

# Single Impact Assessment

Cardiff Council



## 1. Details of the Proposal

**What is the proposal?**

Title:	<b>SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO SERVE CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH AND PLASNEWYDD</b>
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**Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?**

New	<input checked="" type="checkbox"/>
Existing	<input type="checkbox"/>

**Directorate/Service Area:**

Education

**Who is developing the proposal?**

Name:	Richard Portas
Job Title:	Programme Director – SOP

**Responsible Lead Officer (Director or Assistant Director):**

Melanie Godfrey  
Director of Education and Lifelong Learning

**Cabinet Portfolio:**

Education (Councillor Sarah Merry)



The Single Impact Assessment (SIA) can be strengthened as time progresses, helping shape the proposal. Version control will provide a useful audit trail of how the SIA has developed. Draft versions of the assessment should be retained for completeness, however only the final version will be publicly available. Draft versions may be provided to regulators if appropriate.

Version	Author	Job Title	Date
1	Rachel Burgess Willis	Project Officer- School Organisation Planning	16/02/2023

## 2. Overview of the Proposal

### What action is the Council considering and why?

*Please provide an outline of the proposal.*

The report seeks Cabinet approval to consult on revised proposals for primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

It is proposed to consult on three options:

#### Option 1

- Amalgamate Allensbank and Gladstone Primary Schools:
  - Formally Close Allensbank Primary School
  - Formally Close Gladstone Primary School
  - Establish a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's CiW Primary School site
- Transfer St Monica's CiW Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school
- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE) and increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96

#### Option 2

- Co-locate Allensbank and Gladstone Primary Schools on a shared site:
  - Transfer Allensbank Primary School to the current shared Gladstone Primary School / St Monica's CiW Primary School site
  - Reduce the capacity of Allensbank Primary School from 315 places (1.5FE) to 210 places (1FE)
  - Reduce the age range of Allensbank Primary School from 3-11 to 4-11 by discontinuing nursery provision at the school
  - Increase the number of nursery places at Gladstone Primary School from 64 to 96

- Transfer St Monica’s CiW Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school
- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE), and increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96

### Option 3

- Increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96
- Transfer Allensbank Primary School to the current Ysgol Mynydd Bychan site
- Reduce the capacity of Allensbank Primary School from 315 places (1.5FE) to 192 places (0.9FE)
- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE)

### **The proposed changes would be implemented from September 2025**

Option 2 and Option 3 would provide the opportunity for Allensbank Primary School and Gladstone Primary School to work in partnership to maximise opportunities for all pupils at the schools either through collaboration or federation.

Should the schools consider implementing a formal collaboration or federation this would be led by the Governing Bodies and supported by the Council. Any proposal to federate would be subject to a separate consultation.

Under Option 1 and Option 2, consideration would be given to establishing the city-wide Speech & Language class within the new school or retaining it in the relocated Allensbank Primary School.

Consideration would be given to the relocation of the city-wide Speech and Language class hosted by Allensbank Primary School should Option 3 be progressed.

Further consideration would be given to this in consultation with the relevant school governing body / bodies, taking account of each school aspirations.

### **What are the costs and/or savings?**

*What will the proposal cost and how will it be funded?*

*How might costs be reduced through involvement and collaboration, across Cardiff Council and/or with external stakeholders?*

*Are there savings and how will these be realised?*

Details of the financial implications relevant to the proposed changes are as set out in the report

## **3. Impact Assessments**

## Which impact assessments do you need to complete to support your proposal?

The [Impact Assessment Screening Tool](#) provides advice tailored to your proposed policy, strategy or project regarding which impact assessments may be required and who to contact to find out more.

The screening tool is an online form with mainly multiple-choice questions which should take less than 10 minutes to complete.

Once the answers have been submitted, an automated email will be sent to you with the recommended next steps and details of who to contact for expert advice.

**Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out.**

Impact Assessment	Page	To be completed: Y/N
A. Equality Impact Assessment	5	Y
B. Child Rights Impact Assessment	20	Y
C. Welsh Language Impact Assessment	26	Y
D. Habitats Regulations Assessment	30	N
E. Strategic Environmental Assessment	31	N
F. Data Protection Impact Assessment	32	N
G. Health Impact Assessment	33	N

For further information on all the above impact assessments including who to contact for advice, please visit the [Policy Portal](#).

## A: Equality Impact Assessment

Guidance in completing this assessment can be accessed [here](#). Please consult the Equality Team for any further assistance with completing this assessment [EqualityTeam@cardiff.gov.uk](mailto:EqualityTeam@cardiff.gov.uk)

### Impact on the Protected Characteristics

#### Age

Will this proposal have a **differential impact [positive/negative]** on younger/older people?

