Code 2018. The recommendations seek authority to carry out that statutory consultation. Any proposals must be the subject of full and fair consultation and due regard must be had by the Cabinet to the responses before a final decision is taken. As these proposals affect sixth form provision, they will require the approval of Welsh Ministers in accordance with section 50 of the Schools Standards and Organisation (Wales) Act 2013 and paragraph 5.2 of the School Organisation Code 2018.
102. Catchment areas and published admission numbers of schools are part of the Council's admission arrangements and therefore the statutory consultation within the School Admission Code and the Education (Determination of Admission Arrangements) Regulations 2006 would need to be followed if following consultation these proposals are taken forward.

103. The decision about these recommendations has to be made in the context of the Council's public sector equality duties. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief. If the recommendations in the report are accepted and statutory notices are published, the Council will have to consider further the equalities implications and an Equality Impact Assessment may need to be completed.
104. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language.
105. The Council has to consider the Well-being of Future Generations (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural well-being of Wales.

Traffic Regulation

106. The Council as the 'Traffic Authority' has a discretionary power to make 'traffic regulation orders' where it appears to the Council expedient to make the order for any of the purposes specified under Section 1 of the Road Traffic Regulation Act 1984 Act ("the 1984 Act").
107. Full legal advice should be sought on the proposed traffic regulation orders, as the same are developed but it should be noted that in making any traffic regulation order the Council must comply with the procedure set out in the Act and the regulations made there under. This process involves at statutory consultation exercise, with associated rights of objection. If objections are received, they must be duly considered and following such consideration the potential exists that the traffic regulation order may be made, be made but in modified form or not proceeded with at all.

HR Implications

108. The proposed expansion of Cathays High School will require the Governing Body to consider their workforce requirements in readiness for expansion and in the event that any vacancies arise, these should be considered as redeployment opportunities for staff on the school redeployment register. In addition, full consultation with staff and trade union colleagues will be needed to ensure there is a smooth transition into the new school building.

109. Further HR implications of the proposal will need to be determined as the project develops, particularly in relation to the operation of the MIM scheme outlined above. Further guidance is required from Welsh Government to understand the full working arrangements in relation to facilities management to assess the impact, if any, on current school staff. The Governing Body and the school's leadership team will also need to consider whether any staffing changes are required to support the use of school premises by the wider community. HR People Services will provide this advice and support as necessary.

Traffic and Transport implications

110. 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.
111. This proposal will increase educational activity on this site through the expansion of mainstream and SRB 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.
112. 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.
113. 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.
114. Cycle parking provision must meet 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.

115. Cycle parking must be covered and secure and be sited in a convenient location within the site which is easy for pupils for access and where it benefits from surveillance. Sheffield stands are recommended. Tiered cycle parking will not be acceptable.
116. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing. The SRB pupil learner transport will need appropriate suitably segregated 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.
117. On-site parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The parking requirements for schools within the SPG is one parking space per 30 pupils and this would apply to the mainstream school provision at the site. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently introducing School Streets in selected suitable locations; 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.
118. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.
119. The first part of the TA, a Traffic Impact Assessment (TIA), has now assessed the traffic impact on the highway network due to potential changes to the existing road layout and also including the proposed construction of Cycleway 1 in the vicinity of the school. The TIA has identified that potential changes are expected to result in some additional queuing at peak periods however it is considered that the overall traffic impact of the development can be accommodated by the network.
120. The expansion of Cathays High School, utilising the Maindy Centre site and the existing school site may necessitate the closure of part of Crown Way to vehicles. Road layout changes may involve traffic orders and associated legal processes, both requiring sufficient lead-in time and financial resources.
121. The subsequent completion of the full TA will 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 requires 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 master plan.

122. 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.
123. Currently no pupils (other than SRB pupils) are eligible for learner transport and so appropriate provision needs to be made for use of public transport services. This will include safe and sufficient waiting facilities for pupils using scheduled and additional school bus services and safe pedestrian access to appropriate bus stop facilities at locations convenient to the school, with crossings appropriate to the desire lines, type and level of use.
124. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. Such a plan identifies actions by the school to support and encourage active travel to school and will also identify any improvements to on-site and off-site infrastructure required to facilitate active journeys.
125. All schools developed under Band B will need to have such a plan in place from the outset of their operation. The Active Travel Plan for the new Cathays High School should be informed by the Transport Assessment and developed with full involvement of the pupils and staff on the existing Cathays High School site and pupils and staff in the feeder school populations. The Active Travel Plan for the new school should be linked to the Active Travel Plans for the feeder or cluster schools. This will help to encourage active travel across each age group and ensure that all pupils entering the new Cathays High School are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers can support the development of the Active Travel Plan.
126. Other support can be offered through the Council's Road Safety Team which delivers National Standards Cycle Training to schools in Cardiff.

Property Implications

127. The Strategic Estates Department are part of the project team for delivery of the new Cathays High. Considerations have been given to the existing leasing arrangements with Maindy Leisure Centre, relocation of the Velodrome and any disposal opportunities from surplus land to support the capital programme.
128. Where there are resultant land transactions, further negotiations or valuations required to deliver these proposals, they should be done so in

accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

Equality Impact Assessment

129. An initial Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society. This assessment will be reviewed after the consultation. Further equality impact assessments would also be carried out if the proposal goes ahead.

RECOMMENDATIONS

Cabinet is recommended to:

1. authorise officers to consult on proposals to:
 - Expand the school from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places) from September 2023;
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;
 - Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
 - Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.
 - Provide space for the local community to continue to have access to off-road open spaces for informal leisure use.
2. Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
	11 December 2020

The following appendices are attached:

Appendix 1: Cabinet Report, 14 December 2017

Appendix 2: Projected availability of and demand for secondary school places

Appendix 3: Statutory Screening Tool including Equality Impact Assessment

CABINET MEETING: 14 DECEMBER 2017

**21ST CENTURY SCHOOLS CARDIFF COUNCIL'S BAND B
PRIORITIES**

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

AGENDA ITEM: 4

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

Reason for this Report

1. To seek Cabinet approval for the priority schemes to be undertaken as part of Cardiff's Band B 21st Century Schools Programme.
2. To note the approval in principle by Welsh Government of the Strategic Outline Case submitted by Cardiff Council for Band B of the 21st Century Schools Programme and to authorise discussion with the Welsh Government to secure business case approval for individual schemes.

Background

3. At its meeting on the 12th of October 2017, the Cabinet received a report which outlined the challenges and opportunities facing Cardiff in the development of the education estate. This included:-
 - Sufficiency needs resulting from population growth.
 - Condition of the current school estate;
 - Suitability of the current estate to meet the demands of 21st century learning.
4. That report set out the Council's proposed vision for its Band B 21st Century School Strategy in that it was to deliver:

"Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential"

5. This vision was to be realised through the achievement of four key educational aims that directly link to the Welsh Government's national programme objectives:-
 - Aim 1: To provide a sufficiency of school places across the city that are in the right place and are at the right size to enable the delivery of excellent education provision.
 - Aim 2: To provide high quality educational facilities that will meet the diverse requirements of the 21st Century.
 - Aim 3: To optimise the use of education infrastructure for the benefit of the wider community across Cardiff.
 - Aim 4: To ensure that Cardiff achieves best value from its resources to improve the efficiency and cost effectiveness of the education estate.
6. The report outlined the sufficiency, suitability and condition issues in Cardiff which provide the basis of the funding request from Cardiff to Welsh Government under the Band B programme. The Band B phase of the 21st Century Schools Programme will commence in April 2019 and is scheduled to run until 2024.
7. Funding was therefore required to enable the Council to address the following priorities:-
 - Remove all "D" condition, end of life, school properties;
 - Address the eight form of entry sufficiency issue in the English medium secondary sector in the central area of the city;
 - Address the sufficiency, condition and suitability issues in the special sector, in both primary & secondary settings;
 - Address local sufficiency issues in welsh medium primary schools in the east and west of the city;
 - Address local sufficiency issues in english medium primary schools in Cardiff Bay and west of the city.
8. It was agreed at this meeting that the proposed schemes for Cardiff under the Band B phase of the 21st Century School Programme would be the subject of a Cabinet report, once the budget allocation from Welsh Government was known.
9. The Cabinet Secretary for Education, Kirsty Williams, announced on 10 November 2017 that £2.3bn had been earmarked to modernise education infrastructure in Wales. The announcement confirmed that Welsh Government is committed to supporting projects submitted in the Outline Strategic Business Cases by local authorities and further education institutions, subject to the approval of business cases for specific schemes.
10. The value of the programme submitted by Cardiff Council was £284 million, of which half would be funded by Welsh Government, and half by the Council. Welsh Government have subsequently confirmed approval in principle of the programme envelope for this sum, subject to the

approval of individual project business cases. This report outlines the proposed schemes in Cardiff under this programme.

Proposed Band B Schemes

11. The Band B submission for 21st Century funding can only seek to address the most acute sufficiency and condition issues in Cardiff. Using a detailed and robust methodology that was directly aligned to Welsh Government's Strategic Objectives for its 21st Century School Programme, a prioritisation matrix was developed to identify those schools in the most need of investment. All properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:
 - Sufficiency of places available;
 - Condition of the school buildings;
 - Suitability of the environment for teaching.
12. The sufficiency ratings for all schools were prepared using the corporate population database and projection methodology used for the planning of school places. The condition and suitability rating were prepared independently, using Welsh Government approved methodology via independent specialist.
13. Welsh Government is committed to removing all "D" condition schools from Wales. Any schools that are classified as "D" category for condition should be automatically prioritised for investment under Band B.
14. Any project to increase the size of a school establishment, change its configuration or location will require statutory consultation and Cabinet determination. The statutory consultation would set out the detailed proposals and proposed location for each scheme. It would also indicate whether there were any proposed co-locations with other educational establishments. It is important that these are considered in full, alongside any collaborative opportunities, in order to optimise the economies and educational benefits that can be delivered from the projects. It is anticipated that any statutory consultation on the matters in this report this would commence during the spring of 2018.
15. It should be noted that because of the scale and number of proposed projects in the Band B investment programme, the delivery of the schemes will be undertaken in batches over the timespan of the programme commencing in 2019. As a result of the phasing, it may be necessary to put interim measures in place where sufficiency issues arise before new schools with increased capacity can be delivered.

Secondary schools - proposed Band B schemes

16. To address the eight form of entry sufficiency issue that is forecast in the central area of the city from 2019, schemes affecting five English medium schools are proposed. Three of these secondary schools are also

catergorised as being in “D” Condition, ie. at the limit of planned lifespan. The schemes are as follows:

Cantonian High School

17. It is proposed that Cantonian High School is rebuilt and expanded to provide a new 11-18 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “D” condition categorisation and address the “D” rated sufficiency issues within the local catchment. It includes an expansion of post 16 by 55 places to 150 places.

Fitzalan High School

18. It is proposed that Fitzalan High School is rebuilt as a new 11-18 high school, with ten forms of entry (10FE). This will address the “D” condition categorisation and “D” categorised sufficiency issues in the local area.

Willows High School

19. It is proposed that Willows High School is rebuilt and expanded to provide a new 11-16 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “D” condition categorisation and address the “D” rated sufficiency issues within the local catchment.

Cathays High School

20. It is proposed that Cathays High School is rebuilt and expanded to provide a new 11-18 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “C” condition categorisation and address the “D” rated sufficiency issues within the local catchment.

Cardiff High School

21. It is proposed that Cardiff High School is expanded and remodelled to provide an 11-18 high school, with ten forms of entry (10FE). This is a two form of entry expansion, or 60 places per year (+2FE). It will address a “D” category sufficiency issue and remodelling and refurbishment works will address the “C” condition rating.

Special Schools - proposed Band B schemes

22. Four special schools have been ‘D’ rated for suitability and are in need of replacement:
 - Riverbank School, for children aged 4-11 with severe and complex learning disabilities
 - Woodlands School, for pupils aged 11-19 with severe and complex learning disabilities

- The Court School for children aged 4-11 with emotional health and wellbeing needs also commonly referred to as 'behavior emotional and social needs.
 - Greenhill School for pupils aged 11-16 with emotional health and wellbeing needs.
23. However, the sufficiency issues in relation to additional learning needs (ALN) are not limited to the areas of need currently served by these four schools. Cardiff is anticipating a significant increase in the need for special school places for children and young people with:
- profound and multiple learning disabilities
 - autism spectrum conditions
 - severe and complex learning disabilities
 - emotional health and wellbeing needs
24. Sufficiency issues are also not limited to the populations currently served by the special schools. Cardiff lacks:
- suitable provision for secondary aged girls with emotional health and wellbeing needs
 - suitable provision for post-16 pupils with emotional health and wellbeing needs, who are not yet ready for transition to college or employment
25. The Council recognises that special schools are more than providers of education: at their best, they provide a locus for multi-agency assessment, planning and support. The multidisciplinary potential of special schools is of increasing importance in light of the Social Services and Wellbeing Act (date) and the Additional Learning Needs and Education and Tribunal Bill, both of which set out statutory responsibilities for agencies to follow a person-centred approach, with the child and their family at the heart of the process, and to implement a single unified plan to promote positive outcomes in relation to health, social care and education.
26. Special schools also play an important role in providing support, information and training for families and for mainstream schools.
27. Band B special sector schemes will therefore be required to deliver on several interconnected goals:
- to replace the 'D' rated accommodation at the four schools named in paragraph 22;
 - to increase capacity across the four areas of need identified in paragraph 23;
 - to address the gaps in provision identified in paragraph 24;
 - to enhance opportunities for multi-agency support and provision;
 - to enhance the role of special schools as a source of support for families and for mainstream schools.

28. The four capital schemes described below will provide a number of different options for re-shaping special school provision in Cardiff in line with these goals. They should not be regarded as 'rebuild and replace' projects, affecting only the four named schools, but as opportunities to review the pattern of provision across the seven special schools in Cardiff.
29. The Council will therefore work with our stakeholders including schools, health, and social services, to shape and appraise the options for reshaping special school provision in Cardiff.

Primary special school: complex learning disabilities and autism spectrum conditions

30. It is proposed to build a new 140 place primary special school, for children with severe and complex learning disabilities and children with autism spectrum conditions.
31. This project will enable the council to address the unsuitable accommodation currently used by Riverbank School, and to address sufficiency issues in relation to severe and complex leaning needs and autism spectrum conditions at primary phase.
32. In shaping options for this project, the implications for the respective roles and remit of Ty Gwyn, Riverbank and The Hollies Schools, and for health services that work with the schools, will need to be considered.

Secondary special school: complex learning disabilities and autism spectrum conditions

33. It is proposed to build a new 240 place secondary special school for pupils with severe and complex learning disabilities and pupils with autism spectrum conditions.
34. This project will enable the council to address the unsuitable accommodation currently used by Woodlands School, and to address sufficiency issues in relation to severe and complex leaning needs and autism spectrum conditions at secondary phase.
35. In shaping options for this project, the implications for the respective roles and remit of Ty Gwyn, Woodlands, the Marion Centre and for health services that work with the schools, will need to be considered.

Primary special schools: emotional health and wellbeing needs

36. It is proposed to build a new primary special school, for children with emotional health and wellbeing needs.
37. This project will enable the council to address the unsuitable accommodation currently used by The Court School, and to address sufficiency issues in relation to emotional health and wellbeing needs at primary phase.

38. The planned place number for this project is 48, but it is yet to be determined whether all of these places should be on a single discrete, special school site, or whether some classes should be based on mainstream school sites, operating as special school 'outreach classes', to enhance the opportunities for children with emotional health and wellbeing needs to maintain links with mainstream education, and to make a successful reintegration if appropriate.

