

**SCHOOL ORGANISATION PROPOSALS: THE PROVISION OF
ADDITIONAL ENGLISH-MEDIUM AND WELSH-MEDIUM
PRIMARY SCHOOL PLACES IN AND AROUND THE LLANISHEN
AREA**

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

AGENDA ITEM: 5

PORTFOLIO: EDUCATION & SKILLS (COUNCILLOR JULIA MAGILL)

Reason for this Report

1. To inform the Cabinet of the objections received to the statutory notices to provide additional English-medium and Welsh-medium primary school places in and around the Llanishen area by increasing the capacity of Coed Glas Primary School and Ysgol Y Wern.

Background

2. At its meeting on 18 September 2014 the Cabinet in accordance with the terms of the School Standards and Organisation (Wales) Act, approved a recommendation for the publication of statutory notices to:
 - a) Increase the capacity of Coed Glas Primary School from 2 Form Entry to 2.5 Form Entry with additional nursery places in permanent accommodation, in order to meet increasing local demand for English-medium primary education in the Llanishen area from September 2015;
 - b) Increase the capacity of Ysgol Y Wern from 2 Form Entry to 2.5 Form Entry with an additional 8FTE nursery places in order to meet increasing local demand for Welsh-medium primary education in the Llanishen area from September 2015.
3. Copies of the consultation document, the Cabinet report on the outcome of the consultation and statutory notices can be found in Appendix 1.
4. The notices were published on the Council website, displayed at Coed Glas Primary School and Ysgol Y Wern and in the local area on 03 October 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.

5. The new School Organisation Code came into force in October 2013. Following this the Council's Cabinet now has responsibility for the determination of school organisation proposals including those which receive objections (save for those that are required to be considered by the Welsh Government).
6. In accordance with this the Cabinet must decide whether to approve, reject or approve with modifications, the proposals.

Issues

7. In response to the statutory notice to increase the capacity of Coed Glas Primary School no objections were received.
8. In response to the statutory notice to increase the capacity of Ysgol y Wern, sixty eight objections were received and these have not been withdrawn in writing before the end of the objection period.
9. The points raised in the objections received are set out in *italics* below and have been grouped according to the issues raised where appropriate. The paragraphs following these points contain the Council's response to the objections and concerns raised.

Summary of objections and comments

10. **Objections raised regarding mixed age classes**

- *Objections raised regarding the logistics of managing mixed age classes, teaching two curriculums within one class and detrimental disruption to students*
- *Concerns over how a mixed age class may operate - who will decide which children will be in which class, how will it be organised?*
- *Mixed age classes in a Welsh-medium setting could impact on Welsh language development at the Foundation Phase and create further difficulties when English is introduced in Key Stage 2*

11. The Council acknowledges concerns regarding mixed age classes. However, half form entry classes and mixed age classes are common throughout Wales. Research carried out on the impact of mixed age classes on children's achievement indicates that children make the same progress in mixed age classes as those children in same age classes. The research also indicates that children in mixed age classes may have significantly more positive attitudes towards school, themselves and others (Veenman, 1996).

12. The organisation of classes and class structures are a school management issue and it would therefore be the schools responsibility to decide how best to organise the pupils within the mixed age classes, and not the Council. Advice and support on teaching strategies are available for all schools from the Central South Consortium.
13. There is no evidence available which suggests that mixed age classes have a negative impact on Welsh language development. The provision of half form entry classes and mixed age classes is common throughout Wales, and there are mixed-age classes operating successfully in Welsh-medium primary schools in other parts of Wales, such as Caerphilly. The management and planning of mixed age classes would remain a school management issue. Schools can seek advice and support on teaching strategies from Teaching Advisors within the Central South Consortium.
14. Additionally in their response to the consultation Estyn who considered the Council's proposal for the expansion of Welsh-medium provision and stated that the proposal "is likely to maintain the present pupil standards".
15. Ysgol Y Wern has admitted up to 75 children per year group for the last three years and managed this effectively to date. Furthermore it is the view of the head teacher that the current organisation and associated staff resources could continue to be managed from a revenue perspective going forward.
16. **Objections raised regarding the consultation/statutory notice process**
 - *The information presented was inaccurate and it was not possible to make an accurate and informed decision with the figures presented. The 2015 projection data was insufficient;*
 - *The consultation document failed to set out the potential for half forms of entry to result in mixed age classes. The lack of reference to this in the document suggests an intention by the Council to hide this as a way of getting the proposal approved without much objection.*
 - *The public meeting scheduled for Ysgol y Wern was changed at late notice and took place one day before the end of the school year.*
 - *The hard copy of the consultation document was distributed late and the letter including the email link to the electronic version on the relevant website was not in line with the requirements set out in The School Organisation Code.*
 - *The Statutory Notice published on 03 October 2014 contained an error – the proposal for Ysgol Y Wern was under the heading "English-medium primary school provision" instead of Welsh-medium provision.*
 - *The Cabinet Report made for a disappointing read, demonstrating that the council had not taken on board parents and others genuine concerns, comments and objections to the proposal.*

- *Not everyone who responded to the consultation received notification of the publication of the consultation report. Of those who did, some who had responded to the proposal through the medium of Welsh received a response in English.*
17. The content of the consultation document was prepared in accordance with statutory requirements. The Council responded to concerns around the data by providing those that had raised concerns with further information and clarification which the Council believes explains the rationale behind the proposal.
 18. The historic number on roll and catchment area information presented was taken from the PLASC (Pupil Level Annual School Census) returns. PLASC data is submitted and verified by schools on a specified census date annually and is therefore the most robust source of pupil data.
 19. Some respondents misinterpreted historic and projected catchment area data presented in tables. The data included in the consultation document and presented at public meetings detailed the numbers of pupils resident in each of the primary school catchment areas in the west part of Llanishen, who are enrolled in any primary school of the relevant language medium, rather than the number of pupils enrolled in each school. This was clarified at public meetings.
 20. Since the completion of the consultation, Health Service population data for 2014 has been made available. Initial analysis confirms that the population in the relevant areas is broadly consistent with that provided in previous datasets and suggests that the proposed expansions of 0.5FE in English-medium and 0.5FE in Welsh-medium provision are both necessary and appropriately sized.
 21. Projections will be updated when verification and analysis of PLASC data for 2014 (provided by schools) has been completed; however, the data is not expected to indicate a significant change to the recent trends in the take-up of places. Furthermore, all Reception classes serving the Llanishen area are fully subscribed for the September 2014 intake.
 22. The council use of data clearly evidences the need to provide additional school places. In their response, Estyn state that the proposal is thorough in its use of data with regard to past, current and future pupil numbers in the schools considered. It clearly shows that the proposal would increase capacity in order to meet the rising pupil numbers.
 23. All information currently available affirms the need to provide additional English-medium and Welsh-medium primary school places to serve the west part of the Llanishen High School catchment area.
 24. Planning permission has been granted for housing sites in Llanishen and Lisvane that, if progressed, would increase the demand for school places in the local area. Additional pupil yields from these developments would further exacerbate the overall shortfall. In accordance with the Council's

approved Supplementary Planning Guidance, financial contributions would be sought by the Council requesting housing developers contributed sufficient funds to meet the demand arising from proposed additional housing.

25. If it is subsequently found that there is a need to provide additional places beyond the 0.5FE currently proposed either from growth within the existing residential populations or from new housing development, further consultation would need to be undertaken regarding this and whether there needed to be any additional provision made available to serve the locality.
26. The consultation document sets out that 2.5FE means 75 children in each year group. The organisation of classes is a matter for individual school management processes and the possibility of mixed age classes was discussed with those who attended meetings, drop in sessions and with pupil representatives. Ysgol y Wern has admitted up to 75 children per year group as a temporary enlargement for the last three years and managed this effectively to date.
27. The meeting scheduled at Ysgol y Wern for 10 July had to be rearranged due to industrial action on that day. The alternative date was agreed with the school and stakeholders were made aware of this in writing as quickly as possible with letters sent out on 7 July. Additionally the Council's social media forums were used to communicate the change. The re-arranged meeting on 17 July was very well attended which suggested that people were aware of the change.
28. Details regarding contacting members of the team were included in the consultation document and online. Several members of the public also used this method to ask questions and check information.
29. Owing to difficulties with the printing of the document, hard copies were distributed after the start of the consultation. However in order to mitigate this officers wrote out to all stakeholders due to receive the hard copy in advance of the consultation to advise them of the meeting dates and to inform them of the consultation start and end dates.
30. Stakeholders were provided with the exact web link should they want to access the document on the start date. Whilst it is acknowledged that this is not ideal, all stakeholders had full information as to how to access the information and how to contact members of the team in the event they were unable to access the webpage. Copies were also emailed to the schools directly affected on the first day of the consultation.
31. A typing error was made on the Statutory Notice for Ysgol y Wern published on 03 October 2014, however this did not affect the legality of the proposal.
32. The Council did take on board the comments made during the public consultation, and this is reflected in the Cabinet Report dated 18 September 2014. The report listed the views expressed and provided

an appraisal underneath each point raised and based on the responses provided the decision was taken to proceed with publishing a statutory notice consistent with the original proposals put forward.

33. In accordance with statutory requirements all those who requested notification of the publication of the cabinet report which was published before the proposal was published. However it is acknowledged that it was an oversight that the notification was not translated into Welsh in all cases.

34. **Objections raised regarding traffic**

- *Increasing the pupil population will put a strain on traffic in the area and on relationships within the local community.*

35. 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. If there are highways improvements that are stipulated as conditions of any planning permission sought these will be addressed and there has been a nominal amount of funds built into the costs of the proposals to cover this in the event they are permitted to proceed.

36. **Objections raised regarding building works**

- *The suggested timescale of providing the finished building by September 2015 is optimistic and children would end up being educated on a building site.*

37. As set out in the consultation document, it is intended that building work would be expected to start in 2015. Discussions have been held with the school regarding accommodation needs for September 2015 and a number of options have been identified which would allow for the increase in pupil numbers to be managed in the interim subject to approval of the proposal.

The Council has increased experience in the successful delivery of building projects on the sites of occupied schools resulting from the progression of a growing school organisation programme. Both schools have successfully worked alongside construction contractors on previous investment projects and ensuring high quality education provision for the children being educated throughout. The work carried out on the school site would be managed effectively in consultation with the school management to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

38. **Alternative suggestions to increasing the capacity of Ysgol y Wern to 2.5FE**

39. ***The following alternative suggestions were put forward:***

- *Retain Ysgol y Wern as a 2FE school, reduce the catchment in the north east of Cardiff and focus instead on developing Ysgol Pen y Groes.*
 - *The failure of Ysgol Pen y Groes to establish itself is likely to be linked to its sharing a site with a low performing English school. One option may be to close Bryn Celyn Primary School and work effectively to build a good quality Welsh-medium school on the site to accommodate the current catchment and beyond if catchments are altered.*
 - *Increase the capacity of Ysgol y Wern to 3FE as the site is large enough to accommodate this number of pupils, with proper investment and this number of places will be needed going forward.*
 - *Increase the capacity of Ysgol y Wern and revise the Mynydd Bychan/Ysgol y Wern catchment border in line with this proposal, at and around Heathwood Road, to ease some of the pressures on Mynydd Bychan.*
40. The current projections indicate projected demand for both Welsh-medium and English-medium places at entry to Reception increasing from 2FE to 2.5FE. Since the completion of the consultation, Health Service population data for 2014 has been made available. Initial analysis confirms that the proposed expansions of 0.5FE in English-medium and 0.5FE in Welsh-medium provision are both necessary and appropriately sized.
41. Reducing the catchment of Ysgol y Wern and enlarging the catchment and/ or premises of Ysgol Pen y Groes would not provide a suitable solution.
42. The Council is committed to ensuring that Welsh medium education is available to all children whose parents / guardians wish them to receive their education through the medium of Welsh, and this within reasonable travelling distance from the children's homes.
43. The Ysgol y Wern catchment area lies adjacent to the catchment area of Ysgol Pen y Groes. Projections suggest that there are sufficient places at Ysgol Pen y Groes for it to serve the demand from within its catchment area, and for there to be approximately 10-12 surplus places. However, this option has been discounted for the following reasons:
44. It would not provide a local solution to the increased demand for places in the Ysgol y Wern catchment area and could result in considerable ongoing transport costs for which the Council would be liable. Ysgol Pen y Groes is more than 2 miles away from the home addresses of all pupils resident in the Ysgol y Wern catchment area and therefore pupils resident in any area that could transfer from the Ysgol y Wern catchment area to the Ysgol Pen Y Groes catchment area would be eligible for free home to school transport. The cost of transporting pupils who have to travel more than 2 miles to attend primary school is approximately £14k per pupil by the time they leave primary education. Providing the

additional places within 2 miles of the seat of demand would avoid these costs. In addition, this would mean pupils using polluting modes of transport to travel to and from school. Congestion would also be exacerbated due to an increase in traffic traversing the city.

45. The surplus of approximately 10-12 places in the Ysgol Pen y Groes catchment area needs to be retained as the Council has recently approved plans for 1,170 additional dwellings within the area. This is expected to yield demand for approximately 9 Welsh-medium places per year group. Demand is also set to rise further as additional housing is planned in the area.
46. There is no evidence at this time to suggest that expanding Ysgol Y Wern to 3FE and also enlarging its catchment area, whilst reducing the catchment area of Ysgol Mynydd Bychan, is necessary.
47. Following public consultation in Spring 2013, the Council implemented changes to the Ysgol Mynydd Bychan catchment area in September 2014 to reduce its size and to balance the supply of and demand for places with the newly established neighbouring catchment area of Ysgol Glan Ceubal.
48. The Council has also engaged with stakeholders in Summer 2014 on proposals to increase Welsh-medium provision serving Grangetown and Butetown. Should the Council consult on and proceed with proposals to provide additional Welsh-medium primary school places to serve Grangetown and Butetown, it would be expected that a review of the Ysgol Mynydd Bychan catchment area, which serves Butetown, would take place at this time.

Requirements of the School Organisation Code

49. As set out in the School Organisation Code, the following factors should be taken into account by relevant bodies when exercising their function of approving/determining as set out in the School Organisation Code.

Quality and Standards

50. The proposal would mean that more pupils would be educated in high quality modern buildings which would be able to support the delivery of a board and balanced curriculum including the requirements of the National Curriculum and the full Foundation Phase. The proposed increased capacity of Coed Glas Primary School and Ysgol y Wern would meet the increasing English and Welsh-medium community pupil population in the local area. It is not anticipated that there would be any impact on the quality and standards of education or the delivery of the Foundation Phase at the other community primary schools within the area.
51. Quality and standards in schools in Cardiff are monitored by Estyn and the Local Authority (LA) and Central South Consortium (CSC).

52. Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.
53. Since the establishment of the Central South Consortium (CSC) in September 2012 the LA has commissioned the Consortium to support and enable improvement in Cardiff schools. Any newly established schools would also benefit from these services to support the delivery of high quality teaching and learning opportunities.

