

**CABINET MEETING:16 JANUARY 2014**

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**SCHOOL ORGANISATION PLANNING: ESTABLISHING A NEW  
ENGLISH-MEDIUM PRIMARY SCHOOL IN PONTPRENNAU**

**REPORT OF DIRECTOR OF EDUCATION & LIFELONG  
LEARNING**

**AGENDA ITEM: 6**

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**PORTFOLIO: EDUCATION & LIFELONG LEARNING**

**Reason for this Report**

1. This report is to inform the Cabinet of the responses received following consultation on a proposal to establish a new 2 Form Entry (FE) English-medium primary school in Pontprennau. The report presents an evaluation of the consultation responses to enable the Cabinet to consider the next steps.

**Background**

2. At its meeting on 23 September 2013 the Cabinet received a report outlining the responses received following consultation on a proposal to establish a 1.5 Form Entry school with a 32 full time equivalent place nursery in Pontprennau from September 2015 on the site adjacent to the existing community centre.
3. Whilst concerns were raised about the potential impact on Glyncoed Primary School and issues around traffic, the majority view expressed during the consultation was one of support, but with a desire to see a larger school capable of meeting demand from the local area.
4. Taking account of the points raised during consultation the Cabinet approved that consultation be undertaken on the proposal to establish a 2 Form Entry (FE) English-medium community primary school with a 48 full time equivalent place nursery, as a new build facility combined with the existing community centre in Pontprennau, from September 2015.
5. The consultation ran from 22 Oct – 03 December 2013.
6. Parents and others in the local community were invited to respond to the consultation. The consultation process involved:

- Distribution of a Consultation Document, outlining background, rationale and implications. This document has been distributed to parents, local childcare providers, Heads and Chairs of Governors of nearby schools, all Members and other stakeholders. The documents offered consultees the opportunity to comment on the proposals;
  - Two public meetings at which the proposal was explained and questions answered;
  - Public drop in sessions where officers were available to answer questions alongside exhibitions at Pontprennau Community Centre.
  - Meetings between officers and pupils from Bryn Celyn Primary School and Glyncoed Primary School to involve them in the consultation and to obtain their thoughts and views. For the full method statement see Appendix 1.
  - A consultation response slip for return by post or e-mail, attached to the consultation document.
7. The views expressed at Council organised meetings and on paper or electronically through the appropriate channels, have been recorded. In total, two public meetings and three drop in sessions were held as part of the consultation to allow for a wide and proper process of engagement.
8. In total, **48** individual responses were received, including a response from Estyn. Of these **14** responses were opposed to the proposal. In addition two lots of signatures in support of the proposal were received:
- 1 x 12 signatures all indicating support of the new school.  
1 x 96 signatures all indicating support of the new school.

### **Support for the Proposal**

9. The majority view expressed throughout the consultation both at meetings and in written correspondence is one of support for establishing an English-medium community primary school in the Pontprennau area.

### **Responses received during the consultation period**

10. Concerns expressed regarding the proposal were focused on four key areas. These are set out below along with the responses to each clarifying the rationale for decisions and plans for mitigation of the issues raised where appropriate.
11. ***Traffic, transport and parking***
- Concerns regarding the impact on traffic around the Heol Pontprennau area where the new school would be located. It is already very busy during rush hour, particularly in the mornings with people travelling to other schools and to work.