	Yes	No	N/A
Up to 18 years	x		
18 - 65 years	x		
Over 65 years		x	

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

The provision of school places is determined by age range. As a consequence, any school organisation proposal will differentially impact learners at the schools subject to the proposals and the wider community.

The aim of the proposed changes is to improve the match between the supply of and demand for English-medium and Welsh-medium schools places serving Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

There is sufficient capacity within existing schools serving the area to enable the reorganisation of existing provision. Reorganisation of provision would present an appropriate means of balancing the availability and take up of both English-medium and Welsh-medium provision in the area and would represent a more effective and efficient use of resources. This would also retain flexibility in the schools estate to respond to any future population changes affecting the area.

The Council has identified options to improve the distribution of English-medium and Welsh-medium places which focus on the sites occupied by Ysgol Mynydd Bychan, Allensbank Primary School, Gladstone Primary School and St Monica's Church in Wales Primary School and which seek to:

- support each school to continue to improve education for all of their learners
- ensure that each school provision offered meets the diverse needs of the local community
- support schools to be financially sustainable in an improved pattern of provision through amalgamation, formal federation or collaboration
- support schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners
- increase Welsh-medium primary places by 1FE (210 primary age pupils)
- consolidate English-medium primary places with an appropriate level of surplus

The expansion of Welsh-medium provision and the reconfiguration of English-medium provision would support the continued development of high-quality education for all pupils through:

- greater opportunities within larger/federated schools for staff to share workload and expertise
- greater opportunities to professionally develop staff e.g., NQTs who can observe their parallel teacher
- opportunities for staff to teach to their strengths ensuring learners have the best education experience possible
- a greater number of teachers to lead on Areas of Learning, plus RE, RSE and Digital Competency
- greater opportunities to offer a broader range of extra-curricular/enrichment activities
- support raising standards by sharing curriculum delivery, school leadership and joint action to tackle key issues such as inclusion
- allow for the sharing of good practice, preparation materials and resources

- enhanced opportunities for pupil activities leading to improvements to the quality of learning for staff and pupils
- increased School Council and pupil development opportunities (academically and socially)
- allowing for cross phase arrangements
- allowing for streamlining of policies and structures
- supporting school improvement by enabling schools to draw on the resources of other schools to tackle problems, share expertise, raise expectations and address the needs of particular groups of pupils.
- providing opportunities to exploit economies of scale and sharing services across the schools
- possible easier recruitment of governors with fewer governor vacancies.

At present there is a high level of mobility amongst the pupils attending the English-medium schools which serve the area with a very small turnover of pupils at Ysgol Mynydd Bychan:

<b>School</b>	<b>% of pupils not promoting to next year group in school (averaged, past three years)</b>
Albany Primary School	14.5%
Allensbank Primary School	15.2%
Gladstone Primary School	21.9%
St Monica's CiW Primary School	21.1%
Ysgol Mynydd Bychan	1.3%

There would be an increase in the number of primary school places available to serve the area overall. There would be no reduction in the number of English-medium primary places under Option 1 or Option 2. There would be a small reduction in the number of English-medium primary school places under option 3, however there would still be sufficient places to meet demand with an appropriate level of surplus to allow for fluctuations in the pupil population.

Overall, accommodation to allow for an increased number of English-medium and Welsh-medium nursery places would be retained, and the number of places funded would reflect the demand for places in the local area.

There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact.

The maximum distances between the above school sites is c0.5 miles. Should any of the schools be relocated on to an alternative site, the maximum increase in home to school travel distance for current pupils is therefore 0.5 miles.

This provision is age dependent and therefore not accessible to pupils outside of this age range, or adults, either locally or in the wider community.

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

The proposals would require changes in the staffing structures of the schools subject to the proposed changes.

The proposed expansion of Ysgol Mynydd Bychan would require the Governing Body to consider the workforce requirements in readiness for the expansion.

The proposed amalgamation of Allensbank Primary School and Gladstone Primary School and the establishment of a new 2FE primary school (Option 1) places staff at potential risk of redundancy.

The proposed transfer of Allensbank Primary School to the shared Gladstone Primary School / St Monica's CiW Primary School site (Option 2) and the proposed transfer of Allensbank Primary School to the Ysgol Mynydd Bychan site and subsequent minor reduction in capacity (Option 3) would allow for the Governing Bodies of Allensbank Primary School and Gladstone Primary School to consider collaborative working or the establishment of a formal federation.

Federation could result in a reduction in the number of leadership roles overall across the two schools depending on the model taken forward.

Any decisions taken with regards to staffing would be a matter for the relevant Governing Body.