Estyn

54. The relevant Estyn Inspection reports provide grades against Key Questions and provide schools with recommendations for improvement.
55. For Estyn inspections carried out before 2010, there were seven key questions each with the following grades which could be awarded:
- Grade 1** good with outstanding features
 - Grade 2** good features and no important shortcomings
 - Grade 3** good features outweigh shortcomings
 - Grade 4** some good features, but shortcomings in important areas
 - Grade 5** many important shortcomings
56. Information from the most recent Estyn inspections for Coed Glas Primary School and Ysgol y Wern are set out below.

Local Authority and Central South Consortium

57. Information regarding the quality and standards of Cardiff schools is provided in the Performance of Cardiff Schools and the Youth Service report which is submitted to the Children and Young People's Scrutiny Committee on an annual basis. The last report was submitted in January 2014.
58. Since September 2012, the Council's School Improvement Services have been provided by the Central South Consortium (CSC), a regional School Improvement Services for the five local authorities of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. Each school is categorised into four categories (A-D) which is reviewed every year:
- A: High performing school with many examples of good practice and potential sector leading practice – not requiring additional support
 - B: School with good performance with some areas requiring improvement – may require some external support

C: School with variable performance in a range of indicators or over time, needing improvement in a number of important areas – requires sustained additional support

D: Underperforming school with significant weaknesses across a wide range of areas – requires intensive additional support

Coed Glas Primary School

Estyn report – September 2008

59. The authority recognises that this inspection was undertaken a number of years ago and should not be used as an indication of the current standards at the school.

Key Questions	Grade
Standards	
Key Question 1: How well do learners achieve?	Grade 2
The quality of education and training	
Key Question 2: How effective are teaching, training and assessment?	Grade 1
Key Question 3: How well do the learning experiences meet the needs and interests of learners and wider community?	Grade 1
Key Question 4: How well are learners cared for, guided and supported?	Grade 1
Leadership and Management	
Key Question 5: How effective are leadership and strategic management?	Grade 1
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	Grade 1
Key Question 7: How efficient are leaders and managers in using resources?	Grade 1

60. As set out in the Estyn report, in order to improve the school in the areas inspected, the staff and governing body need to;

Recommendation 1: continue to address the difference in the performance of boys and girls at both key stages;*

Recommendation 2: continue to ensure pupils bilingual skills are developed consistently well in all classes;*

Recommendation 3: further implement existing plans to expand the role of the school council.

Note: * The school has already identified Recommendation 1 and Recommendation 2 in its own self evaluation report and associated documentation and already has strategies in place to address the issues.

The CSC category for the academic year 2013-2014 is C.

Ysgol y Wern

Estyn report – November 2009

61. The authority recognises that this inspection was undertaken a number of years ago and should not be used as an indication of the current standards at the school.

Key Questions	Grade
Standards	
Key Question 1: How well do learners achieve?	Grade 1
The quality of education and training	
Key Question 2: How effective are teaching, training and assessment?	Grade 1
Key Question 3: How well do the learning experiences meet the needs and interests of learners and wider community?	Grade 1
Key Question 4: How well are learners cared for, guided and supported?	Grade 1
Leadership and Management	
Key Question 5: How effective are leadership and strategic management?	Grade 1
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	Grade 1
Key Question 7: How efficient are leaders and managers in using resources?	Grade 1

62. As set out in the Estyn report, in order to move the school forward, the staff and governing body need to:

Recommendation 1: maintain the extremely rich experiences offered to learners throughout the school;
 Recommendation 2: continue to develop strategies that overcome the limitations of the building, and
 Recommendation 3: ensure that the mid morning teaching session is not too long for learners in key stage 2.

The CSC category for the academic year 2013-2014 is A. The school took 75 children into the Reception year in this academic year and the previous academic year (2012-13).

63. It is not anticipated that there will be any impact on the quality and standards of education or the delivery of the Foundation Phase at the schools.
64. The LA has no information to suggest that the Quality and Standards of existing schools would be negatively affected by the proposals.

Need for places and the impact on accessibility of schools

English-medium provision

Existing demand for places and schools attended

65. A growth in the pre-school population has been evident in recent years in the West of the Llanishen High School catchment area.
66. The number of English-medium community school Reception age pupils resident within the west part of the Llanishen High School catchment and the discrete Llanishen Fach Primary School catchment area combined has grown from 301 in January 2011, to 310 in January 2013.
67. These totals both exceed the combined Admission Numbers at entry level to Reception of the English-medium primary schools which totals 300.
68. The number of English-medium community school Reception age pupils resident within the discrete Coed Glas Primary School catchment area (excluding shared areas) has grown from 65 in January 2011, to 90 in January 2013.
69. These totals both exceed the school's Admission Number at entry level to Reception of 60.
70. Demountable (temporary) classrooms have been provided at Coed Glas Primary School in order to meet this demand. These demountable classrooms temporarily enable the school to admit 90 pupils into its Reception year. This temporary enlargement over and above the published school capacity is allowable under current regulations for a period of three years until the end of August 2015.
71. The number of English-medium community school Reception age pupils resident within the Ton Yr Ywen Primary School catchment area has fallen from 81 in January 2011, to 69 in January 2013.
72. These both exceed the school's Admission Number at entry level to Reception of 60.

Future demand for places

73. Projected demand based upon NHS data received in 2013 indicates that the number of English-medium community pupils entering Reception will continue to fluctuate until at least September 2016, the latest year for which data are available.

Table 2 below illustrates the numbers of English-medium community pupils in Reception Year within the west part of the Llanishen High School catchment area and the discrete Llanishen Fach catchment area

Catchment area	Admission Number	Number on roll		Projected number of pupils within catchment area			
		January 2012	January 2013	Sept. 2013	Sept. 2014	Sept. 2015	Sept. 2016
Coed Glas	60	76	90	81	81	74	120
Llysfaen	60	24	24	24	19	21	29
Thornhill	60	37	32	49	39	25	31
Ton Yr Ywen	60	82	69	72	82	65	74
Area shared between Coed Glas, Llysfaen, and Thornhill primary schools	N/a	44	46	43	44	45	40
Area shared between Coed Glas, Llysfaen, Thornhill and Llanishen Fach primary schools	N/a	16	11	10	16	12	12
Llanishen Fach	60	47	38	35	28	38	48
Total	300	326	310	314	309	280	354
Forms of entry	10.0	10.9	10.3	10.5	10.3	9.3	11.8

74. Whilst a large number of pupils are resident in the shared catchment areas which also serve Llysfaen Primary School, Thornhill Primary School and Llanishen Fach Primary School, as set out in Table 3 below the seat of demand lies in the discrete Coed Glas Primary School and Ton Yr Ywen Primary School catchment areas.

Table 3: Numbers of English-medium community pupils in Reception Year within the Coed Glas Primary School and Ton yr Ywen Primary School catchment areas.

Catchment area	Admission Number	Number on roll		Projected number of pupils within catchment area			
		January 2012	January 2013	Sept. 2013	Sept. 2014	Sept. 2015	Sept. 2016
Coed Glas	60	76	90	81	81	74	120
Ton Yr Ywen	60	82	69	72	82	65	74
Total	120	158	159	153	163	139	194
Forms of entry	4.0	5.3	5.3	5.1	5.4	4.6	6.5

75. Whilst Table 2 shows that there are sufficient places in the combined west part of Llanishen High School catchment area in September 2015, Table 3 shows there is a projected shortfall of 19 English-medium community school places between the Coed Glas Primary School and Ton Yr Ywen Primary School catchment areas. However, whilst there is no reason to doubt the accuracy of the 2016 projection, this is so significantly different to the previous pattern it would be prudent to keep the situation under review and respond to demand for 2016 and beyond once the situation is clarified. If it is subsequently found that there is a

need to provide additional places beyond the 0.5 FE, further consultation would need to be undertaken regarding this.

76. Projected demand for school places takes account of data supplied by the NHS and the recent take-up of places. The Council is aware of a number of Brownfield sites under consideration by housing developers that, if progressed, could increase the demand for school places in the local area.
77. Whilst any additional housing, if agreed for development, will be expected to include provision for education, any new housing in the locality could create additional demand for school places in addition to that included in projections, at least in the short term. In the event of this being the case consideration would need to be given to how this demand would be met.
78. Implementation of the proposal would result in an increase in the number of English-medium community places available at entry to school (Reception Year) of 15 places. The combined number of places in the area would therefore enable up to 315 pupils to be admitted per year.
79. Table 4 below illustrates the number of pupils on roll at Coed Glas Primary School, Ton Yr Ywen Primary School and Ysgol y Wern in recent years, and the projected numbers of pupils on roll should the existing arrangements be retained, and the proposals not proceed.

Table 4: Recent and projected numbers on roll at local primary schools if the proposal is not implemented												
School	January 2009	January 2010	January 2011	January 2012	January 2013	2013/2014 Projection	2014/2015 Projection	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Coed Glas Primary School	361	365	366	381	418	473	488	497	497	499	474	460
Llanishen Fach Primary School	409	419	429	440	436	427	415	410	402	395	395	395
Llysfaen Primary School	372	390	396	398	413	413	409	399	389	378	378	378
Thornhill Primary School	355	352	358	372	397	401	404	404	406	403	403	403
Ton Yr Ywen Primary School	409	411	410	447	444	444	445	444	444	445	416	416
Christ The King R.C Primary School	211	217	226	221	235	235	234	235	233	223	223	223

Welsh-medium provision

Existing demand for places and schools attended

80. The number of Welsh-medium community school Reception age pupils resident within the Ysgol y Wern catchment area has grown from 54 in January 2011, to 67 in January 2013.

Future demand for places

81. Projected demand based upon NHS data received in 2013 indicates that the number of Welsh-medium community pupils entering Reception will exceed the number of places available in future years until at least September 2016, the latest date for which data are available.

Table 5 below illustrates the numbers of Welsh-medium community pupils in Reception Year within the existing Ysgol y Wern catchment area							
Catchment area	Admission Number	Number on roll		Projected number of pupils within catchment area			
		January 2012	January 2013	Sept. 2013	Sept. 2014	Sept. 2015	Sept. 2016
Ysgol Y Wern	60	59	67	67	66	61	76
Forms of entry	2.0	2.0	2.2	2.2	2.2	2.0	2.5

82. As set out in Table 5 there is a projected shortfall in September 2015 of one Welsh-medium community place, rising to 16 places in September 2016, in the Ysgol y Wern catchment area.
83. As the projected demand for places in September 2016 is significantly different to the previous pattern it would be prudent to respond to demand for 2016 whilst keeping under review the potential for any further growth in future years.
84. Projected demand for school places takes account of data supplied by the NHS and the recent take-up of places. The Council is aware of a number of Brownfield sites under consideration by housing developers that, if progressed, could increase the demand for school places in the local area.
85. Whilst any additional housing, if agreed for development, will be expected to include provision for education, any new housing in the locality could create additional demand for school places in addition to that included in projections, at least in the short term. In the event of this being the case consideration would need to be given to how this demand would be met.
86. Implementation of this proposal would result in an increase in the number of Welsh-medium community places available at entry to school (Reception Year) of 15 places.
87. Implementation of the proposal would commence from September 2015.

Resource implications

88. The capital funds required for both of these projects has been identified as £1.699m for Coed Glas Primary School and £2.388m for Ysgol y Wern based on existing accommodation and site conditions.

89. This is to be partly funded by a capital grant from the Welsh Government 21st Century Schools Programme and is subject to Business Case approval.
90. Officers have met with the Headteachers of both schools who have confirmed that the schools will be able to organise for 75 pupils per year group with a revised funding formula budget allocation should the proposals be implemented.

How will nursery provision be affected?

91. Children in Cardiff are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for a minimum of five half days. Nursery places are not allocated on a catchment area basis. Wherever possible places are offered in a local community nursery school or nursery class within two miles of a child's place of residence. If places are unavailable in local community nursery schools or nursery classes, parents may apply for nursery education place funding with a recognised provider designated by the Cardiff Early Childhood Steering Group.
92. In the event the proposal is implemented accommodation will need to be of sufficient size to provide for the increased numbers and the appropriate investment made to realise the appropriate space in accordance with the numbers of places offered. As these are expansions of existing nursery units the outdoor area would also be taken into account to ensure the area is able to offer a range of activities relevant to the delivery of the Foundation Phase to this age group.
93. The Local Authority has needed to purchase an increasing number of nursery education place in English-medium in recent years following the increased housing and the rise in the birth rate. Also, some families have not taken up their offered place which means there is potential demand in excess of the supply available and any additional places would support a greater uptake of the nursery entitlement, particularly in the rising 3s age group.
94. It has been difficult to source a sufficiency of places in settings that are approved to provide education places in areas that parents have requested and/or source new providers willing to enter into the contract with the Local Authority in some areas.
95. Whilst the addition of nursery places would mean there would potentially be a reduced number purchased in the private and voluntary childcare sector, many also provide wrap around places and the opportunities for this could increase with a larger number of families accessing the maintained provision for part time sessions.

Reason for Recommendations

96. It is recommended that the increase the capacity of Coed Glas Primary School from 2 Form Entry to 2.5 Form Entry with additional nursery

places in permanent accommodation, be progressed in order to meet increasing local demand for English-medium primary education in the Llanishen area from September 2015

97. It is also recommended that the proposal to increase the capacity of Ysgol y Wern from 2 Form Entry to 2.5 Form Entry with an additional 8FTE nursery places be progressed in order to meet increasing local demand for Welsh-medium primary places from September 2015 in the Llanishen area from September 2015.
98. Both of the above options is consistent with the preferred options submitted to illustrate the need for capital funding to the Welsh Government, and the options respond to the need to increase the number of places available at entry to schools (Reception Year) by 15 places in both English-medium and Welsh-medium

Local Ward Member Consultation

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

Financial Implications

100. At its meeting on 18 September 2014, the Cabinet committee authorised officers to publish statutory notices of the proposals to increase the capacities of Coed Glas Primary School and Ysgol Y Wern to 2.5 Form of Entry with additional nursery places.
101. This current report presents the responses to those statutory notices, and seeks authority to proceed to implement the proposals.
102. The Authority included provisions for both Coed Glas Primary School and Ysgol Y Wern within its 21st Century Schools bid for Capital grant funding, submitted to Welsh Government (WG) and approved in-principle in December 2011, subject to the submission and approval of detailed Business Cases.
103. The Capital provisions currently held within the SOP Financial Model, including contingencies, are £1.699 million for Coed Glas Primary and £2.388 million for Ysgol Y Wern – both of which are inclusive of assumed WG grant funding.
104. The required Business Cases have not yet been submitted to WG, and therefore the authority to proceed with the proposals is subject to receiving full grant approval. The delegated authority referred to in Recommendation 5 should be restricted such that a Contract Award decision can not be taken on a proposal until the respective grant allocation for that proposal has been fully approved by WG.
105. At its meeting on 7 November 2013, the Cabinet committee authorised officers to: *proceed with initial design works for 21st Century Schools schemes up to 5% of project value and not to commit Council to any other financial obligations, ahead of approval of grant funding.* An Officer Decision Report was approved in July 2014, committing Asset Renewal

funds of £121,000 for interim works at Coed Glas Primary School in preparation for September 2014. The Officer Decision Report stated that, in the event that the proposals at Coed Glas Primary School were to proceed and the Business Case submission proved successful, the SOP Financial Model provision would be used to fund the £121,000. The Directorate has advised that this is affordable from within the £1.699 million allocation. Had the interim works not been aligned to Asset Renewal, the 5% limit would have been breached.