Secondary special school: emotional health and wellbeing needs

39. It is proposed to build a new secondary special school, for pupils with emotional health and wellbeing needs. This project will enable the council to address the unsuitable accommodation currently used by Greenhill School, and to address sufficiency issues in relation to emotional health and wellbeing needs at secondary phase.
40. The planned place number for this project is 112, but these places will be provided on 2 separate sites to ensure the number of vulnerable young people educated on one site does not exceed 56. The project will address the need for designated provision for girls, and for young people post-16 who are not yet ready to transfer to college or employment.
41. The Council will continue to develop collaboration between education and social services, and with Cardiff and the Vale University Health Board, to develop a more holistic approach to therapeutic support for vulnerable learners and their families.

Primary Schools - proposed Band B schemes

42. Four primary schemes that have been prioritised for investment within Band B. These include two English medium and two Welsh medium schools. This will address localised sufficiency issues that will present within the catchment areas within the timescale of the Band B investment. These four primary schools are:

St Mary the Virgin Primary School

43. It is proposed that St Mary the Virgin Primary School is replaced with a new school and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected English-medium sufficiency issues in Grangetown/Butetown area, along with addressing additional pupil yield generated from a number of new housing developments that have gained approval. This scheme was deferred from the Band A Investment programme.

Fairwater Primary School

44. It is proposed that Fairwater Primary School is enlarged and its capacity increased by 30 places per year to establish a two form of entry school (2FE). This will address projected English-medium sufficiency issues in its catchment area, along with addressing additional pupil yield

generated from a number of new housing developments that have gained approval.

Ysgol Pen y Pil

45. It is proposed that Ysgol Pen y Pil is enlarged and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected shortfall in Welsh-medium primary school places in the east of Cardiff.

Ysgol Gymraeg Nant Caerau

46. It is proposed that Ysgol Gymraeg Nant Caerau is enlarged and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected shortfall in Welsh-medium primary school places in the south west of Cardiff.

Maximising investment for community benefit

47. Educational assets are a vital investment into the heart of a community. Significant investment in school should actively contribute a wide variety of benefits to the local area.
48. To date, the Council has ensured that all its new facilities are accessible to the local community. New facilities are designed in such a way to allow extended use of all the facilities, whether internal such as main hall, dance or recording studios or external facilities such as MUGA's and 3G sports pitches.
49. The Council seeks to maximise community benefits wherever possible, including benefits for children and young people, through its procurement practices. The Council has explicitly identified this as one aspect of its programme to promote children's rights, as a participating member of the UNICEF Child Rights Partner Programme. This commitment will be reflected in any tender documentation, on a project-by-project basis.
50. In line with Welsh Government guidelines on Community Benefits, the Council will strive to meet the benchmark targets through the delivery of Band B 21st Century Schools programme. These will build stronger communities and in turn develop the local economy to reduce social exclusion and poverty in deprived areas.
51. Delivery of Community Benefits is overseen by a Community Benefits Board, which was established in January 2017. The role of the Board is to co-ordinate the social value agenda across Cardiff Council and maximise the community benefits delivered. The Board includes senior managers from across the Council and meets on a quarterly basis.

Indicative Cost of Programme and Funding Options

52. The indicative cost of the Council's outline Band B programme is £284 million, based on standardised construction cost rates as provided by

Welsh Government. This total cost represents the full “rolled-up” cost of all schemes within the preferred programme. External cost consultants have confirmed that delivering the programme should be possible within the overall envelope identified. As schemes progress, it is felt that it will be possible to identify further efficiencies and various cost-saving measures to ensure that the overall cost envelope is not exceeded.

53. The Welsh Government’s funding model requires the Council to match fund 50% of the total capital cost, with the Welsh Government contributing the other 50% in the form of capital grant. Therefore, the Council will be required to identify capital funding totalling £142 million. In line with the approach taken to Band A, this funding will predominantly take the form of external prudential borrowing and any available capital receipts. External borrowing will give rise to revenue expenditure in the form of capital financing costs and, therefore, the Council will be required to identify revenue funding sources to meet those costs.
54. In addition to the traditional funding model that Band A was predicated on, the Welsh Government made an additional option available to local authorities as part of Band B, known as the Mutual Investment Model (MIM). MIM is a revenue funded option and is based on a 75:25 cost sharing arrangement in the favour of local authorities. The basic premise of the model is that any new schools created would be funded through the private sector through Special Purpose Vehicles, in which Welsh Government would be represented, and local authorities would lease the assets created over a period of 25 years. As such, local authorities would pay an annual lease payment for use of the new school facilities, rather than incurring the up front capital costs associated with constructing and then owning the facilities. The Welsh Government’s proposal would be to provide revenue funding towards 75% of the annual lease payments for the 25 year period. At the end of the 25-year period, the assets would transfer over to the respective local authorities.
55. The Council reviewed the options available, particularly the MIM option, using example information provided by Welsh Government. In doing so, the Council decided to express an interest in the traditional capital funding model only, when submitting its Strategic Outline Business Case. This followed consideration of the overall cost of MIM, the Welsh Government’s proposed contribution rate and the overall level of risk exposure. As such, the intention is that the £284 million programme, if fully approved, will be funded on the traditional capital grant model basis. The final confirmation of funding anticipated from Welsh Government is expected to be on the basis of the traditional model.

Local Member Consultation

56. Any proposals to increase the size of an educational establishment, change its configuration or its location would require statutory consultation. Such consultation would include local members, and would follow publication of detailed proposals and proposed locations.

Reason for Recommendations

57. To approve the schemes that have been prioritised for investment under the Band B phase of the 21st Century School programme/

Financial Implications

58. The recommendations to this report do not themselves commit the Council to any capital expenditure commitments and, therefore, there are no capital financial implications directly arising from this report. However, the report outlines a potential capital programme totalling £284 million, the financial implications of which will be significant. External borrowing totalling a maximum of £142 million would result in significant annual revenue capital financing costs and funding sources would need to be identified in order to meet the expenditure commitments resulting. The significance of these commitments necessitate the need for consideration as part of the wider Council budget process and, therefore, the preferred funding solution will form part of the annual budget report presented to Cabinet and Council in February 2018.
59. In addition to the capital, and consequent revenue, funding implications arising from the Band B programme, revenue expenditure in relation to programme management, school transition and business case development will also arise. These costs will also form part of the funding considerations made as part of the Council's annual budget process. However, Recommendation 2 to this report, which highlights the need to progress initial business case development, may result in the need to incur revenue costs in the form of external advice prior to February 2018. It is anticipated that it will be possible to fund these costs from within the current SOP Revenue Reserve, set aside for revenue costs arising from the current 21st Century Schools Band A programme and other school organisation projects.

Legal Implications

60. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to consider parental preference which includes preference for Welsh medium education. The Council also has obligations under the School Standards and Framework Act 1998 and School Funding Regulations 2010 to provide capital funding for maintained schools.
61. Section 84 and 85 of the School Standards and Organisation (Wales) Act 2013 and the Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013, set out the statutory obligations for all local authorities to prepare, submit, publish and revise Welsh in Education Strategic Plans (WESPs).
62. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of

opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are:

- Age
- Gender reassignment
- Sex
- Race – including ethnic or national origin, colour or nationality
- Disability
- Pregnancy and maternity
- Marriage and civil partnership
- Sexual orientation
- Religion or belief – including lack of belief

63. The Council also has to consider its obligation under section 88 and schedule 10 of the Equality Act 2010 to prepare and implement an accessibility strategy. The strategy should increase disabled pupils' access to the curriculum and improve the physical environment and the provision of information.
64. The report identifies that the Equality Impact Assessment has been completed. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language, the report and Equality Impact Assessment deals with all these obligations.

HR Implications

65. HR People Services will work with the Governing Body of all schools within Band B on any HR matters arising from the expansion of individual schools. In line with the SOP HR Framework, the Headteacher and the Governing Body of the schools concerned will be encouraged in to undertake a review of their staffing structure and assess the workforce requirements required for the increase in pupil numbers. This will have to be balanced against the forecasted school budget. However, it is likely that the permanent expansion schools within Band B will result in the creation of new posts in each of the schools concerned.
66. HR People Services will also provide support for the additional recruitment. This will take into account the School Redeployment and Redundancy Policy and Procedure whereby new posts may provide opportunities for any school based staff on the school redeployment register at that particular time.

Equality Impact Assessment

67. An Equality Impact Assessment for the 21st Century Schools Band B Programme has been carried out. The assessment concluded that the programme would not adversely affect a particular group in society. Any proposals brought forward following this report would be subject to

further equality impact assessments including an assessment on any changes to accommodation. (Details of the Equality Impact Assessment can be seen at Appendix 1).

Sustainability Assessment

68. A Strategic Environmental Assessment (SEA) of the proposal has been carried out in accordance with European Legislation. The assessment confirms that the proposal is compatible with the Council's 'What Matters' strategy which seeks to deliver 7 strategic outcomes. Any proposals brought forward following this report would be subject to an environmental assessment which would be carried out as part of the planning application process. (Details of the Sustainability Assessment can be seen at Appendix 2).

Transport Matters

69. High level transportation issues have been reviewed for the sites in question to ensure that consideration is given to the ability of the potential locations to support Active Travel, in terms of pedestrian and cycle access to the sites.
70. All new developments will require a Transport Assessment to be undertaken, this will determine whether any changes are deemed necessary to the immediate highway network to enable pupils and staff to access the schools using Active Travel modes. All schools within Cardiff are also encouraged to develop robust Travel Plans which will help them address issues relating to how their staff and pupils travel to school, with the emphasis on encouraging and promoting Active Travel such as walking and cycling.
71. Any highway improvement works identified from the Transport Assessments will have to be funded and delivered as part of the 21st Century Schools Programme.

Community Impact

72. The Welsh Assembly Government School Organisation Code 2013 requires local authorities to conduct a Community Impact Assessment and a Welsh Language Impact Assessment when proposing changes to school organisation.
73. The following are taken into account when developing proposals
- Public Open Place/parkland
 - Noise and traffic congestion
 - School designation
 - School links to the local community
 - Impact on parents and families
 - Travelling implications for pupils/families
 - Impact on community activities, impact on community facilities

74. Any proposals brought forward following this report which would be subject to public consultation would include a full assessment of any community impact.

RECOMMENDATIONS:

The Cabinet is recommended to:

1. Approve the prioritised schemes under Band B of the 21st Century Schools Programme.
2. note the approval in principle of Cardiff Council's Band B Strategic Outline Case by Welsh Government and to authorise the Director of Education and Lifelong Learning to secure Welsh Government approval in principle for the schemes within the programme.
3. note that a subsequent report to Cabinet will propose arrangements to secure sufficient capacity and appropriate governance in order to deliver the Cardiff Band B 21st Century Schools Programme.

NICK BATCHELAR

Director of Education & Lifelong Learning

8 December 2017

The following Appendices are attached

Appendix 1 - Equality Impact Assessment

Appendix 2 - Sustainability Assessment

This page is intentionally left blank

Projected availability of and demand for primary and secondary school places

Projection and forecasting methodology

Cardiff employs a robust projection methodology for planning school places which takes account of NHS GP registration data and school census data submitted by and verified by all Cardiff schools. As projections can only take account of historic and current information the Council also identifies trends within projections, and analyses school preference data and other contextual information to produce forecasts on a city wide basis and in each locality.

Data analysis allows projections to be prepared based on localised patterns at primary school catchment area level, by secondary school catchment and on a city-wide basis. Each of these provide differing contextual information to inform the forecasting on the number of places that may be needed to meet the requirements of each area and of Cardiff as a whole.

The geographical units that are most suitable to analyse the recent and future demand for primary school places in each area are primary school catchment areas. A wider range of geographical information including aggregated primary school catchment areas, secondary school catchment areas, city-wide information and outflow to other admissions authorities informs planning for meeting the demand for secondary school places.

School catchment areas in Cardiff are not coterminous with ward boundaries and often serve all or part of several ward areas.

The geographical unit that is most suitable to analyse the demand for English-medium secondary school places serving Adamsdown and Splott is the Willows High School catchment area.

Separate to forecasts for existing housing in Cardiff, projections are prepared for new housing planned on large scale housing developments, including the strategic Greenfield and Brownfield housing sites identified in the Local Development Plan. These projections take account of census and housing information in Cardiff and allow a calculation of average numbers of pupils in each type of property.

The Education Supplementary Planning Guidance adopted in 2017 sets out the following average yields in each type of property, taking account of the most recent census data.

Table 1: average yield of pupils in for each house type										
Year group	Yields from Flats / Apartments					Yields from Houses / Bungalows				
	1 bed	2 bed	3 bed	4 bed	5+ bed	1 bed	2 bed	3 bed	4 bed	5+ bed
Nursery	0.0102	0.0390	0.0567	0.0470	0.0102	0.0210	0.0507	0.0579	0.0610	0.0555
Primary	0.0155	0.0749	0.1793	0.2329	0.0649	0.0501	0.1247	0.2290	0.2947	0.3059
Secondary	0.0058	0.0287	0.1125	0.1179	0.0373	0.0336	0.0604	0.1666	0.2553	0.2806
6th Form	0.0007	0.0079	0.0345	0.0280	0.0116	0.0092	0.0165	0.0513	0.0864	0.1049

Projection data based on average yields cannot, however, be used to accurately forecast the impact of new housing on the demand for places in each year group.

As a significant proportion of families moving to new housing developments are moving within their local area, the increase in the number of school places required locally and city-wide may be less than would be the case if families have moved into Cardiff. Families moving a short distance to a new development may not wish to transfer their child(ren) to a new school. Consequently, families moving into established housing may therefore have greater difficulty in accessing a local place in an established school.

The rate at which housing on planned new developments is built and occupied depends on a number of market-related factors.

Capacity of existing secondary schools

Table 2 sets out the number of places available in each secondary school in Cardiff in, and the most recent Number on roll data in January 2020 for the entry year (Year 7).

Table 2: Capacity and pupil on roll in Cardiff secondary schools						
School Name	Type of School	Age Range	Total Capacity (including sixth form)	Capacity - Years 7 -11	Published Admission Number (2020/21)	Number On Roll – Year 7 (January 2020)
Cantonian High School	Community - English-medium	11-18	1,046	905	181	153
Cardiff High School	Community - English-medium	11-18	1,635	1,200	240	240
Cardiff West Community High School	Community - English-medium	11-18	1,520	1,200	240	211
Cathays High School	Community - English-medium	11-18	1,072	825	165	175
Corpus Christi Catholic High School	Voluntary Aided - faith	11-16	1,075	930	215	214
Eastern High	Community - English-medium	11-16	1,200	1,200	240	240
Fitzalan High School	Community - English-medium	11-18	1,725	1500	300	298
Llanishen High School	Community - English-medium	11-18	1,800	1500	300	303
Mary Immaculate High School	Voluntary Aided - faith	11-16	795	795	159	161
Radyr Comprehensive School	Community - English-medium	11-18	1,365	1,050	210	207
St Illtyd's Catholic High School	Voluntary Aided - faith	11-16	879	879	176	205
St Teilo's C.W High School	Voluntary Aided - faith	11-18	1,440	1,200	240	249
The Bishop Of Llandaff C.W High School	Voluntary Aided - faith	11-18	1,085	900	180	189
Whitchurch High School	Foundation – English-medium	11-18	2,400	1,950	390	400
Willows High School	Community - English-medium	11-18	1,121	1,120	224	154
Ysgol Gyfun Gymraeg Bro Eder	Community- Welsh-medium	11-18	1,114	900	180	182
Ysgol Gyfun Gymraeg Glantaf	Community- Welsh-medium	11-18	1,500	1,200	240	243
Ysgol Gyfun Gymraeg Plasmawr	Community- Welsh-medium	11-18	1,310	1050	210	182
English-medium community places/ pupils					2,100	1,981
Foundation places/ pupils					390	400
Faith School places/ pupils					970	1018
Welsh-medium community places/ pupils					630	607
Total permanent places					4,090	4,006

Recent city-wide take up of places of pupils entering secondary education

Tables 3 and 4 (below/ overleaf) set out the most recent verified PLASC (Pupil Level Annual School Census) data as supplied by primary schools in January 2019 and by secondary schools in January 2020. This confirms the number of pupils in each of the English-medium secondary school catchment areas who were enrolled in English-medium, Welsh-medium and faith-based primary and secondary schools in Cardiff.

