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## PAPURAU ATODOL

<b>Pwyllgor</b>	PWYLLGOR CRAFFU PLANT A PHOBL IFANC
<b>Dyddiad ac amser y cyfarfod</b>	DYDD MAWRTH, 17 HYDREF 2023, 4.30 PM
<b>Lleoliad</b>	YB 4, NEUADD Y SIR, CYFARFOD AML-LEOLIAD
<b>Aelodaeth</b>	Cynghorydd Bridgeman (Cadeirydd) YCynghorwyr Ahmed, Boes, Davies, Ferguson-Thorne, Hopkins, Melbourne, Moultrie a/ac Simmons  Bridgid Corr (Cynrychiolydd Rhiant-Lywodraethwr), Celeste Lewis (Cynrychiolydd Rhiant-Lywodraethwr), Carol Cobert (Cynrychiolydd yr Eglwys yng Nghymru) a/ac Patricia Arlotte (Cynrychiolydd Gatholig Rufeinig)

Y papurau canlynol wedi'i farcio ' i ddilyn' ar yr agenda a ddsbarthwyd yn flaenorol

<b>Eitem 4</b>	<b>Cynllunio Trefniadaeth Ysgolion: Lleoedd Cynradd i wasanaethu Cathays a rhannau o Gabalfa, y Mynydd Bychan, Ystum Taf a Phlasnewydd</b> Adroddiadau ac Atodiadau ( <i>Tudalennau 3 - 496</i> )
<b>Eitem 5</b>	<b>Cynllunio Trefniadaeth Ysgolion: Campws y Tyllgoed</b> Adroddiadau ac Atodiadau ( <i>Tudalennau 497 - 632</i> )

**Davina Fiore**

**Cyfarwyddwr Llywodraethu a Gwasanaethau Cyfreithiol**

Dyddiadd: Dydd Mercher, 11 Hydref 2023

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Mae'r dudalen hon yn wag yn fwriadol

**CYNGOR CAERDYDD  
CARDIFF COUNCIL**

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

**17 OCTOBER 2023**

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**SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO SERVE CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH AND PLASNEWYDD**

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**Purpose of the Report**

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 19 October 2023.

**Structure of Papers**

2. Attached to this report are the following:
  - **Appendix A** – the Report to Cabinet – 19 October 2023. This in turn has a number appendices, namely;
    - Appendix 1 - Consultation document
    - Appendix 2 - Summary document
    - Appendix 3 - Notes of consultation meetings with staff and governors
    - Appendix 4 - Notes of consultation meetings with pupil representatives
    - Appendix 5 - Notes of Cardiff Influencers workshop session
    - Appendix 6 - Notes of public meetings (in person and online)
    - Appendix 7 - Notes of drop-in sessions at Cathays Library
    - Appendix 8 - Notes of on-line drop-in sessions
    - Appendix 9 - Notes of parent drop-in sessions
    - Appendix 10 - Formal Responses
    - Appendix 11 - Summary of the responses received and an appraisal of views
    - Appendix 12 - Summary analysis of the responses received
    - Appendix 13 - Single Impact Assessment

## Background to the Proposal

3. At its meeting on 23 March 2023, the Council's Cabinet agreed a recommendation to hold public consultation on options to expand Welsh-medium primary school provision and consolidate English-medium primary school provision as follows:

### Option 1

- 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.
- 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 Church in Wales Primary School site.
- Transfer St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school.

The proposed changes would take effect from September 2025.

### Option 2

- 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.
- 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 Church in Wales 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 Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school.

The proposed changes would take effect from September 2025.

### Option 3

- 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.
- 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).

The proposed changes would take effect from September 2025.

4. Options 2 and 3 would allow for consideration to be given to collaboration or formal federation between Allensbank Primary School and Gladstone Primary School. There are clear benefits to collaboration or federation for schools that are based either on the same site or in the same community as it enables them to work together on shared priorities, pool expertise, make better use of resources and explore ways of doing things more effectively.

5. The Cabinet noted the proposal for the extension of the age range of St Monica's Church in Wales Primary School to include a nursery class of 32 part time places and transfer to the school to the site presently occupied by Ysgol Mynydd Bychan from September 2025 and instructed officers to provide all reasonable assistance to the Governing Body of the school who would be consulting on the proposal.

