

CABINET MEETING: 10 APRIL 2014

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

**REPORT OF DIRECTOR OF EDUCATION AND LIFELONG
LEARNING**

AGENDA ITEM: 8

PORTFOLIO: EDUCATION AND SKILLS

Reason for this Report

1. To inform the Cabinet of the objection received to the statutory notice to establish a new 2 Form Entry English-medium community primary school with at 48 full time equivalent place nursery, as a new build facility combined within the existing community centre in Pontprennau, from September 2015 along with the Council's response to the objection in order for the Cabinet to determine the proposal as required by the School Standards and Organisation (Wales) Act 2013. Furthermore subject to approval of the proposal to instruct officers to proceed with implementation.

Background

2. At its meeting on 16 January 2014 the Cabinet in accordance with the terms of the School Standards and Organisation (Wales) Act, approved a recommendation for the publication of a statutory notice 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.
3. The notice was published on the Council website, displayed at the site of the proposed school and in the local area on 03 February 2014. Additionally stakeholders identified in the Welsh Government School Organisation Code as needing to receive either a hard copy of the notice or be emailed a link to the Council website were notified of the publication of the notice.
4. It was also agreed that Officers should report back to the Cabinet on the outcome of the statutory notice, after the statutory objection period had been completed and that the 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.

Issues

5. An objection to the proposal has been made and has not been withdrawn in writing before the end of 28 days beginning with the end of the objection period.
6. At the Cabinet meeting on 23 September 2013 it was agreed that the determination of school organisation proposals including those which receive objections, (save for those that are required to be considered by the Welsh Government) remain a function of the Cabinet once the new School Organisation Code comes into force in October 2013 and in the event that Schedule 2 of the Local Authority (Executive Arrangements) (Functions and Responsibilities) (Wales) regulations 2007 (as amended) is amended to include the determination function as a function which may be but need not be exercised by the Cabinet.
7. In accordance with this the Cabinet must decide whether to approve, reject or approve with modifications, the proposal.

Objection Received

8. The objection received was submitted by the Governing Body of Glyncoed Primary School. Prior to the publication of the statutory notice the Governing Body indicated that they were opposed to the proposal on the grounds that it would dramatically affect the Glyncoed catchment area and possibly have a detrimental affect on the school's budget position. The Chair of Governors subsequently confirmed that this was to be considered as an objection to the statutory notice.

Council's response to the objection

9. It is anticipated that the proposed establishment of a primary school in Pontprennau would have little or no affect on the number of pupils on roll at school in the local area.
10. Projections indicate 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
11. There are plans for significant housing development north of the Glyncoed catchment area and the proposed catchment area for the proposed new schools would mean there is likely to be more children in the locality overall.

Further issues to be considered

12. When a new school is established in an area, transitional funding can be considered to support existing schools in the locality.

13. The project remains on schedule to enable the opening of the proposed school from September 2015. At September the school would be able to accommodate the relevant ages of children (i.e. Reception and Nursery). Construction would continue onsite to complete the accommodation for the older year groups required for the operation of a 2FE school at full capacity throughout the autumn term until December 2015.
14. Cardiff Council has experience in the successful delivery of building projects on the sites of occupied schools/facilities resulting from the progression of a growing school organisation programme. There would be building work carried out on the site which would be managed effectively with the new schools management to ensure the full curriculum can be delivered, education standards maintained and safety standards met.
15. Combining the new school with the existing Pontprennau Community Centre will mean that there will no longer be scope to deliver the full range of activities on offer at the community centre during the hours of 8am – 4pm. However, members of the public will be able to access the facilities once the school day has ended and during weekends and school holidays. Details of how this arrangement would work in practice and the agreement of appropriate funding to support this will need to be considered as part of the implementation process.
16. 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 are included in the proposal.
17. Changing facilities associated with the playing pitches will be retained albeit some reorganisation will form part of the investment. Appropriate revenue funding will continue to be required in order for these facilities to continue operating at current levels.

Catchment Area Arrangements

18. A public consultation on establishing a catchment area for the proposed new school in Pontprennau, and revising catchment areas of Bryn Celyn Primary School and Glyncoed Primary School took place from 31st January – 28th February 2014.
19. No objections to the proposed catchment area were received.
20. Details of the consultation, responses to the consultation, an evaluation of the responses and a recommendation that the proposed catchment area arrangements be approved are contained in a separate report that is also being considered at the Cabinet meeting on 10 April 2014.

Resource Implications

Capital funding

21. The capital funds required for this project were originally sought as part of the 21st Century Schools capital bid to the Welsh Assembly in 2011. At this point the amount requested (£6.645m) and agreed in principle was sufficient to construct a 1.5FE school as a stand alone building separate from the community centre.
22. Since this time the proposal has evolved and the option agreed to proceed is for a 2FE primary school attached to the Pontprennau Community Centre. Whilst the use of the Community Centre building means that certain school facilities will not be required as part of the new build this has not reduced construction costs to the point that the entire project is within the budget originally set.
23. The project is therefore projected to be over budget and the funding gap will need to be resolved in order to proceed. Whilst this may be reduced in the event positive tenders are received this cannot be assumed and therefore it is necessary to identify sufficient funds to enable the project to progress. Value engineering on this project has already been carried out to ensure it is at its minimum to provide the facilities to the required standard.
24. The SOP Financial sub group has met and identified a sufficient amount of capital resources within the SOP model to meet the £732,000 shortfall (including contingency) between the budget and the current estimated capital costs required for this project. This funding has been identified through rationalisation of the current SOP programme along with de-scoping and value engineering of other SOP projects to ensure that each represents maximum value for money.
25. Given the recommendations of the Financial Sub-group include rationalisation of the programme of projects within Band A, the recommendations will be referred to the School Organisation Programme Board on the 9th April for approval. Subject to the Board agreeing the recommendations, the current capital expenditure shortfall will have been mitigated.