Comparison of Year 6 and Year 7 census data allows forecasting of the likely proportions of pupils within each catchment area that are likely to promote to English-medium, Welsh-medium and Faith-based secondary schools.

Table 3: Year 6 pupils enrolled in English-medium, Welsh-medium and Faith-based secondary schools in each English-medium secondary school catchment area (data source: PLASC 2019)

Catchment area	English-medium Community and Foundation school pupils	Welsh-medium Community school pupils	Faith-based school pupils	Total pupils
Cantonian High School	119 53.4%	41 18.4%	63 28.3%	223
Cardiff High School	246 81.2%	32 10.6%	25 8.3%	303
Cardiff West Community High School	297 66.4%	56 12.5%	94 21.0%	447
Cathays High School	88 60.7%	22 15.2%	35 24.1%	145
Eastern High	380 60.4%	81 12.9%	168 26.7%	629
Fitzalan High School	394 60.0%	124 18.9%	139 21.2%	657
Llanishen High School	476 67.1%	72 10.2%	161 22.7%	709
Radyr Comprehensive School	173 75.9%	49 21.5%	6 2.6%	228
Whitchurch High School	333 74.5%	99 22.1%	15 3.4%	447
Willows High School	169 61.2%	25 9.1%	82 29.7%	276
Total Number or pupils	2675 65.8%	601 14.8%	788 19.4%	4064

Table 4: Year 7 pupils enrolled in English-medium, Welsh-medium and Faith-based secondary schools in each English-medium secondary school catchment area (data source: PLASC 2020)					
Catchment area	English-medium Community and Foundation school pupils	Welsh-medium Community school pupils	Faith-based school pupils	Total pupils	Net increase/loss
Cantonian High School	113 51.6%	39 17.8%	67 30.6%	219	-4
Cardiff High School	254 82.2%	26 8.4%	29 9.4%	309	6
Cardiff West Community High School	268 58.4%	54 11.8%	137 29.8%	459	12
Cathays High School	100 64.5%	23 14.8%	32 20.6%	155	10
Eastern High	274 44.2%	87 14.0%	259 41.8%	620	-9
Fitzalan High School	384 63.7%	119 19.7%	100 16.6%	603	-54
Llanishen High School	348 51.9%	77 11.5%	245 36.6%	670	-39
Radyr Comprehensive School	161 71.9%	45 20.1%	18 8.0%	224	-4
Whitchurch High School	308 69.4%	101 22.7%	35 7.9%	444	-3
Willows High School	157 59.5%	27 10.2%	80 30.3%	264	-12
Combined Published Admission Number	2,505	600	970	4,075	
Total Number or pupils	2367 59.7%	598 15.1%	1002 25.3%	3967	-97
Surplus places	138	2	-32	108	
Difference: Year 6 / 7	-308	-3	214	-97	

Comparing Table 3 and Table 4 it is evident in that:

- The proportionate take up of English-medium places in each secondary school catchment area varies significantly across Cardiff ranging from 44.2% to 82.2% at secondary level and to a lesser extent at primary level where the range is between 53.4% and 81.2%.
- The variation of Welsh-medium take-up varies less, at both primary and secondary level, ranging from around 9%-22% across the city.
- Faith-based take-up also varies significantly from area to area: the catchment area of Whitchurch High School has the lowest level at both primary and secondary levels as a percentage of the catchment. The highest at primary level is in the catchment area of Willows High School and at secondary level is in the catchment of Eastern High.
- There is an overall citywide reduction in the number of pupils enrolled in Year 6 in primary education, and the number of pupils enrolled in Year 7 at secondary level the following year. The decrease in cohort survival ratio (CSR) is observed

every year, but there are some areas with a significant reduction. The most evident reduction is in the catchment area for Fitzalan High School with a net loss of 54 pupils largely as a result of pupils taking up places in the Vale of Glamorgan. This catchment area also had the largest reduction, between Year 6 and Year 7 pupils, when reviewing the data from the previous two years.

- There is a marginal increase in percentage terms for the CSR in Welsh-medium education (from 14.8% of the cohort, to 15.1%) whereas the increase in the percentage of pupils opting for Faith-based education between Year 6 and Year 7 (from 19.4% to 25.3%) is significant.
- Faith-based secondary schools, for which the Council is not the admissions authority, admitted 32 Cardiff pupils in excess of their Published Admission Number in 2019/20. A further 16 pupils living outside of Cardiff were also admitted.

The parental preference for and take-up of places in each type of school is dependent on number of variables including, but not limited to, the number of places available in each school type relative to the local population, the admission arrangements for that school, and parental perception.

Within the Willows High School catchment area, there is little change in the number of pupils transferring to English-medium community secondary schools compared to those attending English-medium community primary schools. (61.2% at primary level reducing to 59.5% at secondary level).

Forecast city-wide demand for places – existing housing

Each of the Faith-based and Foundation secondary schools has been fully-subscribed or over-subscribed at entry to Year 7 in recent years. The number of children taking up places in these schools has been consistent, and they have operated at or near full subscription whilst total pupil populations were relatively high or low.

As there are no proposals to permanently increase the number of places available in faith-based secondary schools during the Band B period (2020-2024), the relative proportion of the population able to gain admission to faith-based schools will fall as the overall population increases during this period. Consequently the proportionate take-up of places in English-medium community and Foundation secondary schools would increase, in order to accommodate all pupils requiring a place.

It is expected that faith-based schools would continue to have high levels of take up when city-wide populations are projected to fall, in the later part of the decade, and the take up of places within English-medium community schools would proportionately decrease.

The number¹ of pupils taking up places in Faith-based secondary schools in the years 2017-18, 2018-19 and 2019-20 totalled 1006, 1001 and 1018 respectively. In each of

¹ PLASC Citywide data – Projections 2020

these years, the Faith-based secondary schools were fully subscribed (combined Published Admission Number of 970²), and there was little fluctuation in the number of pupils allocated places in each area of Cardiff.

By analysing the take up of places in recent years in each part of the city, forecasts can be produced for the numbers and resident catchment areas of pupils who may gain admission to Faith-based secondary schools. In turn, this allows forecasting for the number of pupils who require English-medium community places in those area.

Table 5: forecast take up of places at entry to Year 7 in faith-based secondary schools in each English-medium secondary school catchment areas. (data source: PLASC Jan 2020 – 3 year average)	
Catchment Area	Approximate forecast take up of places at faith school places within area
Cantonian High School	59
Cardiff High School	33
Cardiff West Community High School	148
Cathays High School	33
Eastern High School	255
Fitzalan High School	93
Llanishen High School	237
Radyr Comprehensive School	14
Whitchurch High School	34
Willows High School	80
Total projected demand	986

As set out in Table 4, there is a significant difference between the number of pupils enrolled in Year 6 in primary education and the number of pupils enrolled in Year 7 the following year. There are various reasons for this including attendance at secondary schools outside of Cardiff, private education, or education at home.

Parental preference data also indicates that some of these pupils had stated a preference for Cardiff schools, but having failed to gain admission to their preferred school, opted for alternatives at a later date. It would therefore be reasonable to conclude that, to accommodate the latent demand for English-medium community school places, additional places may be required.

Although the highest oversubscription criteria for admissions to faith-based and foundation secondary schools are not geographical based, the number of pupils admitted from each area in recent years is relatively stable and allows approximate forecasting of the number of pupils who may gain admission in future.

² School Admissions 20/21

Table 6 therefore sets out the net number of places that may be required to meet the demand for English-medium community and foundation places in each secondary school catchment area of the city (existing housing only), having taken account of the forecast take-up of places at faith-based schools in each area.

Table 6: Forecast net demand for places at any English-medium community secondary school in each English-medium secondary school catchment area (at entry to Year 7), allowing for consistent take-up in faith-based schools								
Catchment Area	Forecasts based on PLASC data - Pupils enrolled in primary education				Forecasts based on NHS data			
	2023	2024	2025	2026	2027	2028	2029	2030
Cantonian High School	98	106	113	85	78	77	71	70
Cardiff High School	285	252	268	282	281	270	236	195
Cardiff West Community High School	221	200	193	219	173	177	171	150
Cathays High School	68	105	87	89	82	69	69	68
Eastern High School	326	269	323	283	313	278	298	274
Fitzalan High School	384	309	328	317	343	265	257	241
Llanishen High School	330	308	302	330	302	281	265	238
Radyr Comprehensive School	180	176	170	191	159	146	139	132
Whitchurch High School	353	313	327	320	347	276	295	267
Willows High School	189	171	150	148	165	142	144	108
Total demand for English-medium and Community/ Foundation places	2429	2266	2308	2323	2299	2094	2058	1918

The above forecasts take account of the most recent take-up of places but do not yet allow for changes of pupil preference patterns expected as a result of planned changes to secondary schools in Cardiff.

Forecast demand for places – existing housing in the Cathays High School catchment area

Tables 5 and 6 indicate that, in the Band B investment period, 68-105 English-medium community secondary school places will be required to serve the existing Cathays High School catchment area, either at the school or at other English-medium community schools. This takes account of c33 places being taken up within Faith-based schools by pupils resident in the area. Intakes peak in 2024 but reduce thereafter.

This suggests that capacity of three forms of entry (90 places per year group) would be sufficient to meet the demand for places within the existing catchment area of Cathays High School beyond the Band B period.

Whilst city-wide pupil populations are relatively stable within the mid part of the decade, pupil numbers decline significantly from 2028 onwards. This pattern is also evident within the Cathays High School catchment area, with forecasted numbers requiring English-medium provision in this area falling to approximately 2.3 forms of entry from 2028 - 2030. This data takes account of the most recent (June 2020) NHS GP registration data for the cohort of children born in the 2018/2019 school year, who are resident in each area of the city.

The numbers of pupils in some year groups, resident within the catchment area of Cathays High School, has fluctuated significantly. In some year groups, cohorts have increased or reduced in number by more than 20 pupils (>20% of the cohort) within three to four years, but the migration patterns are not consistent. This suggests that three forms of entry may not be sufficient to respond to fluctuations in the population.

Intakes to secondary education from 2028 are based on NHS data for pre-school children and reflect the recent parent preferences for English-medium community, Welsh-medium or faith schools as a proportion of the primary school intakes, and could therefore change. A new-build school would be anticipated to have a positive effect on local pupil preferences.

Whilst capacity of three forms of entry is appropriate to meet the demand for places at Cathays High School from within the existing catchment area of the school beyond the Band B period, planned housing in the south of the city will reduce the area served by Fitzalan High School and will increase pupil numbers at neighbouring schools including Cathays High School and Cantonian High School.

Forecast demand for places – planned/ proposed housing including strategic LDP sites and strategic reorganisation in other areas

The future planning of places must take into account the impact of a new-build 21st Century school, and Band B proposals for other secondary schools, and how this may affect parental preferences. The distribution of capacity between Cathays High School and neighbouring schools should retain sufficient surplus capacity across the wider area to respond to potential future population changes and parental preference patterns.

There are a number of planned residential developments in close proximity to the Cathays High School catchment area, including those with outline or full planning permission within the Fitzalan High School catchment areas which would significantly increase the pupil population:

- International Sports Village, Grangetown
- Clive Lane Embankment
- West of Dumballs Road, Butetown
- Bessemer Fruit Market, Grangetown
- Gas Works site, Ferry Road, Grangetown
- Porth Teigr (Roath Basin), Butetown

Whilst developer contributions have been secured via s106 agreement to accommodate the secondary school age pupil yield from some of these residential

developments, others are at earlier stages of planning and would be expected to further increase the number of pupils in the area.

Forecasts based on existing housing within the Fitzalan High School catchment area, allowing for a indicate that school capacity of 10- 12 forms of entry would be necessary to meet the demand for places within an English-medium community secondary school in Cardiff. Changes to the catchment area of St Cyres Comprehensive School are expected to increase the demand for places within the Fitzalan High School catchment area by approximately 2 forms of entry, to 12-14 forms of entry, as fewer children from the area would gain admission to St Cyres.

The planned replacement of Fitzalan High School with a new, 21st Century School of 10 Forms of Entry would also be expected to have a positive impact on parental preferences within its existing catchment area, further increasing demand for places at the school and in effect reducing the area that the school directly serves.

Planned housing developments within the Fitzalan High School catchment area, including those with outline or full planning permission, would exacerbate this shortfall of places further. This would impact other neighbouring English-medium community schools, including Cathays High School, Willows High School and Cantonian High School, and must be considered when planning provision.

Whitchurch High School, currently 13 FE, is planned to reduce to 12 FE from 2024, reducing surplus in the North of the city. The expansion of Cardiff High School from 8FE to 10FE and consolidation of Willows High School at 6FE are also included in the Band B programme.

Retaining Cathays High School at its existing capacity of 5.5 forms of entry, or a minor expansion to six forms of entry would not be sufficient to meet the demand from within its catchment area and the excess demand from within the neighbouring catchment area of Fitzalan High School.

Recent intakes to Cathays High School

Pupil numbers in Year 7 at Cathays High School have been significantly higher in recent years, reflecting the increased pupil population in neighbouring areas and the school's central and convenient location relative to this population.

Analysis of the last five years of PLASC data (2016-2020) confirms that, on average, approximately 40% of the pupils enrolled at Cathays High School reside within the catchment area of the school, and this percentage had increased as the total number enrolled at the school has grown. The majority of those pupils who live outside of the catchment area come from the neighbouring areas of Fitzalan High School (18%), Willows High School (20%) and Cardiff High School (8%).

A temporary increase to the admission number at Cathays High School, to 240 places, was implemented for the 2020/21 intake and all places were allocated. The central location of the school enabled it to meet the excess demand for places, and to accommodate late applicants, from the south, central and north areas of the city and

retain less than 5% surplus city-wide in the year group. Similar measures, increasing the intake at Cathays High School to 240 places, are likely to be needed in coming years.

It is expected that the school would be fully subscribed at entry to year 7, based on pupil populations in the wider area, until at least 2024, and the school would have eight forms of entry enrolled in some year groups until at least 2028. If Cathays High School was expanded to less than eight forms of entry, additional classrooms and facilities, to accommodate the 'bulge years' intakes, would be required for an extended period of time, for up to five years beyond 2024. This may not be an efficient nor cost effective solution on a constrained site and would severely limit options for providing outdoor sports and social provision for learners.

Within the context of planned changes in provision, an expansion of Cathays High School to eight forms of entry would provide sufficient permanent capacity to meet local demand, to meet the excess demand for places in neighbouring catchment areas and would provide a reasonable level of surplus serving the wider area to respond to fluctuations in the populations in future years.

Summary – Secondary demand

In summary, expanding Cathays High School to 8FE (240 places) from September 2023 would meet the projected demand for places from within the existing catchment area of the school and would provide sufficient surplus capacity to meet part of the excess demand for places within neighbouring catchment areas. This proposed capacity takes account of the existing proportions of pupils that

- (i) Take up places in English-medium community secondary schools
- (ii) Take up places in English-medium faith-based secondary schools
- (iii) Take up places in Welsh-medium community secondary schools

and allows for similar preference patterns in future.

In summary, an expansion of the school to 8FE would:

- Create an efficient class organisation.
- Provide sufficient capacity to allow the projected number of children within the Cathays High School catchment area, requiring a place in an English-medium community high school, to attend.
- Provide surplus capacity to enable the excess demand from neighbouring catchment areas to be accommodated
- Ensure that citywide capacity and surplus places would be appropriately balanced, in the context of projected reductions in secondary school pupil numbers at the end of the decade and potential uplift in the birth cycle in future years.

This page is intentionally left blank

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 takes no longer than an hour.

