

CARDIFF COUNCIL CYNGOR CAERDYDD

CABINET MEETING: 23 January 2020

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

EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH MERRY)

AGENDA ITEM:

Reason for this Report

1. The purpose of this report is to:
 - inform the Cabinet of the responses received following consultation on proposals regarding the establishment of new primary school provision to serve the early phases of the Plasdŵr housing development in North West Cardiff, and
 - seek authorisation to proceed, where appropriate to publish the proposal in accordance with section 48 of The Schools Standards and Organisation (Wales) Act 2013.

Background

2. New housing developments in North West Cardiff will increase the number of children needing school places in the area. This will have an impact on the availability of places in existing schools.
3. Outline planning consent for the construction of the first phase of the Plasdŵr, development (up to 630 dwellings) was granted by the Council's Planning Committee in February 2016.
4. As part of the planning agreement with the Council, a new school is being provided by the site developer to serve this first phase of housing, the wider area and some future housing developments that have been planned.
5. At its meeting on 18 April 2019, the Council's Cabinet considered a report which proposed a variation on the traditional dual stream primary school provision/school site in order to respond positively to the desire for a greater number of bilingual citizens (fluent in both English and Welsh).

6. This model would support the Council in achieving the targets in the Welsh Government's Cymraeg 2050 Strategy by:
 - Facilitating full language immersion for children within the Welsh-medium stream, consistent with other Welsh-medium primary schools in Cardiff;
 - Employing innovative approaches in teaching the Welsh language to pupils in an English-medium setting.
7. The planned dual stream establishment would enable close partnership working of the streams through sharing a site and facilities. It would also enable the children within the predominantly English-medium stream to build more secure Welsh language acquisition.
8. At the meeting on 18 April 2019, the Council's Cabinet agreed a recommendation to hold public consultation on the proposals to:
 - Establish a new a two form entry primary school, with two language streams organised as one form of entry Welsh-medium (30 places per year group) and one form of entry predominantly English-medium, with significant use of Welsh (30 places per year group) with a provision for 420 primary school pupils in total;
 - Establish 48 part-time nursery places for the Welsh-medium stream and 48 part-time nursery places for the English-medium stream.

Issues

9. The consultation period ran from 9 September until 28 October 2019.
10. The consultation process involved:
 - Publication of a consultation document outlining background, rationale and implications. A number of consultees were made aware of the document including parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders (a copy of the consultation document can be seen at Appendix 1);
 - Meetings with pupil representatives from Radyr Comprehensive and Ysgol Gyfun Gymraeg Plasmawr (a copy of the meetings notes can be seen at Appendix 2);
 - A public meeting at Radyr Comprehensive School (a copy of the meeting notes can be seen at Appendix 3);
 - Drop-in sessions at the Plasdŵr Redrow site office, Fairwater Leisure Centre, Central Library and Radyr Library (a copy of the notes from the drop in sessions can be seen at Appendix 4);
 - A consultation response slip for return by post or e-mail, attached to the consultation document;
 - An online response form at [www.cardiff.gov.uk/ Plasdwrschool](http://www.cardiff.gov.uk/Plasdwrschool)

11. The views expressed at Council organised meetings, and on paper or electronically through the appropriate channels, have been recorded.

Responses received regarding the proposal during the consultation period

12. In total 180 responses were received.
13. Formal responses were received from:
 - Mark Drakeford AM
 - Estyn
 - Future Generations Commissioner for Wales
 - Ysgol Gynradd Gwaelod y Garth Primary School Governing Body
 - Cylch Meithrin Creigiau
 - Cymdeithas yr Iaith
 - Mudiad Meithrin
 - Rhieni dros Addysg Gymraeg (RhAG)
14. The response from Estyn sets out its view that:
 - the proposal is in line with the Welsh Government's objective of achieving the target of one million Welsh speakers by 2050 (Cymraeg 2050: One Million Welsh Speakers), by increasing the use of the Welsh language in education in Cardiff;
 - the proposal is reasonable in addressing the need to provide more English and Welsh medium places by building a new school for the new Plasdŵr housing development;
 - the Council has considered a range of options appropriately and has selected the above proposal.
15. Estyn is of the opinion that this proposal is at least likely to maintain current educational standards.
16. Full copies of the formal responses can be seen at Appendix 5.
17. An 876 signature petition on behalf of Cymdeithas yr Iaith was also received. The signatures call on the Council "to commit to opening a dual stream Welsh medium school in Plasdŵr in order to ensure that Cardiff makes the contribution needed to reach the target of a million Welsh speakers".
18. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document.
19. Officers met with pupil representatives from Radyr Comprehensive and Ysgol Gyfun Gymraeg to seek their views on the proposal (details of the sessions and views expressed can be seen at Appendix 2).