### **Further Information Highlighted in the Cabinet Report**

6. The Cabinet Report attached at **Appendix A** is set out as follows:
  - Consultation Process – paragraphs 7 – 13, plus Appendices 3, 6, 7, 8 and 9
  - Responses received regarding the proposed changes during the consultation period - paragraphs 14 – 22
  - Views expressed – wider stakeholder survey - paragraphs 23 - 30
  - Views expressed – Pupil representation – paragraphs 31 – 57, plus Appendix 4
  - Views expressed – School Council responses – paragraphs 58 – 61, plus Appendix 4
  - Views expressed – Cardiff Influencers – paragraphs 62 – 72, plus Appendix 5
  - Responses to views expressed during the consultation – paragraphs 73 – 118, plus Appendices 10, 11 and 12
  - Governance Arrangements – paragraphs 119 – 123
  - Additional Learning Needs – paragraphs 124 – 131
  - Nursery Provision – paragraphs 132 – 136
  - Funding of proposals – paragraphs 137 – 141
  - Financial appraisal of proposals – paragraphs 142 – 161
  - Admission Arrangements – paragraphs 162 – 166
  - Learner Travel Arrangements – paragraphs 167 – 171
  - Impact of reorganisation on travel arrangements for current pupils – paragraphs 172 - 178
  - Implications for secondary school provision – paragraphs 179 - 183

- Local Member consultation – paragraph 184 and Appendix 10 to the Cabinet report
- Impact of the proposals on the Welsh Language – paragraphs 186 - 205
- Wellbeing of Future Generations – paragraphs 206 - 207

7. The draft Cabinet report also provides details on the following areas:

- Financial Implications – paragraphs 208 - 217
- Legal Implications – paragraphs 218 - 226
- Human Resources Implications – paragraphs 227 – 231
- Traffic and Transport Implications – paragraphs 232 - 238
- Property Implications - paragraphs 239 - 244
- Impact Assessment – paragraph 245 and *Appendix 13 to the Cabinet Report*

### **Reason for Recommendations**

8. To balance provision for English-medium and Welsh-medium community primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

### **Recommendations set out in the Cabinet Proposals**

9. The Cabinet is recommended to:

- I. Note the consideration by the Governing Body of St Monica's Church in Wales Primary School of the proposal to transfer St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school, from September 2025.
- II. Subject to the agreement of the Governing Body of St Monica's Church in Wales Primary School to proceed to publish its proposals, authorise officers to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013 on proposals to:

- 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.
- 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 Church in Wales Primary School site.

The proposed changes would take effect from September 2025.

- III. Note that, prior to implementation of the proposals, financial resources must be identified to facilitate the process of organisational change of establishing the new two form entry primary school and the transfer of St Monica's Church in Wales Primary School.
- IV. Note that, prior to implementation of the proposals, a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposals, and sources of funding for the full set of proposals.

### **Scope of Scrutiny**

10. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 19 October 2023.



## Previous Scrutiny

11. This issue has previously been considered by this Committee as follows:

- **20 March 2023** – report of the SOP Task & Finish Group - [Agenda for Children and Young People Scrutiny Committee on Monday, 20th March, 2023, 5.00 pm : Cardiff Council \(moderngov.co.uk\)](#)
- **15 June 2021** - [Agenda for Children and Young People Scrutiny Committee on Tuesday, 15th June, 2021, 4.30 pm : Cardiff Council \(moderngov.co.uk\)](#)
- **15<sup>th</sup> December 2020** - [Agenda for Children and Young People Scrutiny Committee on Tuesday, 15th December, 2020, 4.30 pm : Cardiff Council \(moderngov.co.uk\)](#)

## Way Forward

12. At this meeting, the following have been invited to attend. There will be a verbal introduction given at the beginning of the Item, with a Q&A session afterwards.

- Councillor Huw Thomas (Leader of the Council)
- Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education);
- Melanie Godfrey (Director of Education and Lifelong learning),
- Richard Portas (Programme Director for the School Organisation Programme)
- Brett Andrewartha (School Organisation Programme Planning Manager)

13. This report will enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

## **Legal Implications**

14. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

## **Financial Implications**

15. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications.

## **RECOMMENDATIONS**

The Committee is recommended to:

1. Review and assess the information contained in the draft Cabinet Report and its appendices, attached at **Appendix A**, together with any information provided at the meeting;
2. Provide any recommendations, comments or advice to the Cabinet Member and senior officers prior to the report's consideration by Cabinet.