Revenue funding

26. At its meeting on the 27 February 2014 the Council approved proposals to reduce the Leisure Service budget for Pontprennau Community Centre to zero (ref 258 / SLC 45). Any service delivery costs during 2014/15 up until the point of commencement of works are to be funded from the Corporate Initiatives budget.
27. Given the Council decision to remove funding supporting current levels of service delivery from the Pontprennau Community Centre and in the event a range of community services are to continue to operate from the facilities in the future in addition to the statutory education functions,

revenue provision would be required over and above the school's delegated budget, to support the non-educational costs of providing services and or making facilities available.

28. Where the community centre facility has traditionally been managed by Leisure services, consideration will also need to be given to the most appropriate operator/management of the community/leisure service offer outside the school day/term times for the future following the opening of the new school facility in the event the proposal is approved.
29. In the event that management of the community centre facilities is transferred to Education any costs required to enable the operation and access to the facilities outside school hours (i.e. over and above the education provision) will need to be revenue neutral or subsidised through a central funding source whether this is a reinstated revenue allocation from Leisure Services or other.
30. Until it reaches capacity, a school may struggle to achieve a balanced budget and therefore consideration needs to be given toward Revenue pump priming support for an initial period.

Reasons for Recommendations

31. To enable Officers to take the appropriate actions to implement the proposal.

Local Ward Member consultation

32. Members were consulted as part of the Consultation process.

Legal Implications

33. As the Council will be determining its own proposals under section 53 of the School Standards and Organisation (Wales) Act, it will be necessary to publish a summary of the statutory objections and the Authority's response to those objections (referred to as the "Objection Report") within 7 days of the determination of its proposals. This includes sending copies to various people/bodies, inclusion of the website and making it available on request.
34. 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
35. 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
36. 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.
37. The report identifies that the Equality Impact Assessment has been updated to take into account the consultation and is included as part of the Statutory Screening Tool at Appendix 1. 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.
38. The decision maker must have due regard to the Equality Impact Assessment in making its decision.
39. The decision maker must also have regard to certain other matters when making its decision as outlined in the Statutory Screening tool (including where appropriate a Strategic Environmental Assessment). The decision maker is therefore referred to the Screening Tool attached at Appendix 1.

Financial Implications

40. This Cabinet report seeks authority for Officers to implement a proposal to establish a 2 Form of Entry English-medium community primary school with a 48 full time equivalent place nursery, as a new build facility combined within the existing community centre in Pontprennau.
41. A primary school proposal for Pontprennau was included within the 21st Century Schools bid for Welsh Government funding, which received in-principle approval in December 2011. The approval was subject to submission to WG of a detailed Business Case. The proposal has not yet received full approval.
42. The 21st Century Schools bid had assumed a 1.5FE new school as opposed to 2FE, and a 32FTE place nursery as opposed to 48. The in-principle approval allocated a Capital budget of £6.645 million to this scheme (inclusive of contingency and inflation provisions).
43. The increased capacity of the school, relative to the 2011 bid, has now been estimated at £7.377 million (inclusive of contingency). Therefore, a further £732,000 of Capital funds needs to be allocated to the scheme to meet the shortfall.
44. The 21st Century Schools Programme and the wider SOP Consolidated Financial Model remains fluid to ensure increases in the scope of specific proposals can be accommodated by the reduction in scope of other proposals. A review of the overall Programme has been undertaken, and amendments to other 21st Century Schools proposals have been made

(subject to agreement by the SOP Programme Board) which has released sufficient funds for this scheme. The Capital requirements of this scheme are therefore affordable from existing SOP Financial Model resources.

45. However, these resources are still subject to approval by WG of the detailed Business Case, and the Directorate will need to ensure expectations arising are managed appropriately until the full grant approval is achieved.
46. The previous Cabinet report (16 January 2014) highlighted a potential risk to pupil numbers (and thus Revenue budgets) of neighbouring primary schools. At paragraph 9 of this current Cabinet report, it is anticipated that the proposed establishment of a new English-medium primary school in Pontprennau would have little or no affect on the number of pupils on roll at schools in the local area.
47. School budgets are primarily funded by formula funding mechanism which uses as its main driver pupil numbers. The formula does identify lump sums to each school and there is some support for small schools under 150 pupils. It is essential that this school whilst accommodating only one year group in its first year stays within its budget allocation. Consideration needs to be given within the SOP allocation for this school as to whether or not any pump priming support is needed. Any decision to pump prime support needs to identify the impact that will have on any other scheme within SOP model.
48. The report indicates that the new school will not impact on the pupil roll of any neighbouring schools. As stated above, the formula funding mechanism for schools is primarily determined by pupil numbers. Any reduction in pupil numbers of any neighbouring school will reduce the budget share for that individual school. Consideration needs to be given as to whether or not the SOP model should provide for an amount to support any school impacted by this proposal. In the event of providing no consideration, it is anticipated that a robust business plan is in place to ensure that there will be no impact.
49. As per paragraph 29 consideration needs to be given to the future financial support for the community facilities. Approved within the 2014/15 Council report (ref 258 / SLC 45) was a reduction of the budget for Pontprennau Community Centre to zero. The 2014/15 costs are to be funded from the Corporate Initiatives budget, up to the point of commencement of works. A future Revenue provision may be required, over and above the school's delegated budget, to support the non-educational costs of the Community Centre. Consideration will also need to be given to the most appropriate operator of this provision.

Human Resources Implications

50. 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.

51. 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.
52. If the proposal is progressed a temporary governing body will be established for the new school. 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.
53. The temporary 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.
57. A full assessment of the staffing implications of a reduced community centre provision will need to be undertaken through close liaison with the service management.

Statutory Screening Tool

58. This is attached at Appendix 1 and includes the Equality Impact Assessment and Strategic Environmental Assessment

Equality Impact Assessment

59. The Equality Impact Assessment of the proposal has been updated following the statutory consultation period and confirms that this proposal would not adversely affect a particular group in society. It includes an assessment on the design for the new build primary school.

Environmental Assessment

60. A Strategic Environmental Assessment (SEA) 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 21st Century: A Strategic Framework for a School Building Improvement Programme. An Environmental Assessment is carried out as part of the planning application process.

