

<p>Policy/Strategy/Project/Procedure/Service/Function Title: New school provision to serve parts of Pontprennau and Old St Mellons</p>
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<p>Updating (Post Statutory Notice)</p>
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<p>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</p>
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Name: Richard Portas	Job Title: Programme Director
Service Team: School Organisation, Access & Planning	Directorate: Education & Lifelong Learning
Assessment Date: 11/12/19	

1. Aims and Objectives

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

<p>Following one objection to the Statutory Notice:</p>

<p>To consider the proposal by the Governing Body of St Mellons CiW Primary School to transfer the school to a new school site on the new housing estate at St Edeyrn's St Edeyrn's (Local Development Plan Strategic Site G), expand from 105 places to 210 places and extend its age range from 4-11 to 3-11 by incorporating a nursery for 48 part time places.</p>
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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.]

<p>The Governing Body in partnership with Cardiff County Council consulted on a proposal from 03 June to 10 July to transfer St Mellons CiW Primary School to a new site on the new housing development at St Edeyrn's.</p>

<p>This proposal would increase the number of places at the school from 105</p>

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places to 210 places and would extend the age range of the school from 4-11 to 3-11 by establishing nursery provision at the school to allow for 48 part-time places.

In order to proceed with these proposed changes, the arrangements for admitting pupils to the school would also change.

The statutory notice was published on 08 November 2019 for a period of 28 days to allow for objections. The statutory notice period expired on 05 December 2019.

The Governing Body received one objection by the statutory notice closing date.

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
Up to 18 years	✓		
18 - 65 years	✓		
Over 65 years	✓		

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

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

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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.

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.

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.

The option of providing a school minibus to operate a shuttle service to transport Llanrumney pupils to the school was discussed with the Council. This would require the school to purchase a mini bus and make available a trained member

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of staff to operate it in the mornings and afternoons. Where pupils at the new school may be eligible for free school transport and the school minibus could provide this, the budget to cover the cost of their free transport could contribute to the operating costs of the minibus.

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?

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
<p>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)</p>		✓	

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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

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.

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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

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

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supporting evidence, if any.
<p>The proposal would need to ensure compliance with policies on equal opportunities.</p> <p>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.</p> <p>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.</p>
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		✓	

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

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Bisexual		✓	
Gay Men		✓	
Gay Women/Lesbians		✓	
Heterosexual/Straight		✓	

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

3.10 Welsh Language

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

	Yes	No	N/A
Welsh Language		✓	

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

The 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 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?

Public consultation ran from 03 June to 19 July 2019.

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Formal responses were received from:

- The Monmouth Diocesan Trust
- Estyn
- Local Members Cllr Lee Bridgeman, Cllr Keith Jones and Cllr Heather Joyce (Llanrumney)
- Local Members Cllr Diane Rees and Cllr Joel Williams (Pontprennau and Old St Mellons)
- Local Member Cllr Joe Carter (Pentwyn)
- Assembly Member Andrew RT Davies
- The Governing Body of All Saints Church in Wales Primary School
- The Governing Body of Pen y Bryn Primary School
- St Mellons Community Council

In total 90 responses were received (73 online responses and 17 paper/e-mail responses).

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.

Groups	Actions
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
Marriage & Civil Partnership	None

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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

A petition has been received which requests the implementation of a 20mph limit on Tyr Winch Road. Officers consider this to be feasible, although the new speed limit may need to be augmented by engineering measures to help bring speeds down effectively. There may be some scope for widening sections of footway, but this is likely to be limited due to width of the carriageway. Funding would need to be found to implement these measures.

A request for Zebra crossings has been noted and will be considered within the design process for the highway measures associated with the school development.

It should be noted that there is currently no budget for off-site transport improvements and funding sources will need to be identified. There may be scope to bid for funding for some elements through Welsh Government transport grants although any proposals would need to be prioritised along with other schemes requiring external funding.

7. Authorisation

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

Completed By : Rachel Willis	Date: 11/12/2019
Designation: Project 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, 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.