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

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

Statutory Screening Tool

Name of Strategy / Policy / Activity:	Date of Screening:
SCHOOL ORGANISATION PLANNING: Cathays High School	November 2020
Service Area/Section: Education & Lifelong Learning/ School Organisation Planning	Lead Officer: Richard Portas
Attendees: Self assessment	

What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function	Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]
<p>Proposal:</p> <p>It is proposed to:</p> <p>Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023;</p> <p>Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;</p> <ul style="list-style-type: none"> Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings; Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community. 	<p>At its meeting on 14 December 2017, the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21st Century Schools Programme.</p> <p>The Band B Programme seeks to address the most acute sufficiency and condition issues in Cardiff.</p> <p>Following a period of growth within the primary sector, there has been an increased demand for places at entry to secondary education city wide in the past five years. City-wide projections indicate that the demand for places in the English-medium secondary sector will further increase during the period of the Band B investment programme.</p> <p>The areas that are presenting as having the most acute shortage of places requiring a strategic solution, taking account of neighbouring catchment capacity, are those concentrated in the central area of the city. These are primarily focused in the central part of the authority, currently served by Fitzalan High School, Cantonian High School, Willows High School, Cathays High School and Cardiff High School.</p>

Cathays High School is rated as a “C” category for condition, which means the buildings are poor condition with major defects. A significant percentage of its accommodation is housed in demountable accommodation.

A Specialist Resource Base for pupils with Autism Spectrum Condition (ASC) is located at Cathays High School and supports up to 16 pupils aged 11-18.

Although the Council increased ASC places between 2012 and 2017, from 82 to 140, it is anticipated that demand for ASC SRB places will continue to grow over the next 5-10 years. Due to increased demand, and the shortage of specialist ASC places in Cardiff, separate proposals have been brought forward to expand another existing ASC base at Cantonian High School.

It is proposed to retain the SRB at Cathays High school, as part of the future school, to ensure continued provision for current and future pupils. The current expertise and inclusive practice of the school would be maintained. Additional places would help to ensure there are sufficient places to meet increased demand arising out of a growing pupil population and a growing incidence and identification of ASC in Cardiff.

The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the specialist provision within the school and to increase the number of places available from 16 to 50.

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

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

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
Page 58	1.1 People in Cardiff are healthy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc, vulnerable citizens and areas of multiple deprivation Addressing instances of inequality in health 	x				- See 1.2 below – encouraging walking, cycling and use of public transport
	1.2 People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the causes and consequences of Climate Change and creating a carbon lite city 	x				- This proposal will 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"> encouraging walking, cycling, and use of public transport and improving access to countryside and open space 	x				<ul style="list-style-type: none"> In line with the Well-being of Future Generations Act, Cardiff 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 Promotion of initiatives such as Kerbcraft training, training in cycling skills and the Local Authority's implementation of Active Travel measures
	<ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) 	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"> reducing consumption and encouraging waste reduction, 	x				- Proposals are progressed in line with Welsh Government

	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	
	<i>reuse, recycling and recovery</i>					Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.
	<ul style="list-style-type: none"> <i>encouraging biodiversity</i> 			x		- Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.
1.3	People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>reducing crime, fear of crime and increasing safety of individuals</i> <i>addressing anti-social behaviour</i> <i>protecting vulnerable adults and children in Cardiff from harm or abuse</i> 	x x x				- All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.
1.4	Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</i> <i>Assisting those Not in Education, Employment or Training</i> <i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i> <i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i> 	x				- The school provides employment and the new Teacher Training facility will provide an opportunity for up to 30 students per academic year.
1.5	People in Cardiff achieve their full potential; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>promoting and improving access to life-long learning in Cardiff</i> <i>raising levels of skills and qualifications</i> <i>giving children the best start</i> <i>improving the understanding of sustainability</i> <i>addressing child poverty (financial poverty, access poverty, participation poverty)</i> <i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i> 	x				<ul style="list-style-type: none"> - The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement. - With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed. - Cardiff's Child Friendly City strategy places the rights and voices of children and young people at the heart of Cardiff's policies, strategies and services; involving them in decision

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						<p>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.</p> <ul style="list-style-type: none"> - Subject to approval any future design work would also include representation from children and young people.
Page 60	1.6 Cardiff is a Great Place to Live, Work and Play <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • promoting the cultural diversity of Cardiff • encouraging participation and access for all to physical activity, leisure & culture • play opportunities for Children and Young People • protecting and enhancing the landscape and historic heritage of Cardiff • promoting the City's international links 	x		x		<ul style="list-style-type: none"> - With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.
	1.7 Cardiff is a fair, just and inclusive society. <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • the elimination of discrimination, harassment or victimisation for equality groups 	x		x		<ul style="list-style-type: none"> - See Equality Impact Assessment below and attached. - The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.
	<ul style="list-style-type: none"> • has the community or stakeholders been engaged in developing the strategy/policy/activity? • how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)? 	X x				<ul style="list-style-type: none"> - Subject to authorisation the public consultation will include engagement with all relevant stakeholders.

	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	
	EQUALITY IMPACT ASSESSMENT (This is attached on page 13) Will this Policy/Strategy/Project have a differential impact on any of the following:					
1.8	The Council delivers positive outcomes for the city and its citizens through strong partnerships <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>strengthening partnerships with business and voluntary sectors</i> <i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i> 	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 Cardiff 2030 strategy clearly states the link between improving the environment for learning and raising standards of achievement and fostering different modes of acquiring knowledge and skills.</p>

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

Economic

Investment in new build facilities that would support the delivery of a broad and balanced curriculum.
The new accommodation and expansion of provision would provide employment opportunities.
Consideration would be given to using local contractors and suppliers.

Social

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

Environmental sustainability

This proposal would result in the pupils attending a new build, fit for purpose 21st Century schools. The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs and detrimental environmental impact.

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

If the proposal were to proceed, an equality impact assessment would be carried out to identify accessibility to the new build 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.

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

Part 2 of 3

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

Part 3: Habitat Regulation Assessment (HRA)

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

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

Appendix 1 – Statutory Requirements

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

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

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

It is proposed to:

- Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023;
- Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;
- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
- Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.

New

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

Name: Richard Portas	Job Title: Programme Director (SOP)
Service Team: School Organisation Planning	Service Area: Education and Lifelong Learning
Assessment Date: November 2020	

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.]**

Following a period of growth within the primary sector, there has been an increased demand for places at entry to secondary education city wide in the past five years. City-wide projections indicate that the demand for places in the English-medium secondary sector will further increase during the period of the Band B investment programme.

The areas that are presenting as having the most acute shortage of places requiring a strategic solution, taking account of neighbouring catchment capacity, are those concentrated in the central area of the city. These are primarily focused in the central part of the authority, currently served by Fitzalan High School, Cantonian High School, Willows High School, Cathays High School and Cardiff High School.

Cathays High School is rated as a “C” category for condition, which means the buildings are poor condition with major defects. A significant percentage of its accommodation is housed in demountable accommodation.

Specialist Resource Base for pupils with Autism Spectrum Condition (ASC)

A Specialist Resource Base for pupils with Autism Spectrum Condition (ASC) is located at Cathays High School and supports up to 16 pupils aged 11-18.

Although the Council increased ASC places between 2012 and 2017, from 82 to 140, it is anticipated that demand for ASC SRB places will continue to grow over the next 5-10 years. Due to increased demand, and the shortage of specialist ASC places in Cardiff, separate proposals have been brought forward to expand another existing ASC base at Cantonian High School.

3

Assess Impact on the Protected Characteristics

3.1

Age

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

	Yes	No	N/A
3 to 11 years	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.
<p>The impact will be positive as the proposals will support the sufficiency of places in high quality learning environments in both mainstream and special provision.</p> <p>The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the specialist provision within the school and to increase the number of places available from 16 to 50. This will have a positive impact.</p> <p>The transfer of the school would allow the indoor facilities at Maindy centre to</p>

It is proposed to retain the SRB at Cathays High school, as part of the future school, to ensure continued provision for current and future pupils. The current expertise and inclusive practice of the school would be maintained. Additional places would help to ensure there are sufficient places to meet increased demand arising out of a growing pupil population and a growing incidence and identification of ASC in Cardiff.

The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the specialist provision within the school and to increase the number of places available from 16 to 50.

continue to be provided and, when completed, external sports facilities used by the school during the school day would be made available for wider community use outside of these hours.

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

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

3.2 Disability and Access

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

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

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

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

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

Accessibility of the accommodation

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of 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.

3.3 Gender Reassignment

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

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

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

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

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

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

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

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

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

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

N/A

3.5 Pregnancy and Maternity

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

	Yes	No	N/A
Pregnancy			
Maternity			N/A

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

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

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

The Council's procedure for securing staffing requirements to implement this proposal

would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

3.6 Race

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

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

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

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

Specialist provision in Cardiff for children with complex learning disabilities or autism spectrum conditions have a higher than average BME population.

All pupils, of all ethnicities, will continue to have access to specialist provision, in all settings, on an equal basis.

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

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.

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

--

3.7 Religion, Belief or Non-Belief

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

	Yes	No	N/A
Buddhist		x	
Christian		x	
Hindu		x	
Humanist		x	
Jewish		x	
Muslim		x	
Sikh		x	
Other		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
<p>The proposal would not have a differential impact upon people with different religions, beliefs or non-beliefs as the provision would be available to all.</p> <p>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).</p>

3.8 Sex

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

	Yes	No	N/A
Men		x	
Women		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
Maintained school provision admits pupils of both sexes and this would continue to be the case.
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	

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:
(Fears that recruitment opportunities could be affected by sexual orientation)
Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.
The Council's procedure for 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.

3.10 Language

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

	Yes	No	N/A
Welsh Language		x	
Other languages		x	

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

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

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

Language support

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.

Welsh Language

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

The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.

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.

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

Whilst forecasts, based on the number of children in the Welsh-medium primary, indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate proposals will be brought forward at the appropriate time to ensure there are sufficient places available.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

The Council must ensure that the expansion of school provision is brought forward in a strategic and timely manner, which does not compromise existing provision. Expanding Welsh-medium secondary school provision would, inevitably, have an impact on the take-up of places in other schools, and in turn on the ability of schools to balance budgets and to attract or retain staff.

The proposals do not include opportunities for developing Welsh medium ALN provision. Steps to expand specialist ALN provision in the Welsh medium sector are being taken forward separately through the Welsh Education Strategic Plan (WESP), the Educational Tribunal (ALNET) Act Regional Implementation Plan and through the Cardiff ALN Strategy.

Actions taken so far include:

- A new primary SRB at Ysgol Pwll Coch opening January 2019 for up to 20

pupils. The SRB will open with three pupils, and will have capacity to expand to 20 places. This development is in addition to the well-established SRB at Ysgol Coed y Gof for 10 pupils;

- Improvements in secondary SRB accommodation at Ysgol Glantaf, and an increase in the published number from 10 to 30 places. In 2018-19, there are 14 young people in the SRB, with scope to expand in future years;
- A primary 'wellbeing class' was established in 2016-17, offering 6 month placements for up to 8 pupils (per cohort) with significant emotional health and wellbeing needs. The class is currently hosted at Ysgol Pen y Groes;
- A secondary 'virtual PRU' offering specialist support to up to 18 pupils (per cohort) at risk of exclusion in the three WM secondary schools. The provision was established January 2018.

Since 2016 the number of specialist places available to learners in the Welsh medium sector have increased from 20 SRB places in 2015-16 (10 places at Ysgol Coed y Gof SRB; 10 places at Ysgol Glantaf SRB) to 60 SRB places and 26 assessment/ 'PRU-type' places in 2018-19.

At January 2019, approximately 25 SRB places will be taken-up, with capacity for growth of up to 35 places. Numbers accessing the wellbeing class and the virtual PRU fluctuates: the local authority is keeping capacity under review and will take steps to extend places in response to pupil needs.

The ALNET Regional Implementation Plan, Priority 7, is to 'Review and improve Welsh medium provision and specialist support to increase regional capacity to support ALN'. Cardiff Council are leading on this priority.

The objectives are to:

- Conduct an analysis of the prevalence of ALN and level of need in the Welsh medium sector in each LA across the region (Cardiff, Vale of Glamorgan, Bridgend, Rhondda Cynon Taf, Merthyr);
- Map Welsh medium provision and support available across the region;
- Increase sharing of good practice for ALN in the Welsh medium sector;

- Ensure that the ALNET Regional Implementation Plan supports and complements regional WESP priorities.

4. Consultation and Engagement

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

The Council's Accessibility Officer would be given the opportunity to comment on the scheme.

Subject to approval, there will be a full public consultation on the proposal.

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.
--	--

6. Further Action

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

7. Authorisation

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

Completed By: Rosalie Phillips	Date: November 2020
Designation: Project Officer	
Approved By:	
Designation:	
Service Area:	

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

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

Background

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

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

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

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

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

Proposal

It is proposed from September 2024 to:

- Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road
- Expand the school from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places)
- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings
- Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community

Condition of existing school buildings

Page 80

Quality and Standards

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 two new junior classrooms and a Teacher Training facility at Ysgol Y Wern Primary School.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective

SEA objective	Proposal to establish two new junior classrooms and a Teacher Training facility at Ysgol Y Wern Primary School.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<p>employees, visitors, patients and students</p> <ul style="list-style-type: none"> o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. <p>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</p> <p>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	As the open space in and around a school site is not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value.	x	See comments next to SEA Objective 1 above
4. 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"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. ▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. 	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to establish two new junior classrooms and a Teacher Training facility at Ysgol Y Wern Primary School.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
5. <i>Protect</i> and enhance biodiversity, flora and fauna	0	Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives	x	See comments next to SEA Objective 1 above
6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)	0	Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives	x	See comments next to SEA Objective 1 above
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	0	This would not be in scope as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	0	The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs, construction costs and detrimental environmental impact. Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling	x	See comments next to SEA Objective 1 above
9. <i>Protect and enhance</i> designated historic assets	0	There are no registered historic assets on the 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:

- Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023;
- Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;
- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
- Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.

**SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO
SERVE CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH
AND PLASNEWYDD**

Purpose of Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 17 December 2020. The purpose of the attached report is to enable the Cabinet to consider a recommendation to hold a public consultation on proposals for primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

Background

2. The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050.
3. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh.
4. The strategy assumes that, nationally, 70 per cent of 15 year olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.

5. The strategy also sets out transformational changes which include:
- Expand Welsh-medium early years provision to facilitate a seamless transition into Welsh-medium education.
 - Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent nationally in 2015/16 to 25-29 per cent by 2031, and then to 40 per cent by 2050.
6. The Bilingual Cardiff Strategy identifies priority areas to allow families, children and young people to use Welsh. It aims to increase the number of Welsh speakers and learners within Cardiff as well as increasing the use of the Welsh language in the city.
7. The Welsh in Education Strategic Plan (WESP) is an integral part of the Council's 5-year Bilingual Cardiff strategy and supports the Welsh Government's vision of one million Welsh speakers by 2050.
8. The current WESP is for the period 2017-2020 and is based around the seven key outcomes of the previous strategic plan from 2014.
9. In recognition of the impact of the Covid-19 pandemic, revised WESP regulations will come into force in December 2020. The main changes include moving the draft WESP submission date to no later than 31 January 2022 with the new plan operational no later than September 2022.
10. The current WESP will remain in force until that date.
11. The Council recognises that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.
12. For Cardiff to achieve the Welsh Government's vision, we would need to increase the number of Welsh speakers by 15.9% from 36,375 (2011 Census) to 42,584 (2021 census); 58% of this has been achieved through increasing the numbers accessing Welsh-medium education.

13. The Council was successful in securing funds from the Welsh Government Increasing Welsh-medium Provision Capital Grant scheme. The purpose is to support capital investments that facilitate growth in Welsh medium education and use of the Welsh language.