- Road narrowing is currently located between a mini roundabout, a larger roundabout and 2 bus stops that are opposite each other. Changes to the existing road layout may therefore be necessary.
  - If the proposal proceeds, until the new school would have been open for a number of years parents whose children attend primary schools all over Cardiff would still need to drive them there so the roads would remain busy during peak times for the foreseeable future.
  - Commuters working at call-centres within the neighbouring Cardiff Gate Business Park are currently using the car park at the community centre and are also parking on both sides of the road all the way along Heol Pontprennau. This is causing problems for buses using the road and buses are sometimes mounting the pavement to avoid cars double parked along the main road.
  - Removing parking in the Community Centre would further exacerbate on road nuisance parking and would impede traffic flow.
  - There are already limited parking opportunities for people using the Medical Centre, Dentist and Pharmacy and removing day time usage of the community centre would reduce further the spaces where local residents can park if travelling to amenities by car.
12. Traffic and transport implications have been considered as part of the Transport Assessment that is required in order to achieve planning consent for building works should this proposal be implemented.
13. An initial Transport Assessment has been produced for the Authority which aims to maximise sustainable journeys to and from the site. An updated travel plan has also been produced by the Authority which takes account of the potential for sustainable travel to the site and considers how this could be maximised following opening.
14. In assessing the potential traffic being generated by this development, the Transport Assessment contains the following:
15. *“Analysis indicates in the opening year of 2015, the increases in flows at specific junctions would be larger than the traditional threshold required for further capacity assessment. However, the impact of the increased flows would diminish beyond 2015 as a result of general traffic growth across the area. On site observations indicate that there are no evident capacity issues identified. At other junctions such as Heol Pontprennau/Kenmare Mews/site access and Heol Pontprennau/Clonakilty Way, the dominance of existing flows and layout would indicate there would be no longer term fundamental problem.*
16. *Nevertheless in order to reinforce the excellent conditions for sustainable travel for this development, this transport Assessment (sic) recommends a number of mitigation measures. These include the provision of a zebra crossing across Heol Pontprennau to the south west of the site and the reversal of the priority narrowing to slow down traffic immediately outside the school. The accompanying outline travel plan will be invaluable in ensuring the numbers travelling to and from school by sustainable means are maximised. This transport Assessment (sic) concludes that there will*

*be no detrimental transport impact arising from this proposed development and that there are good opportunities for sustainable travel.”*

17. **Combining the existing Community Centre with the proposed new school**
- Combining the Community Centre with the new school is a good idea as families would be more likely to see the facilities if they are collecting children from school. It would also secure the future use and long-term viability of the Community Centre.
  - There is very little on offer in Pontprennau within walking distance and therefore it would be a shame to lose the daytime “Soft Play” sessions held at the Community Centre and used by parents with young children.
  - Would like to see local childcare providers still operating in the Pontprennau area.
18. Operating the two sites as one school with community focused facilities should enable the school and the community to have shared use of the accommodation thereby maximising its use and occupation. It would mean that there would be a reduced need to build duplicate facilities such as a hall allowing greater opportunity for developing more classrooms to accommodate up to 2 FE.
19. Officers from the relevant departments are optimistic that the majority of the existing range of services offered at the Pontprennau Community Centre could continue as well as providing potential for an expansion of provision during after school hours and weekends due to increased access to rooms/facilities within the proposed school.
20. The Community Centre is not heavily used in the day time, although the Soft Play sessions are popular with parents with pre-school children. With regard to those services (such as the soft play) which would not be able to operate within the school day once the school is full, officers are looking at potential ways to facilitate a phased reduction of services and/or to relocate activities offered during school hours to alternative venues in the locality where possible (local venues include the Church Hall opposite the Community Centre). Pentwyn Leisure Centre also offers Soft Play sessions and is 1.7 miles from Pontprennau Community Centre.
21. This approach is consistent with the Council’s need where possible to explore the potential for multi use buildings delivering a range of services that take account of community needs and maximise the use of Council resources.
22. The Authority is supportive of Early Years Childcare providers, and as such the aim would be to work with local childcare providers (such as Supertots Playgroup who are currently based at the Pontprennau Community Centre) to enable continued service delivery. Facilities for enabling existing provision to continue would be included in the proposal.