Transport and Traffic Implications

61. Under these proposals 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).
62. The Transport Assessment that was submitted was part of the planning application concludes that there will be no detrimental transport impact arising from this proposed development and that there are good opportunities for sustainable travel.
63. In assessing the potential traffic being generated by this development, the Transport Assessment contains the following:
64. "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.
65. Nevertheless in order to reinforce the excellent conditions for sustainable travel for this development, this transport statement (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 statement (sic) concludes that there will be no detrimental transport impact arising from this proposed development and that there are good opportunities for sustainable travel.”

66. The majority of pupils living within the proposed catchment area will not qualify for free transport as all pupils live within 2 miles walking distance to the proposed school site.
67. Pupils may only qualify for free home to school transport if their homes are along country lanes where there are no footpaths if these are classed as unavailable walking routes. Some pupils may qualify for free transport regardless of the distance involved as they do not have access to an available walking route. In these cases an assessment based on the number of traffic movements and availability of step offs will need to be undertaken on an individual basis when a pupil starts at or applies to start at the school.

Admission Arrangements

68. There are no plans to change the Council's policy on the admission of children to schools as a result of these proposals.
69. 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).

RECOMMENDATIONS

The Cabinet is recommended to

1. approve the proposal as set out in paragraph 2 without modification.
2. authorise officers to take the appropriate actions to implement the proposal as set out in paragraph 2.
3. authorise officers to publish a summary of the statutory objections and the Authority's response to those objections (referred to as the "Objection Report") within 7 days of the determination of the proposal.
4. delegate authority to the Director of Education and Lifelong Learning to consider revenue pump priming requirements and allocate funds from within the SOP model in consultation with the SOP Programme Board.
5. delegate the approval of any necessary contracts to the Director of Education and Lifelong Learning in consultation with the Section 151 Officer, Director of Legal Services and the Cabinet Members for Finance and Education and Lifelong Learning;

NICK BATCHELAR

Director for Education and Lifelong Learning
4 April 2014

The following appendix is attached:

Appendix 1 Statutory Screening Tool including the Equality Impact Assessment
and Strategic Environmental Assessment



Cardiff Council Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - [Equality Impact Assessment](#)**
- **Welsh Government's [Sustainable Development Bill](#)**
- **Welsh Government's Statutory Guidance - [Shared Purpose Shared Delivery](#)**
- **[United Nations Convention on the Rights of the Child](#)**
- **[United Nations Principles for Older Persons](#)**
- **[Welsh Language Measure 2011](#)**
- **[Health Impact Assessment](#)**
- **[Habitats Regulations Assessment](#)**
- **[Strategic Environmental Assessment](#)**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually takes no longer than an hour.

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: siadavies@cardiff.gov.uk. Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**



Statutory Screening Tool

Name of Strategy / Policy / Activity: Proposal to establish a new 2 Form Entry (FE) English-medium primary school in Pontprennau with a 48 Full Time Equivalent (FTE) place nursery	Date of Screening: November 2013
Service Area/Section: Education	Lead Officer: Nick Batchelar
Attendees: Self assessment	

What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function	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>To establish a new 2 FE (enabling up to 60 pupils to be admitted per year group) English-medium community primary school with a 48 place FTE nursery as a new build facility combined with the existing community centre in Pontprennau, from September 2015.</p> <p>The proposed school to serve the age range 3-11</p>	<ul style="list-style-type: none"> The Pontprennau area has expanded greatly since the early 1990s Whilst a site was previously set aside for a school, there is currently no primary school within the Pontprennau area Children resident within the Pontprennau area currently attend up to 41 different schools and many children travel outside the local area to access education provision; Some of these attend primary schools in the Llanishen, Lisvane and Thornhill areas. In turn some pupils resident in these areas have been unable to access their local schools. <ul style="list-style-type: none"> Consultation was held in spring 2013 to establish a 1.5 FE school with 32 place nursery adjacent to the Pontprennau Community Centre. The majority view expressed during consultation was one of support, but with a desire to see a larger school capable of meeting demand from the local area. The new proposal is to establish a 2 FE school with 48 place nursery as a new build facility combined with the existing community centre in Pontprennau.

Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:		
+	Positive	Positive contribution to the outcome
-	Negative	Negative contribution to the outcome
ntrl	Neutral	Neutral contribution to the outcome
Uncertain	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
1.1	<p>People in Cardiff are healthy; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i> <i>vulnerable citizens and areas of multiple deprivation</i> <i>Addressing instances of inequality in health</i> 	x				<ul style="list-style-type: none"> - See 1.2 below – encouraging walking, cycling and use of public transport - See 1.3 below re crime prevention - Secure by Design
1.2	<p>People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> 	x				<ul style="list-style-type: none"> - It is proposed that the design achieves BREEAM Excellent. - Passivhaus design principles and methodology have been applied and adopted which result in facilitating most of the school classroom windows facing North/South orientation, limiting and optimising summer and winter sun respectively. - The wall construction and key junction details have been carefully developed to achieve a highly air tight building. - Wherever possible the design will promote, specify and use locally sourced materials which have a commitment to sustainability and the environment.
	<ul style="list-style-type: none"> <i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i> 	x				<ul style="list-style-type: none"> - The limited scope for parking would encourage walking and cycling to school. <p>Proposed measures</p> <ul style="list-style-type: none"> - Provision of a zebra crossing across Heol Pontprennau to the south west of the site. The zebra crossing would link a section of the pedestrian route to the cycle route. The design would include tactile paving and high friction

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
					<p>surfacing.</p> <ul style="list-style-type: none"> - Covered cycle bays - Removal of overgrown vegetation to increase the effective width of the path south of the community centre and continued southwards towards the junction with Sindercombe Close. - A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.
<ul style="list-style-type: none"> • <i>reducing environmental pollution (land, air, noise and water)</i> 			x		As part of the BREEAM process, an acoustic report shall be prepared to ascertain the site acoustic levels and the acoustic impact of the proposed school. A further report shall be prepared for the proposals in line with the BB93 Acoustics for School requirements.
<ul style="list-style-type: none"> • <i>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</i> 	x				<p>Some of the measures proposed to be incorporated in the design of the scheme</p> <ul style="list-style-type: none"> • The scheme shall achieve BREEAM Excellent • Sustainable urban drainage system • Solar hot water • Photovoltaic • Natural Ventilation • Control of solar gains • Rainwater Harvesting • A or A+ rated materials in accordance with BRE Green Guide to Specification <p>Consultation has been sought with Cardiff Council, Waste Management for the provision of waste and recycling collection at the site. The level of waste has been assessed and an appropriately sized bin store has been provided. It is suggested that further consultation be sought to ascertain recyclable facilities requirements and composting on site.</p>
<ul style="list-style-type: none"> • <i>encouraging biodiversity</i> 			x		Mitigation: A field survey was undertaken during May 2013.