14. The successful bid included a proposal to reorganise primary provision in the central area of Cardiff and expand the number of Welsh-medium primary places.

Key Proposals of the Cabinet Report

15. The Cabinet Report proposes the following:

- Increase the capacity of Ysgol Mynydd Bychan from c0.9 Forms of Entry (FE) (192 places) to 1.5 FE (315 places) from September 2022 and locate the additional school places at Allensbank Primary School in the first instance;
- Consolidate Allensbank Primary School at 1FE (210 places), retaining nursery and Additional Learning Needs early intervention provision, from September 2022.
- Consideration will also be given to a temporary increase to the Admission Number of Ysgol Mynydd Bychan, from 30 places to 45 places at entry to Reception Year for the 2021/2022 intake if it is not possible to accommodate children in the area within local Welsh-medium primary schools.

Issues highlighted in the report to Cabinet

16. The following issues are highlighted in the Cabinet report, as at **Appendix**

A:

- Sufficiency of Welsh-medium primary school places city-wide
(*paragraphs 17-29 in Appendix A*)

- Primary schools serving the area (*paragraphs 30-37 in Appendix A; includes reference to maps in Appendices 1 & 2*)
- Establishing local demand for school places (*paragraphs 38-41 in Appendix A*)
- Current take up of places
 - *Welsh-medium (paragraphs 42-46)*
 - *English-medium (paragraphs 47-48)*
- Summary forecasts of demand for places at entry to Reception (*paragraphs 49-51 in Appendix A, plus reference to Appendix 3*)
- School Information
 - *Ysgol Mynydd Bychan (paragraphs 52-56)*
 - *Albany Primary School site (paragraphs 57-61)*
 - *Allensbank Primary School site (paragraphs 62-68)*
 - *Gladstone Primary School/ St Monica's CiW Primary School site (paragraphs 69-75)*
- Balancing Welsh-medium and English-medium primary school provision (*paragraphs 76-87 in Appendix A*)
- Expansion Options (*paragraphs 88-92 in Appendix A*)
- Short Term issues (*paragraphs 93-107 in Appendix A*)
- Long term solution (*paragraphs 108-111 in Appendix A*)
- Additional Learning Needs (*paragraphs 112-114 in Appendix A*)
- Nursery Provision (*paragraphs 115-116 in Appendix A*)
- Admission Arrangements (*paragraphs 117-119 in Appendix A*)
- Implications for secondary school provision (*paragraphs 120-122 in Appendix A*)
- Local Member consultation (*paragraph 123 in Appendix A*)
- Reason for Recommendations (*paragraph 124 in Appendix A*)
- Impact of the proposal on the Welsh Language (*paragraphs 125-134 in Appendix A*)
- Learner Travel Arrangements (*paragraphs 135-137 in Appendix A*)

17. The draft cabinet report also provides details on the following areas:

- Financial Implications (*paragraphs 138-140 in Appendix A*)
- Legal Implications (including Equality Impact Assessment where appropriate) (*paragraphs 141-152 in Appendix A*)
- HR Implications (*Paragraphs 153-157 in Appendix A*)
- Property Implications (*Paragraphs 158-159 in Appendix A*)
- Traffic and Transport Implications (*Paragraphs 160-168 in Appendix A*)
- Equality Impact Assessment (*Paragraphs 169-170 in Appendix A and also Appendix 4*)

18. The report is supported by a number of appendices covering:

- Appendix 1 – Welsh-medium catchment area map
- Appendix 2 – English-medium catchment area map
- Appendix 3 – School Number on Roll data
- Appendix 4 – Statutory Screening Tool

Recommendations set out in the Cabinet Proposals

19. The Cabinet is recommended to authorise officers:

- to consult on proposals to increase the capacity of Ysgol Mynydd Bychan from c0.9FE (192 places) to 1.5FE (up to 315 pupils) from September 2022.
- to undertake a stakeholder engagement exercise to shape proposals that would be taken forward to provide an appropriate balance of Welsh-medium and English-medium primary school places to serve the area.
- Note that consultation on the Admission Arrangements for the 2022/23 academic year will include a proposal to reduce the admission number of Allensbank Primary School from 45 to 30 places.
- Note that officers will bring a report on the outcome of the consultation and engagement exercise to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

Scope of Scrutiny

20. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 17 December 2020.

Way Forward

21. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Melanie Godfrey (Director of Education and Lifelong learning), Richard Portas (Programme Director for the School Organisation Programme) and Michele Duddridge-Friedl (Operational Manager – Planning and Provision) will present the report to the Committee, and be available to answer any questions Members may have.
22. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

Legal Implications

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

Financial Implications

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

RECOMMENDATIONS

The Committee is recommended to:

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

Davina Fiore

Director of Governance and Legal Services

11 December 2020

This page is intentionally left blank

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

Appendix A

**CARDIFF COUNCIL
CYNGOR CAERDYDD**

CABINET MEETING: 17 December 2020

SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO SERVE CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH AND PLASNEWYDD

EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH MERRY)

AGENDA ITEM:

Reason for this Report

1. To enable the Cabinet to consider a recommendation to hold public consultation on proposals for primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.
2. It is proposed to:
 - Increase the capacity of Ysgol Mynydd Bychan from c0.9 Forms of Entry (FE) (192 places) to 1.5 FE (315 places) from September 2022 and locate the additional school places at Allensbank Primary School in the first instance;
 - Consolidate Allensbank Primary School at 1FE (210 places), retaining nursery and Additional Learning Needs early intervention provision, from September 2022.
3. Consideration will also be given to a temporary increase to the Admission Number of Ysgol Mynydd Bychan, from 30 places to 45 places at entry to Reception Year for the 2021/2022 intake if it is not possible to accommodate children in the area within local Welsh-medium primary schools.

Background

4. The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050.
5. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh.
6. The strategy assumes that, nationally, 70 per cent of 15 year olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.
7. The strategy also sets out transformational changes which include:
 - Expand Welsh-medium early years provision to facilitate a seamless transition into Welsh-medium education.
 - Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent nationally in 2015/16 to 25-29 per cent by 2031, and then to 40 per cent by 2050.
8. The Bilingual Cardiff Strategy identifies priority areas to allow families, children and young people to use Welsh. It aims to increase the number of Welsh speakers and learners within Cardiff as well as increasing the use of the Welsh language in the city.
9. The Welsh in Education Strategic Plan (WESP) is an integral part of the Councils 5-year Bilingual Cardiff strategy and supports the Welsh Government's vision of one million Welsh speakers by 2050.
10. The current WESP is for the period 2017-2020 and is based around the seven key outcomes of the previous strategic plan from 2014.
11. In recognition of the impact of the Covid-19 pandemic, revised WESP regulations will come into force in December 2020. The main changes include moving the draft WESP submission date to no later than 31 January 2022 with the new plan operational no later than September 2022.
12. The current WESP will remain in force until that date.
13. The Council recognises that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.
14. For Cardiff to achieve the Welsh Government's vision, we would need to increase the number of Welsh speakers by 15.9% from 36,375 (2011 Census) to 42,584 (2021 census); 58% of this has been achieved through increasing the numbers accessing Welsh-medium education.

15. The Council was successful in securing funds from the Welsh Government Increasing Welsh-medium Provision Capital Grant scheme. The purpose is to support capital investments that facilitate growth in Welsh medium education and use of the Welsh language.
16. The successful bid included a proposal to reorganise primary provision in the central area of Cardiff and expand the number of Welsh-medium primary places.

Issues

Sufficiency of Welsh-medium primary school places citywide

17. The number and percentage of children entering Welsh-medium primary education citywide 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.
18. Following a fall in the birth rate in 2012/13, there was a fall in intakes to Welsh-medium primary schools city-wide. In January 2020, there were 683 pupils enrolled in Welsh-medium Reception classes city wide, compared to the 840 places available.
19. There was a significant uplift in admissions to the Reception age group at September 2020 with 764 children allocated to Welsh-medium Reception. This represents the highest intake to Welsh-medium Reception classes in Cardiff to date and also the highest percentage (c18%) of the pupil population enrolled in Welsh-medium Reception classes.
20. City-wide intakes to primary education in September 2021 to September 2023 are projected to reduce significantly as a consequence of a further fall in the birth rate and changes to migration patterns, which are evidenced in data published by the Office of National Statistics and the most recent NHS GP registration data sets. However, changes to populations are not consistent in all parts of the city.
21. In January 2020, c16% of primary age pupils and 15% of secondary age pupils in Cardiff were educated through the medium of Welsh.
22. At September 2020, c18% of Reception age primary school places available were through the medium of Welsh, in Welsh-medium or dual stream schools.
23. The Council has expanded Welsh-medium primary school places significantly in the period since 2012, including the expansion of Ysgol Gymraeg Treganna and Ysgol Glan Morfa, and new buildings for a number of schools including Ysgol Glan Ceubal and the establishment of Ysgol Hamadryad.

24. Ysgol Glan Ceubal was established in 2008 in order to meet excess demand for places from the catchment areas of Ysgol Mynydd Bychan, Ysgol Gymraeg Melin Gruffydd and Ysgol Pencae. A nursery class was opened at Ysgol Glan Ceubal in September 2016 and, following consultation, a catchment area for the school was established from parts of the catchment areas of Ysgol Gymraeg Melin Gruffydd and Ysgol Mynydd Bychan. Ysgol Glan Ceubal's new building opened in September 2018 and the school admitted 30 pupils in that intake.
25. Ysgol Gynradd Gymraeg Hamadryad was established in 2016, to serve the communities of Butetown and South Grangetown. The school was temporarily accommodated on the Ninian Park Primary School site in Grangetown, within the catchment area of Ysgol Gymraeg Pwll Coch. In the 2018/19 school year, the school transferred to its current site in Butetown which lies within the catchment area of Ysgol Mynydd Bychan.
26. Following consultation, a catchment area for the Ysgol Gynradd Gymraeg Hamadryad was established from parts of the catchment areas of Ysgol Gymraeg Pwll Coch and Ysgol Mynydd Bychan with effect from September 2021.
27. The Council has also expanded Ysgol Y Wern and has approved proposals for new dual stream primary school provision to serve the early phases of the Plasdwr development.
28. Whilst the Welsh Government has not published targets for each Local Authority within the Cymraeg 2050 strategy, the provision of additional Welsh-medium primary school places will be needed in order to continue progress towards the one million Welsh speakers target.
29. Evidence from the previous expansion of Welsh-medium education shows that the provision of additional Welsh-medium places leads to an increase in the take up of places at Reception level.

Primary schools serving the area

30. The Cathays, Gabalfa, Heath, Llandaff North and Plasnewydd areas are served by a number of Welsh-medium and English-medium primary schools.
31. Ysgol Mynydd Bychan serves a catchment area that includes the community of Cathays and parts of the communities of Gabalfa, Heath and Plasnewydd.
32. The catchment areas of Ysgol Y Wern, Ysgol Glan Ceubal and Ysgol Melin Gruffydd lie adjacent to the catchment area of Ysgol Mynydd Bychan.
33. The combined catchment areas of Allensbank Primary School, Albany Primary School and Gladstone Primary School, which together form the secondary school catchment of Cathays High School, serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd,

34. St Monica's Church in Wales (CiW) Primary School and St Joseph's Roman Catholic (RC) Primary School also serve these communities.
35. Secondary Welsh-medium provision to serve the area is provided at Ysgol Glantaf with secondary English-medium community provision provided at Cathays High School. The area is also served by Corpus Christi Catholic High School and St Teilo's Church in Wales High School.
36. A map indicating the location of, and catchment areas (from September 2021) of, the Welsh-medium schools can be seen at Appendix 1.
37. A map indicating the location of, and catchment areas of, the English-medium primary schools can be seen at Appendix 2.

Establishing local demand for school places

38. In order to calculate the likely demand for school places, historic trends specific to well established school catchment areas have been used.
39. The geographical units that are most suitable to analyse the demand for Welsh-medium primary school places are the discrete catchment areas of Ysgol Mynydd Bychan, Ysgol Y Wern, Ysgol Glan Ceubal and Ysgol Melin Gruffydd (map attached as Appendix 1).
40. The geographical units that are most suitable to analyse the demand for English-medium primary school places are the discrete catchment areas of Allensbank Primary School, Albany Primary School and Gladstone Primary School (map attached as Appendix 2).
41. The following paragraphs give details of these catchment areas, the data used and the methodology applied. Projected demand takes account of the recent proportionate demand for places and pre-school population data supplied by the NHS. Forecast demand considers these data sets, and factors in other contextual information.

Current take up of places

Welsh-medium

42. Whilst intakes to Ysgol Mynydd Bychan and Ysgol Y Wern have overall remained at high levels, intakes to Ysgol Glan Ceubal and Ysgol Gymraeg Melin Gruffydd fell in 2019/20 but have increased in September 2020.
43. Table 1 overleaf sets out the recent demand for Reception places in Welsh-medium primary schools serving central/ north Cardiff, and projected demand reflecting recent take up and future populations in each area.

Table 1: Recent and projected take up of places in Welsh-medium schools of pupils resident in the catchment areas of Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd, Ysgol Mynydd Bychan and Ysgol Y Wern

		PLASC data					Projected take-up at any Welsh-medium primary school			
Catchment area	Places	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Ysgol Glan Ceubal	30	19	24	16	25	12	17	16	14	15
Ysgol Gymraeg Melin Gruffydd	60	46	55	61	55	37	47	39	43	33
Ysgol Mynydd Bychan	30	41	31	38	38	35	38	32	34	36
Ysgol Y Wern	90	73	73	81	90	87	94	87	83	85
Total	210	179	183	196	208	171	196	174	175	169
Surplus places		31	27	14	2	39	14	36	35	41
Surplus %		14.8%	12.9%	6.7%	1.0%	18.6%	6.5%	17.4%	16.8%	19.4%

44. The above projections are based on the most recent PLASC data (January 2020) and do not take into account the uplift in demand for Reception places in the 2020/2021 school year. PLASC data for the 2020/21 school year is not yet available. Demand indicated by the above projections in the catchment areas of Ysgol Glan Ceubal and Ysgol Melin Gruffydd is likely to be c8-12 pupils greater, when January 2021 PLASC data is available, with the wider projected surplus accordingly expected to reduce by c4-5%.
45. Whilst there is sufficient provision across the wider area to accommodate growth in Welsh-medium in the short term, the expected level of surplus places would not be sufficient to greatly increase Welsh-medium take up in the longer term to meet Cymraeg 2050 targets.
46. Whilst changes to catchment areas could improve the balance of places, this would not support long term growth.

English-medium

47. The take up of English-medium Reception places in the catchment areas of Albany, Allensbank and Gladstone Primary School has varied in recent years.
48. Table 2 overleaf sets out the recent demand for Reception places in English-medium community primary schools within the Cathays High School catchment area, and projected demand reflecting recent take up and future populations in each area.

Table 2: Recent and projected take up of places in English-medium community schools of pupils resident in the catchment areas of Albany Primary School, Allensbank Primary School and Gladstone Primary School

		PLASC					Projected			
Catchment area	Places	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Albany	60	52	45	49	46	46	44	38	35	35
Allensbank	45	41	31	40	42	37	33	34	36	39
Gladstone	30	34	27	36	25	30	33	24	26	22
Total	135	127	103	125	113	113	109	96	96	96
Surplus places		8	32	10	22	22	26	39	39	39
Surplus %		5.9%	23.7%	7.4%	16.3%	16.3%	19.0%	28.9%	28.9%	28.8%

Summary forecasts of demand for places at entry to Reception

49. The work undertaken to establish the likely demand for Welsh-medium and English-medium primary provision shows that there will be an overall projected surplus of c6 – 19% in Welsh-medium and c19 – 29% in English-medium based on existing housing, if there is no uplift or decrease in parental preferences.
50. Appendix 3 details the current capacity and Published Admission Number at entry to each primary school, and the number of pupils enrolled in each year group.
51. At September 2020, c18% of the Reception age primary school places available were in Welsh-medium. In order to make progress towards the Welsh Government national target of 25 - 29% of pupils in Welsh-medium education by 2031, the number of pupils accessing Welsh-medium education at Reception age needs to increase.