23. **Concerns regarding impact on existing local schools**

- Estyn and individual respondees expressed concern that Bryn Celyn Primary School may be affected if parents chose to opt for places at the proposed new school in Pontprennau.
  - Estyn requested that the Authority demonstrates that it has in place improvement strategies to support Bryn Celyn to improve quickly.
  - There are enough primary schools in the area, another one is not needed.
  - Concerns that a new build school may impact on Glyncoed Primary School and Llysfaen Primary School and could lead to a reduction in the size of these schools in the future.
  - Concerned expressed there may be fewer children attending Glyn Coed Primary and associated concerns regarding a negative impact on revenue funding.
24. It is anticipated that the proposed establishment of a primary school in Pontprennau would have little or no effect on the number of pupils on roll at schools in the local area.
25. The majority of pupils on roll at Bryn Celyn reside within its catchment area and in the residential areas of Bryn Celyn, Brynheulog, Glyn Collen, Heddfan North/ South, Pantglas and Wyncliffe Gardens, all of which are proposed to remain within the Bryn Celyn catchment area. Small numbers attend from Pontprennau, other areas of Pentwyn and other parts of Cardiff. However, the number of pupils attending from Pontprennau is consistently low across each age group.
26. In January 2013 Bryn Celyn Primary School was subject to an Estyn monitoring visit following an adequate inspection report in 2011. The monitoring visit found that the school was judged to have made insufficient progress and monitoring by Estyn increased in frequency. Teacher assessment at the end of the Foundation Phase and Key Stage 2 in summer 2013 showed a considerable improvement on previous years following ongoing support from the Authority's Senior System Leader and staff from the Central South Consortium.
27. Positive judgements have since been made by Estyn in relation to improvements in standards at Bryn Celyn Primary School. Additionally, Flying Start provision is being considered for part of the Bryn Celyn Primary School site from 2014. Evidence shows that where good Flying Start provision is made available on a school site parents choose to continue the education of their children at the same school. Bryn Celyn Primary School continues to receive support from the Authority's Senior System Leader and staff from the Central South Consortium. The support package is led by a new Systems Leader who has considerable experience of inspection work and school leadership and is an advisory headteacher from the Authority.
28. Projections indicated that there would be no reduction in the number on roll at Glyncoed Primary School compared to the most recent verified

data in January 2013. Furthermore the proposal is to increase the Glyncoed catchment area.

29. There are plans for significant housing developments north of the Glyncoed catchment area and the proposed catchment area for the proposed new school which would mean there is likely to be more children in the locality overall.
30. When a new school is established in an area, transitional funding can be considered to support existing schools in the locality.
31. At present there is a significant outflow of primary aged pupils from Pontprennau to schools in Llanishen, Lisvane and Thornhill including Coed Glas, Llysfaen and Thornhill Primary Schools. The demand for places at these three primary schools has greatly exceeded the number of places available.
32. As a result of this outflow, some pupils resident in Llanishen, Lisvane and Thornhill have been unable to access schools within their local area. As projections indicate a continuing high level of demand for English-medium community school places within each of these areas the proposal would reduce outflow and by doing so would result in a better match in the local supply of and demand for places in these areas.
33. ***Concerns regarding catchment area and admissions***
  - Unhappy that the proposed catchment area would not include Wyncliffe Gardens, Pentwyn.
  - Older pupils should be admitted to the school as soon as it opens rather than the initial intake being for Nursery and Reception age pupils only.
  - Wish to see the new school open in September 2015
34. It is proposed that children be admitted to the Nursery and Reception age groups from September 2015 with the school filling as children move through the age groups. Pupils would not be admitted into older year groups of the proposed new school as this would have a destabilising effect on surrounding schools and could also be difficult to manage in the proposed new school.
35. The Wyncliffe Gardens area is part of Pentwyn. The new school is to serve the Pontprennau area and therefore the catchment area does not extend to Pentwyn. Catchment areas need to be of a size and geographical area that can sustain schools close to their proposed pupil capacities and should the proposal to establish a new school in Pontprennau be progressed, it would be necessary to consult at a later date on revising catchment area arrangements.
36. It remains the recommendation to open the school and all facilities for September 2015. However there are a number of processes outstanding that must be completed in order to ensure all is complete by the target date. These include the issue and conclusion of a statutory notice;

obtaining the relevant planning permissions; the invitation to and letting of construction tender and the outcome of the required application for capital funding to the Welsh Government. It should therefore be noted that with regard to the construction of the buildings, the proposed 2015 opening date remains ambitious and there is a risk that not all facilities would be ready for this date.