106. The Directorate will need to ensure that the Terms and Conditions of the grant, if approved, are adhered to.
107. School budgets are primarily funded by a formula funding mechanism, which uses pupil numbers as its main driver. Whilst there are many factors that determine the budget of an individual school, one area of challenge for schools are class sizes less than 20, which can struggle to generate enough funds for a teacher and support for that class. Therefore, there is a need to obtain assurances from each school that they are able to absorb the additional 0.5 element of a class size within their revised funding formula budget allocation. The Directorate has advised that these discussions have taken place with the Headteachers, as confirmed in paragraph 90.
108. Any reduction in pupil numbers of any neighbouring school as a result of these proposals will reduce the formula funding budget share of that neighbouring school.

Legal Implications

109. 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 the those objections (referred to as the "Objections Report") within 7 days of the determination of its proposals. This includes sending copies to the various people/bodies, inclusion of the website and making it available on request.
111. 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.
112. Protected characteristics are
 - Age
 - Gender reassignment
 - Sex
 - Race – including ethnic or national origin, colour or nationality
 - Disability
 - Pregnancy and maternity
 - Marriage and civil partnerships

- Sexual orientation
- Religion or belief – including lack of belief

113. 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.
114. The report identifies that the Equality Impact Assessment has been updated to take account of the consultation and is included as part of the Statutory Screening Toolkit at Appendix 2. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector duty.
115. The decision make must have due regard to the Equality Impact Assessment in making its decision.
116. The decision 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 2.

HR Implications

110. 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.
111. The proposal to increase current pupil numbers should not result in a reduction of staff.
112. The governing bodies of each school would need to consider whether to restructure their current staffing establishment with a view to creating more posts to support the increased number on roll. Governing Bodies of each school have adopted the Council's Redeployment and Redundancy Policy for schools and therefore any new vacancies arising as a consequence of an increased number on roll will provide opportunities for staff held on the school redeployment register.

Traffic and Transport Implications

113. Traffic and transport implications will be considered as part of the Transport Assessment that will be required as part of the formal planning application and therefore until this is completed it will not be possible to predict the outcomes. The information from this assessment will inform

any stipulations made as condition of planning consent should this proposal be permitted to proceed to implementation.

114. Under this proposal there are no plans to change the Council's policy on the transport of children to and from schools. Any pupils affected by proposals 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).

Catchment area arrangements

115. Should the proposal to enlarge Coed Glas Primary School proceed, it will be necessary to revise the catchment areas of the school.
116. Catchment areas need to be of a size and geographical area that can sustain schools close to their proposed pupil capacities. They are also intended to be sufficiently convenient for the majority of pupils and parents in the locality with a view to supporting the aim for families to walk to school wherever possible
117. As the distribution of the projected demand for places at entry to Reception in the Llanishen, Lisvane and Thornhill areas differs greatly between September 2015 and September 2016, it is not yet possible to propose revised catchment areas that would provide a sustainable balance in the supply of and demand for places. It would therefore be prudent to continue to monitor the take-up of places in 2014 and to analyse this information, when available.
118. Whilst the statutory processes required to expand a school could be completed by September 2015 and would therefore enable the admission of additional pupils from this date, any amendments to admission arrangements for schools such as the revision of catchment areas could not be implemented until September 2016 at the earliest, in accordance with the requirements of the Welsh Government's School Admission Code.
119. It is expected that, following further analysis of the take-up of Reception places in 2014, any proposed changes to English-medium primary school catchment areas would be consulted on in early 2015, and the arrangements would be implemented in September 2016. However, should the proposal to enlarge either Coed Glas Primary School or Ton Yr Ywen not proceed, it may still be necessary to revise the catchment areas of each of these schools to provide an improved balance in the supply of and demand for school places
120. There are no proposed changes to the Ysgol y Wern catchment area as a result of this proposal.

Admission Arrangements

121. There are no plans to change the Council's policy on the admission of children to schools as a result of this proposal.
122. 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)
123. In accordance with the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, the Council consults annually on admission arrangements to community schools in Cardiff. It is proposed that the Published Admission Number for both Coed Glas Primary School and for Ysgol Y Wern of 75 applies to the 2016/17 academic year.
124. The Council would implement this intake by authorising the admission of pupils in accordance with its published admissions criteria.
125. However, it should be noted that appeal panels, which are independent of the Council, may instruct the admission of additional pupils in excess of 75 pupils. If this were to happen, the Council would need to consider how to accommodate additional pupils over and above the Published Admission Number.

Equality Impact Assessment

126. The Initial Equality Impact Assessment has been updated and concludes that the proposals would not adversely affect a particular group in society. If the proposals were to proceed, further equality impact assessments would be undertaken including an assessment at the design stage. The assessment is attached at Appendix 2.

Sustainability Assessment

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

Community Impact

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

RECOMMENDATIONS

The Cabinet is recommended to:

1. approve the proposal as set out in paragraph 2a without modification;
2. approve the proposal as set out in paragraph 2b without modification;
3. authorise officers to take the appropriate actions to implement the proposal as set out in paragraph 2;
4. 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;
5. delegate the approval, only following the respective grant approvals by Welsh Government, of any necessary contracts to the Director of Education and Lifelong Learning in consultation with the Corporate Director Resources & Section 151 Officer, Director of Legal Services and the Cabinet Members for Corporate Services & Performance and Education & Skills.

NICK BATCHELAR

Director

5 December

The following appendices are attached:

Appendix 1 - 21st Century Schools Consultation Document 2014 – The provision of additional English-medium and Welsh-medium primary school places in and around the Llanishen area
Cabinet report on the outcome of the consultation which was considered by Cabinet on 18 September 2014.
Statutory Notices - published 03 October 2014

Appendix 2 – Statutory Screening Tool

21st Century Schools Consultation Document 2014

The provision of additional English-medium and Welsh-medium primary school places in and around the Llanishen area

16 June - 28 July 2014



This document can be made available in Braille.
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.

Introduction

A growth in the pre-school population has been evident in recent years in the west of the Llanishen High School catchment area. This includes parts of the Llanishen, Lisvane, Rhiwbina and Heath wards.

In November 2011 the Council submitted its Band A capital bid to the Welsh Government (WG) under the 21st Century Schools Programme for funding to respond to the rising demand for English-medium and Welsh-medium primary school places in and around the Llanishen area.

This consultation document sets out two options to increase English-medium provision and one option to increase Welsh medium provision in the area.

Explanation of terms used in this document

Please note that 2FE means 2 classes in each Year group (60 children in a Year group) and 2.5FE means 2.5 classes in each Year group (75 children in a Year group).

Discrete catchment area: pupils resident in a 'discrete catchment area' are resident within the catchment area of one English-medium community school only. When applying for admission to a primary school, pupils resident within the catchment area of a specific primary school area are considered to be resident within the catchment area of that primary school.

Shared area: Pupils resident in a 'shared catchment area' are resident within the catchment area of more than one English-medium community school. For example, when applying for admission to a primary school, pupils resident within a shared area are considered within the catchment area of all schools serving that area e.g. Coed Glas, Llysfaen and Thornhill primary schools.

Business Justification Case: Business case submitted to the Welsh Government for projects that are under £5 million total funding investment.

FTE: Full time equivalent e.g. 8FTE or 16 part time nursery places.

How can you find out more and give your views?

This consultation is an opportunity for people to learn about the school organisation proposal put forward in your area. It is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

A range of individuals and groups will be asked for their views about the proposal. Those the Council is consulting with as part of this process include the following:

- Children and young people
- Parents/carers
- School staff
- School Governing Bodies
- Local residents
- Elected Members (local Councillors, AMs and MPs)
- Church in Wales and Catholic Diocesan Authority directors
- Neighbouring local authorities
- Other schools within a two mile radius of those schools directly affected by the proposals

How can you find out more and give your views? (continued)

- Estyn
- Welsh Ministers
- Police & Crime Commissioner
- Regional Educational Consortium
- Regional Transport Consortium
- Welsh Language Commissioner
- RHAG
- Trade Unions
- Childcare providers
- Mudiad Ysgolion Meithrin
- Wales Pre-school Providers Association
- Clybiau Plant Cymru Kids Club
- National Day Nurseries Association

Meetings and drop in sessions have been arranged where the proposals will be explained. These are provided so you can ask questions and make comments that will be recorded. You may also provide your views in writing.

Information regarding this proposal will be displayed at Llanishen Leisure Centre, Llanishen Library, Rhiwbina Library and will also be displayed at the schools directly affected by these proposals.

In addition, workshop sessions will be arranged with local primary age children to provide an opportunity for pupils to ask questions and learn more about the proposal and give their views.

Details of the consultation meeting dates are given below:

Nature of Consultation	Date/Time	Venue
Staff Meeting (Ton Yr Ywen Primary)	23/06/14 3:45pm	Ton Yr Ywen Primary
Governing Body Meeting (Ton Yr Ywen Primary)	23/06/14 5:30pm	Ton Yr Ywen Primary
Public Meeting	23/06/14 7:00pm	Ton Yr Ywen Primary
Staff Meeting (Coed Glas Primary)	30/06/14 3:30pm	Coed Glas Primary
Governing Body Meeting (Coed Glas Primary)	30/06/14 5:30pm	Coed Glas Primary
Public Meeting	30/06/14 7:00pm	Coed Glas Primary
Staff Meeting (Ysgol y Wern)	02/07/14 3:30pm	Ysgol y Wern
Governing Body Meeting (Ysgol y Wern)	07/07/14 7:00pm	Ysgol y Wern
Public Meeting	10/07/14 6:30pm	Ysgol y Wern
Drop in sessions	27/06/14 2pm-4pm	Llanishen Library
	03/07/14 10am-12noon	Rhiwbina Library
	08/07/14 11am-1pm	Llanishen Leisure Centre

Your Views Matter

Your views matter and we want you to tell us what you think about the proposals. You can do this by attending one of the meetings above, and/or by completing the Consultation Response Form which can be found on page 25 of this document. Alternatively, complete the online response form at www.cardiff.gov.uk/21stcenturyschools

Llanishen High School Catchment Area



Existing Primary School catchment areas

- | | |
|---|--|
| 1 Coed Glas Primary School catchment area | 2 Llysfaen Primary School catchment area |
| 3 Llanishen Fach Primary School catchment area | 4 Thornhill Primary School catchment area |
| 5 Ton-yr-Ywen Primary School catchment area | |
| 6 Shared catchment area: Coed Glas, Llysfaen and Thornhill primary schools | |
| 7 Shared catchment area: Coed Glas, Llysfaen, Thornhill and Llanishen Fach primary schools | |

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The proposals

Expansion of English-medium provision

In response to the rising demand for English-medium education in and around the Llanishen area, the Council is now consulting on the following options to provide additional English-medium primary school places with implementation commencing from 2015:

Option 1

To increase the capacity of Coed Glas Primary School from 2 FE to 2.5FE with additional nursery places in permanent accommodation to meet increasing local demand for English-medium primary education from September 2015.

Ton Yr Ywen Primary School would remain at 2FE.

OR

Option 2

To increase the capacity of Ton Yr Ywen Primary School from 2FE to 2.5FE with additional nursery places in permanent accommodation to meet increasing local demand for English-medium primary education from September 2015.

Coed Glas Primary School would remain at 2FE.

Expansion of Welsh-medium provision

In response to the rising demand for Welsh-medium education in and around the Llanishen area, the Council is now consulting on the following proposal to provide additional Welsh-medium primary school places with implementation commencing from 2015:

To increase the capacity of Ysgol y Wern from 2FE to 2.5FE with an additional 8FTE nursery places to meet increasing local demand for Welsh-medium primary places from September 2015.

Schools serving the area at present

The west part of the Llanishen High School catchment area is made up of four discrete English-medium community primary school catchment areas and two shared areas, namely:

- a. Coed Glas Primary School
- b. Llysfaen Primary School
- c. Thornhill Primary School
- d. Ton Yr Ywen Primary School
- e. An area shared between Coed Glas, Llysfaen and Thornhill primary schools
- f. An area shared between Coed Glas, Llysfaen, Thornhill and Llanishen Fach primary schools

The current number of places at entry level to Reception between the above schools totals 300. However, as Llanishen Fach Primary School also serves a separate discrete catchment area including parts of Rhiwbina, the approximate number of places that serve the west part of the Llanishen High School catchment area is reduced to 250 as the balance of 50 places at Llanishen Fach serves part of Rhiwbina.

The Welsh-medium primary school serving the area is Ysgol y Wern. The Ysgol y Wern catchment area also includes parts of the Lisvane, Heath, Cyncoed, Rhiwbina and Tongwynlais wards.

The area is also served by Christ the King Catholic Primary School.

The location of the schools can be seen on the map at page 5.

Table 1 below provides details of school capacities and information regarding the condition and suitability of school buildings

Name of School	Type of School	Condition/Suitability of School Buildings	Permanent Capacity
Coed Glas Primary School	English-medium Community	Satisfactory	420
Llysfaen Primary School	English-medium Community	Satisfactory	420
Thornhill Primary School	English-medium Community	Satisfactory	420
Ton Yr Ywen Primary School	English-medium Community	Satisfactory	445
Llanishen Fach Primary School	English-medium Community	Satisfactory	420
Ysgol y Wern	Welsh-medium Community	Satisfactory	420
Christ the King Catholic Primary School	English-medium (VA)	Satisfactory	210

Why are we proposing the changes?

English-medium provision

Existing demand for places and schools attended

A growth in the pre-school population has been evident in recent years in the west of the Llanishen High School catchment area.

The number of English-medium community school Reception age pupils resident within the west part of the Llanishen High School catchment and the discrete Llanishen Fach Primary School catchment area combined has grown from 301 in January 2011, to 310 in January 2013.

These totals both exceed the combined Admission Numbers at entry level to Reception of the English-medium primary schools which totals 300.

The number of English-medium community school Reception age pupils resident within the discrete Coed Glas Primary School catchment area (excluding shared areas) has grown from 65 in January 2011, to 90 in January 2013.

These totals both exceed the school's Admission Number at entry level to Reception of 60.

Demountable (temporary) classrooms have been provided at Coed Glas Primary School in order to meet this demand. These demountable classrooms temporarily enable the school to admit 90 pupils into its Reception year. This temporary enlargement over and above the published school capacity is allowable under current regulations for a period of three years until the end of August 2015.

The number of English-medium community school Reception age pupils resident within the Ton Yr Ywen Primary School catchment area has fallen from 81 in January 2011, to 69 in January 2013.