**Davina Fiore**

**Director of Governance and Legal Services**

**11 October 2023**

**SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL  
PLACES TO SERVE CATHAYS AND PARTS OF GABALFA,  
HEATH, LLANDAFF NORTH AND PLASNEWYDD**

**LEADER (COUNCILLOR HUW THOMAS)**

**AGENDA ITEM: 1**

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**Reason for this Report**

1. The purpose of this report is to inform Cabinet of the responses received following consultation on proposals regarding the provision of primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd and to seek authorisation to proceed, where appropriate to publish proposals in accordance with section 48 of the Schools Standards and Organisation (Wales) Act 2013.
2. The proposals considered in this report relate to maintained community provision. The responses received following public consultation on proposed changes to St Monica's Church in Wales Primary School will be considered by the governing body of the school.
3. The proposed organisational changes would utilise secured Welsh Government capital grant funding to expand Welsh-medium provision and subject to funding, additional Council capital to support the establishment of a new English-medium primary school.

**Background**

4. At its meeting on 23 March 2023, the Council's Cabinet agreed a recommendation to hold public consultation on options to expand Welsh-medium primary school provision and consolidate English-medium primary school provision as follows:

Option 1

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- 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.

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6. The Cabinet noted the proposal for the extension of the age range of St Monica's Church in Wales Primary School to include a nursery class of 32 part time places and transfer to the school to the site presently occupied by Ysgol Mynydd Bychan from September 2025 and instructed officers to provide all reasonable assistance to the Governing Body of the school who would be consulting on the proposal.

## Issues

7. The consultation period ran from 3 May 2023 – 30 June 2023.
8. The consultation process involved:
  - Publication of a bilingual consultation document outlining background, rationale, and implications to parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders (a copy of the consultation document can be seen a Appendix1);
  - Publication of a bilingual summary document setting out the main points of the consultation document;
  - The summary document and response form were also published in nine community languages which were distributed to parents at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan and published on the Council website (a copy of the summary document can be seen at Appendix 2);
  - Publication of a Community Impact Assessment which is available to view at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)
  - Posters outlining details of the proposals and meeting/drop-in dates were put up in the local area;
  - Consultation meetings with staff and governors at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales

Primary School and Ysgol Mynydd Bychan (notes from the meetings can be seen at Appendix 3);

- Consultation meetings with pupil representatives from Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan (notes from the meetings can be seen at Appendix 4);
- A workshop session with the Cardiff Influencers (notes from the meeting can be seen at Appendix 5);
- Public meetings at Cathays Community Centre at which the proposals were explained and questions answered. The first public meeting was through the medium of English and the second through the medium of Welsh (notes from the meetings can be seen at Appendix 6);
- An on-line public meeting at which the proposals were explained, and questions answered (notes from the meeting can be seen at Appendix 6);
- Drop-sessions at Cathays Library where officers were available to answer questions (notes from the drop-in sessions can be seen at Appendix 7);
- On-line drop-in sessions on request where officers were available to answer questions (notes from the on-line drop-in sessions can be seen at Appendix 8);
- Drop-in sessions for parents at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan (notes from the parents' drop-in sessions can be seen at Appendix 9);
- Letters setting out details of the proposals and where further information could be found were sent out to the c600 parents/guardians of 0 – 3 year-olds living within the catchments areas of Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan;
- Letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes;
- Letters were also sent to places of worship in the local area to make them aware of the consultation, how they could make their views known and an offer to meet with any groups, they run or that make use of their accommodation who would like to find out more about the proposed changes;
- A consultation response slip for return by post or e-mail attached to the consultation document and summary document (including nine community languages);
- A communication campaign via social media;
- An online response form (including versions in nine community languages) at: [www.cadiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cadiff.gov.uk/CathaysGabalfaPrimarySchools)

9. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.

10. The views expressed at Council organised meetings, drop-in sessions, telephone calls, and on paper or electronically through the appropriate channels, have been recorded.
11. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document and summary document.
12. The details presented in this report represent the views expressed during the consultation process. These include the wider stakeholder survey, formal responses, e-mail responses, views expressed at public meetings, drop-in sessions, telephone calls and pupil consultation meetings.
13. The views expressed in the wider stakeholder surveys reflect those raised in the e-mail responses received.