### **Reasons for Recommendations**

37. To respond to the demand for English-medium community primary places within the area.

### **Legal Implications**

38. The requirements of Part 3 of the School Standards and Organisation (Wales) Act require that following consultation on a proposal to establish a mainstream school, the proposal must be published in accordance with the Code (on school organisation issued under section 38(1) of the Act (ie a statutory notice has to be published).
39. Objections to the notice must then be sent to the Council before the end of 28 days beginning with the day on which the proposals were published.
40. As the Council will determine its own proposals under section 53 a further report will be required to the Cabinet setting out the objections, the proposed responses to those objection (which will subsequently be published) and recommending whether to implement the proposal.
41. The Council has to satisfy its public sector duties under the Equalities 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
42. 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
43. As such the decision on whether to proceed to publish intention to implement the proposal has to be made in the context of the Council's equality act public sector duties.

44. The report identifies that following an Initial Equality Impact a further Equality Impact Assessment has been undertaken to take into account the consultation and is appended at Appendix 2. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty
45. The decision maker must have due regard to the Equality Impact Assessment in making its decision.

### **Financial Implications**

46. At its committee meeting on 23 September 2013, the Cabinet authorised officers to consult upon the establishment of a new 2 FE English-medium community primary school with nursery in Pontprennau. This current report presents an evaluation of the consultation responses, and recommends that officers are authorised to publish a statutory notice for the same.
47. As highlighted within the September Cabinet report, a primary school proposal for Pontprennau was included within the 21<sup>st</sup> Century Schools bid for Welsh Government grant funding. An overall programme allocation was approved in principle, however this is subject to approval by WG of detailed Business Cases. Full approval has not yet been received.
48. The September Cabinet report also highlighted that the 21<sup>st</sup> Century Schools proposal was for a 1.5FE school as opposed to a 2FE school as is currently proposed. Updated cost estimates have not been provided in this current Cabinet report, and therefore there is still some uncertainty around affordability.
49. Following conclusion of the statutory notice period a preferred way forward will need to be presented to Cabinet with robust cost estimates and Financial Implications. Expectations arising during the statutory notice period will need to be managed appropriately, pending a consideration of the affordability of this project and full approval of WG grant funding.
50. At paragraph 23 above, the report highlights concerns raised that the establishment of a new English-medium primary school in Pontprennau may impact upon the pupil numbers, and thus Revenue budgets, of neighbouring primary schools. The future Cabinet report, following the statutory notice period, should also seek to assess this impact and make recommendations to mitigate this risk as necessary.

### **Human Resources Implications**

51. A Human Resources Framework has been produced in consultation with key stakeholders including Headteachers, governors, representatives of the diocesan authorities and the trade unions. It provides the basis for managing the human resources issues associated with School

Organisation Planning and its purpose is to support governing bodies and staff working in schools, through a variety of strategies and with the ultimate aim of minimising compulsory redundancies across schools in Cardiff.

52. There would be a number of Human Resources implications relating to the proposal to establish an English-medium community primary school with nursery provision in Pontprennau.
53. The governing body of the school would need to consider the timescales for the appointment of a Headteacher in order that an appropriate staffing structure may be prepared and appointed to.
54. The Headteacher and governing body would also need to consider the HR policies and procedures that it would adopt in relation to recruitment and once the school is established, in relation to the management of staff. The Council would advocate the adoption of the HR Manual for Schools which has been designed to provide information and guidance to governing bodies, Headteachers and staff, on the human resources issues affecting schools, including a summary of the human resources responsibilities of governing bodies and Headteachers.
55. The full adoption of the HR Manual would ensure that any staffing vacancies at the school would provide opportunities for individuals on the school redeployment register, in line with the Council's Redeployment and Redundancy Policy for schools.
56. There is potential for the establishment of a new school to impact on the catchment areas of other existing schools in the area. If pupil numbers remain similar, the changes in catchment areas for the primary schools should not impact greatly on staffing. Larger changes could be managed through natural turnover of staff and through the effective use of the redeployment process for schools.