These both exceed the school's Admission Number at entry level to Reception of 60.

Future demand for places

Projected demand based upon NHS data received in 2013 indicates that the number of English-medium community pupils entering Reception will continue to fluctuate until at least September 2016, the latest year for which data are available.

Table 2 below illustrates the numbers of English-medium community pupils in Reception Year within the west part of the Llanishen High School catchment area and the discrete Llanishen Fach catchment area

Catchment area	Admission Number	Number on roll		Projected number of pupils within catchment area			
		January 2012	January 2013	Sept 2013	Sept 2014	Sept 2015	Sept 2016
Coed Glas	60	76	90	81	81	74	120
Llysfaen	60	24	24	24	19	21	29
Thornhill	60	37	32	49	39	25	31
Ton Yr Ywen	60	82	69	72	82	65	74
Area shared between Coed Glas, Llysfaen, and Thornhill primary schools	N/A	44	46	43	44	45	40
Area shared between Coed Glas, Llysfaen, Thornhill and Llanishen Fach primary schools	N/A	16	11	10	16	12	12
Llanishen Fach	60	47	38	35	28	38	48
Total	300	326	310	314	309	280	354
Forms of entry	10.0	10.9	10.3	10.5	10.3	9.3	11.8

Future demand for places (continued)

Whilst a large number of pupils are resident in the shared catchment areas which also serve Llysfaen Primary School, Thornhill Primary School and Llanishen Fach Primary School, as set out in Table 3 below the seat of demand lies in the discrete Coed Glas Primary School and Ton-Yr Ywen Primary School catchment areas.

Table 3: Numbers of English-medium community pupils in Reception Year within the Coed Glas Primary School and Ton yr Ywen Primary School catchment areas.

Catchment area	Admission Number	Number on roll		Projected number of pupils within catchment area			
		January 2012	January 2013	Sept 2013	Sept 2014	Sept 2015	Sept 2016
Coed Glas	60	76	90	81	81	74	120
Ton Yr Ywen	60	82	69	72	82	65	74
Total	120	158	159	153	163	139	194
Forms of entry	4.0	5.3	5.3	5.1	5.4	4.6	6.5

Whilst Table 2 shows that there are sufficient places in the combined west part of Llanishen High School catchment area in September 2015, Table 3 shows there is a projected shortfall of 19 English-medium community school places between the Coed Glas Primary School and Ton Yr Ywen Primary School catchment areas. However, whilst there is no reason to doubt the accuracy of the 2016 projection, this is so significantly different to the previous pattern it would be prudent to keep the situation under review and respond to demand for 2016 and beyond once the situation is clarified. If it is subsequently found that there is a need to provide additional places beyond the 0.5 FE, further consultation would need to be undertaken regarding this.

Projected demand for school places takes account of data supplied by the NHS and the recent take-up of places. The Council is aware of a number of Brownfield sites under consideration by housing developers that, if progressed, could increase the demand for school places in the local area.

Whilst any additional housing, if agreed for development, will be expected to include provision for education, any new housing in the locality could create additional demand for school places in addition to that included in projections, at least in the short term. In the event of this being the case consideration would need to be given to how this demand would be met.

Implementation of the proposal would result in an increase in the number of English-medium community places available at entry to school (Reception Year) of 15 places. The combined number of places in the area would therefore enable up to 315 pupils to be admitted per year.

Implementation of either Option 1 or Option 2 as set out at page 6 would commence from September 2015.

Table 4 below illustrates the number of pupils on roll at Coed Glas Primary School and Ton Yr Ywen Primary School in recent years, and the projected numbers of pupils on roll should the existing arrangements be retained, and the proposals not proceed.

Table 4: Recent and projected numbers on roll at local primary schools if the proposal is not implemented												
School	January 2009	January 2010	January 2011	January 2012	January 2013	2013/2014 Projection	2014/2015 Projection	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Coed Glas Primary School	361	365	366	381	418	473	488	497	497	499	474	460
Llanishen Fach Primary School	409	419	429	440	436	427	415	410	402	395	395	395
Llysfaen Primary School	372	390	396	398	413	413	409	399	389	378	378	378
Thornhill Primary School	355	352	358	372	397	401	404	404	406	403	403	403
Ton Yr Ywen Primary School	409	411	410	447	444	444	445	444	444	445	416	416
Christ The King R.C Primary School	211	217	226	221	235	235	234	235	233	223	223	223

Welsh-medium provision

Existing demand for places and schools attended

The number of Welsh-medium community school Reception age pupils resident within the Ysgol y Wern catchment area has grown from 54 in January 2011, to 67 in January 2013.

Future demand for places

Projected demand based upon NHS data received in 2013 indicates that the number of Welsh-medium community pupils entering Reception will exceed the number of places available in future years until at least September 2016, the latest date for which data are available.

Table 5 below illustrates the numbers of Welsh-medium community pupils in Reception Year within the existing Ysgol y Wern catchment area

Catchment area	Admission Number	Number on roll		Projected number of pupils within catchment area			
		January 2012	January 2013	Sept 2013	Sept 2014	Sept 2015	Sept 2016
Ysgol Y Wern	60	59	67	67	66	61	76
Forms of entry	2.0	2.0	2.2	2.2	2.2	2.0	2.5

As set out in Table 5 there is a projected shortfall in September 2015 of one Welsh-medium community place, rising to 16 places in September 2016, in the Ysgol y Wern catchment area.

As the projected demand for places in September 2016 is significantly different to the previous pattern it would be prudent to respond to demand for 2016 whilst keeping under review the potential for any further growth in future years.

Projected demand for school places takes account of data supplied by the NHS and the recent take-up of places. The Council is aware of a number of Brownfield sites under consideration by housing developers that, if progressed, could increase the demand for school places in the local area.

Whilst any additional housing, if agreed for development, will be expected to include provision for education, any new housing in the locality could create additional demand for school places in addition to that included in projections, at least in the short term. In the event of this being the case consideration would need to be given to how this demand would be met.

Implementation of this proposal would result in an increase in the number of Welsh-medium community places available at entry to school (Reception Year) of 15 places.

Implementation of the proposal would commence from September 2015.

How will other schools be affected?

English-medium Provision

Option 1

Coed Glas Primary School has, as a temporary arrangement, admitted additional pupils at Reception in September 2012 and September 2013 in excess of its Published Admission Number to meet the increased demand for places in the local area. The school has been provided with temporary (demountable) classrooms in order to facilitate this temporary enlargement.

Should the permanent expansion of Coed Glas Primary School be implemented, it is anticipated that this would have little or no effect on the number of pupils on roll at other schools in the local area.

Table 6 below illustrates the number of pupils on roll at local primary schools should the proposal proceed

Recent and projected numbers on roll at local primary school if the proposal is implemented												
School	January 2009	January 2010	January 2011	January 2012	January 2013	2013/2014 Projection	2014/2015 Projection	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Coed Glas Primary School	361	365	366	381	418	473	488	512	527	544	534	535
Llanishen Fach Primary School	409	419	429	440	436	427	415	410	402	395	395	395
Llysfaen Primary School	372	390	396	398	413	413	409	399	389	378	378	378
Thornhill Primary School	355	352	358	372	397	401	404	404	406	403	403	403
Ton Yr Ywen Primary School	409	411	410	447	444	444	445	444	444	445	416	416
Christ The King R.C Primary School	211	217	226	221	235	235	234	235	233	223	223	223

Option 2

Should the permanent expansion of Ton Yr Ywen Primary School be implemented, the temporary arrangements at Coed Glas Primary would cease. In future years Coed Glas Primary School would admit pupils up to its Published Admission Number of 60, and the larger cohorts of pupils already on roll would continue to attend the school until they promote to secondary education. The Number on Roll would then reduce accordingly. It is anticipated that this would have little or no effect on the number of pupils on roll at other schools in the local area.

Table 7 below illustrates the number of pupils on roll at local primary schools should the proposal proceed

Recent and projected numbers on roll at local primary school if the proposal is implemented												
School	January 2009	January 2010	January 2011	January 2012	January 2013	2013/2014 Projection	2014/2015 Projection	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Coed Glas Primary School	361	365	366	381	418	473	488	497	497	499	474	460
Llanishen Fach Primary School	409	419	429	440	436	427	415	410	402	395	395	395
Llysfaen Primary School	372	390	396	398	413	413	409	399	389	378	378	378
Thornhill Primary School	355	352	358	372	397	401	404	404	406	403	403	403
Ton Yr Ywen Primary School	409	411	410	447	444	445	448	463	479	493	479	495
Christ The King R.C Primary School	211	217	226	221	235	235	234	235	233	223	223	223

Should neither school be expanded, the number of pupils requiring English-medium places will exceed the number of places available and those pupils who are unsuccessful in gaining places at schools in the local area may seek places at schools in other parts of the city, or may request places at Welsh-medium or faith schools serving the local area.

The Welsh-medium school serving the area, Ysgol y Wern has been fully subscribed for a number of years and this is projected to continue in future years.

The local area is also served by Christ The King Primary School. Admission to the schools is determined by the Governing Body of the individual school. The school has been fully subscribed for a number of years and this is projected to continue in future years.

Welsh-medium Provision

Ysgol y Wern has, as a temporary arrangement, admitted additional pupils at Reception in September 2012 and September 2013 in excess of its Published Admission Number to meet the increased demand for places in the local area.

The demand for Welsh-medium places at Ysgol y Wern has grown since 2011 and the school has received investment. Should the permanent expansion of Ysgol y Wern be implemented, it is anticipated that this would have little or no effect on the number of pupils on roll at other schools in the local area.

Table 8 below illustrates the number of pupils on roll at Ysgol y Wern in recent years, and the projected numbers of pupils on roll should the proposal proceed as described.

Table 8: Recent and projected numbers on roll at Ysgol y Wern if the proposal is implemented												
School	January 2009	January 2010	January 2011	January 2012	January 2013	2013/2014 Projection	2014/2015 Projection	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Ysgol y Wern	381	384	387	395	403	432	446	463	478	490	506	507

Should the permanent expansion of Ysgol y Wern not be implemented, the temporary arrangements at the school would cease. In future years the school would admit pupils up to its Published Admission Number of 60, and the larger cohorts of pupils already on roll would continue to attend the school until they promote to secondary education. The Number on Roll would then reduce accordingly.

Table 9: Recent and projected numbers on roll at Ysgol y Wern if the proposal is not implemented												
School	January 2009	January 2010	January 2011	January 2012	January 2013	2013/2014 Projection	2014/2015 Projection	2015/2016 Projection	2016/2017 Projection	2017/2018 Projection	2018/2019 Projection	2019/2020 Projection
Ysgol y Wern	381	384	387	395	403	432	446	448	448	445	446	432

Should the school not be expanded, the number of pupils requiring Welsh-medium places would also exceed the number of places available and those pupils who are unsuccessful in gaining places at schools in the local area may seek places at schools in other parts of the city, or may request places at English-medium or faith schools serving the local area.

The Welsh-medium school serving the area, Ysgol y Wern has been fully subscribed for a number of years and this is projected to continue in future years.

The local area is also served by Christ The King Primary School. Admission to the school is determined by the Governing Body of the school. The school has been fully subscribed for a number of years and this is projected to continue in future years.

How will nursery provision be affected?

Children in Cardiff are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for a minimum of five half days. Nursery places are not allocated on a catchment area basis. Wherever possible places are offered in a local community nursery school or nursery class within two miles of a child's place of residence. If places are unavailable in local community nursery schools or nursery classes, parents may apply for nursery education place funding with a recognised provider designated by the Cardiff Early Childhood Steering Group.

In the event the proposal is implemented accommodation will need to be of sufficient size to provide for the increased numbers and the appropriate investment made to provide the appropriate space in accordance with the numbers of places offered. As these are expansions of existing nursery units the outdoor area would also be taken into account to ensure the area is able to offer a range of activities relevant to the delivery of the Foundation Phase to this age group.

The Local Authority has needed to purchase an increasing number of nursery education places in English-medium in recent years following the increased housing and the rise in the birth rate. Also, some families have not taken up their offered place which means there is potential demand in excess of the supply available and any additional places would support a greater uptake of the nursery entitlement, particularly in the rising 3s age group.

It has been difficult to source a sufficiency of places in settings that are approved to provide education places in areas that parents have requested and/or source new providers willing to enter into the contract with the Local Authority in some areas.

Whilst the addition of nursery places would mean there would potentially be a reduced number purchased in the private and voluntary childcare sector, many also provide wrap around places and the opportunities for this could increase with a larger number of families accessing the maintained provision for part time sessions.

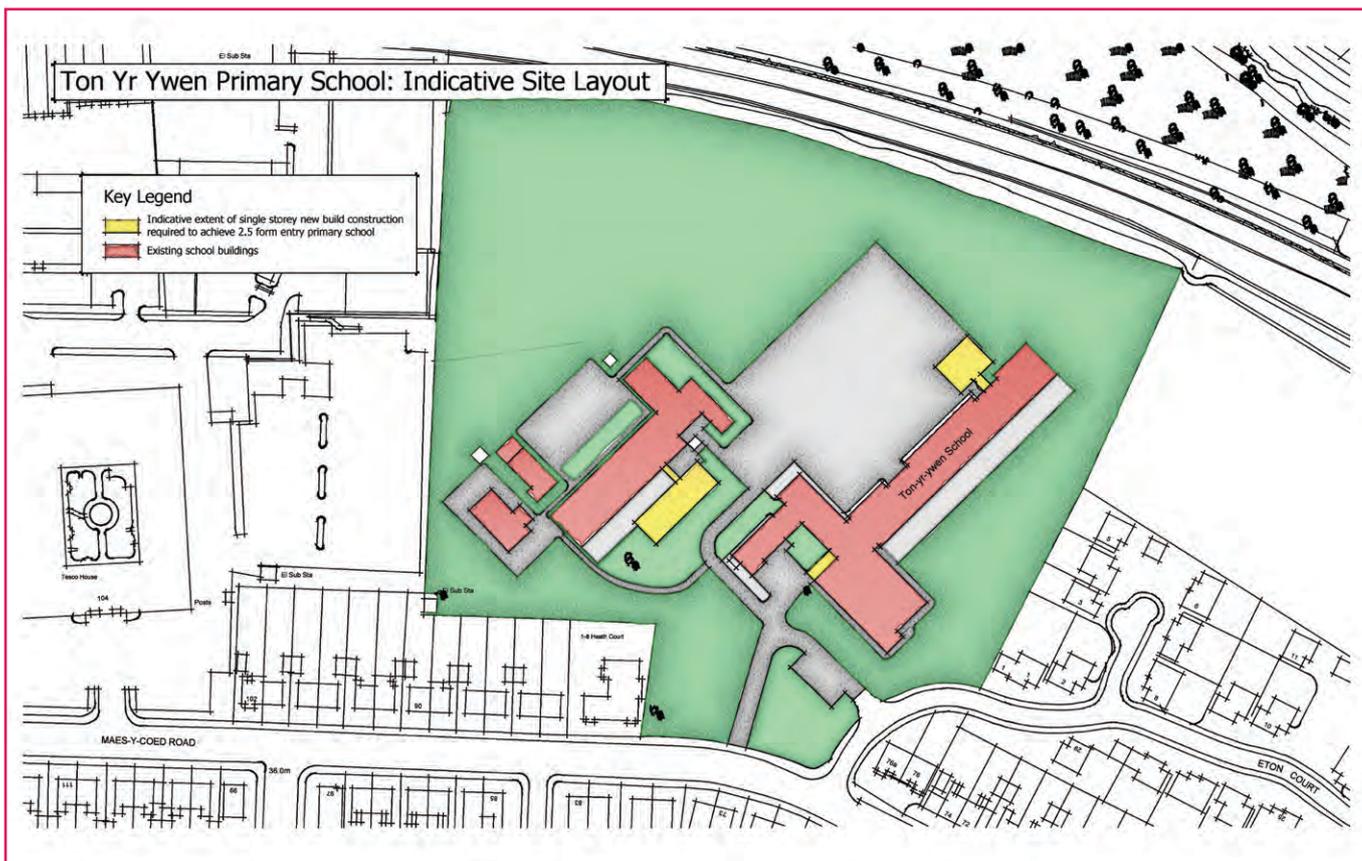
Potential building development concept option

Coed Glas Primary School



Potential building development concept option

Ton Yr Ywen Primary School



Ysgol y Wern



Quality and Standards

Quality and standards in schools in Cardiff are monitored by Estyn and the Local Authority (LA).