School Information

Ysgol Mynydd Bychan

52. Ysgol Mynydd Bychan is located on a 0.2 hectare site on New Zealand Road, Cardiff CF14 3BR.
53. The published capacity of the school is 192 places (Reception- Year 6) arranged over one block. The school also operates a 64 place nursery provision.
54. There is insufficient capacity on the site to allow for an expansion of the school.
55. An Estyn inspection in November 2015 judged the school's performance as good (Many strengths and no important areas requiring significant improvement) with prospects for improvement also judged as good.

56. In the most recent Welsh Government School Categorisation at January 2020, the school was categorised as Green (a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

Albany Primary School site

57. The school is located on a 0.4 hectare site on Albany Road, Cardiff CF24 3RQ. The school is approximately 1.1 miles from Ysgol Mynydd Bychan.
58. The calculated capacity of Albany Primary School is 420 places arranged over three blocks. The school also operates a 64 place nursery provision.
59. There has been a consistently high uptake of places with the school currently operating at close to full capacity.
60. An Estyn inspection in November 2012 judged the school's performance as good (Many strengths and no important areas requiring significant improvement) with prospects for improvement also judged as good.
61. In the most recent Welsh Government School Categorisation at January 2020, the school was categorised as Yellow (an effective school which is already doing well and knows the area it needs to improve).

Allensbank Primary School site

62. Allensbank Primary School is located on a 0.5 hectare site on Llanishen Street, Cardiff CF14 3QE. The school is approximately 0.2 miles from Ysgol Mynydd Bychan.
63. The published capacity of Allensbank Primary School is 315, arranged over separate infant and junior buildings. The school also operates a 64 place nursery provision and a Speech and Language early intervention class for up to 8 Foundation Phase pupils.
64. The school could however accommodate up to 420 pupils plus nursery, or up to 360 pupils plus nursery and an Early Intervention Class provision.
65. The take up of places at the school has been consistently lower than the number of places available with the school operating with c41% surplus capacity, compared to its published capacity of 315 places (January 2020).
66. The available capacity and configuration of the site would allow for additional provision to be accommodated on site.
67. An Estyn inspection in January 2020, judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.

68. In the most recent Welsh Government School Categorisation at January 2020, the school was categorised as Yellow (an effective school which is already doing well and knows the area it needs to improve).

Gladstone Primary School/ St Monica's CiW Primary School site

69. Gladstone Primary School is co-located with St Monica's CiW Primary School on a 0.5 hectare site on Whitchurch Road, Cardiff CF14 3JL approximately 0.4 miles from Ysgol Mynydd Bychan.
70. Gladstone Primary School occupies the junior building with a published capacity of 210 places. Demand for places has fluctuated with the school currently operating with a surplus of c15%.
71. St Monica's CW Primary School occupies the infant building with a published capacity of 146 places. The school is currently operating with a surplus of c3.4%.
72. An Estyn inspection in February 2014 judged Gladstone's Primary School performance as adequate (strengths outweigh areas for improvement good, with prospects for improvement judged as good. A follow up monitoring visit in April 2015, judged the school to have made good progress in respect of the issues for action and the school was removed from the list of schools requiring Estyn monitoring.
73. In the most recent Welsh Government School Categorisation at January 2020, Gladstone Primary School was categorised as Yellow (an effective school which is already doing well and knows the area it needs to improve).
74. An Estyn inspection in April 2019, judged the St Monica's CW Primary School standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.
75. In the most recent Welsh Government School Categorisation at January 2020, St Monica's CW Primary School was categorised as Green (a highly effective school which is well run, has a strong leadership and is clear about its priorities for improvement).

Balancing Welsh-medium and English-medium primary school provision

76. The Council is committed to the development and expansion of Welsh-medium education.
77. As set out at paragraphs 31 & 32 there are four Welsh-medium primary schools serving the wider area in North/ Central Cardiff.
78. Of these, Ysgol Mynydd Bychan, has projected demand of 32-36 pupils entering Reception Year if the percentage of children within its catchment area remains at 15.6%, based on the weighted-average take up of places in census years 2018, 2019 and 2020.

79. Demand for places from within the Ysgol Mynydd catchment area for entry into Reception at September 2020 was greater than the 0.9FE provision available. Admitting all pupils from within the catchment area who had expressed a first choice preferences for Ysgol Mynydd Bychan would require the school to operate at c1.3FE, although the total demand for Welsh-medium places of c1.5FE indicates an increasing demand for places in its catchment area that is not yet validated in PLASC census data.
80. A reduction in total city-wide pupil numbers entering primary education as a consequence of a fall in the birth rate is projected between September 2021 and 2023. This would allow for a greater proportion of Cardiff's pupil 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 city-wide to allow for a significant increase in take up, but in some areas of the city any further increase in demand could only be balanced by changes to school catchment areas or by increasing the number of places available.
81. Proposals brought forward must ensure that the growth of schools is sustainable, whilst the potential negative impact on other schools is minimised.
82. Table 1 indicated that there will continue to be demand for Welsh-medium reception places from within the Ysgol Mynydd Bychan catchment in excess of 1FE if the relative proportion of the population within its catchment area opting for a Welsh-medium education remains at c15.6%. Table 3 (below) sets out forecasts for this catchment area taking account of the most recent intake (17.9%), and also an annual growth in demand by one percentage point from 17.9% to 20.9%.

Table 3: Projected and forecast demand for places in Welsh-medium Reception classes, of children resident in the Ysgol Mynydd Bychan catchment area, 2020 to 2024				
	2020/21	2021/22	2022/23	2023/24
Total population	243	203	216	229
Projected demand: 15.6%	38	32	34	36
Forecast demand: 17.9%	43	36	39	41
Forecast demand: 17.9% increasing to 20.9%	43 (17.9%)	38 (18.9%)	43 (19.9%)	48 (20.9%)

83. The scenarios in table 3 each take account of the known pre-school population in each cohort in the area. Any increase to the percentage, and number, of children admitted to Welsh-medium education would result in a relative reduction in children admitted to English-medium schools.
84. Whilst Ysgol Mynydd Bychan admits up to 30 pupils per year group allowing for efficient class organisation, the calculated capacity of the school within its existing accommodation is 192 places (18 places fewer than the 210 places for a 1FE school).
85. The immediate expansion of Ysgol Mynydd Bychan to 2FE may, at a time of reducing local primary pupil populations, represent a significant risk to sustaining the growth of other local Welsh-medium primary schools. Should Ysgol Mynydd Bychan admit more than 45 pupils, but not close to 60 pupils, this would limit the opportunities to create an efficient class structure and may have a negative impact on the school's ability to balance its budget.
86. The expansion of Ysgol Mynydd Bychan to 1.5FE in the first instance would provide an appropriate number of places to meet demand whilst minimising the impact on neighbouring Welsh-medium schools, and would enable an efficient class structure to operate whilst the school grows. A later phase of expansion to 2FE would support the Council is making progress towards the Cymraeg 2050 targets.
87. Increasing the number of Welsh-medium primary school places at Ysgol Mynydd Bychan would:
- meet demand for places from the local community
 - support the sustainable growth of Welsh-medium education in line with the aspirations of Cymraeg 2050
 - allow for a greater number of children to benefit from the education on offer at the school
 - provide greater opportunities for pupils and staff
 - support the school to maintain and continue to build on its excellent standards as the new curriculum in Wales is introduced

Expansion Options

88. The expansion of provision on the existing Ysgol Mynydd Bychan site is not possible due to site constraints.
89. There are however a number of primary schools within close proximity of Ysgol Mynydd Bychan.
90. Table 4 overleaf sets out details of these school and the distances between the school sites based on safe walking routes (miles).

Table 4: Distances between school sites based on safe walking routes (miles)					
Primary Schools	Ysgol Mynydd Bychan	Allensbank Primary School	Gladstone Primary School	Albany Primary School	St Monica's CW Primary School
Ysgol Mynydd Bychan	N/A	0.22	0.41	1.16	0.48
Allensbank Primary	0.22	N/A	0.44	1.19	0.5
Gladstone Primary	0.41	0.44	N/A	0.82	0
Albany Primary	1.16	1.19	0.82	N/A	0.76
St Monica's CW Primary	0.48	0.5	0	0.76	N/A

91. The Council has investigated alternative site options that may be available and centrally located within the Ysgol Mynydd Bychan catchment area.
92. There is no suitable vacant site available that could accommodate an enlarged Ysgol Mynydd Bychan. Furthermore, there is sufficient capacity within existing schools serving the area to enable the reorganisation of existing provision. Reorganisation would provide an appropriate means of balancing the supply of and demand for both English-medium and Welsh-medium provision in the area, and would represent an effective and efficient use of resources.

Short Term

93. There is surplus capacity within English-medium primary schools in the area, with the number of surplus places projected to increase.
94. Implementing a shared site arrangement for Ysgol Mynydd Bychan in the first instance would limit the impact on all schools and provide an appropriate local solution.
95. Allensbank Primary School is the closest school site to the site of Ysgol Mynydd Bychan, at 0.3 miles from Ysgol Mynydd Bychan. Allensbank also has the highest level of surplus places, and the greatest number of surplus classrooms, not used as classbases, overall. Allensbank Primary School is also well located for families enrolled in or applying for admission to Ysgol Mynydd Bychan as many of those children reside in the northern part of its catchment area.

96. Whilst the shared Gladstone and St Monica's site also has some classrooms not used as classbases, the school is located further from the Ysgol Mynydd Bychan site (0.5 miles away). Gladstone Primary School has a separate 'Boathouse' building but this is not used for classroom teaching at present and would require investment to upgrade it for this purpose. Albany Primary School is 1.16 miles from Ysgol Mynydd Bychan and has few surplus places overall.
97. Table 5 below sets out details of the number of children on roll at Allensbank Primary School from 2016 – 2020. In January 2020, 185 pupils were enrolled, compared to a maximum capacity in the school buildings of up to 420 pupils.

Table 5: Number of Pupils on Roll at Allensbank Primary School 2015 - 2019								
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Jan-16	40	32	45	35	38	27	29	246
Jan-17	24	48	30	43	37	29	22	233
Jan-18	25	25	36	26	39	29	22	202
Jan-19	30	26	25	34	30	33	26	204
Jan-20	19	27	25	26	30	27	31	185

98. The high level of surplus at Allensbank Primary School is projected to continue. There is no data available to suggest that the number of pupils enrolling at Allensbank Primary School will exceed 210 places in future years.
99. Where there is a higher than necessary number of school places, resources are being deployed inefficiently that could be better used to improve the quality of education for all learners.
100. Combined with this are the difficulties associated with operating a primary school with a high proportion of its places unfilled. The size of the school and the low number of children on roll means that the school will inevitably face financial difficulties.
101. Reorganising provision would result in creating additional Welsh-medium primary provision whilst retaining an appropriate number of English-medium places to meet demand within the locality based on population projections and historic take up patterns.
102. The location of Allensbank, the level of surplus accommodation, and the site layout would allow for Reception intakes to Ysgol Mynydd Bychan to increase with Ysgol Mynydd Bychan operating between its existing site, and sharing the buildings on the Allensbank site.
103. Consolidating Allensbank at 210 places (Published Admission Number of 30 places at entry to Reception) would allow for the expansion of Ysgol Mynydd Bychan to 315 places (Published Admission Number of 45 places at entry to Reception) from September 2022.
104. The consolidation of Allensbank Primary School is not subject to the requirements of the Welsh Government School Organisation Code as the

proposed capacity would be greater than the highest number of pupils on roll at the school at any time in the previous two years prior to the publication of the proposal.

105. The School Admissions Code allows for a school's Admission Number to be increased if there is a temporary shortage of a particular type of provision in an area, citing an example of Welsh medium education, while additional provision is being established.
106. An increase to the Admission Number at Ysgol Mynydd Bychan, to 45 places, could be implemented for the cohort entering Reception in September 2021. However, Ysgol Mynydd Bychan could not be expanded to accommodate more than 240 primary age children without the publication of a proposal to expand the school in accordance with the requirements of the School Organisation Code.
107. The first round of applications for entry to the Reception age group in September 2021 closes on 12 January 2021. The number of applications for Welsh-medium places at Reception in September 2021, compared to the number of places available in Welsh-medium primary schools serving the wider area, will be kept under review and consideration would be given to Ysgol Mynydd Bychan operating an Admission Number of 45 places from September 2021 if appropriate and in accordance with the School Admissions Code.

Long term solution

108. The Council submitted a capital grant application to the Welsh Government to reorganise primary provision in the central area of Cardiff and expand the number of Welsh-medium primary places by 1FE.
109. The Council is committed to implementing this increase. The expansion of Ysgol Mynydd Bychan by 0.5FE in the first instance represents the initial phase of progress towards this.
110. Engagement with the schools, parents and the wider community on a preferred long term solution as part of the statutory consultation on the proposed expansion of Ysgol Mynydd Bychan, would allow for the views of stakeholders to shape proposals that would provide an appropriate balance of Welsh-medium and English-medium primary school places to serve the area.
111. Any long term solution should seek to achieve the following:
 - Reducing English-medium surplus places to serve the combined catchment areas of Allensbank, Albany and Gladstone
 - Expanding Welsh-medium provision serving the existing catchment area of Ysgol Mynydd Bychan to 2 Forms or entry
 - Provide greater certainty and stability of leadership, management, teaching and support staff, to support continued focus on teaching standards and improved outcomes for pupils

- Enable investment in school buildings to improve the learning environment.

Additional Learning Needs

112. There is a Speech and Language early intervention class at Allensbank Primary School. The class admits up to 8 Foundation Phase children who were not making sufficient progress, but who have good prospects for returning to their local mainstream school.
113. Placements last 1 – 3 years, depending on progress. Pupils are dual registered at their local school and supported to return at the end of the placement. Pupils continue to attend their local school for at least one day a week, to maintain links with local friends and to prepare for a successful early reintegration to their local school.
114. There are no plans to make any changes to this provision.

Nursery Provision

115. Children in Cardiff are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for a minimum of five half days. Nursery places are not allocated on a catchment area basis. Wherever possible places are offered in a local community school or nursery class within two miles of a child's place of residence. If places are unavailable in local community nursery schools or nursery classes, parents may apply for nursery education place funding with an approved provider that has to demonstrate it is able to meet the relevant quality
116. There are no changes planned to the provision of nursery education places arising from this report. The number of nursery places provided within each locality is kept under review and adjusted to reflect local demand.

Admission arrangements

117. The relevant changes to the Council's policy on the admission of children to schools as a result of these proposals relate to the proposed changes in the Published Admission Number of Ysgol Mynydd Bychan, from 30 to 45, and of Allensbank Primary School from 45 to 30.
118. Consultation on the 2022/23 admission arrangements for community schools will take place in December 2020 – January 2021 in accordance with the requirements of the Admissions Code. This consultation would include the proposed changes to Published Admission Numbers.
119. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can also be viewed on the Council's website (www.cardiff.gov.uk).

Implications for secondary school provision

- 120. Combined demand across the three Welsh-medium high school catchment areas is at a high level and can be accommodated within the existing school capacity.
- 121. The Council will consult on its Welsh in Education Strategic Plan (WESP) for the period 2022 – 2030 in 2021. Proposals to respond to changes in demand will be brought forward in good time to ensure that there are sufficient places to meet the demand for Welsh-medium places.
- 122. A proposal to increase the capacity of Cathays High School to meet demand from within its catchment and the wider area is part of the Council's 21st Century Schools Programme and are the subject of a separate Cabinet report to be considered in December 2020.