### **Traffic and Transport Implications**

57. Under this proposal there are no plans to change the Council's policy on the transport of children to and from schools. Any pupils affected by these proposals as a result of changes to catchment areas will be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy for school children can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).
58. Traffic and transport implications will be considered as part of the Transport Assessment that would be required in order to achieve planning consent for building works should this proposal be implemented.

## **Admission Arrangements**

59. There are no plans to change the Council's policy on the admission of children to schools as a result of this proposal.
60. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can also be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk))

## **Equality Impact Assessment**

61. An Initial Equality Impact Assessment has been carried out and concluded that this proposal would not adversely affect a particular group in society. This assessment has been reviewed following consultation and has confirmed that this proposal would not adversely affect a particular group in society. If the proposal were to proceed, further equality impact assessments would be undertaken including an assessment on the design for the new build primary school. The assessment is attached as Appendix 2.

## **Sustainability Assessment**

62. A Strategic Environmental Assessment (SEA) of the proposal has been carried out in accordance with European Legislation. The assessment confirms that the proposal is compatible with the environmental objectives identified in the SEA of Cardiff's 21<sup>st</sup> Century: A Strategic Framework for a School Building Improvement Programme. If the proposal were to proceed, an environmental assessment would be carried out as part of the planning process.

## **Community Impact**

63. There is a need to increase the number of English-medium community places available without impacting adversely on the community. The following are taken into account when considering a proposal: Public Open space, parkland, noise and traffic congestion. Officers will work with schools and any community groups to ensure that should the proposal proceed it would avoid negative impacts wherever possible.

## **RECOMMENDATIONS**

The Cabinet is recommended to:

1. To authorise officers to publish a statutory notice of the proposal to establish a new 2 Form Entry English-medium community primary school with a 48 full time equivalent place nursery, as a new build facility combined with the existing community centre in Pontprennau, from September 2015.
2. Note that prior to implementation of the proposal 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 proposal. That report will also include robust cost estimates and financial implications together with an evaluation of and where possible any appropriate measures for mitigating any risks arising out of the ambitious proposed opening date of September 2015

**NICK BATCHELAR**

Director

10 January 2014

*The following appendix is attached:*

Appendix 1 – Pupil Consultation Methodology

Appendix 2 – Equality Impact Assessment

*The following Background Papers have been taken into account*

Cabinet Reports

School Organisation Planning: Proposal To Establish A New 1.5 Form Entry English-Medium Primary School In Pontprennau With A 32 Full Time Equivalent Place Nursery 24<sup>th</sup> January 2013

School Organisation Planning: Establishing A New English-Medium Primary School In Pontprennau 23<sup>rd</sup> September 2013

### **Consultation on the establishment of a new 2 form entry English-medium primary school in Pontprennau**

Officers ran a consultation session with Year 5 primary aged children at Bryn Celyn Primary School and School Council children at Glyncoed Primary

The sessions opened with a brief explanation of the proposal, the work of the Schools Organisation team and how the consultation works.

This was followed by a short presentation which outlined:

- what the proposal is
- why a new school is needed
- educational benefits
- proposed site
- key facts
- catchment area
- what happens next

The children were then split into two groups and officers worked with them to identify positive aspects of the proposal and any aspects of the proposal that the children had concerns/worries about.

Following this, the children had the opportunity to prioritise the positive aspects of the proposal and the aspects that were a cause for concern/worry using coloured sports.



**Equality Impact Assessment  
Corporate Assessment Template**

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

**Proposal:** To establish a new 2 FE English-medium community primary school with a 48 full time equivalent place nursery, as a new build facility combined with the existing community centre in Pontprennau, from September 2015.