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

Since the establishment of the Central South Consortium (CSC) in September 2012 the LA has commissioned the Consortium to support and enable improvement in Cardiff schools.

Estyn

The relevant Estyn Inspection reports provide grades against Key Questions and provide schools with recommendations for improvement.

For Estyn inspections carried out before 2010, there were seven key questions each with the following grades which could be awarded:

- Grade 1 good with outstanding features
- Grade 2 good features and no important shortcomings
- Grade 3 good features outweigh shortcomings
- Grade 4 some good features, but shortcomings in important areas
- Grade 5 many important shortcomings

This section of the document includes information from the most recent Estyn inspections for Coed Glas Primary School, Ton Yr Ywen Primary School and Ysgol y Wern. The summary sections and reports can be accessed via Estyn website at www.estyn.gov.uk.

Local Authority and Central South Consortium

Information regarding the quality and standards of Cardiff schools is provided in the Performance of Cardiff Schools and the Youth Service report which is submitted to the Children and Young People's Scrutiny Committee on an annual basis. The last report was submitted in January 2014.

Each school is categorised into four categories (A-D) which is reviewed every year:

- A: High performing school with many examples of good practice and potential sector leading practice – not requiring additional support
- B: School with good performance with some areas requiring improvement – may require some external support
- C: School with variable performance in a range of indicators or over time, needing improvement in a number of important areas – requires sustained additional support
- D: Underperforming school with significant weaknesses across a wide range of areas – requires intensive additional support

Estyn report – September 2008

The authority recognises that this inspection was undertaken a number of years ago and should not be used as an indication of the current standards at the school.

Key Questions	Grade
Standards	
Key Question 1: How well do learners achieve?	Grade 2
The quality of education and training	
Key Question 2: How effective are teaching, training and assessment?	Grade 1
Key Question 3: How well do the learning experiences meet the needs and interests of learners and wider community?	Grade 1
Key Question 4: How well are learners cared for, guided and supported?	Grade 1
Leadership and Management	
Key Question 5: How effective are leadership and strategic management?	Grade 1
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	Grade 1
Key Question 7: How efficient are leaders and managers in using resources?	Grade 1

As set out in the Estyn report, in order to improve the school in the areas inspected, the staff and governing body need to;

Recommendation 1: continue to address the difference in the performance of boys and girls at both key stages;*

Recommendation 2: continue to ensure pupils bilingual skills are developed consistently well in all classes;*

Recommendation 3: further implement existing plans to expand the role of the school council.

Note: * The school has already identified Recommendation 1 and Recommendation 2 in its own self evaluation report and associated documentation and already has strategies in place to address the issues.

CSC category

The CSC category for the academic year 2013-2014 is C.

Ton Yr Ywen Primary School

Estyn report – February 2010

The authority recognises that this inspection was undertaken a number of years ago and should not be used as an indication of the current standards at the school.

Key Questions	Grade
Standards	
Key Question 1: How well do learners achieve?	Grade 1
The quality of education and training	
Key Question 2: How effective are teaching, training and assessment?	Grade 2
Key Question 3: How well do the learning experiences meet the needs and interests of learners and wider community?	Grade 1
Key Question 4: How well are learners cared for, guided and supported?	Grade 1
Leadership and Management	
Key Question 5: How effective are leadership and strategic management?	Grade 1
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	Grade 1
Key Question 7: How efficient are leaders and managers in using resources?	Grade 1

As set out in the Estyn report, in order to maintain and improve the current very good standards, staff and governors should:

Recommendation 1: Build on the high standards in subjects and the good quality of teaching across the school;

Recommendation 2: Raise standards in bilingualism in key stages 1 and 2.***

Note: *** This recommendation had been identified by the school prior to the inspection.

CSC category

The CSC category for the academic year 2013-2014 is A.

Estyn report – November 2009

The authority recognises that this inspection was undertaken a number of years ago and should not be used as an indication of the current standards at the school.

Key Questions	Grade
Standards	
Key Question 1: How well do learners achieve?	Grade 1
The quality of education and training	
Key Question 2: How effective are teaching, training and assessment?	Grade 1
Key Question 3: How well do the learning experiences meet the needs and interests of learners and wider community?	Grade 1
Key Question 4: How well are learners cared for, guided and supported?	Grade 1
Leadership and Management	
Key Question 5: How effective are leadership and strategic management?	Grade 1
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	Grade 1
Key Question 7: How efficient are leaders and managers in using resources?	Grade 1

As set out in the Estyn report, in order to move the school forward, the staff and governing body need to:

Recommendation 1: maintain the extremely rich experiences offered to learners throughout the school;

Recommendation 2: continue to develop strategies that overcome the limitations of the building, and

Recommendation 3: ensure that the mid morning teaching session is not too long for learners in key stage 2.

CSC category

The CSC category for the academic year 2013-2014 is A.

It is not anticipated that there will be any impact on the quality and standards of education or the delivery of the Foundation Phase at any of the schools.

What are the educational benefits of these proposals?

English-medium Community Places

The following benefits would result from increasing the capacity of either Coed Glas Primary School or Ton Yr Ywen Primary School:

- Providing additional capacity to meet the increasing English-medium community pupil population within the local area.
- The opportunity to invest in providing high quality, modern facilities which would be able to support the delivery of a broad and balanced curriculum.

Welsh-medium Community Places

The following benefits would be expected to result from the proposed expansion of Ysgol Y Wern:

- Providing additional permanent capacity to meet the increasing Welsh-medium community pupil population within the local area.
- The opportunity to invest in providing high quality, modern facilities which would be able to support the delivery of a broad and balanced curriculum.

Potential disadvantages of these proposals

Potential increased traffic congestion around the school sites at drop off/pick up times. However, the Council would work with the Governing Bodies of the schools to develop a Travel Plan to minimise any potential disruption.

Risks associated with these proposals

There is a risk that the projected increase in the number of pupils entering Reception does not materialise. However, this is unlikely as the number of additional places proposed is less than the projected increase in demand.

Conversely there is a risk that demand for places in the local area exceeds future supply. Demand for places will be monitored and proposals will be developed in the future as appropriate.

Proposed building works are not completed by September 2015.

Alternatives considered

Expanding provision at Llanishen Fach Primary, Llysfaen Primary School or Thornhill Primary School is not considered appropriate as neither Llanishen Fach or Llysfaen are suitably located to serve the increasing demand. The topography of the Thornhill Primary School site would present difficulties in terms of expanding the existing school buildings effectively.

The catchment areas seeing the highest growth in projected demand are those of Coed Glas and Ton Yr Ywen Primary Schools. These schools have more generous sites and are considered well placed to meet the growing demand for English-medium community school places.

The expansion of alternative Welsh-medium primary schools was not considered as these are not suitably located to meet demand from the local area.

Catchment area arrangements

Should the proposal to enlarge either Coed Glas Primary School or Ton Yr Ywen proceed, it will be necessary to revise the catchment areas of each of these schools.

Catchment areas need to be of a size and geographical area that can sustain schools close to their proposed pupil capacities. They are also intended to be sufficiently convenient for the majority of pupils and parents in the locality with a view to supporting the aim for families to walk to school wherever possible

As the distribution of the projected demand for places at entry to Reception in the Llanishen, Lisvane and Thornhill areas differs greatly between September 2015 and September 2016, it is not yet possible to propose revised catchment areas that would provide a sustainable balance in the supply of and demand for places. It would therefore be prudent to continue to monitor the take-up of places in 2014 and to analyse this information, when available.

Whilst the statutory processes required to expand a school could be completed by September 2015 and would therefore enable the admission of additional pupils from this date, any amendments to admission arrangements for schools such as the revision of catchment areas could not be implemented until September 2016 at the earliest, in accordance with the requirements of the Welsh Government's School Admission Code.

It is expected that, following further analysis of the take-up of Reception places in 2014, any proposed changes to English-medium primary school catchment areas would be consulted on in early 2015. The arrangements would be implemented in September 2016, however, should the proposal to enlarge either Coed Glas Primary School or Ton Yr Ywen not proceed, it may still be necessary to revise the catchment areas of each of these schools to provide an improved balance in the supply of and demand for school places

There are no proposed changes to the Ysgol y Wern catchment area as a result of this proposal.

Finance Matters

The current 21st Century Schools Financial Model includes Capital provisions for (subject to full Welsh Government approval) an increase from 2FE to 2.5FE (with nursery places) for Welsh-medium and English-medium primary schools. The 21st Century Schools Programme is based on 50 % Welsh Government grant funding, and 50 % Local Authority funding. However, individual schools and sites may have their own unique circumstances, and therefore it is not certain that an increase from 2FE to 2.5FE will require the same level of investment in any primary school. A further report following consultation will need to include robust estimates and requirements of the preferred option(s).

School budgets are primarily funded by formula funding mechanism which uses as its main driver pupil numbers. Whilst, there are many factors that determine the budget for an individual school, one area of challenge for schools are class sizes less than 20 which can struggle to generate enough funds for a teacher and support for that class. Therefore, there is a need to agree with the schools how this would be managed.

As stated above, the formula funding mechanism for schools is primarily determined by pupil numbers. Any reduction in pupil numbers of any neighbouring school would reduce the budget share of that individual school. Consideration would need to be given as to whether or not the SOP model should provide for an amount to support any school impacted by this proposal.

Admission arrangements

There are no plans to change the Council's policy on the admission of children to schools as a result of this proposal.

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).

Transport Matters

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 these proposals be implemented.

Learner Travel Arrangements

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 this proposal as a result of 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).

Equality Matters

An initial Equality Impact Assessment has been carried out on the proposals and concludes that there would not be an adverse affect on a particular group in society. The assessment is reviewed following consultation and if a proposal were to proceed a further equality impact assessment would be undertaken on the accessibility of any new accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works.

Sustainability Matters

A Strategic Environmental Assessment (SEA) on the proposals has been carried out in accordance with European Legislation. The assessment confirms that the proposals are 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 any planning application process.

Considering Community Impact

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

The proposals will mean increased traffic in the area immediately outside the sites of the affected schools and therefore a full traffic and transport assessment would be carried out to consider how best to manage this.

Frequently Asked Questions

- **What would the proposals mean for children currently attending Coed Glas Primary School, Ton Yr Ywen Primary School and Ysgol y Wern?**

Children currently attending these schools would remain at the schools.

- **Would the building works be carried out whilst children are on the site?**

Cardiff Council has increased experience in the successful delivery of building projects on the sites of occupied schools resulting from the progression of a growing school organisation programme. There would be building work carried out on the school site which would be managed effectively in consultation with the school management to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

- **Will the proposals have an impact on traffic in the local area?**

The proposals would mean increased traffic outside the school sites and therefore a full traffic and transport assessment would be carried out to consider how best to manage this.

- **Would there be any change to the uniform?**

There is no change of uniform arising out of these proposals.

- **What would the expansion to schools look like?**

Cardiff Council has undertaken initial feasibility studies to establish that the expansions proposed in this document are possible with a potential building development concept option included on pages 14 & 15. If the proposals are approved following consultation, Cardiff Council would work with the school to develop the building project in more detail. Parents would be kept updated of the building plans and of the progress.

- **When would the building adaptation take place and when would the new pupil admission numbers come into effect?**

If the proposals are agreed following consultation, it is intended that building work would be expected to start in 2015. The new pupil admission numbers would come into effect from September 2015.

Key dates

What are the key dates proposed for this consultation and the process overall?

Consultation period 16 June 2014 – 28 July 2014

- Officers submit report to Council Cabinet on outcomes of consultation
- Council Cabinet considers responses to consultation and makes a decision about whether to proceed to Statutory Notice.
- If Council Cabinet decides to proceed with the proposal, a Statutory Notice will be published allowing 28 days for any objections.
- If any objections are received the Council's Cabinet will decide whether or not to approve the proposal.

September 2015

- If the proposals go ahead, building work to increase the capacity of the English-medium school is proposed to be completed by September 2015, with Ysgol y Wern completed in 2016.

A change to the way that School Organisation Proposals are determined

On 1 October 2013 Welsh Ministers issued a revised School Organisation Code which applies to all school organisation proposals published after this date. The new code has introduced a number of changes to the way in which school organisation proposals are determined.

Under the previous statutory code in the event that objections were received the Welsh Ministers were the decision makers. Under the new School Organisation Code, Local Authorities are responsible for determining their own proposals, including those which have received objections.

There are some exceptions to this new guidance, and for further information you can read a copy of the revised School Organisation Code (issue date July 2013) Statutory Code document no:006/2013 by visiting the Welsh Government website at www.cymru.gov.uk

CONSULTATION RESPONSE FORM (LLANISHEN 2014)

Your views matter, please tell us what you think about the proposal by:

- Completing and returning the accompanying questionnaire to the address given at the bottom of the form.
- Completing the online response form at www.cardiff.gov.uk/21stcenturyschools
- Or if you prefer you can e-mail your views to: schoolresponses@cardiff.gov.uk

Please note that all comments sent in writing or by e-mail must contain **the full name and full postal address of the person making the comments.**

The closing date for responses to this consultation is **28 July 2014**. Unfortunately no responses received after this date can be considered by the Council.

Responses made to consultation will not be counted as objections to the proposals. Objections could only be registered following publication of a statutory notice.

Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as name and address would be removed.

Do you support the proposal to increase English-medium primary school places in the Llanishen area?

Yes

No

If you do not support the proposal please explain why and suggest alternatives for consideration.

If you answered yes, do you like one option more than the other, or are both equally acceptable to you?