The proposed increase in pupil numbers arising from the introduction of nursery provision at St Monica's Primary School (Option 1 & Option 2) would require additional staff.

Consideration would be given to establishing the city-wide Speech & Language class within the new school (Option 1).

Consideration would be given to establishing the city-wide Speech & Language class within the relocated Allensbank Primary School (Option 2)

Consideration would be given to the relocation of the city-wide Speech and Language class hosted by Allensbank Primary School should Option 3 be progressed.

Overall, options 1 and 2 may have a greater differential impact on children aged 3-11 than option 3 or the current arrangements.

Overall, options 1 and 2 may have a greater differential impact on school staff aged 18-65 than option 3 or the current arrangements.

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

The Council has a statutory duty to provide pupil places to meet the needs of all pupils in Cardiff. As part of this strategic approach, demand is forecast based on:

- Recent and historic populations known to be living in each area utilising NHS data;

- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools;
- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places

Demand for places is reviewed on an ongoing basis and proposed changes brought forward as required.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

The proposed expansion of Ysgol Mynydd Bychan would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework. HR People Services would provide advice, support and guidance to the Governing Body for the workforce planning process and consequential recruitment processes.

Where the Governing Body has adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll would provide opportunities for any school-based staff on the school redeployment register.

A key aspiration for the Council is to achieve staff reductions as far as possible through redeployment rather than voluntary or compulsory redundancies. Therefore, the Council is committed to maximising opportunities for school staff to secure employment in other schools in Cardiff through redeployment into vacancies in other schools in Cardiff.

The redeployment arrangements would also be taken into account should the decision be taken to relocate the Speech and Language class from Allensbank Primary School to within the remit of a Governing Body of another school.

### Disability

Will this proposal have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment		x	
Physical Impairment		x	
Visual Impairment		x	
Learning Disability		x	
Long-Standing Illness or Health Condition		x	
Mental Health		x	
Substance Misuse		x	
Other		x	



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

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact.

Any changes to accommodation would need to consider a detailed range of information e.g., the design/accessibility of any school buildings/accommodation and appropriate actions to address any differential impacts.

There is a Speech and Language early intervention class hosted by Allensbank Primary School. The Council admits up to 8 Foundation Phase children to this city-wide provision who were not making sufficient progress, but who have good prospects for returning to their local mainstream school.

Placements last 1 – 3 years, depending on progress. Pupils are dual registered at their local school and supported to return at the end of the placement. Pupils continue to attend their local school for at least one day a week, to maintain links with local friends and to prepare for a successful early reintegration to their local school.

Under option 1 and option 2, consideration would be given to establishing the city-wide Speech & Language class within the new school or retaining it in the relocated Allensbank Primary School.

Consideration would be given to the relocation of the city-wide Speech and Language class hosted by Allensbank Primary School should option 3 be progressed.

Further consideration would be given to this in consultation with the relevant school governing body / bodies, taking account of each school aspirations.

Whilst each of the options would affect children who would benefit from the speech and language class from 2025/2026, there is no information to suggest that there would be a differential impact on these children from any of the options compared to current arrangements.

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

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

The potential impact of any changes to the existing Speech and Language provision on future learners would continue to be assessed with measures put in place to mitigate any differential impacts that may be identified at a later date.

### Gender Reassignment

Will this proposal have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)		x	

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

There are no direct impacts arising from the recommendations of this report.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

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### Marriage and Civil Partnership

Will this proposal 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.

There are no direct impacts arising from the recommendations of this report.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that

good practice is followed, including the application of the Council's policies on equal opportunities.

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

**Pregnancy and Maternity**

Will this proposal 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.**

There are no direct impacts arising from the recommendations of this report.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

**Race**

Will this proposal have a **differential impact [positive/negative]** on the following groups?

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

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

The ethnic makeup of the school populations included in the proposals varies.

Cardiff School ethnicity data from 2022 shows the following breakdown of percentages of White British and Non-White British pupils at the schools serving the area:

<b>Table 2: Demographic data - Ethnicity of Reception to Year 6 school pupils</b>				
Source: PLASC 2022				
School	Number on pupils on roll	White British	Non-White British	Number of ethnicities
Albany Primary School	378	17.2%	82.8%	53
Allensbank Primary School	193	21.2%	78.8%	45
Gladstone Primary School	173	20.8%	79.2%	37
St Monica's C.W Primary School	138	18.8%	81.2%	28
Ysgol Mynydd Bychan	203	91.1%	8.9%	11

The proposals would have a greater impact on the population closer to the schools than on the city as a whole.

If this local population is made up of an ethnic diversity which is disproportionate to that typically found across the city, then there is potential for the proposal to have a differential impact.