New/Existing/**Updating**/Amending:

Equality Impact Assessment following public consultation

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

Name: Graham Dalton	Job Title: Schools Organisation Planning Manager
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Service Team: Schools Organisation Planning (SOP)	Service Area: Education
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Assessment Date: December 2013

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

To establish a new 2 FE English-medium community primary school with a 48 full time equivalent place nursery, as a new build facility to be combined with the existing community centre in Pontprennau, from September 2015.

This would result in a joint facility providing statutory education on weekdays and community facilities outside of school hours and during school holidays.

Should the proposal proceed, it would be necessary to consult at a later date on revising catchment area arrangements in order to achieve a better match of future catchment populations to local school capacities.

**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.]**

**(What is the basis for the proposal?)**

There is a projected shortfall in September 2016 of approximately 41 English-medium community school places within the combined catchments of Bryn Celyn and Glyncoed Primary Schools, based upon existing housing.

The establishment of a new primary school in Pontprennau combined with changes to catchment areas would provide sufficient English-medium community places for the known local demand.

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### Equality Impact Assessment Corporate Assessment Template

This would also help to reduce the significant outflow of primary aged pupils from Pontprennau to schools in Llanishen, Lisvane and Thornhill including Coed Glas, Llysfaen and Thornhill Primary Schools. As a result of this outflow, some pupils resident in Llanishen, Lisvane and Thornhill have been unable to access schools within their local area.

#### **Why is the Council proposing to combine the new school with the existing Community Centre?**

Cardiff Council held a public consultation in spring 2013 on a proposal to establish a stand alone new 1.5 form entry (FE) English-medium primary school with a 32 full time equivalent (FTE) place nursery on the site adjacent to the Pontprennau Community Centre.

The majority view expressed during the consultation was one of support, but with a desire to see a larger school capable of meeting demand from the local area.

Taking account of the points raised during the consultation and potential further housing development, the Council now proposes that a 2FE English-medium primary school with a 48 FTE place nursery is established.

The proposed school site lies in close proximity to strategic Greenfield sites put forward for the Council to consider as part of its Local Development Plan. Whilst all additional housing that is agreed for development will be expected to include provision for education, any new housing in the locality would further exacerbate the shortfall in English-medium community primary school places at least in the short term and it is therefore prudent to consider establishing a 2 FE school.

As the site adjacent to the community centre could only accommodate a 1.5FE school, it is necessary to incorporate the community centre as part of the school building. The proposal would therefore result in a joint facility able to provide statutory education and a community centre accessible outside of school hours.

Operating the two sites as one school with community focused facilities should enable the school and the community to have shared use of the accommodation thereby maximising its use and occupation. Officers from the relevant departments are optimistic that the majority of the existing range of services offered at the Pontprennau Community Centre could continue as well as providing potential for an expansion of provision during after school hours and weekends.

This approach is consistent with the Council's need where possible to explore the potential for multi use buildings delivering a range of services that take account of community needs and maximises the use of Council resources.

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**Equality Impact Assessment  
Corporate Assessment Template**

**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>
3 to 11 years	<b>+ve for primary school children</b>  <b>Potential for impact on some community services</b>		
11 to 18 years	<b>Potential for impact on some community services</b>		
18 - 65 years	<b>Potential for impact on some community services</b>		
Over 65 years	<b>Potential for impact on some community services</b>		

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

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

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

**Better match between supply of English-medium community places and demand**

The establishment of a new 2 FE primary school in Pontprennau combined with changes to catchment areas would provide sufficient English-medium community places for the known local demand.

**Equality Impact Assessment  
Corporate Assessment Template**

The proposal would help reduce the significant outflow of primary aged pupils from Pontprennau to schools in Llanishen, Lisvane and Thornhill including Coed Glas, Llysfaen and Thornhill Primary Schools. As a result of this outflow, some pupils resident in Llanishen, Lisvane and Thornhill have been unable to access schools within their local area.

The provision of nursery places makes it possible for a child to remain on the same site and in familiar surroundings for their primary education (subject to a successful application to the primary school).