Views Expressed

20. Of the 180 responses received, 172 were from the wider stakeholder survey; 50% (86) were from interested members of the public (who did not identify as parents) and under half (79) were responses from people who identified as parents. A small number of responses (13) were from people who identified as members of staff and school governors. A number of respondents identified as more than one or none of the options.
21. Of those who provided their postcode when responding, 53% of respondents live within the areas of Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater which would be served by the school, 38% live in other parts of Cardiff and 9% live elsewhere.
22. A majority of those who responded to the consultation were supportive of the proposal with 58% (99) of those who responded in favour of the establishment of a new dual form entry primary school to serve parts of the Plasdŵr development in North West Cardiff with 9% (15) of respondents made specific reference to supporting the idea of a dual stream school as opposed to a solely English or Welsh Medium school.
23. Of those who supported the proposal, 43% were interested members of the public and 55% were parents. In addition, of those who provided a postcode indicating that they reside within the areas of Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater, 77% supported the proposal.
24. Of those who did not support the proposal of a new dual form entry primary school, 60% identified as interested members of the public and 36% were parents. Reasons for not supporting the proposal included:
 - the view that that a Welsh stream was not necessary due to possible lack of demand;
 - that more Welsh medium schools were needed to meet demand and to support Welsh Government plans to have one million Welsh speakers by 2050;
 - that having a dual stream school would inhibit the advancement of the Welsh language.
25. There was significant support for the proposed establishment of nursery provision at the new school with 92% in favour of this.
26. There was support for the provision of additional services including breakfast, after school and holiday clubs.

Pupil engagement

27. Officers met with pupil representatives from Radyr Comprehensive and Ysgol Gyfun Gymraeg to seek their views on the proposal.
28. Both set of pupils were aware of the development and the proposal to establish new primary school provision.

29. The pupils felt that the proposal would provide places for children in both English and Welsh local to the development; promote the use of the Welsh language; provide opportunities for children from both streams; reduce overcrowding in local schools and provide opportunities for children in both stream, for employment and a high quality learning environment.
30. Pupils that had past experience of attending a dual stream (English-medium and Welsh-medium) primary school in Cardiff expressed a strong desire to ensure equality of opportunity for each stream in the proposed school, and for opportunities for both streams to work or socialise as a combined group.
31. The pupils were concerned that there may be an increase in traffic; there may not be enough places at high school; there could be an impact on resources available for existing schools; children moving into the area during the primary phase could be disadvantaged; it may be easier for pupils out of Welsh and that the school will be large enough to accommodate all children.

Summary

32. A summary of the responses received from all stakeholders, and appraisal of views expressed, can be seen at Appendix 6.
33. A summary analysis of the responses received are included in Appendix 7.
34. A majority of stakeholders who responded to the consultation were supportive of the proposal however a number of concerns were raised:
 - the language model proposed will not support progress towards the Welsh Government's Cymraeg 2050 Strategy (2017) of reaching one million Welsh speakers by 2050;
 - language immersion in Welsh-medium schools is the best model of ensuring Welsh language acquisition which could only be achieved through the establishment of a 2FE Welsh-medium school with Welsh as the medium of communication;
 - the school will need to be led by and staffed by trained fluent Welsh speakers and there are concerns that there would not be enough suitably qualified staff at all levels to allow for this;
 - the proposed nursery provision should be Welsh-medium only to allow for early immersion. Breakfast, after school and holiday clubs should also be Welsh-medium only;
 - consideration needs to be given to the establishment of cylch meithrin provision on site to allow for language immersion at the earliest opportunity;
 - all new schools proposed as part of the Plasdŵr, development should be Welsh-medium only;
 - Welsh is being imposed rather than being an active choice. The proposed new school should be one form entry Welsh-medium and one form entry English-medium, not one form entry predominately English with significant use of Welsh;

- having a greater number of nursery places (48 per stream) causes difficulties when children are transferring to primary where the number of places is limited to 30;
- the English-medium and Welsh-medium must remain independent in order to ensure the continued success of immersive Welsh-medium education. Welsh is essential as the language of communication in the Welsh-medium stream to ensure complete language immersion;
- traffic congestion and the need for safer paths for pedestrians and cyclists;
- the importance of appropriate catchment areas that do not impact other schools;
- the capacity of local high schools; will there be sufficient places available at high schools to allow for the increase in pupils;
- the timeline needs to be brought forward as families are moving in now.