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						Habitats of particular note recorded were species-rich hedgerows and species-rich grassland. There is potential for the hedgerows to qualify as important under the Hedgerows Regulations 1997 and the report recommended that an assessment should be undertaken. Subsequently an ecological appraisal was undertaken in July 2013 which highlighted the site is considered to provide potentially suitable habitat for a number of protected species, specifically dormouse, reptiles, breeding birds and foraging bats. A number of further surveys recommended which are being undertaken in line with Cardiff Councils Ecology Officer.
1.3	People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse 	x				South Wales Police's Crime Prevention Design Advisor has been consulted on the project and the recommendations have been considered and incorporated where practicable. It is the aim that project will build to a Secure by Design standard.
1.4	Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete 	x			x	The school will provide employment. Consideration to be given to using local sub-contractors and suppliers.
1.5	People in Cardiff achieve their full potential; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> promoting and improving access to life-long learning in Cardiff raising levels of skills and qualifications giving children the best start improving the understanding of sustainability 	x			x	Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential. Outside of school hours the combined facility could be used to deliver life-long learning activities. The facility would be accessible (wheelchair and older person

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> addressing child poverty (financial poverty, access poverty, participation poverty) the United Nations Convention on the Rights of a Child and Principles for Older persons 	x				<p>friendly).</p> <p>The facility would provide education (every child has the right to education)</p>
1.6	<p>Cardiff is a Great Place to Live, Work and Play Consider the potential impact on</p> <ul style="list-style-type: none"> promoting the cultural diversity of Cardiff encouraging participation and access for all to physical activity, leisure & culture play opportunities for Children and Young People protecting and enhancing the landscape and historic heritage of Cardiff promoting the City's international links 			x		<p>Access to changing rooms and games pitches would be retained.</p> <p>Facilities for the provision of a crèche/playgroup would be retained.</p> <p>Using the Council's online sources there are no cultural heritage receptors recorded within the site boundary.</p>
1.7	<p>Cardiff is a fair, just and inclusive society. Consider the potential impact on</p> <ul style="list-style-type: none"> the elimination of discrimination, harassment or victimisation for equality groups 	x				<p>See Equality Impact Assessment below and attached.</p> <p>Recruitment of school staff: The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>
	<ul style="list-style-type: none"> has the community or stakeholders been engaged in developing the strategy/policy/activity? how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)? 			x		<p>Stakeholders engaged include:</p> <ul style="list-style-type: none"> Feedback from public consultation has resulted in public consultation on a school with a larger pupil capacity. Design Commission for Wales (DCfW) Review Panel Design Equalities Advisory Group (including representatives from external groups) Relevant departments in the Council South Wales Police's Crime Prevention Design Advisor Ecological Appraisal - external surveyors

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
<p>EQUALITY IMPACT ASSESSMENT</p> <p>Will this Policy/Strategy/Project have a differential impact on any of the following:</p>					<p>Please give details/consequences of the differential impact (positive and negative), and what action(s) can you take to address any negative implications?</p>
<ul style="list-style-type: none"> Age (including children and young people aged 0-25 and older people over 65 in line with the United Nations Conventions) 	x				<p>Better match between supply of English-medium community places and demand</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>Health and well-being</p> <p>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. 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.</p> <p>Limited scope for parking will encourage walking and cycling to school.</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
					<p>A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.</p> <ul style="list-style-type: none"> - Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood. - Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs. - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. - A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
			x		<p>the nature of the education being provided and the catchment area of the school.</p> <p>The proposal also provides the opportunity to build a sustainable school building and a fit for purpose learning environment.</p> <p>Impact on schools in the local area</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
	x				<p>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.</p> <p>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.</p> <p>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.</p> <p>When a new school is established in an area, transitional funding can be considered to support existing schools in the locality.</p> <p>Traffic and Transport (all age groups)</p> <p>The proposal for a new build school in Pontpennau should 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.</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
					<p>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.</p> <p>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.</p> <p>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.</p> <p>In assessing the potential traffic being generated by this development, the Transport Assessment contains the following:</p> <p>“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.</p> <p>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</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
			X		<p>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.”</p> <p>Potential impacts:</p> <p>Provision of community services (all age groups)</p> <p>There would be a reduction in services available at the Pontprennau Community Centre if the services/activities are required between the hours of 8am-4pm. However, the site would retain facilities for the provision of a crèche/playgroup and the Council believes that the majority of the existing range of services offered at the Pontprennau Community Centre could continue as activities that are currently offered during the day may be offered elsewhere in the local community. The proposal also provides the potential for an expansion of provision after school hours and at weekends.</p> <p>Car parking during school hours (all age groups)</p> <p>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.</p>