The proposal also provides the opportunity to build a sustainable school building and a fit for purpose learning environment.

**Traffic and Transport (all age groups)**

The proposal for a new build school in Pontprennau should also have a positive impact on the environment and the health and well-being of pupils. In January 2013, pupils in the combined Bryn Celyn and Glyncoed Primary School catchment areas, attended 41 different schools in Cardiff. If the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.

The new proposal would establish primary school provision to serve Pontprennau. This would minimise the outflow of pupils to other areas of Cardiff thereby reducing the use of cars or public transport and encouraging walking and cycling to and from school.

Traffic and transport implications have been considered as part of the Transport Assessment that is required in order to achieve planning consent for building works should this proposal be implemented.

An initial Transport Assessment has been produced for the Authority which aims to maximise sustainable journeys to and from the site. An updated travel plan has also been produced by the Authority which takes account of the potential for sustainable travel to the site and considers how this could be maximised following opening.

In assessing the potential traffic being generated by this development, the Transport Assessment contains the following:

“Analysis indicates in the opening year of 2015, the increases in flows at specific junctions would be larger than the traditional threshold required for further capacity assessment. However, the impact of the increased flows would diminish beyond 2015 as a result of general traffic growth across the area. On site observations indicate that there are no evident capacity issues identified. At other junctions such as Heol Pontprennau/Kenmare Mews/site access and Heol Pontprennau/Clonakilty Way, the dominance of existing flows and layout would indicate there would be no longer term fundamental problem.

Nevertheless in order to reinforce the excellent conditions for sustainable travel for this development, this transport Assessment (sic) recommends a number of mitigation

**Equality Impact Assessment  
Corporate Assessment Template**

measures. These include the provision of a zebra crossing across Heol Pontprennau to the south west of the site and the reversal of the priority narrowing to slow down traffic immediately outside the school. The accompanying outline travel plan will be invaluable in ensuring the numbers travelling to and from school by sustainable means are maximised. This transport Assessment (sic) concludes that there will be no detrimental transport impact arising from this proposed development and that there are good opportunities for sustainable travel.”

**Provision of community services (all age groups)**

Operating the two sites as one school with community focused facilities should enable the school and the community to have shared use of the accommodation thereby maximising its use and occupation. It would mean that there would be a reduced need to build duplicate facilities such as a hall allowing greater opportunity for developing more classrooms to accommodate up to 2 FE.

Officers from the relevant departments are optimistic that the majority of the existing range of services offered at the Pontprennau Community Centre could continue as well as providing potential for an expansion of provision during after school hours and weekends due to increased access to rooms/facilities within the proposed school.

The Community Centre is not heavily used in the day time, although the Soft Play sessions are popular with parents with pre-school children. With regard to those services (such as the soft play) which would not be able to operate within the school day once the school is full, officers are looking at potential ways to facilitate a phased reduction of services and/or to relocate activities offered during school hours to alternative venues in the locality where possible (local venues include the Church Hall opposite the Community Centre). Pentwyn Leisure Centre also offers Soft Play sessions and is 1.7 miles from Pontprennau Community Centre.

This approach is consistent with the Council’s need where possible to explore the potential for multi-use buildings delivering a range of services that take account of community needs and maximise the use of Council resources.

The Authority is supportive of Early Years Childcare providers, and as such the aim would be to work with local childcare providers (such as Supertots Playgroup who are currently based at the Pontprennau Community Centre) to enable continued service delivery. Facilities for enabling existing provision to continue would be included in the proposal.

There may be potential disruption to services during building work, but the Council/building contractors would work with service providers to minimise this.

**Car parking during school hours (all age groups)**

If the proposal were to go ahead, the parking spaces relating to the community centre would be for school use only during school hours. This could be perceived as a loss of provision to some members of the wider community who may have used this parking to access other services in the community e.g. doctors, pharmacy etc. However, these parking spaces were established for use by those accessing the community centre.