Local Member consultation (where appropriate)

- 123. Local Members for Cathays, Gabalfa, Heath, Llandaff North and Plasnewydd have been consulted on the proposal. Members have been briefed on the need for additional Welsh-medium places to serve the area, the alignment of the proposal with the Welsh Government's Cymraeg 2050 strategy, and the potential impact of the proposals on local schools.

Reason for Recommendations

- 124. To balance provision for Welsh-medium and English-medium community primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

Impact of the proposal on the Welsh Language

- 125. It is anticipated that there will be a positive impact on the Welsh Language as a result of these proposals.
- 126. 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.
- 127. 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.
- 128. 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.

129. 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.
130. 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.
131. 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.
132. 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.
133. There is a risk that provision of additional Welsh-medium primary school places on the new school site may inhibit the growth at other local schools. It is intended that this impact is mitigated by implementing a phased increase in provision.
134. The provision of 105 additional Welsh-medium places at Ysgol Mynydd Bychan would mean that the overall proportion of Welsh-medium places city-wide is increased in an incremental and sustainable manner.

Learner Travel Arrangements

135. There are no plans to change the Council's transport policy for school children.
136. Any pupils affected by the proposals would be offered the same support with transport as is provided throughout Cardiff in line with the same criteria that apply across Cardiff.
137. The Council's transport policy for school children can be viewed on the Council's website www.cardiff.gov.uk/schooltransport.

Financial Implications

138. The recommendations to this report request approval for a consultation process to be undertaken in relation to a proposed increase in pupil places for Ysgol Mynydd Bychan, with the increased pupil numbers being accommodated within available space at Allensbank Primary School. Should the scheme be taken forward, any capital costs arising, through needing to make adaptations at the Allensbank site, will need to be funded from the Welsh Medium grant allocation referred to earlier in this report. The recommendations also outline a proposed stakeholder engagement exercise regarding a wider review of the balance of Welsh medium and English medium places within the locality. Any future proposals arising from that exercise will require a full financial evaluation and the necessary capital funding will need to be identified before any schemes can progress.
139. In terms of revenue implications, the resources required to fund the additional places at Ysgol Mynydd Bychan will need to be met from within the existing delegated schools budget. As this report outlines, an overall decrease in numbers within the primary phase is being projected and, therefore, the additional places should be affordable within the existing overall budget. However, it is important that the impact on neighbouring schools, whose pupil numbers could reduce as a consequence of this expansion, is monitored closely and any financial impacts are anticipated and managed, as appropriate. As well as the funding directly required for the additional places, it will also be necessary to identify any additional transport requirements. Should additional transport provision be required, this will need to be absorbed within the existing School Transport budget.
140. The revenue implications of the wider review of pupil places within the locality will need to be considered once the engagement exercise has concluded and options have been determined. It will be important that the proposals ensure that surplus capacity is kept to an appropriate level and that the financial viability of individual schools is not compromised. On the basis that overall pupil numbers are currently projected to fall, there should not be a need for additional revenue funding to meet the number of places on offer, however consideration will need to be given to the way in which potential school organisational change will be implemented, with the aim of minimising the risk that any individual school could enter into a financial deficit position.

Legal Implications (including Equality Impact Assessment where appropriate)

141. 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. Parents have a right to express a preference for the school they wish their child to attend under section 86 of the School Standards and Framework Act 1998, but this does not provide a right to attend a certain school, as

applications can still be refused where this would prejudice the provision of efficient education or the efficient use of resources.

142. A local authority can make school organisation proposals, including making 'regulated alterations' to a community school or maintained nursery school under sections 42-44 of the Schools Standards and Organisation (Wales) Act 2013. The proposals set out in the report constitute 'regulated alterations' and must be considered having regard to the provisions of the 2013 Act and the School Organisation Code 2018, which sets out factors to be considered in respect of different proposals, the statutory procedures, legal requirements and guidance.
143. Where an increase in a school's capacity is proposed, the Council must have regard to evidence of current or future need/demand in the area for additional places, with reference to the school's language category (and religious character / gender intake if applicable). In the case of Welsh medium provision this would include an assessment of the demand for Welsh Medium education (conducted in accordance with any regulations made under section 86 of the 2013 Act). Consideration must also be given to whether the proposals will improve access for disabled pupils in accordance with requirements under the Equality Act 2010.
144. The Council is required, prior to publishing its proposals, to undertake a consultation on its proposals in accordance with section 48 of that Act and the School Organisation Code 2018. The recommendations seek authority to carry out that statutory consultation.
145. Case law has established that the consultation process should:
 - (i) be undertaken when proposals are still at a formative stage;
 - (ii) include sufficient reasons and information for particular proposals to enable intelligent consideration and response;
 - (iii) provide adequate time for consideration and response; and;
 - (iv) ensure that the product of consultation is conscientiously taken into account when the ultimate decision is taken.
146. The Schools Organisation Code sets out further detailed requirements and guidance in relation to the statutory consultation, including the requirement for publication of a consultation document (and the contents of that document), a minimum 42 days consultation period including at least 20 school days, and a list of statutory consultees, including parents, pupils, governing bodies, religious bodies, the Welsh Ministers and Estyn. Following the public consultation, the Council is required to issue a consultation report, setting out the issues raised by consultees and its response to those issues. At that stage, a further report is to be submitted to the Cabinet to decide how to proceed.
147. The proposals in relation to use of the land and buildings on the Allensbank Primary School site will be subject to agreement by the school governing body and any associated terms and conditions.

148. If the proposals are taken forward, the admission arrangements, including admission numbers and catchment areas, will need to be determined, following consultation, in accordance with the School Admission Code and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006.
149. 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. An Equalities Impact Assessment should be carried out to identify the equalities implications and due regard should be given to the outcomes of the Equalities Impact Assessment.
150. 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. The proposal to increase the Welsh medium education provision should have a positive impact on the use of the Welsh language and support the aims of the Council's approved Welsh in Education Strategic Plan and Bilingual Cardiff Strategy.
151. 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.
152. Further legal advice will be provided as proposals are progressed.

HR Implications

153. The proposals within this report represent increasing the size of Ysgol Mynydd Bychan. The Governing Body and senior leadership team will need to plan for this expansion, ensuring their staffing structure is sufficient to address this. HR People Services will provide support with this and any vacancies which arise will present potential redeployment opportunities in line with the School Redeployment and Redundancy Policy.
154. Similarly, the proposal to reduce the Published Admission Number of Allensbank Primary at 30 places (1FE) from 45 places (1.5FE) will also require the Governing Body and Senior Leadership Team to evaluate the impact of the proposed reduction on their staffing requirements moving forward. This may include undertaking appropriate workforce planning to review posts where they become vacant, or evaluating training options.

In the event that the Governing Body does require there to be a reduction in the overall number of staff, then it is hoped that this could be achieved through voluntary means wherever possible.

155. Where it cannot be managed by voluntary means or by workforce planning, it will need to be managed in line with the School Redeployment and Redundancy Policy, which has been adopted by the school governing body. HR People Services will work with the Headteacher and Governing Body to provide support during this period, including through the facilitation of the redeployment process.
156. It will also need to be assessed whether there are any specific staffing requirements in relation to the operation of Ysgol Mynydd Bychan across two school sites and any associated impact on Allensbank Primary. HR People Service will provide support in relation to these discussions as the project develops.
157. This report also proposes engaging with stakeholders with regards to a longer term solution. Any proposals considered as part of this will need to be assessed separately for the HR implications. HR People Services will have early dialogue with stakeholders regarding their views in order to support this engagement process.

Property Implications

158. Strategic Estates will support the Education team on asset management and any future land matters required as part of the consultation process or as a result of the consultation where a land transaction will be required.
159. In the event of any land transactions, negotiations or valuations required to deliver any proposals, they should be done so in accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

Traffic and Transport Implications

160. Ysgol Mynydd Bychan and Allensbank Primary School operate on constrained sites. Each site experiences issues with traffic and parking during morning drop-off and afternoon pick-up times.
161. Recently, the Council introduced CCTV enforcement cameras in Llanishen Street outside Allensbank Primary School to enforce against parking Keep Clear 'Zig Zag' markings.
162. A temporary, staffed road closure was introduced outside Ysgol Mynydd Bychan on Canada Road when schools re-opened in summer 2020 following lockdown. This was to restrict vehicular access near the school in order to provide safe space for social distancing.
163. Since schools re-opened in September 2020, concerns have been raised by parents and ward members regarding traffic and parking outside

Ysgol Mynydd Bychan on New Zealand Road. Officers plan to seek Welsh Government funding to create a School Street on New Zealand Road which would restrict vehicular access along the street to residents, blue badge holders and authorised permit holders during drop off and pick up times. This would make the environment outside the school safer and more conducive to walking and cycling.

164. The expansion of capacity at Ysgol Mynydd Bychan and the issues of traffic and parking at both Ysgol Mynydd Bychan and Allensbank Primary referred to above underline the need to introduce measures which discourage car travel and promote active travel to both school sites. One such measure is the introduction of a School Street. Plans are already being progressed for a School Street on New Zealand Road. There is also potential to do this on part of Llanishen Street. However, both proposals will require consultation with residents and local businesses.
165. Another instrument is the development and implementation of a School Active Travel Plan. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. Such a plan identifies actions by the school to support and encourage active travel to school and will also identify any improvements to on-site and off-site infrastructure required to facilitate active journeys.
166. All new (including reorganised) schools need to have a plan in place from the outset of their operation. The Council's Active Travel Plans officers can support the development of the Active Travel Plans and can support with engagement on the Active Travel Plans as part of the implementation of the proposed expansion of places.
167. The Council's Road Safety Team already provides a programme of cycle and pedestrian training to further encourage take up of active travel to school. This support will continue as part of the ongoing engagement and support that will be provided by the Council's Schools Active Travel Team on Active Travel Plan development and delivery.
168. The Council has developed proposals for a segregated cycleway along Allensbank Road. This will provide a safe cycling connection to Llanishen Street which could be used by pupils travelling to Allensbank Primary School.

Equality Impact Assessment

169. An initial Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society. Where particular groups are identified as being impacted, mitigating actions have been identified. This assessment will be reviewed after the consultation.
170. A Statutory Screening Tool including Equality Impact Assessment is attached as Appendix 4.

RECOMMENDATIONS

The Cabinet is recommended to authorise officers:

- to consult on proposals to increase the capacity of Ysgol Mynydd Bychan from c0.9FE (192 places) to 1.5FE (up to 315 pupils) from September 2022.
- to undertake a stakeholder engagement exercise to shape proposals that would be taken forward to provide an appropriate balance of Welsh-medium and English-medium primary school places to serve the area.
- Note that consultation on the Admission Arrangements for the 2022/23 academic year will include a proposal to reduce the admission number of Allensbank Primary School from 45 to 30 places.
- Note that officers will bring a report on the outcome of the consultation and engagement exercise to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

SENIOR RESPONSIBLE OFFICER	Director Name
	Melanie Godfrey
	Date submitted to Cabinet office

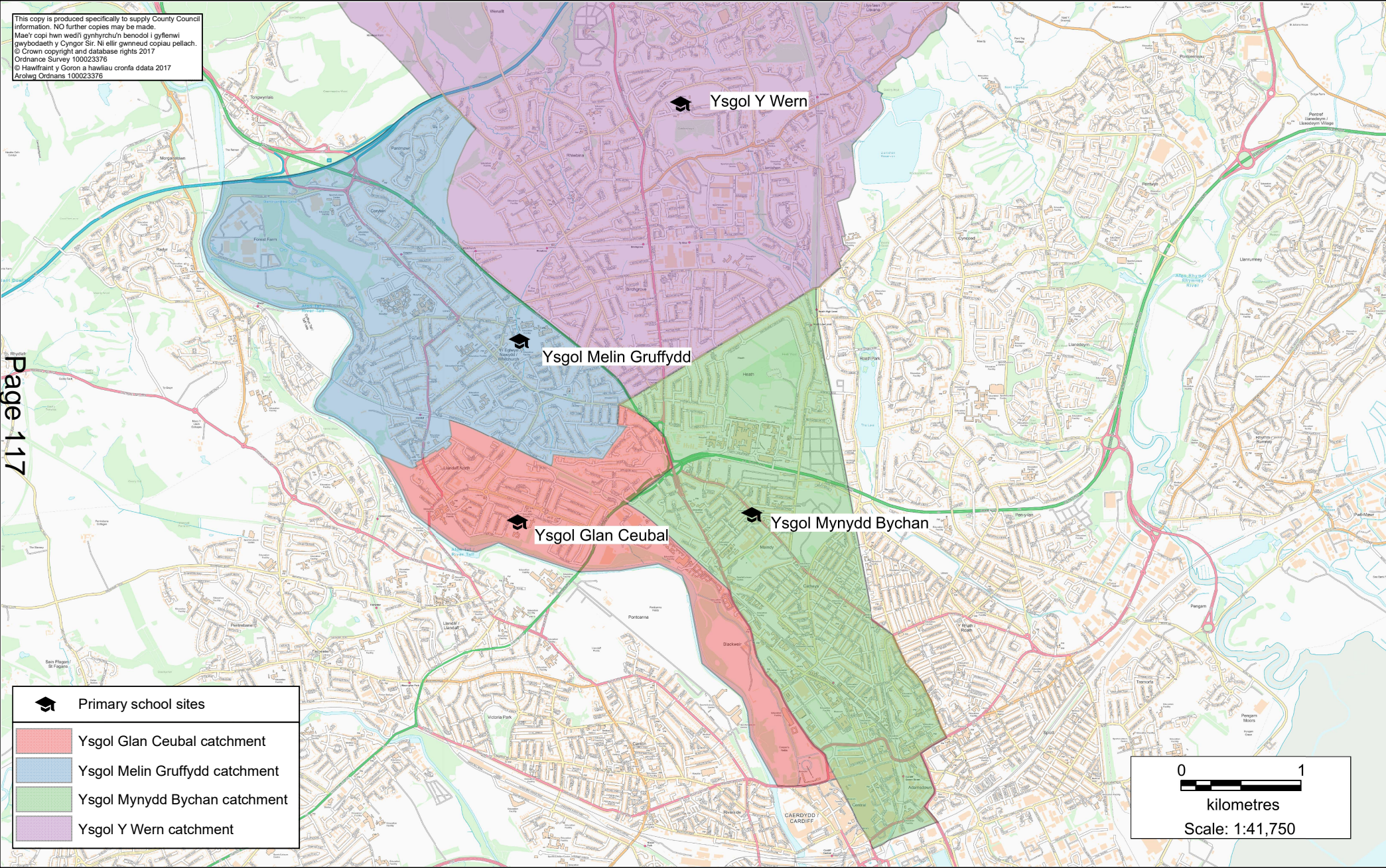
The following appendices are attached:

The following background papers have been taken into account

Appendix 1 – Welsh-medium catchment area map
Appendix 2 – English-medium catchment area map
Appendix 3 – School Number on Roll data
Appendix 4 – Statutory Screening Tool