Response to Views Expressed

35. The Council welcomes the expressions of support for the proposals.
36. The concerns particularly around progress towards the Welsh Government's Cymraeg 2050 Strategy (2017) of reaching one million Welsh speakers by 2050 (see Appendix 9); language immersion; sufficient number of suitably qualified staff; traffic congestion; the capacity of local high schools and the timeline for bringing the school forward are acknowledged.
37. The Welsh Government published its Cymraeg 2050 strategy in 2017 which set out a vision of reaching 1 million Welsh speakers by 2050.
38. The aim of the strategy is for 40 percent of children in Wales, in each year group, to be educated in Welsh-medium education, with each one reporting that they are able to speak Welsh fluently. However, also key to this strategy is that half of the remaining 60 percent of children in English-medium education also report that they are able to speak Welsh. The strategy explicitly states that, in order for Wales to reach a million speakers "we will need to increase the number of learners in English-medium schools that succeed in acquiring the language". (Details of the strategy can be seen at Appendix 9).
39. The targets within Cymraeg 2050 in Cardiff cannot be achieved solely through the establishment of new Welsh-medium schools.
40. As set out in the detailed response to the points raised at Appendix 6, the past five years has seen the expansion of and investment in Welsh-medium primary provision in Cardiff resulting in an additional six form of entry (180 places per year group) since 2012. The number of places available at entry to Welsh-medium primary education city-wide now totals 840 places, compared to recent intakes of c710 pupils.
41. The percentage of the population taking up Welsh-medium places has remained broadly constant over this period fluctuating between 15.8% and

17.2% in the period 2015 to 2019. Current projections suggest that the percentage take up of places is unlikely to change significantly. The actual number of children entering Welsh-medium primary education will reduce, aligned to a reduction in pupil numbers overall as a consequence of a fall in the birth rate.

42. The total number of Welsh-medium places available at entry to primary education city-wide could therefore accommodate approximately 22% of the projected pupil population in 2022 and 2023. There is sufficient capacity within the Welsh-medium primary sector to allow for a significant increase in take up.
43. The development of Welsh language skills in the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a million speakers the way Welsh is taught to learners in all schools must be transformed.
44. One of the main examples of a successful dual stream model can be seen in the Spanish Basque region which has supported a fundamental shift toward bilingualism and a greater take up education places through the medium of Basque.
45. The introduction of a system which allows for children to be educated through the medium of Spanish (Model A), a bilingual model for Spanish speakers who want to be bilingual in Basque and Spanish (Model B) and a third option through the medium of Basque (Model D) has led to c90% of children in the region being educated through Basque and Spanish and increasing the level of bilingualism.
46. The proposed dual stream school would enable close partnership working of the streams through and sharing a site and facilities, and would facilitate full language immersion for children consistent with other Welsh-medium schools and Welsh-medium classes in dual stream schools in Cardiff. This type of organisation would also enable the children within the predominantly English-medium stream to build more secure Welsh language acquisition.
47. The proposed model provides a mechanism for this and has the potential to serve as a model of linguistic excellence, able to support new practice in other Cardiff schools.
48. The proposal would contribute towards targets within the Cymraeg 2050 strategy by sustainably increasing the number of children in Welsh-medium education and benefit those learning Welsh in English-medium education.
49. There are examples of successful dual stream schools operating in Cardiff and in other local authorities and the expectation is that children in the Welsh stream will continue to benefit from full language immersion whilst those in the predominantly English-medium with significant use of Welsh stream will have the opportunity to build a more secure second language base.