The home addresses of pupils enrolled at Ysgol Mynydd Bychan are clustered around the school sites of Ysgol Mynydd Bychan and Allensbank Primary School. At Ysgol Mynydd Bychan 11% of pupils are from a non White-British background.

Whilst the majority of Allensbank Primary School pupils live within the same area, with home addresses also clustered around the school sites of Ysgol Mynydd Bychan and Allensbank Primary School, demographic data for those pupils and for the school overall is very different to that of Ysgol Mynydd Bychan. Of those pupils who live within the catchment area of Allensbank and are enrolled at the school, 78% are from a non White-British background.

Pupil mobility data for Ysgol Mynydd Bychan is very low (1.3% per year on average in the past three years), which in part reflects the oversubscription of the school at entry to Reception class. Each of the English-medium schools exceeds 10% pupil mobility each year and Allensbank Primary School reported "Pupil mobility levels of up to 40% across a single academic year" during the past consultation on proposals.

At present, families who move into the area after the closing date for entry to Reception class are, usually, unable to gain admission to Ysgol Mynydd Bychan and an alternative Welsh-medium school may be a significant distance from the home address of those families. Proposals must consider the disparity in

demographic data but must also consider the ability of those applicants who move to the area to equitably access school places in each language medium.

It is not expected that there would be any negative impact as a result of the proposed changes.

There would be an increase in the number of primary school places available overall to serve the area. There would be no reduction in the number of English-medium primary places under Option 1 or Option 2. There would be a small reduction in the number of English-medium primary school places under Option 3 however there would still be sufficient places to meet demand. There would be an increase in Welsh-medium places under each option.

The ethnic diversity of Ysgol Mynydd Bychan is not reflective of its local community and the school is largely unable to accommodate children who move to the area after the closing date for admission to Reception class.

PLASC data indicates that a greater proportion of children who transfer within the primary education age phase in the area are of non White-British ethnicities. These children are presently able to access local English-medium provision but less able to access Welsh-medium provision.

Overall each of the options is expected to have a positive differential impact on all ethnicities, compared the current arrangements.

There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact.

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

Schools serve a diverse range of communities and largely reflect their local population; however, it is acknowledged that the Welsh-medium schools are at present less diverse than English-medium schools.

The Equality Act 2010 places a duty on public services to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The Council must therefore ensure, when bringing forward proposals and following implementation of proposals, that each of the schools is supported to meet the diverse needs of the communities in which they are located and that each is able to advance equality of opportunities for all families in the area.

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals.

The Council is committed to the development of Welsh-medium education and as part of the 10-year Welsh in Education Strategic Plan which was adopted in September 2022, consideration is being given to ways in which Welsh-medium can be expanded to increase the number of children from all backgrounds attending.

The plan sets specific targets and identifies priority workstreams for the Council and partners such as schools, including a research pilot initiative with Bilingual Cardiff, parental surveys and focus groups, to better understand the reasons for low take-up of Welsh-medium places within specific under-represented groups and communities (including Black, Asian and Minority Ethnic), alongside bespoke promotions. This work is underway.

Any proposed changes should seek to provide an appropriate balance whereby each school type is available to all groups and each school is supported to be accessible, and to be seen to be accessible, to all groups. The work underway to better understand parental preferences and take up of places in each community, alongside improving visibility of language medium and immersion opportunities available, will directly target decreasing the disparities between demographic data in English-medium and Welsh-medium schools.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities. The provision being proposed would be accessible to all ethnic groups and compliance with the Council's policies on equal opportunities would need to be ensured.

The proposed consultation will consider the makeup of the local community and ensure that there are suitable and sufficient opportunities for engagement.

### Religion, Belief or Non-Belief

Will this proposal 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.**

Should the transfer of St Monica’s Church in Wales Primary School to the current Ysgol Mynydd Bychan site be taken forward, as outlined in Options 1 and 2, it is proposed that 32 part time nursery places are provided to develop continuity and progression in children’s learning from the age of three.

The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, to develop continuity and progression in children’s learning from the age of three, and to contribute to raising standards across the school.

Admissions to the proposed nursery provision would be administered by the Governing Body of the school in accordance with the school’s published Admission Policy.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council’s policies on equal opportunities.

The Council’s procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council’s / Governing Bodies policies on equal opportunities.

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

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**Sex**

Will this proposal 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.**

There are no direct impacts arising from the recommendations of this report.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council’s policies on equal opportunities.

The Council’s procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council’s policies on equal opportunities.