You like both options equally

You only like option number 1

You only like option number 2

increase provision at Coed Glas Primary

increase provision at Ton Yr Ywen Primary

Do you support the proposal to increase Welsh-medium primary school places in the Llanishen area?

Yes

No

If you do not support the proposal please explain why and suggest alternatives for consideration.

Do you have any other comments that you wish to make?

Your name:

Address:

Postcode:

Date:

Your status: Parent
 Governor
 Pupil
 Member of Staff
 Other (please specify)

Thank you for your comments

Please tick the box below if you wish to be notified of publication of the consultation report

Please return this form to the School Organisation Planning Team, Room 219, County Hall, CF10 4UW by 28 July 2014.



THE CITY OF CARDIFF COUNCIL

ENGLISH MEDIUM PRIMARY SCHOOL PROVISION

NOTICE IS HEREBY GIVEN in accordance with Section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code, that the City of Cardiff Council (herein after “the Authority”), having consulted such persons as appeared to them to be appropriate, propose to:

Increase the capacity of Coed Glas Primary School, Ty Glas Avenue, Cardiff, CF14 5DW from 2 Form Entry to 2.5 Form Entry with additional nursery places in permanent accommodation.

The Authority undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the Authority’s responses and the views of Estyn is available to view at www.cardiff.gov.uk

It is proposed to implement the proposal from September 2015.

The number of pupils on roll at the school in January 2014 was 473, the pupil capacity of the school is 420 and the proposed capacity once the proposal is implemented will be 540.

The number of pupils to be admitted to the school in Reception (the relevant age group), at age 4 or 5, in the first school year in which the proposal will have been implemented will be 75. There will be 112 part-time nursery places.

Parents of children who are admitted for nursery education will still need to apply for a place at the school if they wish their child to transfer to the reception class. Attendance at the nursery will not guarantee admission to the School.

The Authority has responsibility for admitting pupils to the School and set the admission criteria.

Any arrangements for the transport of pupils will be made in accordance with the Authority’s existing policies on school transport.

Within a period of 28 days after the date of publication of these proposals, that is to say by 30 October 2014 any person may object to these proposals.

Objections should be sent to the Director of Education and Lifelong Learning, City of Cardiff Council, County Hall, Atlantic Wharf, Cardiff CF10 4UW.

Objections may also be sent to the Director of Education and Lifelong Learning, Cardiff of Cardiff Council using the following e-mail address:



SchoolResponses@caerdydd.gov.uk

Please note that any such objection sent by e-mail must contain the full name and postal address of the objector.

The Authority will publish a summary of any such objections made (and not withdrawn in writing) within the objection period, together with their observations thereon, before the end of 7 days beginning with the day the proposal is determined.

Dated this 03rd day of October 2014

Signed: Shaun Jamieson
County Solicitor
For the City of Cardiff Council

EXPLANATORY NOTE

(This does not form part of the Notice but is intended to explain its general meanings)

Demountable (temporary) classrooms have been provided at Coed Glas Primary School in order to meet demand for places. These demountable classrooms temporarily enable the school to admit 90 pupils into its Reception year. This temporary enlargement over and above the published school capacity is allowable under current regulations for a period of three years until the end of August 2015.

It is intended that the proposal to enlarge the school to 2.5FE will be implemented from September 2015.

Should the proposal to enlarge Coed Glas Primary School proceed, it will be necessary to revise the catchment area of the school.

Catchment areas need to be of a size and geographical area that can sustain schools close to their proposed pupil capacities. They are also intended to be sufficiently convenient for the majority of pupils and parents in the locality with a view to supporting the aim for families to walk to school wherever possible.

As the distribution of the projected demand for places at entry to Reception in the Llanishen, Lisvane and Thornhill areas differs greatly between September 2015 and September 2016, it is not yet possible to propose revised catchment areas that would provide a sustainable balance in the supply of and demand for places.



Whilst the statutory processes required to expand a school could be completed by September 2015 and would therefore enable the admission of additional pupils from this date, any amendments to admission arrangements for schools such as the revision of catchment areas could not be implemented until September 2016 at the earliest, in accordance with the requirements of the Welsh Government's School Admission Code.

It is expected that, following further analysis of the take-up of Reception places in 2014, any proposed changes to English-medium primary school catchment areas would be consulted on in early 2015. The arrangements would be implemented in September 2016.

Persons who wish to comment on or object to catchment area arrangements will be able to do so during this separate consultation.



THE CITY OF CARDIFF COUNCIL ENGLISH MEDIUM PRIMARY SCHOOL PROVISION

NOTICE IS HEREBY GIVEN in accordance with Section 42 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code, that the City of Cardiff Council (herein after “the Authority”), having consulted such persons as appeared to them to be appropriate, propose to:

Increase the capacity of Ysgol y Wern, Llangranog Road, Cardiff, CF14 5BL from 2 Form Entry to 2.5 Form Entry with additional nursery places in permanent accommodation.

The Authority undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the Authority’s responses and the views of Estyn is available to view at www.cardiff.gov.uk

It is proposed to implement the proposal from September 2015.

The current number of pupils on roll at the school in January 2014 was 432, the pupil capacity of the school is 420 and the proposed capacity once the proposal is implemented will be 540.

The number of pupils to be admitted to the school in Reception (the relevant age group), at age 4 or 5, in the first school year in which the proposal will have been implemented will be 75. There will be 80 part-time nursery places.

Parents of children who are admitted for nursery education will still need to apply for a place at the school if they wish their child to transfer to the reception class. Attendance at the nursery will not guarantee admission to the School.

The Authority has responsibility for admitting pupils to the School and set the admission criteria.

Any arrangements for the transport of pupils will be made in accordance with the Authority’s existing policies on school transport.

Within a period of 28 days after the date of publication of these proposals, that is to say by 30 October 2014 any person may object to these proposals.

Objections should be sent to the Director of Education and Lifelong Learning, City of Cardiff Council, County Hall, Atlantic Wharf, Cardiff CF10 4UW.

Objections may also be sent to the Director of Education and Lifelong Learning, City of Cardiff Council using the following e-mail address:

SchoolResponses@caerdydd.gov.uk

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 taken 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: School Organisation Proposals: The provision of additional English-medium and Welsh-medium primary school places in and around the Llanishen area	Date of Screening: August 2014 (updated post Statutory Notice – November 2014)
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>1. To consult on the following options to provide additional English-medium primary school places in the Llanishen area with implementation commencing from 2015:</p> <p>Option 1 To increase the capacity of Coed Glas Primary School from 2 form entry to 2.5 form entry with additional nursery places in permanent accommodation to meet increasing local demand for English-medium primary education from September 2015.</p> <p>Option 2 To increase the capacity of Ton yr Ywen Primary School from 2 form entry to 2.5 form entry with nursery places in permanent accommodation to meet increasing local demand for English-medium primary education from September 2015.</p> <p>2. To consult on a proposal to increase the capacity of Ysgol Y Wern from 2 Form entry to 2.5 Form Entry with an additional 8FTE nursery places to meet increasing local demand for Welsh-medium primary places from September 2015.</p>	<p>To respond to the rising demand for English-medium and Welsh-medium community primary school places in and around the Llanishen area.</p> <p>(See Cabinet Report on the Council's website, 'School Organisation Planning: The provision of additional English-medium and Welsh-medium primary school places in and around the Llanishen area, 10 April 2014', for more information)</p>

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> 			✓		<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> 	✓			✓	<ul style="list-style-type: none"> - Where possible, Passivhaus design principles and methodology would be 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. This minimises the use of energy for heating or cooling a room. - The wall construction and key junction details would be carefully developed to achieve a highly air tight building. - Wherever possible the design would 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> 			✓		<ul style="list-style-type: none"> - Provision of Safe Walking Routes to schools would encourage walking. - Limited scope for parking would encourage walking 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

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			✓		<p>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.</p> <ul style="list-style-type: none"> - 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 the nature of the education being provided and the catchment area of the school. <p><i>Increased traffic around the school site</i></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>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. If there are highways improvements that are stipulated as conditions of any planning permission sought these will be addressed and there has been a nominal amount of funds built into the costs of the proposals to cover this in the event they are permitted to proceed.</p> <p>Any additional concerns raised by transport or highways that are not part of the required planning consent would be excluded on the basis that these would be a matter for highways to address in line with their normal development work prioritisation processes.</p>
<ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) 			<p>✓</p> <p>✓</p> <p>✓</p>	<p>Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>An acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact of the school. A further report shall be prepared for the proposals in line with the BB93 Acoustics for School requirements.</p> <p>Any works to Coed Glas Primary School would need to take into account HI pupils, both in terms of temporary impact during building work and in the long term. The pupils would need access to the whole of the site as they are not a separate class of pupils. Specialist advice would need to be sought on acoustics as part of the design. Consideration would also need to be given as to whether listening/acoustic conditions can be improved as part of any work to improve the general environment.</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	
	<ul style="list-style-type: none"> reducing consumption and encouraging waste reduction, reuse, recycling and recovery 	✓			✓	<p>Measures that would be considered in the design of any scheme:</p> <ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> encouraging biodiversity 			✓		Any new build or adaptation to existing buildings would protect but not enhance biodiversity.
1.3	<p>People in Cardiff are safe and feel safe; Consider the potential impact on</p> <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 	✓		✓		<p>The South Wales Police's Crime Prevention Design Advisor would be consulted on the project and the recommendations considered and incorporated where practicable.</p> <p>Concerns raised by local residents regarding littering would be a matter for the school management and the school would work with pupils to try and establish a sense of personal responsibility to minimise littering by pupils within the local area.</p>
1.4	<p>Cardiff has a thriving and prosperous economy; Consider the potential impact on</p> <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 	✓			✓	<p>Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential and as a result would have a positive impact on the economy.</p> <p>Consideration to be given to using local sub-contractors and suppliers.</p>
1.5	<p>People in Cardiff achieve their full potential; Consider the potential impact on</p> <ul style="list-style-type: none"> promoting and improving access to life-long learning in 	✓				Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.

	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><i>Cardiff</i></p> <ul style="list-style-type: none"> • raising levels of skills and qualifications • giving children the best start • improving the understanding of sustainability • addressing child poverty (financial poverty, access poverty, participation poverty) • the United Nations Convention on the Rights of a Child and Principles for Older persons 					
1.6	<p>Cardiff is a Great Place to Live, Work and Play</p> <p><i>Consider the potential impact on</i></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 			✓		<p>Using the Council's online sources there are no cultural heritage receptors recorded within the site boundaries of Coed Glas, Ton Yr Ywen or Ysgol Y Wern primary schools.</p> <p>Any design for a new build or adaptation to existing buildings on this site would protect but not enhance the overall landscape.</p> <p>Should there be a need for a planning application consideration would need to be given as to whether an Environmental Assessment would need to be carried out.</p>
1.7	<p>Cardiff is a fair, just and inclusive society.</p> <p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> • the elimination of discrimination, harassment or victimisation for equality groups • 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)? 	✓		✓		<p>See Equality Impact Assessment below (and attached).</p> <ul style="list-style-type: none"> - Statutory public consultation would be carried out on formal proposals (including engagement with school pupils) - Future engagement with pupils and staff on the design of extensions to existing accommodation. - Design Equalities Advisory Group (including representatives from external groups) would be given the opportunity to comment - Relevant departments in the Council would be engaged - Ecological Appraisal if required - external surveyors - The Design Commission for Wales (DCfW) Review Panel would be considered. - South Wales Police's Crime Prevention Design Advisor would be engaged <p>Consideration to be given to using local sub-contractors and suppliers.</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	
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> 	✓			✓	Modern school facilities can provide more flexibility for partnership working (integrated services) and can be used as valuable community assets (potential for efficiency savings).
1.9	<p>EQUALITY IMPACT ASSESSMENT</p> <p><i>Will this Policy/Strategy/Project have a differential impact on any of the following:</i></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) 	✓				<p>3-11 year olds</p> <p>The proposals would provide additional English-medium and Welsh-medium community primary school places.</p> <p>It is proposed that the additional places are accommodated in permanent new build accommodation. Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.</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 Council has increased experience in the successful delivery of building projects on the sites of occupied schools resulting from the progression of a growing school organisation programme. Both schools have successfully worked alongside construction contractors on previous investment projects and ensuring high quality education provision for the children being educated throughout. Work carried out on the school site would be managed effectively in consultation with the school management to ensure the full curriculum continues to be</p>

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	+	-	Ntrl	Un-Crtn	
					<p>delivered and that high education standards and safety standards are maintained.</p> <p><i>Mixed age classes</i></p> <p>The proposals to establish primary schools at 2.5FE would result in mixed age classes. The majority view expressed was that 2.5FE is unpopular with parents and teaching staff because of the added complexities for teachers, disruption for pupils and anxieties for parents.</p> <p>Additionally there was a consistent view that mixed age classes in a Welsh-medium setting could impact on Welsh language development at the Foundation Phase and create further difficulties when English is introduced in Key Stage 2.</p> <p>The Council acknowledges the concerns of staff, pupils and parents regarding mixed age classes. However, there are mixed age classes successfully operating in both English-medium and Welsh-medium primary schools in many parts of Wales, including Caerphilly and the Vale of Glamorgan. Research carried out on the impact of mixed age classes on children's achievement indicates that children make the same progress in mixed age classes as those children in same age classes.</p> <p>The research also indicates that children in mixed age classes may have significantly more positive attitudes towards school, themselves and others (Veenman, 1996).</p> <p>The reason for mixed age classes is usually only due to either smaller class sizes or funding issues.</p> <p>(a) The Authority included provisions for both Coed Glas Primary School and Ysgol y Wern within its 21st Century Schools bid for Capital grant funding, submitted to Welsh</p>

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	+	-	Ntrl	Un-Crtn	
			✓		<p>Government and approved in-principle in December 2011. The grant allocation is subject to submission by the Authority of detailed Business Cases, and subsequent full approval by WG.</p> <p>(b) The current SOP Consolidated Financial Model therefore only includes provisions for, subject to full WG approval, an increase from 2FE to 2.5FE (with nursery places) for Welsh-medium and English-medium primary schools. Capital funding is not available to provide a further half form of entry.</p> <p>There is no evidence available which suggests that mixed age classes have a negative impact on Welsh language development.</p> <p>In their response to the consultation Estyn who considered the Council's proposal for the expansion of Welsh-medium provision stated that the proposal "is likely to maintain the present pupil standards".</p> <p>Ysgol Y Wern has admitted up to 75 children per year group for the last three years and managed this effectively to date. Furthermore it is the view of the head teacher that the current organisation and associated staff resources could continue to be managed from a revenue perspective going forward.</p> <p>Conclusion:</p> <p>Mixed age classes can work well require well thought out planning from the class teacher to ensure that each child is adequately supported and that those who are more able are stretched appropriately. Estyn do not accept a mixed age class as an excuse for poor standards of teaching.</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>Transport and Traffic (all ages)</p> <p><i>Provision of parking spaces</i></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