50. The dual-stream organisation of the school would allow opportunities for both streams to work or socialise as a combined group where this is appropriate and does not compromise language immersion, consistent with the desire of pupils who took part in the consultation.
51. Cardiff's dual stream primary schools, Creigiau Primary School and Ysgol Gynradd Gwaelod Y Garth Primary School, are each categorised as 'Green' by the Welsh Government.
52. Nationally, the most recent published data for schools classified as 'predominantly English-medium but with significant use of Welsh', greater than 0.5 forms of entry in size, indicates that 11 are categorised as Green and the remaining 14 are categorised as Yellow.
53. As set out in Cymraeg 2050, the Welsh Government recognises the need to ensure an adequate supply of teachers and practitioners in the right place to reach children and young people through the medium of Welsh and has identified the need to increase the system's capacity to meet the need to expand Welsh-medium education and training, and to meet the need to improve how Welsh is taught in English-medium schools.
54. The model of school proposed would require leadership and teaching staff to be fluent in Welsh. The Governing Body of the school would need to appoint an experienced, fluent Welsh speaking school leader to ensure the strong Welsh ethos consistent across each language stream within the school.
55. The Council's Local Development Plan (2006-2026) includes a target of 50% of all journeys to be made by sustainable transport. Minimising the proportion of school journeys made by car and maximising opportunities for travel to school by active and sustainable modes can make an important contribution to achieving this target and reducing pressures on the transport network at peak times.
56. The proposed dual stream school would mean there are fewer families in the area who need to travel elsewhere to access education through the language medium of their preference. This will enable to use of active modes of travel to get to school, such as walking, cycling or scooting.
57. Increasing travel to school by active modes will have a positive impact on children's health and wellbeing and will support the delivery of key actions and outcomes under Goal 5 the Council's Child Friendly City Strategy (2018), which relates to ensuring access to safe outdoor environments for formal and informal play, walking, cycling and scooting and active travel to school.
58. The Council's current Corporate Plan includes a commitment to every school in Cardiff developing an Active Travel Plan. Such a plan will identify actions by the school to support and encourage active travel to school and also any improvements to on-site and off-site infrastructure required to facilitate active journeys.

59. The master plan for the Plasdŵr development has been designed to facilitate trips within and beyond the housing development by walking and cycling. This includes provision of a network of cycling routes including routes segregated from traffic.
60. An Active Travel Plan will be developed in conjunction with the planning design and delivery of the new school and is likely to be made a condition of the planning consent.
61. The provision of secondary school places will be kept under review and proposals brought forward in good time to ensure that there are sufficient places to meet demand for secondary school places in each language medium that the new housing development will bring.
62. The Council is committed to providing local schools for local children where possible. The new school is being procured by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future housing planned. The proposed opening date is September 2021 and it is not anticipated that there will be any delay to this timetable (subject to statutory process/approval).

Resourcing of the proposed new school

63. The new primary school on the first phase of the Plasdwr development is being built by the developer and is proposed to be completed in summer 2021. Significant capital investment has been secured via a s106 agreement for the housing developer to provide the new school site and building.
64. The developer contributions towards Education provision to serve the Plasdwr development were negotiated in accordance with the 2007 Education Supplementary Planning Guidance (SPG) in place at the time of the planning application.
65. The 2007 SPG did not allow the Council to request funding for nursery education places. Funding for the provision of loose furniture, fittings and ICT cannot be secured by this mechanism. Whilst some of these requirements will be planned within the scope of the schemes, a shortfall is anticipated between the financial obligation secured by way of a s106 agreement, and the budget required to construct and fully furnish/resource the school if agreed to proceed. This shortfall will require the identification and prioritisation of a funding contribution through alternative sources in order to deliver a fully equipped school site.

Governance

66. If this proposal for a new school is to be progressed, a temporary Governing Body would be established following the publication of a statutory notice. A range of stakeholders would be represented on the temporary governing body, including parents, teachers (from local schools), non-teaching staff (from local schools), Local Authority

representatives and community partners. The Council would appoint the Local Authority, non-teaching staff and parent governors and the temporary governing body would appoint the teacher and community governors.

67. The Governing Body would be responsible for appointing a Headteacher, agreeing a staffing structure and deciding on other aspects such as the school name, uniform and logo.
68. The temporary Governing Body and the Headteacher elect will also need to consider Human Resources policies and procedures that would need to be adopted in relation to recruitment and once the school is established, in relation to the management of staff. The Council would advocate the adoption of Cardiff Council policies as these have been subject to consultation with trade union representatives.