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
			X		<p>Redeployment/recruitment</p> <p>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.</p> <p>The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>
<ul style="list-style-type: none"> Disability 	X		X		<p>Accessibility of the new school – An Equality Impact Assessment has been carried out on the design to inform the planning application's Design and Access statement.</p> <p>See attached Equality Impact Assessment (Section 3.2).</p> <p>There is currently a private booking made by the NHS Trust to deliver developmental therapy three times a week and a consultation document has been sent to this provider.</p> <p>There would be a reduction in services available at the Pontprennau Community Centre if the services/activities are required between the hours of 8am-4pm. However, the Council believes that the majority of the existing range of services offered at the Pontprennau Community Centre could continue as activities that are currently offered during the day may be offered elsewhere in the local community. The proposal also provides the potential for an expansion of provision after school hours and at weekends.</p> <p>The Council's recruitment process would ensure that good practice is followed, including the application of the Council's</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						policies on equal opportunities.
	<ul style="list-style-type: none"> • Gender Reassignment 			x		The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.
	<ul style="list-style-type: none"> • Marriage & Civil Partnership 			x		
	<ul style="list-style-type: none"> • Pregnancy & Maternity 			x		
	<ul style="list-style-type: none"> • Race 			x		The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.
	<ul style="list-style-type: none"> • Religion/Belief 			x		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).
	<ul style="list-style-type: none"> • Sex 			x		The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.
	<ul style="list-style-type: none"> • Sexual Orientation 			x		
	<ul style="list-style-type: none"> • Welsh Language 			x		Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice. Signage and other way finding techniques are considered at the design stage. 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.
1.8	<p>The Council delivers positive outcomes for the city and its citizens through strong partnerships</p> <p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> • <i>strengthening partnerships with business and voluntary sectors</i> • <i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i> 	x				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 and providing best value for money.

SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):

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Economic

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 and providing best value for money.

Social

- Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.
- Outside of school hours the combined facility could be used to deliver lifelong learning activities.
- The proposal should have a positive impact on the environment and the health and well-being of pupils. The new proposal would establish primary school provision to serve Pontprennau. This should 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.
- Secure by Design
- Accessibility has been considered. See attached Equality Impact Assessment section 3.2.

Environmental sustainability

It is proposed that the design achieves BREEAM Excellent.

The limited scope for parking would encourage walking and cycling to school.

Proposed measures:

- Provision of a zebra crossing across Heol Pontprennau to the south west of the site. The zebra crossing would link a section of the pedestrian route to the cycle route. The design would include tactile paving and high friction surfacing.
- Covered cycle bays
- Removal of overgrown vegetation to increase the effective width of the path south of the community centre and continued southwards towards the junction with Sindercombe Close.

WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:

Recommendations made in the Equality Impact Assessment and Ecological Appraisal are taken into account in the planning application Design & Access Statement and Environmental Assessment respectively.

Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?	x	
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

Is a Full Strategic Environmental Assessment Screening Needed?	Yes	No X An SEA has been undertaken (attached)
<ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 		

If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email biodiversity@cardiff.gov.uk

Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government's Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff's own integrated plan; "What Matters".*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*



<p>Policy/Strategy/Project/Procedure/Service/Function Title:</p> <p>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.</p>
<p>Update</p> <p>Combined proposal and design stage equality impact assessment</p>

<p>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</p>	
<p>Name: Graham Dalton</p>	<p>Job Title: School Organisation Planning Manager</p>
<p>Service Team: School Organisation Planning (SOP)</p>	<p>Service Area: Education</p>
<p>Assessment Date: March 2014</p>	

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

<p>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.</p> <p>This would result in a joint facility providing statutory education on weekdays and community facilities outside of school hours and during school holidays.</p> <p>Should the proposal proceed, consultation has been undertaken to establish a catchment area for the new school and associated neighbouring catchment area arrangements in order to achieve a better match of future catchment populations to local school capacities.</p>
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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.]

<p>(What is the basis for the proposal?)</p> <p>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.</p> <p>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.</p> <p>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</p>

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 to provide a 2FE school. 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.

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

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:
<p>Better match between supply of English-medium community places and demand</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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. The new proposal would establish primary school provision to serve Pontprennau. This would minimise the</p>

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.

Limited scope for parking will encourage walking and cycling to school.

A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.

- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.
- Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.
- Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to:
 - o manage transport efficiently
 - o improve access by all means of travel for employees, visitors, patients and students
 - o encourage sustainable transport – walking, cycling, public transport and car sharing
 - o reduce car use.
- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.

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

Impact on schools in the local area

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.

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.

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.

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.

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.

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.

When a new school is established in an area, transitional funding can be considered to support existing schools in the locality.

Traffic and Transport (all age groups)

The proposal for a new build school in Pontprennau should 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 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)

There would be a reduction in services available at the Pontprennau Community Centre if the services/activities are required between the hours of 8am-4pm. However, the site would retain facilities for the provision of a crèche/playgroup and the Council believes that the majority of the existing range of services offered at the Pontprennau Community Centre could continue as activities that are currently offered during the day may be offered elsewhere in the local community. The proposal also provides the potential for an expansion of provision after school hours and at weekends.

Car parking during school hours (all age groups)

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.

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	Potential for impact		
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 has been sent to this provider.

There would be a reduction in services available at the Pontprennau Community Centre if the services/activities are required between the hours of 8am-4pm. However, the Council believes that the majority of the existing range of services offered at the Pontprennau Community Centre could continue as activities that are currently offered during the day may be offered elsewhere in the local community. The proposal also provides the potential for an expansion of provision after school hours and at weekends.

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 recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

Accessibility of the new build school

Considerations	If no, explain the reason(s) for this assessment:
	The new build school is to be designed in line with the Equality Act 2010.
	Where site constraints impact on the design, the rationale for certain elements of the design is detailed in the Design & Access Statement submitted as part of the planning application.
a) Way-finding/signage compliant with BS8300?	Way-finding /signage will comply with BS8300. Consideration will be given to guidance such as BB102 and The Sign Design Guide. Colour contrasting of walls/ceiling/flooring and signage to aid way-finding is to be provided.
b) Security	Entrance with door entry system. During school hours, the main entrance would be accessible but there would be restricted access to the rest of the school and community centre building. The main entrance lobby will be used outside of school hours for members of the public to access the community centre facilities.
c) Management of the flow of pupils and parents entering and exiting the building.	The school has one main entrance that will be used by the community centre after school hours. The underpass section (playground) created

