

**CARDIFF COUNCIL**  
**Equality Impact Assessment**  
**Corporate Assessment Template**



Appendix 4

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

New school provision to serve parts of Pontprennau and Old St Mellons

**New/Existing/Updating/Amending**

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

Name: Janine Nightingale	Job Title: Head of School Organisation, Access & Planning
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Service Team: School Organisation, Access & Planning	Directorate: Education & Lifelong Learning
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Assessment Date: 22/02/2019

## 1. Aims and Objectives

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

The provision of school places to serve parts of Pontprennau and Old St Mellons.

## 2. Background Information

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

At its meeting on 12 July 2018, the Council's Cabinet agreed a recommendation to hold public consultation on proposals to rationalise English-medium primary school places in the Llanrumney area, including a proposal to close Glan-yr-Afon Primary School in August 2019.

In view of the responses received during the consultation and other considerations, the Council's Cabinet agreed at its meeting on 13 December that the proposal to close Glan yr Afon Primary School from 31 August 2019 is not progressed.

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However the issue of surplus capacity in the Llanrumney area, with a greater number of places in primary schools than children who wish to attend those schools remains.

At January 2018, there were 261 surplus places (19.4%) in English medium primary schools serving the area. The number of surplus places at Glan-yr-Afon Primary School was 140 (47.9%).

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

The report of 13 December 2018 set out that any future proposals brought forward to ensure a better match between the supply of and demand for English-medium places in the Llanrumney area would need to consider:

- The need to reduce the number of surplus English-medium primary school places;
- The organisation of primary school places in the Llanrumney area;
- How high quality early years education provision could best be provided and enhanced in the area;
- How high quality primary education can be sustainably and economically provided through leadership and governance arrangements;
- The impact of housing developments in the local and wider area, including primary school provision to serve the new housing development at St Edeyrns;
- The financial implications.

### **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?

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Up to 18 years	✓		
18 - 65 years	✓		
Over 65 years	✓		

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

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The impact overall will be positive as the school will transfer to a new building and will provide more school places in a high quality learning environment.

However, whilst the provision of a new one form entry primary school would provide additional school places in high quality accommodation, this may have a differential impact on other local schools. The transfer of an existing primary school, to utilise some of this surplus, would have a lesser impact.

At the time of the first pupils admitted to the new school buildings at St Edeyrns there would be significant surplus capacity within a building capable of accommodating up to 210 primary school pupils and 48 part-time nursery pupils.

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

The establishment of a new school in any area where the local demand for places would not immediately fill the school would either result in surplus places within the new school or it may attract pupils from other areas to attend the school, and thus result in surplus places elsewhere.

The transfer of St Mellons Church in Wales Primary School into the new build school would allow for approximately 15 pupils in each year from Years 1-6 to transfer from the existing St Mellons site to the new St Edeyrn's site.

The Reception Year intake in September 2021 would admit all pupils from the St Edeyrn's development and places would also be taken up by pupils from other parts of Old St Mellons and elsewhere.

Implementing the increased admission number throughout the school would, however, primary school pupils resident in St Edeyrn's who are above Reception age at September 2021 to taking up places at the local primary school. As the number of pupils attending other primary schools does not exceed seven per school, the effect would be limited.

The expected completion of development between 2021 and 2023 could mean that a greater number of children moving to the development would benefit directly from being able to attend the school under this option.

Whilst the new school buildings are provided to serve the new development, this does not prevent places being taken up at the new school ahead of the development being complete. It is therefore an inevitable risk that some families moving into new housing on the St Edeyrn's development beyond September 2021 may be unable to attend the school.

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The proposal may result in longer travel distances for children currently attending St Mellon's Church in Wales Primary School.

It is possible that the younger of children currently attending St Mellons church in Wales Primary School may not be successful in gaining a places at the school if the number of applications is greater than the number of places available.

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

The proposed transfer of pupils to take up some of the places in Years 1-6 would therefore mitigate the immediate impact of the proposal on existing schools and provide an opportunity to admit pupils from the new development to some other year groups at an earlier stage than if admissions to all year groups were phased over seven years.

Alternative primary school provision would be available for any children who did not gain a place at the school.

The School Transport Team have advised that it is likely that the travel distance for those children who are not entitled to free home to school transport is likely to remain within two miles of the school.

### 3.2 Disability

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

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

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

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.

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

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None

### 3.3 Gender Reassignment

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

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

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

The proposal would need to ensure compliance with policies on equal opportunities.