Local Member consultation (where appropriate)

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

Reason for Recommendations

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

Financial Implications

71. The financial implications arising from this proposal have not significantly deviated from those outlined in the report that preceded public consultation, with the recommendation to proceed with the establishment of a dual-stream 2FE primary school.
72. In terms of revenue implications, the resources required to fund these schools will need to be factored into the Council's annual budget setting process and reflected in the Medium Term Financial Plan. As the school's capacity is incrementally increased, it will be necessary to ensure that this growth is added to the overall school budget on an annual basis, to avoid financial detriment to other schools in Cardiff. It is not currently anticipated that there will be an impact in terms of school transport, however this will need to be kept under review as the school grows. In particular, the proposed emphasis on the Welsh language may have implications for the requirement of Welsh immersion education in Cardiff. Therefore, financial implications may arise should there be a need to increase immersion capacity within the city and transport pupils to the Welsh Immersion Unit, as required. In addition, funding will need to be identified from within existing School Organisation resources to cover any costs that arise in advance of the school opening in September 2021.
73. Regarding capital implications, work will continue to fully assess the cost of the new school building and the risk around s106 contributions not

sufficiently covering the cost of this development. Should it be concluded that the cost exceeds the available level of contribution, it will be necessary to identify funding to cover the Council's requirement to make a contribution towards the overall cost. This will need to be funded from within existing approved resources or factored into future iterations of the Council's Capital Programme. However, every effort should continue to be made to ensure that value for money is obtained and the requirement for a Council contribution is kept to a minimum. The ongoing maintenance requirements of the school building will need to be factored into future asset management plans, also.

Legal Implications (including Equality Impact Assessment where appropriate)

74. 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.
75. Any proposal to establish a new community school may be made by a local authority under Section 41 of the 2013 Act. Section 48 of the 2013 Act requires that such proposals must be consulted upon, and then published, in accordance with the School Organisation Code (which contains a mixture of statutory guidance to which Authorities must have regard in exercising any power or decision under the Act and actual provisions with which the Authorities must comply).
76. The School Organisation Code sets out various factors which should be taken into account in formulating proposals, which includes paying particular attention to the impact of the proposals on vulnerable groups including improvement of accessibility for disabled pupils. It is noted that a consultation has been carried out in accordance with the legal advice provided in the previous Cabinet report dated 18th April 2019. Following this consultation, this report recommends the creation of a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development from September 2021.
77. In order to proceed with the proposal, Cabinet must publish a statutory notice of the proposal within 26 weeks from the end of the consultation period (unless an extension is granted by the Welsh Ministers). After publication of the statutory proposals notice, there is a 28 day statutory objection period (which must include 15 school days), after which the Council may determine its proposals (under section 53 of the 2013 Act). If any objections are received during the objection period (and not withdrawn), they must be conscientiously considered, alongside the arguments in respect of the proposals and in the light of the factors set out in the Code, when the Council determines its proposals. A summary of any objections and the Council's response must be published at the same time as the Council issues its decision. The determination of school organisation proposals under section 53 of the 2013 Act is a local choice function which has been allocated to the Cabinet under the Constitution (Part 3, Section 3). Following determination, proposals may be implemented. It is noted in the recommendations that prior to

implementation of any proposals a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposals.

78. If the proposals are taken forward, the admission arrangements will need to be determined, following consultation, in accordance with the School Admission Code and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006.
79. In considering the proposals, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief. Due regard should be given to the outcomes of the Equalities Impact Assessment.
80. 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.
81. 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.

HR Implications

82. HR People Services will work with the Temporary Governing Body of the new school to consider and put in place leadership arrangements in advance of the opening of the new school. This is to allow time for organisation and staffing decisions to be taken, so that the schools is appropriately resourced for the opening.
83. The Temporary Governing Body will also need to consider the HR policies and procedures that it will adopt in relation to the employment and management of staff. The council will advocate the adoption of the HR Manual for Schools which has been designed to provide policies and procedures, information and guidance to governing bodies, Headteachers and staff, on the human resources issues and employment matters affecting schools.
84. The full adoption of the HR Manual will ensure that any staffing vacancies at the school would provide opportunities for individuals on the school

redeployment register, in with the School Redeployment and Redundancy Policy.

Property Implications

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

Traffic and Transport implications

87. 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.
88. This proposal will increase educational activity on this site through the expansion of mainstream places. The expanded provision will result in additional trips to the site, which have the potential to add/alter existing pressures on the local highway network.
89. 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.
90. 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.