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

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**Sexual Orientation**

Will this proposal 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.**

There are no direct impacts arising from the recommendations of this report.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

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**Socio-economic Duty**

Is the change anticipated to reduce or contribute to inequality of outcome as a result of socio-economic disadvantage? (e.g. will the change negatively impact on those on low-incomes or those living in deprived areas)

	Yes	No	N/A
Socio-economic impact		x	

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

The Council's 'Stronger, Fairer, Greener' policy sets out the key themes and commitments for the next five years with a strong focus on putting children and young people front and centre of their ambitions for the city. Central to this is the explicit belief that good education is the surest route out of poverty and, in



turn that, the long-term prosperity of the city relies on firm support for our children and young people to reach their potential.

Education is consistently ranked as the top priority for children and young people in Cardiff, a key social and cultural right which plays an essential role in overcoming poverty and disadvantage.

Analysis of school census data (PLASC) confirms that, at present, there are significant differences in the demographic data between some of the schools in the area.

Demographic data, including eligibility of pupils for Free School Meals, Ethnicity, home language, acquired level of competency in English or Welsh, and pupil mobility (how many children transfer into and out of a school) differs greatly between Ysgol Mynydd Bychan and each of the English-medium schools.

The proposed changes seek to provide an appropriate balance of places whereby each school type is available to all groups and each school is supported to be accessible, and to be seen to be accessible, to all groups.

Overall, options 1 may have the greatest positive differential impact on children as this option allows for the greatest proportion of schools' budgets to be available for teaching and learning. The implementation of Options 2 and 3 may have no direct differential impact; such an impact would be dependent on further decisions by the Governing Bodies and leadership of the relevant schools.

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

The Council's adopted WESP 2022-2032 sets specific targets and identifies priority workstreams for the Council and partners such as schools, including a research pilot initiative with Bilingual Cardiff, parental surveys and focus groups, to better understand the reasons for low take-up of Welsh-medium places within specific under-represented groups and communities (including Black, Asian and Minority Ethnic), alongside bespoke promotions.

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals.

Any proposals that are progressed would need to consider fully the commitments set out in 'Stronger, Fairer, Greener' and how any proposed changes would support these.

**Welsh Language**

Will this proposal have a **differential impact [positive/negative]** on the Welsh language?

	Yes	No	N/A
Welsh language	x		

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

There would be a positive impact on the Welsh Language with an increase in the number of Welsh-medium primary school places available at primary age.

The Council's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. The WESP commits the Council to ensuring city wide capacity in the primary Welsh-medium sector at 10% over and above the projected intake at Reception to support growth and allow for in-year admissions and flexibility for transition. This includes the delivery of new Welsh-medium capacity at primary level by 2025 – 2026. It is anticipated that there would be a positive impact on the Welsh Language as a result of these proposals.

The proposals seek to align with the Bilingual Cardiff Strategy and strongly support the Welsh Government's strategy for the Welsh language by contributing to meeting the targets set out in the Cymraeg 2050 strategy.

The proposals directly respond to the following WESP Outcomes:

- Outcome 1 – More nursery children/ three-year-olds receive their education through the medium of Welsh
- Outcome 2 - More reception class children/ five-year-olds receive their education through the medium of Welsh

Schools serve a diverse range of communities and largely reflect their local population, however it is acknowledged that the Welsh-medium schools are at present less diverse than English-medium schools. Targets and workstreams within Cardiff's adopted WESP seek to address this.

The proposals would have a greater impact on the population closer to the schools than on the city as a whole.

The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary, and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

The Council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.

The Council must ensure that the expansion of school provision is brought forward in a strategic and timely manner, which does not compromise existing provision. Significantly or rapidly expanding Welsh-medium primary school provision would, inevitably, have an impact on the take-up of places in other schools, and in turn on the ability of schools to balance budgets and to attract or retain staff.

The Council's aspirations for increasing the number of Welsh speakers, and the Welsh Government's Cymraeg 2050, propose a significant change. Cymraeg 2050 sets national targets of educating 40% of learners in Welsh-medium schools, and a further 30% of learners being educated in English-medium schools being fluent in Welsh. At present, c17% of Cardiff children entering primary education are educated in Welsh-medium schools or classes.

This proposal seeks to increase the number of Welsh-medium primary school places available in the area and seeks to implement the change in such a way that the potential for negative impact on existing schools is limited.

There is a risk that provision of additional Welsh-medium primary school places may inhibit the growth at other local schools; however, Cardiff's WESP sets out a commitment to develop and implement targeted promotion in conjunction with Bilingual Cardiff to increase take up of Welsh-medium places in areas with low demand.

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

See above.

**Consultation and Engagement**

What arrangements have been made to consult/engage with the various equalities groups?

The Council's Accessibility Officer would be given the opportunity to comment on the proposed changes.

Subject to Cabinet approval there will be a full and inclusive public consultation with the views expressed given due consideration as part of the decision-making process.