	from the split level is expected to act as a waiting area at pick up time. It provides a safe area off the car park. Seating is to be provided in this area.
d) Number of and positioning of disabled parking spaces (including provision for Blue Badge holders).	The car park will conform to Part M of the regulations. 3 designated disabled accessible parking spaces are to be provided and will be close to sheltered space (approximately 10m from the main entrance). It is therefore considered that external covering / canopies are not required.
e) Planting at the entrance to the school and in parking areas should not obstruct the vision of the driver	The car park will conform to Part M of the regulations.
f) Drop off facilities provided?	A drop-off area is to be provided with space for a large vehicle such as minibus, fire-engine or delivery van to turn.
g) Measures to encourage walking and cycling to school.	<p>The limited scope for parking will encourage walking and cycling. However, a drop off area will be provided (see above).</p> <p>Measures proposed:</p> <ul style="list-style-type: none"> - Provision of a zebra crossing across Heol Pontprennau to the south west of the site. The zebra crossing would link a section of the pedestrian route to the cycle route. The design would include tactile paving and high friction surfacing. - Reversal of the priority narrowing to slow down traffic immediately outside the school - Removal of overgrown vegetation to increase the effective width of the path south of the community centre and continued southwards towards the junction with Sindercombe Close. <p>16 covered cycle bays to be provided.</p> <p>A travel plan will be submitted along with the planning application, detailing proximity to public transport and walking and cycling routes.</p>
h) Will all exits including fire exits be “level threshold”? (no more than a 5mm rise is advised)	All exits will be level threshold.
i) Are doors stopped by a “fixed barrier” when opened 90 degrees to aid access/exit to building by wheelchair users?	These will be provided.
j) Evacuation lifts compliant to	An evacuation lift compliant with BS9999 will

BS9999	be provided.
k) Accessible toilets/changing rooms/hygiene rooms/baby changing rooms.	<p>Accessible toilets are to be provided. A toilet on the ground and the 1st Floor are both located next to storage rooms. If additional floor space is required in the future then the storage rooms could be converted to provide toilets with floor space that exceeds Part M. The space would need to allow two carers to provide assistance and a hoist.</p> <p>Refurbishment works are to be carried out to the existing changing rooms.</p>
l) Changing rooms - dedicated lockers/facilities for disabled users.	Consideration would be given to this provision if the need were to arise.
m) Accessibility to games fields	An access point is to be created at the top end of the site that will allow wheelchair users to exit the school building and cross over to the playing fields.
n) Within the school buildings: is the distance a person would need to travel to reach the nearest toilet less than 40 metres?	A person would not need to travel more than 40 metres to reach the nearest toilet.
o) Access to rooms catering for Special Educational Needs pupils?	A group room could be used as a SEN room.
p) Corridors to be compliant with BB96 and BB102.	<p>The corridors will be compliant with BB96 and BB102. They will be 2 metres wide.</p> <p>There will be no stepped level changes internally (in school and community centre building).</p>
q) Acoustics? e.g. carpeting of floors can make a big difference for those with hearing difficulties.	An Acoustic Survey will be commissioned.
r) Low level surfaces.	BS8300 compliance is to be achieved for the main entrance reception and the kitchen servery.
s) Portable induction loops provided?	Static and portable induction loops are to be provided.
t) Accessibility to external areas that have stepped access or access via a steep rise.	A member of staff or pupil with mobility issues will be able to access the landscaped areas of the school from an exit located on the 1st floor.
u) Quiet room for contemplation and religion	The group rooms are multi purpose rooms and so could be used to meet this need.

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			X

(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)			
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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:
The Council's recruitment process 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
Marriage			X
Civil Partnership			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:
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		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:
An equality impact assessment has been carried out on the accessibility of the new build design. See section 3.2 of this EqIA.
The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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	
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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:
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).

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	

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 recruitment process 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	
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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:
(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 recruitment process 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	
Other languages		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:
Proposals to increase English-medium or Welsh-medium educational provision are put forward in response to parental choice. Signage and other way finding techniques are considered at the design stage. 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.
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5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	None identified
Disability	As listed under Section 3.2 – Disability.
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.
Generic Over-Arching [applicable to all the above groups]	All actions listed under Section 3.2 – Disability.

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: March 2014
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

Environmental Report: Sustainability Appraisal (SA) Incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning proposal to establish a new 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.

Background

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

To request a copy of the assessment on the Strategic Framework please contact Clive Bailey, 029 2087 3166, CBailey@cardiff.gov.uk

1. The site identified in the initial consultation as being available for the new school could accommodate up to 1.5 FE.
2. Discussions with relevant officers taking account of the points raised during the consultation and potential further housing development concluded that there could be significant benefits in terms of enhanced facilities and cost savings from considering the school site together with the site occupied by the Pontprennau Community Centre.
3. 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.

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.

Approach to assessment

- This assessment compares the original proposal for a 1.5FE school with the proposal for a 2FE school.

Key:

xx	= very incompatible; very negative effect
x	= incompatible; negative effect
✓	= compatible; positive effect
✓✓	= very compatible; very positive effect
0	= no links; neutral effect
? and/or mitigation	= uncertain effects
DNA	= data not available

See table headers below: * Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA objective	Original proposal : To establish a new build 1.5 form entry English-medium community primary school with a 32 full time equivalent (FTE) place nursery in Pontprennau from September 2015.		New proposal: a new 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.		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
<p>1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff</p> <p><i>(the phrase "promote a greener economy" describes the aspiration to minimise the combined carbon footprint of Cardiff's schools through new build, maintaining a low level of surplus capacity, and where possible, introducing energy/water efficiency measures)</i></p>	✓	<p>Achieved by establishing a new school with sufficient capacity to meet the projected shortfall of places in the locality and at a later date, consulting on changes to catchment areas to achieve a better match of future catchment populations to school capacities including Bryn Celyn, Glyncoed and schools in the Llanishen, Lisvane and Thornhill areas.</p> <p>The lifespan of a new build is expected to be 50 years and would be designed with the diverse needs of the modern day curriculum in mind.</p> <p>As of 1st September 2009 new buildings (includes large extensions for non residential) have to meet the standards set out in the new Ministerial Interim Planning Policy Statement (MIPPS): BREEAM Very Good plus extra credits in the Energy section to Excellent level.</p>	✓	<p>New build element of the proposal</p> <p>Achieved by establishing a new school with sufficient capacity to meet the projected shortfall of places in the locality and at a later date, consulting on changes to catchment areas to achieve a better match of future catchment populations to school capacities including Bryn Celyn, Glyncoed and schools in the Llanishen, Lisvane and Thornhill areas.</p> <p>The lifespan of a new build is expected to be 50 years and would be designed with the diverse needs of the modern day curriculum in mind.</p> <p>As of 1st September 2009 new buildings (includes large extensions for non residential) have to meet the standards set out in the new Ministerial Interim Planning Policy Statement (MIPPS): BREEAM Very Good plus extra credits in the Energy section to Excellent level.</p> <p>Adapting the existing community centre</p> <p>There would be limited opportunities to improve the carbon footprint or energy/water efficiency of existing accommodation.</p>	x	<p>Doing nothing is not an option as additional capacity is needed to meet the demand for places.</p>