91. Cycle and scooter 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.
92. 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.
93. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing. Any SRB pupil learner transport will need appropriate facilities for drop-off and pick-up. However, facilities for general pick up and drop off of other pupils by car should not be provided.
94. 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 piloting the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new school.
95. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.
96. The TA would identify necessary works associated with required vehicular access onto the site and off-site highway measures including any safety measures, traffic calming and facilities for pedestrians, cyclists and scooting including crossing facilities for all active travel modes. The transport team will require very early engagement with the designers and transport consultants for the project to ensure that appropriate facilities to support sustainable travel are considered at the outset of the project and incorporated into the site master plan.
97. 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.
98. It is not expected that any pupils will be eligible for learner transport and so appropriate provision needs to be made for use of public transport services. This will include safe waiting facilities for pupils and staff using scheduled bus services and safe pedestrian access to bus stops at

locations convenient to the school, with crossings appropriate to the desire lines, type and level of use.

99. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2020. All schools will need to have such a plan in place from the outset of their operation. The Active Travel Plan for the new Plasdŵr school site should be informed by the Transport Assessment and developed with full involvement of the pupils and staff at existing neighbouring schools. This will help to encourage active travel across the local area and ensure that all pupils entering the new school are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers referenced earlier in this report can support the development of the Active Travel Plan.
100. In addition to the first residents of the Plasdŵr development, the school is also expected to initially attract some pupils from surrounding areas and existing catchments which may include some overflow from the Radyr and Fairwater areas. Pupils from these areas would be travelling greater distances, from outside the Plasdŵr catchment. This combined with initially low traffic volumes from an only partially completed residential development could mean they may be more inclined to use private vehicles for the journey to school.
101. The Welsh catchment of the dual stream intake could be wider than that of the English stream. This may also contribute to pupils travelling from further afield than the typical primary journey-to-school distance.
102. It is important to ensure that walking, cycling and scooting to school are encouraged as soon as the school opens to instil good practice which can be taken up by more pupils as the school and new residential development expands.
103. The Plasdŵr residential development is expected to include active travel facilities such as segregated walking and cycling routes along key spine roads. These need to tie in to suitable links providing continuous safe routes for primary pupils across the area directly to the school from any potential pupil, parent or staff desire line.
104. Measures to encourage sustainable travel to school in the area would include safety measures outside the school and in the immediate vicinity. A 20 mph speed limit will be in place across the development. Other measures to improve safety and increase the attractiveness of active travel options could potentially incorporate a School Street to prevent unauthorised vehicular access at school start and finish times. The transport team does not support provision of any form of drop-off facility for private vehicles. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently piloting the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new school.

105. Walking, cycling and scooting routes can be optimised along desire lines to provide good opportunity, increase the convenience and encourage greater take up of active travel.
106. Appropriate crossing facilities where required would provide for all active modes e.g. parallel zebras.
107. Pedestrian links are required to bus stops at locations convenient to the school.
108. The full complement of cycle and scooter storage are to be provided to at least the minimum levels set out in the Council's Managing Transport Impacts Supplementary Planning Guidance (2018) (SPG), in convenient and secure locations on the school site from the outset.
109. Any SRB pupil learner transport would need facilities for drop-off.
110. Active Travel links need to be co-ordinated and linked in with routes to neighbouring schools.
111. The development of the Active Travel Plan for the school needs to have full involvement with the school and its future occupants, which may also need input from neighbouring school populations for efficient and co-ordinated measures. See comments on ongoing work by Active Travel Plan officers already underway, as included in paragraphs 54-56.
112. A detailed Transport Assessment will be required as part of the planning application for the school following the advice in the Council's Managing Transport Impacts SPG (2018). The transport team require very early engagement with the designers and transport consultants for the project.

RECOMMENDATIONS

Cabinet is recommend to

Issue a statutory notice to:

- Establish a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development from September 2021.
- Note that prior to implementation of the proposals a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposals.

SENIOR RESPONSIBLE OFFICER	Director Name
	Date submitted to Cabinet office

The following appendices are attached:

Appendix 1: Consultation document

Appendix 2: Notes of pupil meetings

Appendix 3: Notes of public consultation meeting

Appendix 4: Notes of drop-in sessions

Appendix 5: Formal responses to consultation

Appendix 6: Summary of consultation responses

Appendix 7: Summary analysis of responses

Appendix 8: Statutory Screening Tool and Equality Impact Assessment

Appendix 9: Cymraeg 2050 – A million Welsh speakers

DRAFT