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	+	-	Ntrl	Un-Crtn	
					<p>the nature of the education being provided and the catchment area of the school.</p> <p><i>Increased traffic around the school site</i></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. If there are highways improvements that are stipulated as conditions of any planning permission sought these will be addressed and there has been a nominal amount of funds built into the costs of the proposal to cover this in the event the proposal is permitted to proceed.</p> <p>Any additional concerns raised by the Transport or Highways departments that are not part of the required planning consent would be excluded on the basis that these would be a matter for highways to address in line with their normal development work prioritisation processes.</p> <p>Redeployment</p> <p>There may still be a perception that redeployment opportunities could be affected by age.</p> <p>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>
<ul style="list-style-type: none"> Disability 	✓				<p>An equality impact assessment would be carried out at the design stage on the accessibility of any new build accommodation or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing</p>

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	+	-	Ntrl	Un-Crtn	
			✓		<p>accommodation within the scope of works. 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 and Building Bulletin guidelines.</p> <p>The design of the extension and any works to existing accommodation would take into account the needs of the following:</p> <ul style="list-style-type: none"> - <i>Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.</i> <p>There is a Hearing Impairment Special Resource Base on the Coed Glas Primary School site with 14 pupils across the primary age range. The facilities have recently received investment.</p> <p>Any works would need to take into account HI pupils, both in terms of temporary impact during building work and in the long term. The pupils would need access to the whole of the site as they are not a separate class of pupils. Specialist advice would need to be sought on acoustics as part of the design. Consideration would also need to be given as to whether listening/acoustic conditions can be improved as part of any work to improve the general environment.</p> <p>It is expected that the number of HI pupils will remain stable over the next 3-5 years. It is not possible to project accurately beyond that. If numbers rose above 16 it is likely that the Council would need to resource another school rather than increasing the numbers at Coed Glas, as the effectiveness of the model depends on small numbers that can be easily included in mainstream classes.</p> <p>The pupils are all registered in mainstream classes and benefit</p>

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					<p>from high levels of in-class support from specialist teachers and TAs. They may also have individual support sessions and small group work in the base. The base has specific designated classrooms for group work, individual support and the pupils tend to start and finish each day there, as specialist staff check hearing aids/ radio aids/ resolve any issues. The specialist speech and language therapist works closely with the school and provides school based assessments and support. The school also maintain close links with the Audiology service. There is a sound field system in the hall.</p> <p>The level of hearing loss varies but all of the children have complex needs and require a higher level of specialist support than would be available in their local primary school. Most of the pupils have hearing aids, many have cochlear implants. None of the pupils are dependent on British Sign Language as their sole means of communication, but their auditory skills and verbal abilities will vary from child to child. Specialist staff promote a 'total communication' approach, which means they use voice, sign and visual cues to support communication and understanding.</p> <ul style="list-style-type: none"> - <i>Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and Braille language on signs.</i> - <i>Those with a physical impairment – e.g. level threshold doors, lifts with disabled access</i> - <i>Those with learning disabilities – e.g. quiet spaces</i> <p>Transport for disabled pupils would not be affected as it would be provided to meet the child's needs in accordance with the SEN Code of Practice.</p>
<ul style="list-style-type: none"> • Gender Reassignment 			✓		The privacy of changing and toilet facilities would be considered

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					at the design stage. The assessment would refer to policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.
• Marriage & Civil Partnership			✓		N/A
• Pregnancy & Maternity			✓		An equality impact assessment would be carried out at the design stage on the accessibility of any new build accommodation or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. 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 and Building Bulletin guidelines.
• Race			✓		Providing additional primary school places would not have a differential impact upon one particular ethnic group as the provision would be available to all.
• Religion/Belief			✓		The senior management in a school are best placed to manage needs and any significant change in diversity in terms of belief.
• Sex			✓		All schools would continue to admit pupils of both sexes. The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed, including the application of the Council's policies on equal opportunities.
• Sexual Orientation			✓		Fears that recruitment opportunities could be affected by sexual orientation. Evidence collated by the Stonewall lobby group alleges that LGB people are likely to be discriminated against in workplace

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					<p>recruitment.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures that good practice is followed, including the application of the Council's policies on equal opportunities.</p>
<ul style="list-style-type: none"> • Welsh Language 			✓		<p>The proposals include provision of additional English-medium and Welsh-medium community places.</p> <p>It is Cardiff Council policy to provide signage in English and Welsh but not in other languages. Therefore, additional way-finding methods would be considered for the design of any new build accommodation including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols. The Sign Design Guide should be used as a reference point. Information could be provided by the school in alternative formats upon request.</p> <p>The proposals to establish primary schools at 2.5FE would result in mixed age classes. The majority view expressed was that 2.5FE is unpopular with parents and teaching staff because of the added complexities for teachers, disruption for pupils and anxieties for parents.</p> <p>Additionally there was a consistent view that mixed age classes in a Welsh-medium setting could impact on Welsh language development at the Foundation Phase and create further difficulties when English is introduced in Key Stage 2.</p> <p>The Council acknowledges the concerns of staff, pupils and parents regarding mixed age classes. However, there are mixed age classes successfully operating in both English-medium and Welsh-medium primary schools in many parts of</p>

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					<p>Wales, including Caerphilly and the Vale of Glamorgan. Research carried out on the impact of mixed age classes on children's achievement indicates that children make the same progress in mixed age classes as those children in same age classes.</p> <p>The research also indicates that children in mixed age classes may have significantly more positive attitudes towards school, themselves and others (Veenman, 1996).</p> <p>The reason for mixed age classes is usually only due to either smaller class sizes or funding issues.</p> <p>(a) The Authority included provisions for both Coed Glas Primary School and Ysgol y Wern within its 21st Century Schools bid for Capital grant funding, submitted to Welsh Government and approved in-principle in December 2011. The grant allocation is subject to submission by the Authority of detailed Business Cases, and subsequent full approval by Welsh Government.</p> <p>(b) The current SOP Consolidated Financial Model therefore only includes provisions for, subject to full WG approval, an increase from 2FE to 2.5FE (with nursery places) for Welsh-medium and English-medium primary schools. Capital funding is not available to provide a further half form of entry.</p> <p>There is no evidence available which suggests that mixed age classes have a negative impact on Welsh language development.</p> <p>In their response to the consultation Estyn who considered the Council's proposal for the expansion of Welsh-medium provision stated that the proposal "is likely to maintain the present pupil standards".</p>

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		+	-	Ntrl	Un-Crtn	
				✓		<p>Ysgol Y Wern has admitted up to 75 children per year group for the last three years and managed this effectively to date. Furthermore it is the view of the head teacher that the current organisation and associated staff resources could continue to be managed from a revenue perspective going forward.</p> <p>Conclusion:</p> <p>Mixed age classes can work well but require well thought out planning from the class teacher to ensure that each child is adequately supported and that those who are more able are stretched appropriately. Estyn do not accept a mixed age class as an excuse for poor standards of teaching.</p>

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):

Economic sustainability

Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential and as a result would have a positive impact on the economy.

Education

The proposals to establish primary schools at 2.5FE would result in mixed age classes.

The Council acknowledges the concerns of staff, pupils and parents regarding mixed age classes. However, there are mixed age classes successfully operating in both English-medium and Welsh-medium primary schools in many parts of Wales, including Caerphilly and the Vale of Glamorgan. Research

carried out on the impact of mixed age classes on children's achievement indicates that children make the same progress in mixed age classes as those children in same age classes. The research also indicates that children in mixed age classes may have significantly more positive attitudes towards school, themselves and others (Veenman, 1996).

The reason for mixed age classes is usually only due to either smaller class sizes or funding issues.

(a) The Authority included provisions for both Coed Glas Primary School and Ysgol y Wern within its 21st Century Schools bid for Capital grant funding, submitted to Welsh Government and approved in-principle in December 2011. The grant allocation is subject to submission by the Authority of detailed Business Cases, and subsequent full approval by Welsh Government.

(b) The current SOP Consolidated Financial Model therefore only includes provisions for, subject to full WG approval, an increase from 2FE to 2.5FE (with nursery places) for Welsh-medium and English-medium primary schools. Capital funding is not available to provide a further half form of entry.

There is no evidence available which suggests that mixed age classes have a negative impact on Welsh language development.

In their response to the consultation Estyn who considered the Council's proposal for the expansion of Welsh-medium provision stated that the proposal "is likely to maintain the present pupil standards".

Ysgol Y Wern has admitted up to 75 children per year group for the last three years and managed this effectively to date. Furthermore it is the view of the head teacher that the current organisation and associated staff resources could continue to be managed from a revenue perspective going forward.

Mixed age classes can work well but require well thought out planning from the class teacher to ensure that each child is adequately supported and that those who are more able are stretched appropriately. Estyn do not accept a mixed age class as an excuse for poor standards of teaching.

Social sustainability

Modern school facilities can provide more flexibility for partnership working (integrated services) and can be used as valuable community assets (potential for efficiency savings).

Provision of inclusive schools that are able to support the particular needs of pupils and their families e.g. disability accessible

Secure by Design

The South Wales Police's Crime Prevention Design Advisor would be consulted and the recommendations considered and incorporated where practicable.

Concerns raised by local residents regarding littering would be a matter for the school management and the school would work with pupils to try and establish a sense of personal responsibility to minimise littering by pupils within the local area.

Disability access

An equality impact assessment would be carried out at the design stage on the accessibility of any new build accommodation or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. 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 and Building Bulletin guidelines.

Transport for disabled pupils would not be affected as it would be provided to meet the child's needs in accordance with the SEN Code of Practice.

The design of the extension and any works to existing accommodation would take into account the needs of the following:

- Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.

There is a Hearing Impairment Special Resource Base on the Coed Glas Primary School site with 14 pupils across the primary age range. The facilities have recently received investment.

Any works would need to take into account HI pupils, both in terms of temporary impact during building work and in the long term. The pupils would need access to the whole of the site as they are not a separate class of pupils. Specialist advice would need to be sought on acoustics as part of the design. Consideration would also need to be given as to whether listening/acoustic conditions can be improved as part of any work to improve the general environment.

- Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and Braille language on signs.
- Those with a physical impairment – e.g. level threshold doors, lifts with disabled access
- Those with learning disabilities – e.g. quiet spaces

Environmental sustainability

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

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

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. If there are highways improvements that are stipulated as conditions of any planning permission sought these will be addressed and there has been a nominal amount of funds built into the costs of the proposal to cover this in the event the proposal is permitted to proceed.

Any additional concerns raised by the Transport or Highways departments that are not part of the required planning consent would be excluded on the

basis that these would be a matter for highways to address in line with their normal development work prioritisation processes.

Water efficiency measures would be incorporated into the building design and where feasible drainage would be improved through Sustainable urban drainage systems (SUDS).

Should there be a need for a planning application consideration would need to be given as to whether an Environmental Assessment would need to be carried out.

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

An equality impact assessment would be carried out at the design stage on the accessibility of any new build accommodation or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. 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 and Building Bulletin guidelines.

Any works to Coed Glas Primary School would need to take into account Hearing Impaired pupils, both in terms of temporary impact during building work and in the long term. The pupils would need access to the whole of the site as they are not a separate class of pupils. Specialist advice would need to be sought on acoustics as part of the design. Consideration would also need to be given as to whether listening/acoustic conditions can be improved as part of any work to improve the general environment.

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
<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) 		X An SEA has been undertaken (see attached)

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.*

Initial Equality Impact Assessment
Corporate Assessment Template



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

Schools Organisation Proposals: The provision of additional English-medium and Welsh-medium primary school places in and around the Llanishen area.

New/Existing/Updating/Amending:

Update

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

Name: Nick Batchelar/ SOP Team	Job Title: Director Education & Lifelong Learning
Service Team: Schools Organisation Planning (SOP)	Service Area: Education
Assessment Date: November 2014	

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

1. To consult on the following options to provide additional English-medium primary school places in the Llanishen area with implementation commencing from 2015:
- Option 1**
 To increase the capacity of Coed Glas Primary School from 2 form entry to 2.5 form entry with additional nursery places in permanent accommodation to meet increasing local demand for English-medium primary education from September 2015.
- Option 2**
 To increase the capacity of Ton yr Ywen Primary School from 2 form entry to 2.5 form entry with nursery places in permanent accommodation to meet increasing local demand for English-medium primary education from September 2015.
2. To consult on a proposal to increase the capacity of Ysgol Y Wern from 2 Form entry to 2.5 Form Entry with an additional 8FTE nursery places to meet increasing local demand for Welsh-medium primary places from September 2015.

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.]

To respond to the rising demand for English-medium and Welsh-medium community primary school places in and around the Llanishen area.

(See Cabinet Report on the Council's website, 'School Organisation Planning: The provision of additional English-medium and Welsh-medium primary school places in and around the Llanishen area, 10 April 2014', for more information)

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
3-11 years	+ve		
12 - 65 years		x	
Over 65 years		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:

Education (3-11 years)

The proposals would provide additional English-medium and Welsh-medium community primary school places.

It is proposed that the additional places are accommodated in permanent new build accommodation. Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.

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

The Council has increased experience in the successful delivery of building projects on the sites of occupied schools resulting from the progression of a growing school organisation programme. Both schools have successfully worked alongside construction contractors on previous investment projects and ensuring high quality education provision for the children being educated throughout. Work carried out on the school site would be managed effectively in consultation with the school management to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

Mixed age classes

The proposals to establish primary schools at 2.5FE would result in mixed age classes. The majority view expressed was that 2.5FE is unpopular with parents and teaching staff because of the added complexities for teachers, disruption for pupils and anxieties for parents.

Additionally there was a consistent view that mixed age classes in a Welsh-medium setting could impact on Welsh language development at the Foundation Phase and create further difficulties when English is introduced in Key Stage 2.

The Council acknowledges the concerns of staff, pupils and parents regarding mixed age classes. However, there are mixed age classes successfully operating in both English-medium and Welsh-medium primary schools in many parts of Wales, including Caerphilly and the Vale of Glamorgan. Research carried out on the impact of mixed age classes on children's achievement indicates that children make the same progress in mixed age classes as those children in same age classes.

The research also indicates that children in mixed age classes may have significantly more

positive attitudes towards school, themselves and others (Veenman, 1996).

The reason for mixed age classes is usually only due to either smaller class sizes or funding issues.

(a) The Authority included provisions for both Coed Glas Primary School and Ysgol y Wern within its 21st Century Schools bid for Capital grant funding, submitted to Welsh Government and approved in-principle in December 2011. The grant allocation is subject to submission by the Authority of detailed Business Cases, and subsequent full approval by Welsh Government.

(b) The current SOP Consolidated Financial Model therefore only includes provisions for, subject to full WG approval, an increase from 2FE to 2.5FE (with nursery places) for Welsh-medium and English-medium primary schools. Capital funding is not available to provide a further half form of entry.

There is no evidence available which suggests that mixed age classes have a negative impact on Welsh language development.

In their response to the consultation Estyn who considered the Council's proposal for the expansion of Welsh-medium provision stated that the proposal "is likely to maintain the present pupil standards".