SEA objective	Proposal: To establish a new build 1.5 form entry English-medium community primary school with a 32 full time equivalent (FTE) place nursery in Pontprennau from September 2015.		New proposal: a new 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.		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
<p>2. Reduce greenhouse gas emissions through:</p> <p>a) Energy efficient building design and disposing of poor quality surplus accommodation</p> <p>b) Promoting sustainable modes of transport and integrated transport systems</p>	<p>✓</p> <p>✓</p>	<p>a)</p> <p>Achieved by providing a new energy efficient building - BREEAM Very Good and extra credits in the Energy section to Excellent level.</p> <p>b)</p> <p>In 2012, pupils in the combined Bryn Celyn and Glyncoed Primary School catchment areas, attended 45 different schools in Cardiff.</p> <p>Locating provision central to the area it would serve should reduce this outflow of pupils to schools elsewhere in Cardiff, minimise the use of polluting modes of transport such as cars and buses and encourage walking and cycling to and from school.</p> <p>Provision of sustainable modes of transport would be outlined in a travel plan as required by the Welsh Assembly and as part of the planning application for the new school.</p> <p>Traffic and transport implications including measures to encourage walking and cycling would be considered as part of the Transport Assessment for the proposal.</p> <p>Consideration would also be given to ensuring schools are as central as possible to the area they serve when proposing future changes to local catchment areas,</p> <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity</p>	<p>✓</p> <p>✓</p>	<p>a)</p> <p>New build element of the proposal</p> <p>Achieved by providing a new energy efficient building - BREEAM Very Good and extra credits in the Energy section to Excellent level.</p> <p>Adapting the existing community centre</p> <p>There would be limited opportunities to improve the carbon footprint or energy efficiency of existing accommodation.</p> <p>b)</p> <p>As at January 2013, pupils in the combined Bryn Celyn and Glyncoed Primary School catchment areas, attended 41 different schools in Cardiff.</p> <p>Locating provision central to the area it would serve should reduce this outflow of pupils to schools elsewhere in Cardiff, minimise the use of polluting modes of transport such as cars and buses and encourage walking and cycling to and from school.</p> <p>Provision of sustainable modes of transport would be outlined in a travel plan as required by the Welsh Assembly and as part of the planning application for the new school.</p> <p>Traffic and transport implications including measures to encourage walking and cycling would be considered as part of the Transport Assessment for the proposal.</p> <p>Consideration would also be given to ensuring schools are as central as possible to the area they serve when proposing future changes to local catchment areas.</p>	<p>x</p>	<p>Doing nothing is not an option as additional capacity is needed to meet the demand for places.</p> <p>If the demand for school places in an area of the city is not met, pupils without places have to 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.</p>

SEA objective	Proposal: To establish a new build 1.5 form entry English-medium community primary school with a 32 full time equivalent (FTE) place nursery in Pontprennau from September 2015.		New proposal: a new 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.		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
				School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity		

SEA objective	Proposal: To establish a new build 1.5 form entry English-medium community primary school with a 32 full time equivalent (FTE) place nursery in Pontprennau from September 2015.		New proposal: a new 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.		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
3. <i>Promote health and wellbeing</i> by protecting and enhancing public open space and improving access to POS	0	The proposed site for the school is rough and overgrown grassland and is not used by the public. The adjacent playing fields for use by the school would remain publicly accessible.	0	The proposed site for the school is rough and overgrown grassland and is not used by the public. The adjacent playing fields for use by the school would remain publicly accessible.	0	N/A (See comments next to SEA Objective 1. above)
4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	0 ✓	a) The proposed site is adjacent to and to the north of Pontprennau Community Centre. There is a residential development on the eastern side of the site and a community centre to the south. Builders would be encouraged to minimise air, light and noise pollution during the construction period. The design of the new build would seek to minimise any adverse impact on access to natural light for neighbouring properties. b) In 2012, pupils in the combined Bryn Celyn and Glyncoed Primary School catchment areas attended 45 different schools in Cardiff. Locating provision central to the area it would serve should reduce this outflow of pupils to schools elsewhere in Cardiff, minimise the use of polluting modes of	0 ✓	a) The proposed site is adjacent to and to the north of Pontprennau Community Centre. There is a residential development on the eastern side of the site and a community centre to the south. Builders would be encouraged to minimise air, light and noise pollution during the construction period. The design of the new build would seek to minimise any adverse impact on access to natural light for neighbouring properties. b) As at January 2013, pupils in the combined Bryn Celyn and Glyncoed Primary School catchment areas attended 41 different schools in Cardiff. Locating provision central to the area it would serve should reduce this outflow of pupils to schools elsewhere in Cardiff, minimise the use of polluting modes of transport	x	If the demand for school places in an area of the city is not met, pupils without places have to 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 transverseing the city.

