

**Equality Impact Assessment
Corporate Assessment Template**



Policy/Strategy/Project/Procedure/Service/Function Title: School Organisation Planning: Primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd

New/Existing/Updating/Amending: Updating

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

Name: Richard Portas

Job Title: Programme Director

Service Team: School Organisation Planning

Service Area: Education

Assessment Date: May 2021

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

To inform the Cabinet to inform Cabinet of the responses received following consultation on proposals regarding primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

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

2. 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 17 December 2020, the Council's Cabinet authorised officers to:

- consult on a proposal 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
- undertake a stakeholder engagement exercise to shape proposals that

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would be taken forward to provide an appropriate balance of Welsh-medium and English-medium primary school places to serve the area

It was noted that consultation on the Admission Arrangements for the 2022/23 academic year would include a proposal to reduce the admission number of Allensbank Primary School from 45 to 30 places.

The proposed changes were developed as part of the Council's commitment to developing Welsh-medium provision and contribute to the Welsh Government targets set out in Cymraeg 2050.

Whilst there was support overall for the expansion of Ysgol Mynydd Bychan, the majority of respondents including the Headteachers and Governing Bodies of Allensbank Primary School and Ysgol Mynydd Bychan did not support the interim expansion of the Ysgol Mynydd Bychan as proposed. A range of concerns were raised around the potential impact on both Allensbank Primary School and Ysgol Mynydd Bychan.

There was an increased intake to the Welsh-medium Reception age group in September 2020.

However, intakes to primary schools city-wide are expected to reduce overall in coming years as the number of children in each pre-school age is lower than in recent intakes. This is expected to be the case in the catchment area of Ysgol Mynydd Bychan. In line with this the Council received 33 first choice preferences for the school from children within the school's catchment area for places at entry into Reception Year in September 2021.

Demand for Welsh-medium places at entry to Reception has fallen in line with the overall reduction in the pupil population and there is sufficient capacity across the wider area to accommodate growth in Welsh-medium in the short term.

The take up of places at Allensbank Primary 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). This is expected to remain the case.

Consultation on the 2022/23 admission arrangements for community schools took place from 18 December 2020 – 5 February 2021 in accordance with the requirements of the Admissions Code. The consultation included the proposed changes to Published Admission Number of Allensbank Primary School.

At its meeting on 18 March 2021 the Cabinet agreed the Council's School Admission Arrangements 2022/2023 as set out in the Admission Policy 2022/2023

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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 and is committed to increasing the number of Welsh-medium primary school places including the expansion of Ysgol Mynydd Bychan by 1FE.

During the consultation, views were sought on how the provision of English-medium and Welsh-medium provision to serve the area could be provided in the long term with a number of alternative options put forward by respondents.

The Cardiff Welsh Education Forum is currently developing the new 10 year Welsh in Education Strategic Plan for the city. The plan aims to set out the next steps in growing Welsh-medium education to support the Cymraeg 2050 target of 1 million Welsh speakers. It is expected the plan will be available for public consultation in the Autumn before being submitted for approval to WAG in January 2022.

Taking the above information into account, it is recommended that the proposal as outlined at paragraph 1 above is not progressed.

It is therefore proposed that further work is undertaken to develop proposals for consideration by Cabinet following adoption of the Council's WESP. The points raised during the consultation will be further appraised prior to bringing forward revised proposals for primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

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 | 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

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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.

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

The points raised regarding the potential impact on pupils during the public consultation are noted and will inform any future long term proposals brought forward.

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 | | 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?

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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) | | | |

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?

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?

3.5 Pregnancy and Maternity

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

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| | Yes | No | N/A |
|-----------|-----|----|-----|
| Pregnancy | | | X |
| Maternity | | | 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?

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 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.

The concerns raised by stakeholders, in particular those with links to Allensbank Primary School, with regard to differences between both schools racial/ethnic makeup and the perception that minority groups would be disadvantaged as a result of the proposal are noted.

It is not expected that there would be any negative impact on the ethnic minority community around Allensbank. There is no data available to suggest that the number of pupils enrolling at Allensbank Primary School would exceed 210 in future years and there would be sufficient places available at the school and in the wider area for all those seeking an English-medium place.

Concerns raised by Allensbank Primary School regarding methods of engaging

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with the community were addressed during the consultation and will be included as part of any future consultations.

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

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and policies and practices are in place to support this. 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.

School are required to have a Strategic Equality Plan and would work together to ensure that any concerns are addressed.

The points raised regarding the potential impact on/makeup of the local community during the public consultation are noted and will inform any future long term proposals brought forward.

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?

3.8 Sex

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

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| | 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?

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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/Lesbians | | x | |
| Heterosexual/Straight | | 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?

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| |
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3.10 Socio-economic Duty

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the Socio-economic Duty?

| | Yes | No | N/A |
|--|-----|----|-----|
| | | x | |

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

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

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff would receive funding for these pupils.

There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals.

The Council's has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good and that leadership and governance is strong.

The Council does not expect the proposal to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision based at Allensbank Primary School

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

The points raised regarding the potential impact on/makeup of the local community during the public consultation are noted and inform any future long term proposals brought forward.

3.11 Welsh Language

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

| | Yes | No | N/A |
|--|-----|----|-----|
| | x | | |

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

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

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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.

There is sufficient capacity across the wider area to accommodate demand for Welsh-medium places in September 2021 and until the 2023/24 school year based on the current pattern of uptake of places; however, longer term changes to provision would need to be made in order to make progress towards the Cymraeg 2050 targets.

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

The points raised regarding the potential impact on Ysgol Mynydd Bychan and other local Welsh-medium schools during the public consultation are noted and will inform any future long term proposals brought forward.

4. Consultation and Engagement

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

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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 | |
| Socio-economic Duty | |
| Welsh Language | |
| Generic Over-Arching [applicable to all the above groups] | Compliance with the Council's policies on equal opportunities would need to be ensured. The points raised during the public consultation are noted and will inform any future long term proposals brought forward. |

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 : Hibah Iqbal | Date: May 2021 |
| Designation: Policy, Equalities and Reports Officer | |
| Approved By: Brett Andrewartha | |
| Designation: School Planning Team Manager | |
| Service Area: Schools and Lifelong Learning | |

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- 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 2536 / 3262 or email equalityteam@cardiff.gov.uk