Ysgol Y Wern has admitted up to 75 children per year group for the last three years and managed this effectively to date. Furthermore it is the view of the head teacher that the current organisation and associated staff resources could continue to be managed from a revenue perspective going forward.

Conclusion:

Mixed age classes can work well require well thought out planning from the class teacher to ensure that each child is adequately supported and that those who are more able are stretched appropriately. Estyn do not accept a mixed age class as an excuse for poor standards of teaching.

Transport and Traffic (all ages)

Provision of parking spaces

- 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.

Should there be a need for a planning application consideration would need to be given as to whether a Transport and Traffic assessment would need to be carried out.

Increased traffic around the school site

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. If there are highways improvements that are stipulated as conditions of any planning permission sought these will be addressed and there has been a nominal amount of funds built into the costs of the proposal to cover this in the event the proposal is permitted to proceed.

Any additional concerns raised by the Transport or Highways departments that are not part of the required planning consent would be excluded on the basis that these would be a matter for highways to address in line with their normal development work prioritisation processes.

Redeployment

There may still be a perception that redeployment opportunities 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

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

	Yes	No	N/A
Hearing Impairment	+ve		
Physical Impairment	+ve		
Visual Impairment	+ve		
Learning Disability	+ve		
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.

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 would be carried out at the design stage on the accessibility of any new build accommodation or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. 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 and Building Bulletin guidelines.

The design of the extension and any works to existing accommodation would take into account the needs of the following:

- *Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.*

There is a Hearing Impairment Special Resource Base on the Coed Glas Primary School site with 14 pupils across the primary age range. The facilities have recently received investment.

Any works would need to take into account HI pupils, both in terms of temporary impact during building work and in the long term. The pupils would need access to the whole of the site as they are not a separate class of pupils. Specialist advice would need to be sought on acoustics as part of the design. Consideration would also need to be given as to whether listening/acoustic conditions can be improved as part of any work to improve the general environment.

It is expected that the number of HI pupils will remain stable over the next 3-5 years. It is not possible to project accurately beyond that. If numbers rose above 16 it is likely that the Council would need to resource another school rather than increasing the numbers at Coed Glas, as the effectiveness of the model depends on small numbers that can be easily included in mainstream classes.

The pupils are all registered in mainstream classes and benefit from high levels of in-class support from specialist teachers and TAs. They may also have individual support sessions and small group work in the base. The base has specific designated classrooms for group work, individual support and the pupils tend to start and finish each day there, as specialist staff check hearing aids/ radio aids/ resolve any issues. The specialist speech and language therapist works closely with the school and provides school based assessments and support. The school also maintain close links with the Audiology service. There is a sound field system in the hall.

The level of hearing loss varies but all of the children have complex needs and require a higher level of specialist support than would be available in their local primary school. Most of the pupils have hearing aids, many have cochlear implants. None of the pupils are dependent on British Sign Language as their sole means of communication, but their auditory skills and verbal abilities will vary from child to child. Specialist staff promote a ‘total communication’ approach, which means they use voice, sign and visual cues to support communication and understanding.

- *Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and Braille language on signs.*
- *Those with a physical impairment – e.g. level threshold doors, lifts with disabled access*
- *Those with learning disabilities – e.g. quiet spaces*

Transport for disabled pupils would not be affected as it would be provided to meet the child's needs in accordance with the SEN Code of Practice.

3.3 Gender Reassignment

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

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		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 privacy of changing and toilet facilities would be considered at the design stage. The assessment would refer to policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.

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 would be carried out at the design stage on the accessibility of any new build accommodation or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. 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 and Building Bulletin guidelines.

3.6 Race

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

	Yes	No	N/A
White		X	
Mixed / Multiple Ethnic Groups		X	
Asian / Asian British		X	
Black / African / Caribbean / Black British		X	
Other Ethnic Groups		X	

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

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

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

Providing additional primary school places 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 management in a school are best placed to manage needs and any significant change in diversity in terms of belief.

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:

All schools would continue to admit pupils of both sexes.

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures 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/Lesbians		X	
Heterosexual/Straight		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:

Fears that recruitment opportunities could be affected by sexual orientation.

Evidence collated by the Stonewall lobby group alleges that LGB people are likely to be discriminated against in workplace recruitment.

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing the changes in this proposal. This ensures 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 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:

The proposal would provide additional English-medium and Welsh-medium community primary school places.

It is Cardiff Council policy to provide signage in English and Welsh but not in other languages. Therefore, additional way-finding methods would be considered for the design of any new build accommodation including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols. The Sign Design Guide should be used as a reference point. Information could be provided by the school in alternative formats upon request.

Mixed age classes

The proposal to establish Ysgol Y Wern at 2.5FE would result in mixed age classes. The majority view expressed was that 2.5FE is unpopular with parents and teaching staff because

of the added complexities for teachers, disruption for pupils and anxieties for parents.

Additionally there was a consistent view that mixed age classes in a Welsh-medium setting could impact on Welsh language development at the Foundation Phase and create further difficulties when English is introduced in Key Stage 2.

The Council acknowledges the concerns of staff, pupils and parents regarding mixed age classes. However, there are mixed age classes successfully operating in both English-medium and Welsh-medium primary schools in many parts of Wales, including Caerphilly and the Vale of Glamorgan. Research carried out on the impact of mixed age classes on children's achievement indicates that children make the same progress in mixed age classes as those children in same age classes.

The research also indicates that children in mixed age classes may have significantly more positive attitudes towards school, themselves and others (Veenman, 1996).

The reason for mixed age classes is usually only due to either smaller class sizes or funding issues.

(a) The Authority included provisions for both Coed Glas Primary School and Ysgol y Wern within its 21st Century Schools bid for Capital grant funding, submitted to Welsh Government and approved in-principle in December 2011. The grant allocation is subject to submission by the Authority of detailed Business Cases, and subsequent full approval by WG.

(b) The current SOP Consolidated Financial Model therefore only includes provisions for, subject to full WG approval, an increase from 2FE to 2.5FE (with nursery places) for Welsh-medium and English-medium primary schools. Capital funding is not available to provide a further half form of entry.

There is no evidence available which suggests that mixed age classes have a negative impact on Welsh language development.

In their response to the consultation Estyn who considered the Council's proposal for the expansion of Welsh-medium provision stated that the proposal "is likely to maintain the present pupil standards".

Ysgol Y Wern has admitted up to 75 children per year group for the last three years and managed this effectively to date. Furthermore it is the view of the head teacher that the current organisation and associated staff resources could continue to be managed from a revenue perspective going forward.

Conclusion:

Mixed age classes can work well require well thought out planning from the class teacher to ensure that each child is adequately supported and that those who are more able are stretched appropriately. Estyn do not accept a mixed age class as an excuse for poor standards of teaching.

4. Consultation and Engagement

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

The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) would be given the opportunity to comment on new build designs.

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

Groups	Actions
Age	None identified
Disability	<p>An equality impact assessment would be carried out at the design stage on the accessibility of any new build accommodation or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. 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 and Building Bulletin guidelines.</p> <p>Any works to Coed Glas Primary School would need to take into account Hearing Impaired pupils, both in terms of temporary impact during building work and in the long term. The pupils would need access to the whole of the site as they are not a separate class of pupils. Specialist advice would need to be sought on acoustics as part of the design. Consideration would also need to be given as to whether listening/acoustic conditions can be improved as part of any work to improve the general environment.</p>
Gender Reassignment	See action against Disability
Marriage & Civil Partnership	None identified
Pregnancy & Maternity	See action against Disability
Race	None identified
Religion/Belief	None identified
Sex	None identified
Sexual Orientation	See action against Disability
Language	If the proposal proceeds, signage and other wayfinding techniques would be considered at the design stage.
Generic Over-Arching	The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) would be given the opportunity to comment on new build designs.

6. Further Action

This equality impact assessment would be updated to reflect feedback received from public consultation.

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: August 2014
Designation: Policy, Equalities and Reports Officer	
Approved By: Michele Duddridge-Hossain	
Designation: SOP Team Manager	
Service Area: Education	

An initial Sustainability Appraisal (SA) incorporating Strategic Environmental Assessment (SEA) of the proposal to provide additional English-medium and Welsh-medium primary school places in and around the Llanishen area

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

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

Background to the proposals

To respond to the rising demand for English-medium and Welsh-medium community primary school places in and around the Llanishen area.

(See Cabinet Report on the Council's website, 'School Organisation Planning: The provision of additional English-medium and Welsh-medium primary school places in and around the Llanishen area, 10 April 2014', for more information)

Proposals

1. To consult on the following options to provide additional English-medium primary school places in the Llanishen area with implementation commencing from 2015:

Option 1

To increase the capacity of Coed Glas Primary School from 2 form entry to 2.5 form entry with additional nursery places in permanent accommodation to meet increasing local demand for English-medium primary education from September 2015.

Option 2

To increase the capacity of Ton yr Ywen Primary School from 2 form entry to 2.5 form entry with nursery places in permanent accommodation to meet increasing local demand for English-medium primary education from September 2015.

2. To consult on a proposal to increase the capacity of Ysgol Y Wern from 2 Form entry to 2.5 Form Entry with an additional 8FTE nursery places to meet increasing local demand for Welsh-medium primary places from September 2015.

.Assessment approach

This is a strategic assessment. An Environmental Assessment would be carried out as part of any planning application.

Key:

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

SEA objective	Proposal 1 (Options 1 and 2): Increasing the capacity of Coed Glas or Ton Yr Ywen by 0.5 Forms of Entry (FE)		Proposal 2: Increasing the capacity of Ysgol Y Wern Primary School by 0.5FE.		Alternative: 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
1. <i>Promote a greener economy by delivering a sustainable pattern of English Medium, Welsh Medium and Faith Schools across Cardiff</i>	✓	Achieved by increasing places where there is demand. Matching provision to demand in this way ensures school accommodation is fully utilised.	✓	Same as option 1	x	Do nothing is not an option as additional capacity is needed to meet the demand for places.
2. <i>Reduce greenhouse gas emissions through:</i> a) Energy efficient building design and disposing of poor quality surplus accommodation b) Promoting sustainable modes of transport and integrated transport systems	a) ✓/ ? b) ✓	a) Where possible, energy efficient measures would be incorporated into any new accommodation or building works to existing accommodation. Measures that would be considered in the design of any scheme: <ul style="list-style-type: none"> • 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 b) Locating additional provision central to the area it would serve should minimise use of cars or public transport and encourage walking and cycling to and from school. Traffic and transport implications including measures to encourage walking and cycling would be considered as part of the Transport Assessment for the proposal.	a) ✓/ ? b) ✓	a) Same as Option 1 b) Same as Option 1	a) 0 b) x	N/A b) 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 criss-crossing the city.

SEA objective	Proposal 1 (Options 1 and 2): Increasing the capacity of Coed Glas or Ton Yr Ywen by 0.5 Forms of Entry (FE)		Proposal 2: Increasing the capacity of Ysgol Y Wern Primary School by 0.5FE.		Alternative: 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
		Pupils are entitled to free school transport only if they are over the statutory school starting age and under 11 (Primary aged), living over two miles from the nearest appropriate catchment school for their home address.				
3. Promote health and wellbeing by protecting and enhancing public open space and improving access to POS	0	As the open space in and around the school is not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value. However, given the nature of the proposal and the value of the open space it is considered that the impact would be minimal.	0	Same as Option 1	0	N/A
4. Minimise air, light and noise pollution associated with building development and traffic congestion	a) ✓ b) ✓	<p>a) Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>The design of new accommodation would seek to minimise any adverse impact on access to natural light for neighbouring properties.</p> <p>b) An increase in the number of children attending the school could increase the volume of traffic in the locality.</p> <p>Locating additional provision central to the area it would serve should minimise use of cars or public transport and encourage walking and cycling to and from school.</p> <p>Congestion also mitigated by:</p> <ul style="list-style-type: none"> - Formalising the parking regime outside the schools to discourage unsafe parking and help with enforcement. - A Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme to encourage parents to park further away from the school. - A Travel Plan that encourages the use of public transport, walking and cycling - Giving consideration to providing a non statutory bus service based on demand - 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 	a) ✓ b) ✓	a) Same as Option 1 b) Same as Option 1 in terms of increase in traffic and how mitigated.	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 criss-crossing the city.

SEA objective	Proposal 1 (Options 1 and 2): Increasing the capacity of Coed Glas or Ton Yr Ywen by 0.5 Forms of Entry (FE)		Proposal 2: Increasing the capacity of Ysgol Y Wern Primary School by 0.5FE.		Alternative: 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>implemented. If there are highways improvements that are stipulated as conditions of any planning permission sought these will be addressed and there has been a nominal amount of funds built into the costs of the proposal to cover this in the event the proposal is permitted to proceed.</p> <p>- Any additional concerns raised by the Transport or Highways departments that are not part of the required planning consent would be excluded on the basis that these would be a matter for highways to address in line with their normal development work prioritisation processes.</p>				
5. <i>Protect and enhance biodiversity, flora and fauna</i>	0	Any design for a new build or adaptation to existing buildings on the site would protect but not enhance biodiversity.	0	Same as Option 1	0	N/A
6. <i>Protect and enhance the landscape</i>	0	Any design for a new build or adaptation to existing buildings on the sites would protect but not enhance the overall landscape.	0	Same as Option 1	0	N/A
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	a) 0 b) ?	<p>a) Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable urban drainage systems (SUDS).</p> <p><u>Existing buildings</u> b) Water efficient measures may be possible to a lesser or greater extent depending on the compatibility of existing buildings.</p>	a) 0 b) ?	Same as Option 1	0	N/A
8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i>	✓	<p>All new build accommodation must be DDA accessible.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to ensure the accessibility of any new build accommodation or interim temporary demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation within the scope of works. The equality impact assessment would take</p>	✓	Same as Option 1	0	N/A

SEA objective	Proposal 1 (Options 1 and 2): Increasing the capacity of Coed Glas or Ton Yr Ywen by 0.5 Forms of Entry (FE)		Proposal 2: Increasing the capacity of Ysgol Y Wern Primary School by 0.5FE.		Alternative: 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>into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and Building Bulletin guidelines.</p> <p>Any works to Coed Glas Primary School would need to take into account Hearing Impaired pupils, both in terms of temporary impact during building work and in the long term. The pupils would need access to the whole of the site as they are not a separate class of pupils. Specialist advice would need to be sought on acoustics as part of the design. Consideration would also need to be given as to whether listening/acoustic conditions can be improved as part of any work to improve the general environment.</p>				
9. <i>Protect and enhance</i> designated historic assets	0	Using the Council's online sources there are no cultural heritage receptors recorded within the site boundaries of Coed Glas or Ton Yr Ywen primary schools.	0	Using the Council's online sources there are no cultural heritage receptors recorded within the site boundary of Ysgol Y Wern primary school.	0	N/A

Conclusion

The options have been assessed to be 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". An Environmental Assessment is carried out as part of any planning application.