SEA objective	Proposal: To establish a new build 1.5 form entry English-medium community primary school with a 32 full time equivalent (FTE) place nursery in Pontprennau from September 2015.		New proposal: a new 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.		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<p>transport such as cars and buses and encourage walking and cycling to and from school.</p> <p>To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. ▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. 		<p>such as cars and buses and encourage walking and cycling to and from school.</p> <p>To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. <p>The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school.</p> <p>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.</p>		
5. Protect and enhance biodiversity, flora and fauna	<p>Mitigation</p> <p><u>Protecting biodiversity</u></p> <p>A field survey was undertaken during May 2013. Habitats of particular note recorded were species-rich hedgerows and species-rich grassland. There is potential for the hedgerows to qualify as important under the Hedgerows Regulations 1997 and the report recommended that an assessment should be undertaken. Subsequently an ecological appraisal was undertaken in July 2013 which highlighted the site is considered to provide potentially suitable habitat for a number of protected species, specifically dormouse, reptiles, breeding birds and foraging bats. A number of further surveys recommended which are being undertaken in line with Cardiff Councils Ecology Officer.</p> <p>Mitigation</p> <p><u>Protecting and enhancing flora and fauna</u></p> <p>There would be limited opportunities to protect or enhance flora and fauna. The proposed site is deemed sufficient size to accommodate the facilities for a new 1.5 FE school based on using the adjacent playing fields as school sports pitches.</p> <p>However, as it is assumed that the current flora and</p>	<p>Mitigation</p> <p><u>Protecting biodiversity</u></p> <p>A field survey was undertaken during May 2013. Habitats of particular note recorded were species-rich hedgerows and species-rich grassland. There is potential for the hedgerows to qualify as important under the Hedgerows Regulations 1997 and the report recommended that an assessment should be undertaken. Subsequently an ecological appraisal was undertaken in July 2013 which highlighted the site is considered to provide potentially suitable habitat for a number of protected species, specifically dormouse, reptiles, breeding birds and foraging bats. A number of further surveys recommended which are being undertaken in line with Cardiff Councils Ecology Officer.</p> <p>Mitigation</p> <p><u>Protecting and enhancing flora and fauna</u></p> <p>There would be limited opportunities to protect or enhance flora and fauna. The proposed site is deemed sufficient size to accommodate the facilities for a new 2 FE school based on using the adjacent playing fields as school sports pitches.</p>	0	N/A (See comments next to SEA Objective 1. above)		

SEA objective	Proposal: To establish a new build 1.5 form entry English-medium community primary school with a 32 full time equivalent (FTE) place nursery in Pontprennau from September 2015.		New proposal: a new 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.		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<p>fauna is providing habitat for dormice (a protected species), measures to mitigate the impact of this proposal would need to be considered in consultation with the Countryside Council for Wales.</p> <p>As the site is on an incline, it is likely that works would need to be carried out to accommodate the design of the new build school. However, a new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p>		<p>However, as it is assumed that the current flora and fauna is providing habitat for dormice (a protected species), measures to mitigate the impact of this proposal would need to be considered in consultation with the Countryside Council for Wales.</p> <p>As the site is on an incline, it is likely that works would need to be carried out to accommodate the design of the new build school. However, a new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p>		
6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)	0	<p>The proposed site for the school is rough /overgrown grassland as opposed to publicly accessible recreational land.</p> <p>There would be limited opportunities to protect the landscape as it currently exists, as the site is on an incline and it is likely that works would need to be carried out to accommodate the new build school.</p> <p>As it is assumed that the current flora and fauna is providing habitat for animals (see objective 5 above), measures to mitigate the impact of this proposal would need to be considered.</p>	0	<p>The proposed site for the school is rough /overgrown grassland as opposed to publicly accessible recreational land.</p> <p>There would be limited opportunities to protect the landscape as it currently exists, as the site is on an incline and it is likely that works would need to be carried out to accommodate the new build school.</p> <p>As it is assumed that the current flora and fauna is providing habitat for animals (see objective 5 above), measures to mitigate the impact of this proposal would need to be considered.</p>	0	N/A (See comments next to SEA Objective 1. above)
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	✓	Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable Urban Drainage Systems (SUDS).	✓	<p>New build element of the proposal</p> <p>Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable Urban Drainage Systems (SUDS).</p> <p>Adapting the existing community centre</p> <p>Water efficient measures may be possible to a lesser or greater extent depending on the compatibility of existing buildings.</p>	0	N/A (See comments next to SEA Objective 1. above)

SEA objective	Proposal: To establish a new build 1.5 form entry English-medium community primary school with a 32 full time equivalent (FTE) place nursery in Pontprennau from September 2015.		New proposal: a new 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.		*Alternative option 2: Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
8. Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	0	<p>Achieved by making schools community focused - opening facilities to the public e.g. evening classes.</p> <p>All new builds must be DDA accessible. If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to ensure the accessibility of the new build accommodation. 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.</p> <p>The Equality Impact Assessment would also include recommendations on access to the building including the use of the path currently used by the community centre and the configuration of car parking space in terms of accessibility for pedestrians to the new building.</p>	✓	<p>Achieved by making schools community focused - opening facilities to the public e.g. evening classes.</p> <p>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.</p> <p>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.</p> <p>All new builds must be DDA accessible. If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to ensure the accessibility of the new build accommodation. 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.</p> <p>The Equality Impact Assessment would also include recommendations on access to the building including the use of the path currently used by the community centre and the configuration of car parking space in terms of accessibility for pedestrians to the new building.</p>	0	N/A (See comments next to SEA Objective 1. above)
9. Protect and enhance designated historic assets	0	There are no registered historic assets within the proposed site.	0	There are no registered historic assets within the proposed site.	0	N/A (See comments next to SEA Objective 1. above)

Conclusion

The new proposal has been assessed to be largely compatible with the environmental objectives used to assess the goal and principles of the “21st Century Schools: A Strategic Framework for A School Building Improvement Programme” that underpin school organisation proposals. The potential negative environmental impacts and mitigating measures (see Objective 5) are the same as those identified in the assessment of the original proposal.

The proposal for a new build school in Pontprennau should also have a positive impact on the environment. As at 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, the use of cars or public transport and encourage walking and cycling to and from school. The proposed new build provides the opportunity to deliver a sustainable school building that meets the standards set out in the new Ministerial Interim Planning Policy Statement (MIPPS): BREEAM Very Good plus extra credits in the Energy section to Excellent level.