### Summary of Actions (Listed in the sections above)

	Actions
Age	
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Impact	
Welsh Language	
Generic/ Over-Arching (applicable to all the above groups)	

### Next Steps

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

On completion of this Assessment, please ensure that the form is submitted to the Equality Team mailbox so that there is a record of all assessments undertaken in the Council  
[EqualityTeam@cardiff.gov.uk](mailto:EqualityTeam@cardiff.gov.uk)

## B: Child Rights Impact Assessment

Guidance for Local Government prepared from Unicef is available here:

[Child Rights Impact Assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment)

For further information or assistance in completing the Child Rights Impact Assessment, please contact the Child Friendly Cardiff Team [ChildFriendlyCardiff@cardiff.gov.uk](mailto:ChildFriendlyCardiff@cardiff.gov.uk)

### STAGE 1: PURPOSE/ SCOPE

**What is the policy/ strategy/ project/ procedure/ service? Summarise/ describe its overall aims and any aims specific to children.**

The report seeks Cabinet approval to consult on revised proposals for primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

It is proposed to consult on three options:

#### Option 1

- Amalgamate Allensbank and Gladstone Primary Schools:
  - Formally Close Allensbank Primary School
  - Formally Close Gladstone Primary School
  - Establish a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's CiW Primary School site
- Establish a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's CiW Primary School site
- Transfer St Monica's CiW Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school
- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE) and increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96

#### Option 2

- Co-locate Allensbank and Gladstone Primary Schools on a shared site:
  - Transfer Allensbank Primary School to the current shared Gladstone Primary School / St Monica's CiW Primary School site
  - Reduce the capacity of Allensbank Primary School from 315 places (1.5FE) to 210 places (1FE)
  - Reduce the age range of Allensbank Primary School from 3-11 to 4-11 by discontinuing nursery provision at the school
  - Increase the number of nursery places at Gladstone Primary School from 64 to 96

- Transfer St Monica's CiW Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school
- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE), and increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96

### Option 3

- Transfer Allensbank Primary School to the current Ysgol Mynydd Bychan site
- Reduce the capacity of Allensbank Primary School from 315 places (1.5FE) to 192 places (0.9FE)
- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE)
- Increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96

### **The proposed changes would be implemented from September 2025**

Under option 1 and option 2, consideration would be given to establishing the city-wide Speech & Language class within the new school or retaining it in the relocated Allensbank Primary School.

Consideration would be given to the relocation of the city-wide Speech and Language class hosted by Allensbank Primary School should option 3 be progressed.

Further consideration would be given to this in consultation with the relevant school governing body / bodies, taking account of each school aspirations.

Option 2 and Option 3 would provide the opportunity for Allensbank Primary School and Gladstone Primary School to work in partnership to maximise opportunities for all pupils at the schools either through collaboration or federation.

Should the schools consider implementing a formal collaboration or federation this would be led by the Governing Bodies and supported by the Council. Any proposal to federate would be subject to a separate consultation.

The proposals seek to increase Welsh-medium primary places by 1FE (210 primary age pupils, consolidate English-medium places with appropriate levels of surplus and provide a more economically sustainable pattern of school provision over the long term.

**Will the policy/ strategy/ project/ procedure/ service affect children and young people? Please think about which groups of children and young people it will affect.**

The proposed changes relate to primary phase and are therefore not applicable to pupils outside of this age range.

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

## STAGE 2: BUILD AND ASSESS

**Which UNCRC (United Nations Convention on the Rights of the Child) articles are relevant to the policy/ strategy/ project/ procedure/ service? Read the articles [here](#) and add any relevant ones to the table below.**

*The articles which form the four General Principles of the UNCRC are pre-populated in the table.*

*For further information or assistance on UNCRC Articles, please email the Child Friendly Cardiff Team [ChildFriendlyCardiff@cardiff.gov.uk](mailto:ChildFriendlyCardiff@cardiff.gov.uk)*

**Article 2 (non-discrimination):** The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 3 (best interests of the child):** The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 6 (life, survival and development):** Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

**Article 12 (respect for the views of the child):** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

**Article 23 (children with a disability):** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

**Article 28 (right to education):** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

**Article 29 (goals of education):** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

**What is the likely/ actual impact of the proposal on children's rights? Is it positive, negative or neutral?**

*(If a negative impact is assessed for any area of rights or any group of children and young people, you must list and recommend options to modify the proposal or mitigate the impact.)*

The impact on children's rights is expected to be positive.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The expansion of Welsh-medium provision and the reconfiguration of English-medium provision would support the continued development of high-quality education for all pupils through:

- greater opportunities within larger/federated schools for staff to share workload and expertise
- greater opportunities to professionally develop staff e.g., NQTs who can observe their parallel teacher
- opportunities for staff to teach to their strengths ensuring learners have the best education experience possible
- a greater number of teachers to lead on Areas of Learning, plus RE, RSE and Digital Competency
- greater opportunities to offer a broader range of extra-curricular/enrichment activities
- support raising standards by sharing curriculum delivery, school leadership and joint action to tackle key issues such as inclusion
- allow for the sharing of good practice, preparation materials and resources
- enhanced opportunities for pupil activities leading to improvements to the quality of learning for staff and pupils
- increased School Council and pupil development opportunities (academically and socially)
- allowing for cross phase arrangements
- allowing for streamlining of policies and structures
- supporting school improvement by enabling schools to draw on the resources of other schools to tackle problems, share expertise, raise expectations and address the needs of particular groups of pupils.
- providing opportunities to exploit economies of scale and sharing services across the schools
- possible easier recruitment of governors with fewer governor vacancies.

There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact.

Should the proposals proceed to consultation, the views of children affected (Article 12) will be sought as part of the consultation and considered as detailed below.

### STAGE 3: VOICE AND EVIDENCE

**Have you sourced and included the views and experiences of children and young people? What do you know about children and young people's views and experiences that are relevant to the proposal?**

The views of children and young people directly affected by the proposed changes will be sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.



**How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children’s rights?**

*Please provide an outline of the monitoring and review process for the implementation and/or delivery of the proposal and how children and young people will be included in this process.*

The views of children and young people directly affected by the proposed changes will be sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

In the event of any of the proposed changes being progressed the views of children will be sought as part of the implementation process.

#### **STAGE 4: BUDGET**

**What is the budget for this proposal? Are any parts of it specifically allocated to children and young people?**

The financial implications relevant to the proposed changes are set out in the consultation document.

#### **STAGE 5: IDENTIFIED ACTIONS**

**What actions have been identified or changes made to the proposal as a result of this assessment?**

The views of children and young people directly affected by the proposed changes will be sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

In the event of any of the proposed changes being progressed the views of children will be sought as part of the implementation process.

#### **Next Steps**

Where it is considered that a Child Rights Impact Assessment is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to the Child Friendly Cardiff Team [ChildFriendlyCardiff@cardiff.gov.uk](mailto:ChildFriendlyCardiff@cardiff.gov.uk)

## C: Welsh Language Impact Assessment

Please consult with Bilingual Cardiff for any assistance with completing this assessment  
[Bilingualcardiff@cardiff.gov.uk](mailto:Bilingualcardiff@cardiff.gov.uk)

### Welsh Language Standards 88-97

#### Standard 88

Will this proposal have a **differential impact [positive/negative]** on:

	Yes	No	N/A
The opportunities for persons to use the Welsh language?	x		
Treating the Welsh language no less favourably than the English language?		x	

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

The impact on the Welsh Language would be positive. The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

#### Standard 89

Could this proposal be formulated or re-formulated, so that it would have positive effects, or increased positive effects, on:

**The opportunities for persons to use the Welsh language?**

The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

**Treating the Welsh language no less favourably than the English language?**

The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

#### Standard 90

Could this proposal be formulated or re-formulated to ensure that it does not have adverse effects, or a decreased adverse effect, on:

**The opportunities for persons to use the Welsh language?**

The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

**Treating the Welsh language no less favourably than the English language?**

The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

### Standard 91

When consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on:

#### The opportunities for persons to use the Welsh language?

There will be a full and inclusive public consultation with the views expressed given due consideration as part of the decision-making process.

#### Treating the Welsh language no less favourably than the English language?

N/A

### Standard 92

Did the consultation seek and give consideration to views on how the proposal could have positive, or increased positive effects, on:

#### The opportunities for persons to use the Welsh language?

There will be a full and inclusive public consultation with the views expressed given due consideration as part of the decision-making process.

#### Treating the Welsh language no less favourably than the English language?

N/A

### Standard 93

Did the consultation seek and give consideration to views on how the proposal could have no adverse effects, or decreased adverse effects, on:

#### The opportunities for persons to use the Welsh language?

There will be a full and inclusive public consultation with the views expressed given due consideration as part of the decision-making process.