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**Equality Impact Assessment  
Corporate Assessment Template**

**Redeployment opportunities (employed age group)**

There may still be a perception that redeployment opportunities to the new school could be affected by age. The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

**3.2 Disability and Access**

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

	Yes	No	N/A
Hearing Impairment		X	
Physical Impairment	<b>Potential for impact</b>		
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.**

Potential for impact:

There is currently a private booking made by the NHS Trust to deliver developmental therapy three times a week and a consultation document was sent to this provider.

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

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

Officers from the relevant departments are optimistic that the majority of the existing range of services offered at the Pontprennau Community Centre could continue as well as providing potential for an expansion of provision during after school hours and weekends due to increased access to rooms/facilities within the proposed school.

The Community Centre is not heavily used in the day time, although the Soft Play sessions are popular with parents with pre-school children. With regard to those services (such as the soft play) which would not be able to operate within the school day once the school is full, officers are looking at potential ways to facilitate a phased reduction of services and/or to relocate activities offered during school hours to alternative venues in the locality where possible (local venues include the Church Hall

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opposite the Community Centre). Pentwyn Leisure Centre also offers Soft Play sessions and is 1.7 miles from Pontprennau Community Centre.

This approach is consistent with the Council's need where possible to explore the potential for multi-use buildings delivering a range of services that take account of community needs and maximise the use of Council resources.

The Authority is supportive of Early Years Childcare providers, and as such the aim would be to work with local childcare providers (such as Supertots Playgroup who are currently based at the Pontprennau Community Centre) to enable continued service delivery. Facilities for enabling existing provision to continue would be included in the proposal.

### Disability Access

If the proposal were to proceed, an equality impact assessment would be carried out at the design stage. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M, BB98 and BB102.

### 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)			X

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

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

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

The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 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

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Marriage			<b>X</b>
Civil Partnership			<b>X</b>

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

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

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

N/A

**3.5 Pregnancy and Maternity**

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

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Pregnancy		X	
Maternity			X

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

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

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

The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

If the proposal were to proceed, an equality impact assessment would be carried out at the design stage. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M, BB98 and BB102.

**3.6 Race**

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

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
White		X	
Mixed / Multiple Ethnic Groups		X	
Asian / Asian British		X	

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Black / African / Caribbean / Black British		X	
Other Ethnic Groups		X	

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

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

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

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

**3.7 Religion, Belief or Non-Belief**

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

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

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

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

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

The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer). If the proposal were to proceed, group rooms provided as part of the design could be used to meet this need.

**3.8 Sex**

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

	Yes	No	N/A
Men		X	
Women		X	

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<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

**3.9 Sexual Orientation**

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

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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
(Fears that recruitment opportunities could be affected by sexual orientation)  Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.  The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

**3.10 Language**

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

	Yes	No	N/A
Welsh Language		x	

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

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

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

Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice.

If the proposal proceeds, signage and other way finding techniques would be considered as part of the design.

It is Cardiff Council policy to provide signage in English and Welsh but not in other spoken languages. Therefore, additional way-finding methods would be considered including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols.

**4. Consultation and Engagement**

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

Design Equalities Advisory Group (DEAG) has made recommendations on the design. These have informed the list under Section 3.2 – Disability.

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

<b>Groups</b>	<b>Actions</b>
Age	None identified
Disability	An equality impact assessment would be carried out at the design stage.
Gender Reassignment	None identified
Marriage & Civil Partnership	None identified
Pregnancy & Maternity	None identified
Race	None identified
Religion/Belief	None identified
Sex	None identified
Sexual Orientation	None identified
Language	If the proposal proceeds, signage and other wayfinding techniques would be considered at the design stage.

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Generic Over-Archiving [applicable to all the above groups]	An equality impact assessment would be carried out at the design stage.
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#### 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: Clive Bailey	Date: December 2013
Designation: Policy, Equalities and Reports Officer	
Approved By: Michele Duddridge-Hossain	
Designation: SOP Team Manager	
Service Area: Education	

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

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email [citizenfocus@cardiff.gov.uk](mailto:citizenfocus@cardiff.gov.uk)