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

N/A

### 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			✓
Civil Partnership			✓

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

The proposal would need to ensure compliance with policies on equal opportunities.

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

N/A

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### 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		✓	

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

The proposal would need to ensure compliance with policies on equal opportunities.

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

N/A

### 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		✓	
Mixed / Multiple Ethnic Groups	✓		
Asian / Asian British		✓	
Black / African / Caribbean / Black British	✓		
Other Ethnic Groups	✓		

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

The proposal would need to ensure compliance with policies on equal opportunities.

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

N/A

### 3.7 Religion, Belief or Non-Belief

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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		✓	
Christian		✓	
Hindu		✓	
Humanist		✓	
Jewish		✓	
Muslim		✓	
Sikh		✓	
Other		✓	

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

The proposal would need to ensure compliance with policies on equal opportunities.

Under the proposal, additional primary school places would be provided at St Mellons Church in Wales Primary School. Whilst the school is a voluntary aided church school, children of other faiths/no faith also attend the school.

As with any school, parents can withdraw their children from religious education if they chose to do so. Alternatively, parents can apply for places at primary community schools. The proposed expansion of St Mellons Church in Wales Primary School is a proportionate means of achieving a legitimate aim to provide for pupils in financially viable schools able to provide a high standard of education.

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

None

### 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		✓	
Women		✓	

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<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
The proposal would need to ensure compliance with policies on equal opportunities.
The school would continue to admit pupils of both sexes.
<b>What action(s) can you take to address the differential impact?</b>
N/A

### 3.9 Sexual Orientation

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

	Yes	No	N/A
Bisexual		✓	
Gay Men		✓	
Gay Women/Lesbians		✓	
Heterosexual/Straight		✓	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
The proposal would need to ensure compliance with policies on equal opportunities.
<b>What action(s) can you take to address the differential impact?</b>
N/A

### 3.10 Welsh Language

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

	Yes	No	N/A
Welsh Language		✓	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
The demand for places at Welsh-medium primary schools remains at a high level. In the first round of admissions for entry in September 2017 and 2018 all pupils resident within the Welsh-medium primary schools serving the area were able to be allocated a place at their catchment



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school, if this was their stated preference.  
The Council will continue to monitor demand for Welsh-medium primary school places in the local area and bring forward proposal to balance the supply of and demand for places at the appropriate time.

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

Continue to review the obligation to promote Welsh-medium education via the WESP.

## **4. Consultation and Engagement**

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

The proposal would be subject to full public consultation.

## **5. Summary of Actions To Be Taken [from the Actions listed in the Sections above]**

These actions should be included in your Directorate's Equality Action Plan for the year, monitored on a regular basis and reported in your Directorate Equality Annual Report.

<b>Groups</b>	<b>Actions</b>
Age	<p>The proposed transfer of pupils to take up some of the places in Years 1-6 would therefore mitigate the immediate impact of the proposal on existing schools and provide an opportunity to admit pupils from the new development to some other year groups at an earlier stage than if admissions to all year groups were phased over seven years.</p> <p>Alternative primary school provision would be available for any children who did not gain a place at the school.</p> <p>The School Transport Team have advised that it is likely that the travel distance for those children who are not entitled to free home to school transport is likely to remain within two miles of the school.</p>
Disability	None
Gender Reassignment	None

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Marriage & Civil Partnership	None
Pregnancy & Maternity	None
Race	None
Religion/Belief	None
Sex	None
Sexual Orientation	None
Welsh Language	Continue to review the obligation to promote Welsh-medium education via the WESP.
Generic Over-Arching [applicable to all the above groups]	None

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## **6. ACTIONS TO BE CONSIDERED IN THE FUTURE**

List here any actions that you could not take in the immediate future, but which have arisen as issues to be considered for future service developments

## **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: 22/02/2019
Designation: Senior School Organisation Governance and Compliance Officer	
Approved By: Michele Duddridge Hossain	
Designation: Operational Manager, Planning and Provision	
Service Area: Education and Lifelong Learning	

- 7.1 On completion of this Assessment, please send it to [equalityteam@cardiff.gov.uk](mailto:equalityteam@cardiff.gov.uk), who will publish it on the Council's Website.

For further information or assistance, please contact the Equality Team 029 2087 2536 or email [equalityteam@cardiff.gov.uk](mailto:equalityteam@cardiff.gov.uk).