#### Treating the Welsh language no less favourably than the English language?

N/A

### Standard 94

If the proposal includes the awarding of grants, has consideration been given to the guidance presented in Cardiff Council's Policy on Awarding Grants in Compliance with the Welsh Language Standards with regard to:

#### The opportunities for persons to use the Welsh language?

N/A

#### Treating the Welsh language no less favourably than the English language?

N/A
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### Standard 95

If research was undertaken or commissioned to assist with the development of the proposal, did it give consideration to whether it would have a **differential impact [positive/negative]** on:

<b>The opportunities for persons to use the Welsh language?</b>
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The impact on the Welsh Language would be positive. The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.
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<b>Treating the Welsh language no less favourably than the English language?</b>
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N/A
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### Standard 96

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have a positive effect, or increased positive effects, on:

<b>The opportunities for persons to use the Welsh language?</b>
---

The impact on the Welsh Language would be positive. The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.
--

<b>Treating the Welsh language no less favourably than the English language?</b>
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N/A
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### Standard 97

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have no adverse effect, or decreased adverse effects, on:

<b>The opportunities for persons to use the Welsh language?</b>
---

The impact on the Welsh Language would be positive. The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.
--

<b>Treating the Welsh language no less favourably than the English language?</b>
--

N/A
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### Material and Services

In addition to the impact assessment to ensure that the proposal meets the requirements of the Welsh Language Standards, consideration must also be given to the supporting materials and services that may be required.

These include (please click on the hyperlinks to view detailed information about the requirements under the Welsh Language Standards):

- [Correspondence](#) - receiving and replying (emails, letters, online communication).
- [Telephone](#) – receiving and answering calls.
- [Meetings & Public Events](#) – public meetings or events, group meetings, consultation, individual meetings.
- [Public Messages – electronic – video](#)
- [Signs, Notices & Display Material](#)
- [Publicity & Advertising](#)
- [Producing Public Documents](#) - policies, strategies, annual reports, corporate plans, guidelines, notices, codes of practice, consultation papers, licences, certificates, rules, brochures, leaflets, pamphlets or cards, ticket/vouchers.
- [Producing Forms](#)
- [Reception Services](#)
- [Websites, Apps and Online Services](#)
- [Social Media](#)
- [Self Service Machines](#)
- [Education Training Courses](#)
- [Public Address Announcements](#)

<b>Are all supporting materials and services compliant with the requirements of the Welsh language standards?</b>
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All supporting materials and services are compliant with the requirements of the Welsh Language Standards
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### Cardiff Council's Welsh Language Skills Strategy

This strategy may be viewed here and additional guidance documents have been produced to support its implementation:

- [Assessing Welsh Language Skills and Identifying Welsh Essential Roles](#)
- [Recruitment, Selection, and Interview Procedures and the Welsh Language](#)

<b>Do you have access to sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?</b>
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Yes
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### Next Steps

Where it is considered that a Welsh Language Impact Assessment is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to Bilingual Cardiff [Bilingualcardiff@cardiff.gov.uk](mailto:Bilingualcardiff@cardiff.gov.uk)

## D: Habitats Regulations Assessment

	Yes	No
Will the proposal affect a European site designated for its nature conservation interest*, or steer development towards an area that includes a European site, or indirectly affect a European site?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*\* Only two European sites designated for nature conservation interest lie within Cardiff's boundaries – the Severn Estuary and Cardiff Beech Woods, but be aware if your project affects an area close to a neighbouring authority.*

If the answer is 'Yes', then a screening exercise may need to be conducted to determine if a Habitats Regulations Assessment is required or not.

Contact the [Biodiversity Team](#) who will guide you through the process.

## E: Strategic Environmental Assessment

	Yes	No
Does the strategy, policy or activity set the framework for future development consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Yes	No
Is the strategy, policy or activity likely to have significant environmental effects (positive or negative)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you have answered 'Yes' to both of the above questions, then a full Strategic Environmental Assessment Screening is needed.

Contact the [Sustainable Development Unit](#) who will guide you through the process.

## F: Data Protection Impact Assessment

	Yes	No
Will the proposal involve processing information that could be used to identify individuals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is 'Yes', then a Data Protection Impact Assessment may be required.

Click [here](#) to read the guidance and start the Data Protection Impact Assessment process if needed.

For further information, contact the [Data Protection Service](#).



## G: Health Impact Assessment

A Health Impact Assessment helps to develop policies and projects that consider the mental, physical and social health and well-being of a population during planning and development. Considering health inequalities and their impacts on local communities is an essential part of any Health Impact Assessment.

Health Impact Assessments will become a statutory requirement for public bodies in specific circumstances in the future. These circumstances have yet to be published by Welsh Government.

For further information and advice, please contact the Wales HIA Support Unit.

Website: [Home - Wales Health Impact Assessment Support Unit \(phwwhocc.co.uk\)](http://phwwhocc.co.uk)

Email: [WHIASU.PublicHealthWales@wales.nhs.uk](mailto:WHIASU.PublicHealthWales@wales.nhs.uk)