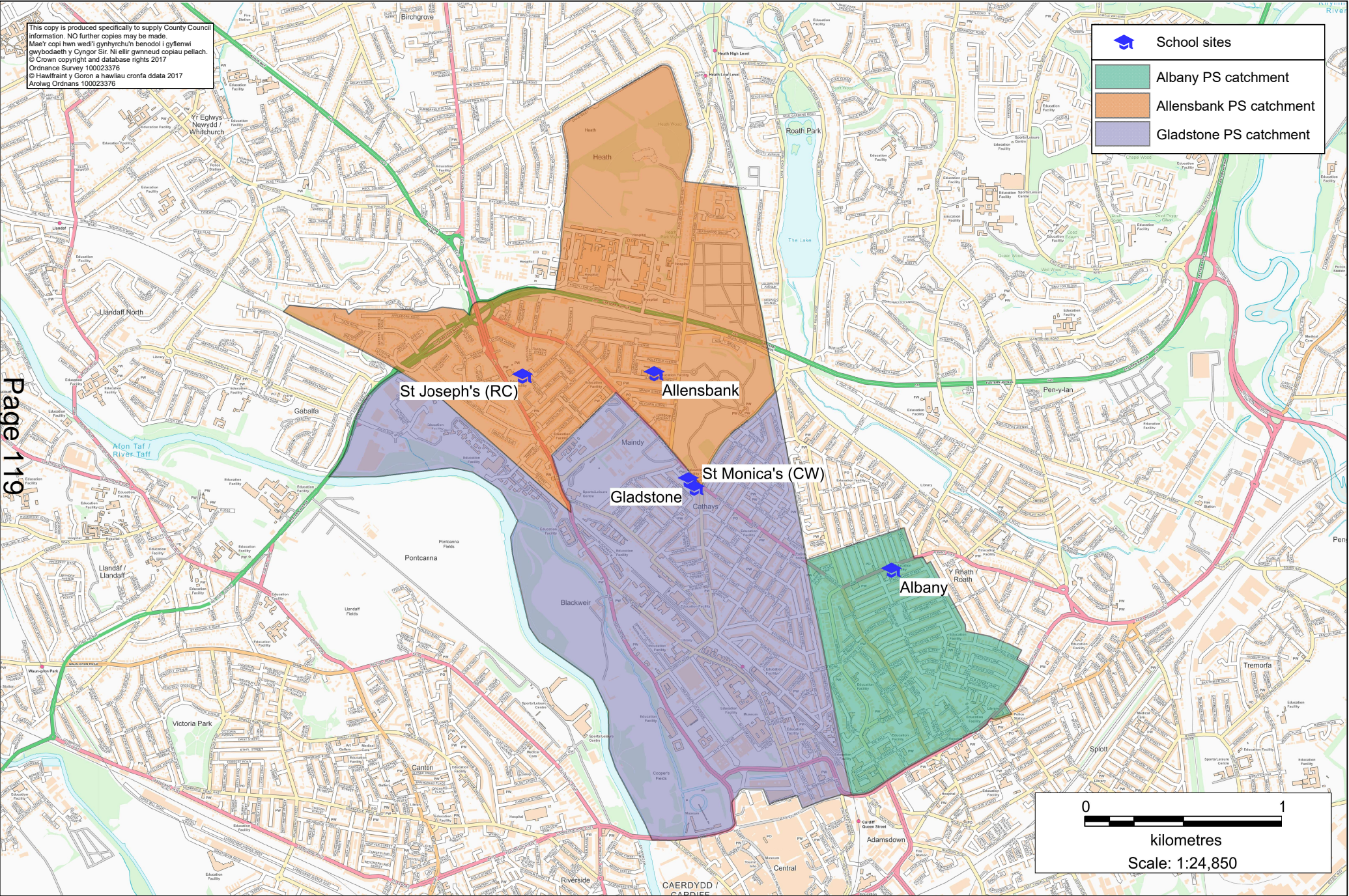
This page is intentionally left blank

Map showing Welsh-medium primary school catchments and sites for Ysgol Glan Ceubal, Ysgol Mynydd Bychan, Ysgol Melin Gruffydd & Ysgol Y Wern



This page is intentionally left blank

Map showing English-medium primary school sites within the Albany, Allensbank and Gladstone catchment areas



This page is intentionally left blank

School Number on Roll Data: PLASC 2020

Appendix 3

School	Published Admission Number	Rec.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Number On Roll	Current Capacity	Proposed Published Admission Number	Proposed Capacity
Ysgol Mynydd Bychan	30	31	31	30	26	28	28	28	202	192	45	315
Allensbank Primary School	45	19	27	25	26	30	27	31	185	315	30	210
Gladstone Primary School	30	28	25	23	26	29	23	24	178	210	30	210
Albany Primary School	60	60	60	58	52	50	56	57	393	420	60	420
St Monica's CiW Primary School	20	18	24	21	17	28	13	20	141	146	20	140
Total	185	156	167	157	147	165	147	160	1099	1283	185	1295
Year of Admission		2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14				

This page is intentionally left blank

Appendix 4

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 takes no longer than an hour.

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

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

Statutory Screening Tool

Name of Strategy / Policy / Activity:	Date of Screening: November 2020
SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO SERVE CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH AND PLASNEWYDD	
Service Area/Section: Education & Lifelong Learning, Schools Organisation Planning	Lead Officer: Richard Portas
Attendees: Self assessment	

What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function	Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]
<p>To enable the Cabinet to consider a recommendation to hold public consultation on proposals for primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.</p> <p>It is proposed to:</p> <ul style="list-style-type: none"> • Increase the capacity of Ysgol Mynydd Bychan from c0.9FE (192 places) to 1.5 FE (315 places) from September 2022 • Consolidate Allensbank Primary School at 1FE (210 places), retaining nursery and ALN provision from September 2022 	<p>The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050.</p> <p>By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh.</p> <p>The strategy assumes that, nationally, 70 per cent of 15 year olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.</p> <p>The strategy also sets out transformational changes which include:</p> <ul style="list-style-type: none"> • Expand Welsh-medium early years provision to facilitate a seamless transition into Welsh-medium education.

- Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent nationally in 2015/16 to 25-29 per cent by 2031, and then to 40 per cent by 2050.

The Bilingual Cardiff Strategy identifies priority areas to allow families, children and young people to use Welsh. It aims to increase the number of Welsh speakers and learners within Cardiff as well as increasing the use of the Welsh language in the city.

This Welsh in Education Strategic Plan (WESP) is for the period 2017-2020 and is based around the seven key outcomes of the previous strategic plan from 2014.

The WESP is an integral part of the Council's 5-year Bilingual Cardiff strategy and supports the Welsh Government's vision of one million Welsh speakers by 2050.

Reference WESP 2021-2030 here – BA

The Council recognises that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.

For Cardiff to achieve the Welsh Government's vision, we would need to increase the number of Welsh speakers by 15.9% from 36,375 (2011 Census) to 42,584 (2021 census); 58% of this has been achieved through increasing the numbers accessing Welsh-medium education.

The Council was successful in securing funds from the Welsh Government Increasing Welsh-medium Provision Capital Grant scheme. The purpose is to support capital investments that facilitate growth in Welsh medium education and use of the Welsh language.

	The successful bid included a proposal to reorganise primary provision in the central area of Cardiff and expand the number of Welsh-medium primary places.
--	---

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

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

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
Page 127	1.1 People in Cardiff are healthy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc, vulnerable citizens and areas of multiple deprivation Addressing instances of inequality in health 	x				
	1.2 People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the causes and consequences of Climate Change and creating a carbon lite city 	x				
	<ul style="list-style-type: none"> encouraging walking, cycling, and use of public transport and improving access to countryside and open space 	x				<ul style="list-style-type: none"> In line with the Well-being of Future Generations Cardiff's 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 Promotion of initiatives such as Kerbcraft training, training in cycling skills and the Local Authority's implementation of Active Travel measures
	<ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) 	x				<ul style="list-style-type: none"> Implementation of an effective travel plan would minimise the need for non-sustainable transport to and from schools

	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"> reducing consumption and encouraging waste reduction, reuse, recycling and recovery 	x				- Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.
	<ul style="list-style-type: none"> encouraging biodiversity 			x		N/A
1.3	People in Cardiff are safe and feel safe; Consider the potential impact on <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse 	x x x				- All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.
1.4	Cardiff has a thriving and prosperous economy; Consider the potential impact on <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete 	x				- The schools provide employment.
1.5	People in Cardiff achieve their full potential; Consider the potential impact on <ul style="list-style-type: none"> promoting and improving access to life-long learning in Cardiff raising levels of skills and qualifications giving children the best start improving the understanding of sustainability addressing child poverty (financial poverty, access poverty, participation poverty) the United Nations Convention on the Rights of a Child and Principles for Older persons 	x				<ul style="list-style-type: none"> The Council's 2030 strategy, clearly state the link between improving the environment for learning and raising standards of achievement. 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.

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
1.6	Cardiff is a Great Place to Live, Work and Play <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>promoting the cultural diversity of Cardiff</i> <i>encouraging participation and access for all to physical activity, leisure & culture</i> <i>play opportunities for Children and Young People</i> <i>protecting and enhancing the landscape and historic heritage of Cardiff</i> <i>promoting the City's international links</i> 	x		x		<ul style="list-style-type: none"> With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.
1.7	Cardiff is a fair, just and inclusive society. <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>the elimination of discrimination, harassment or victimisation for equality groups</i> 	x		x		<ul style="list-style-type: none"> See Equality Impact Assessment below and attached. The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.
	<ul style="list-style-type: none"> <i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i> <i>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</i> 	X x				<ul style="list-style-type: none"> Subject to authorisation the public consultation will include engagement with all relevant stakeholders.

	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	
	EQUALITY IMPACT ASSESSMENT (This is attached on page 13) Will this Policy/Strategy/Project have a differential impact on any of the following:					
1.8	The Council delivers positive outcomes for the city and its citizens through strong partnerships <i>Consider the potential impact on</i> <ul style="list-style-type: none"> strengthening partnerships with business and voluntary sectors the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings 	x				<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 is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready</p> <p>Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment</p>

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

Economic

- Investment in the expansion of the school would support the delivery of a broad and balanced curriculum.
- The addition 0.5 FE provision at Ysgol Mynydd Bychan would provide employment opportunities.

Social

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

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

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

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

Part 3: Habitat Regulation Assessment (HRA)

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

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

Appendix 1 – Statutory Requirements

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

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

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

- Increase the capacity of Ysgol Mynydd Bychan from c0.9FE (192 places) to 1.5 FE (315 places) from September 2022
- Consolidate Allensbank Primary School at 1FE (210 places), retaining nursery and ALN provision from September 2022

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

Name: Richard Portas

Job Title: Programme Director School Organisation

Service Team:

School Organisation Planning

Service Area:

Education and Lifelong Learning

Assessment Date: November 2020

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.]**

The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050.

By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh.

The strategy assumes that, nationally, 70 per cent of 15 year olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.

The strategy also sets out transformational changes which include:

- Expand Welsh-medium early years provision to facilitate a seamless transition into Welsh-medium education.
- Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent nationally in 2015/16 to 25-29 per cent by 2031, and then to 40 per cent by 2050.

The Bilingual Cardiff Strategy identifies priority areas to allow families, children and young people to use Welsh. It aims to increase the number of Welsh speakers and learners within Cardiff as well as increasing the use of the Welsh language in the city.

This Welsh in Education Strategic Plan (WESP) is for the period 2017-2020 and is based around the seven key outcomes of the previous strategic plan from 2014.

The WESP is an integral part of the Council's 5-year Bilingual Cardiff strategy and supports the Welsh Government's vision of one million Welsh speakers by 2050.

Reference WESP 2021-2030 here – BA

The Council recognises that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.

For Cardiff to achieve the Welsh Government's vision, we would need to increase the number of Welsh speakers by 15.9% from 36,375 (2011 Census) to 42,584 (2021

census); 58% of this has been achieved through increasing the numbers accessing Welsh-medium education.

The Council was successful in securing funds from the Welsh Government Increasing Welsh-medium Provision Capital Grant scheme. The purpose is to support capital investments that facilitate growth in Welsh medium education and use of the Welsh language.

The successful bid included a proposal to reorganise primary provision in the central area of Cardiff and expand the number of Welsh-medium primary places.

3 Assess Impact on the Protected Characteristics

3.1 Age

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

	Yes	No	N/A
3 to 11 years	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 Council's aim is to improve the match between the supply of and demand for Welsh-medium and English-medium schools places serving Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd .

The proposal to reduce the capacity of Allensbank Primary School is not expected to have any differential impact as demand for places at the school is projected to be less than the existing capacity.

The proposal would ensure sufficient places for pupils in both Welsh-medium and English-medium settings for ages 3 – 11.

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

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

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 outside of this proposal

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.
The proposed changes would not have a differential impact as the schools will continue to be able to meet the needs of any children with a disability.
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

3.3 Gender Reassignment

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

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

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

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.

3.4. Marriage and Civil Partnership

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

	Yes	No	N/A
Marriage			X
Civil Partnership			X

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

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.

3.5 Pregnancy and Maternity

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

	Yes	No	N/A
Pregnancy			
Maternity			N/A

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

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.

Race

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

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

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

The proposal would have greater impact on the population closer to the school 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

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

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

3.7 Religion, Belief or Non-Belief

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

	Yes	No	N/A
Buddhist		x	
Christian		x	
Hindu		x	
Humanist		x	
Jewish		x	
Muslim		x	
Sikh		x	
Other		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer).

3.8 Sex

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

	Yes	No	N/A
--	-----	----	-----

Men		x	
Women		x	

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

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

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

Maintained school provision admits pupils of both sexes and this would continue to be the case.

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.

Sexual Orientation

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

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women		x	
Heterosexual		x	

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

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

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

(Fears that recruitment opportunities could be affected by sexual orientation)

Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.

The Council's procedure for 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.

3.10 Language

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

	Yes	No	N/A
Welsh Language	x		
Other languages		x	

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

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

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

Language support

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.

Impact of the proposal on the Welsh Language

It is anticipated that there will be a positive impact on the Welsh Language as a result of these proposals.

The proposals outlined in this report strongly supports the Welsh Government's strategy for the Welsh language by contributing to meeting the targets set out in the Cymraeg 2050 strategy.

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.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

The Council 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.

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.

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.

It is therefore considered that a proposal to increase the capacity of a Welsh-medium primary school by 1FE will support the Welsh-medium projections and support Cymraeg 2050 to promote the Welsh language.

4. Consultation and Engagement

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

The Council's Accessibility Officer would be given the opportunity to comment on the scheme.

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

Groups	Actions
Age	See Generic Over Arching below
Disability	
Gender	
Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	Compliance with the Council's policies on equal opportunities would need to be ensured.

6. Further Action

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

7. Authorisation

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

Completed By: Rosalie Phillips	Date: November 2020
Designation: Policy, Equalities and Reports Officer	
Approved By: Brett Andrewartha	
Designation: XXXXX	
Service Area: Schools and 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

Background

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

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

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

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

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

Proposal

Condition of existing school buildings

Quality and Standards

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	Do nothing	
	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 a new build, fit for purpose 21 st Century school building which would be energy efficient and there would be high utilisation rates and therefore more efficient energy use.
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	<div> <div>✓</div> <div>X</div> <div>Mitigation</div> </div>	a) This proposal would result in pupils attending a new build, fit for purpose 21 st Century school building which would be energy efficient and there would be high utilisation rates and therefore more efficient energy use. b) <ul style="list-style-type: none"> - Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood. - Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car,

Page 148

SEA objective			Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<p>generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</p> <ul style="list-style-type: none"> - Management of access to the school site prior/during parent drop off and pick up times would help with health & safety. - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. - A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school. <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity.</p>		
3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS	0	As the open space in and around a school site is not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value. There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above

SEA objective			Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	0	a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works. b) To reduce congestion and associated pollution the following would be considered: <ul style="list-style-type: none"> Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. 	x	See comments next to SEA Objective 1 above
5. <i>Protect</i> and enhance biodiversity, flora and fauna	0	There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)	0	There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.	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	This would not be in scope as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	0	Achieved by making schools community focused - opening facilities to the public e.g. evening classes. If the proposal were to proceed, an equality impact assessment would be carried out to consider the accessibility of the new building site. The equality impact assessment would take into account policies such as the Equality Act	x	See comments next to SEA Objective 1 above

SEA objective			Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.		
9. <i>Protect and enhance</i> designated historic assets	0	There are no registered historic assets on the proposed new school site.	x	See comments next to SEA Objective 1 above

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:

• Increase the capacity of Ysgol Mynydd Bychan from c0.9FE (192 places) to 1.5 FE (315 places) from September 2022

- Consolidate Allensbank Primary School at 1FE (210 places), retaining nursery and ALN provision from September 2022

This page is intentionally left blank