### **Responses received regarding the proposed changes during the consultation period**

14. In total 213 responses were received including 188 online/hardcopy responses, 18 formal responses, 2 school council responses and a further 5 email responses.
15. Formal responses were received from:
  - Joint response from County Councillors for Gabalfa Ward, Cllrs Rhys Taylor and Ashley Wood
  - Response from County Councillor for Cathays Ward, Cllr Chris Weaver
  - Estyn
  - Julie Morgan, Member of the Senedd for North Cardiff
  - National Education Union (NEU)
  - The Diocese of Llandaff
  - Allensbank Primary School Governing Body
  - Allensbank Primary School Headteacher
  - Allensbank Primary School NEU Union Members
  - Gladstone Primary School Governing Body
  - Gladstone Primary School Headteacher
  - Gladstone Primary School Staff
  - St Monica's Church in Wales Primary School Finance, Premises and Health & Safety Committee of the Governing Body
  - St Monica's Church in Wales Primary School Standards Committee of the Governing Body
  - St Monica's Church in Wales Primary School Vision and Values Committee of the Governing Body
  - St Monica's Church in Wales Primary School Headteacher
  - Ysgol Mynydd Bychan Governing Body and Members of Staff
  - RhAG (Parents for Welsh Education)

16. The response from Estyn set out its view that each of the three options are likely to at least maintain the standard of education provision in the area.
17. Full copies of the formal responses can be seen at Appendix 10.
18. Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation document.
19. Of the 188 responses to the wider stakeholder survey, 121 responses (64.4%) were received from stakeholders who identified themselves as current parents/guardians. This was followed by 'Member of Staff' (16.0%) and 'Local Resident' (10.6%). Of the 188 responses, 56 (34.6%) were affiliated with Allensbank Primary School pupils, 41 (25.3%) with St Monica's Church in Wales Primary School pupils, 32 (19.8%) with Gladstone Primary School and 9 (5.6%) with Ysgol Mynydd Bychan. The remaining responses were from a range of stakeholders including staff, governors, future parents/guardians and other interested parties.
20. Of the five e-mail responses received, three were from stakeholders who identified themselves as parents. Of these, two were parents of Allensbank Primary School pupils and one a parent of Ysgol Gymraeg Melin Gruffydd and Ysgol Mynydd Bychan pupils.
21. A summary of the responses received from all stakeholders, and an appraisal of the views expressed, can be seen at Appendix 11.
22. A summary analysis of the responses received can be seen at Appendix 12.

## **Views Expressed**

### **Wider Stakeholder survey**

23. Views were sought from stakeholders on three options as set out in paragraph 4 and submitted to the online response form on the Council's website and consultation response forms.
24. Over half (54.3%) of the respondents stated that they didn't agree with Option 1. This rises to around three in five (61.1%) when 'No Opinion' respondents are excluded from the analysis.
25. Around three in five (58.5%) respondents stated that they didn't agree with Option 2. This rises to almost three in four (72.8%) when 'No Opinion' respondents are excluded from the analysis.
26. Three in five (61.2%) respondents stated that they didn't agree with Option 3. This rises to over three in four (77.7%) when 'No Opinion' respondents are excluded from the analysis.
27. Positive views expressed during the consultation included:



- The parents of all of the schools included in the proposed changes were supportive of their children's school and content with the standard and quality of education and the support provided by each school.
- All three options allow for the expansion of Welsh-medium education.
- All three options retain the buildings currently in use, and that their future use as primary schools.
- Option 1 would allow for the Allensbank Primary School and Gladstone Primary School deficit budget positions to be resolved and for resources to be invested in teaching and learning.
- Amalgamating the two English-medium primary schools and establishing a new 2 form entry primary school (Option 1) would be the most cost-effective solution allowing for more resources to be made available for teaching and learning and an improved pupil experience; keeping all four schools open with falling pupil numbers would mean that resources are stretched over four sites instead of three.
- Option 1 reduces the number of small schools allowing for more financial resources to be invested in education for all children in the city.
- Option 1 would be an exciting opportunity for two English-medium community schools to form one larger primary school in the Cathays area which would ensure a smooth transition for pupils from the age of three through the high school.
- Option 1 would allow for staff to share expertise and support greater collaboration/continued professional development (CPD) opportunities. Additional staff could also provide a range of expertise and educational experiences for pupils.
- Option 1 would allow for the whole school community to contribute their ideas and thoughts to help shape their children's school for the future e.g., deciding on the school's name, school uniform, branding giving them ownership of their school in their own community.
- Having one larger English-medium primary school (Option 1) would create more opportunities for families to develop links, allow the community to work together to raise funds for the school and support any local events/businesses.
- Option 1 would provide a level of security for the majority of Allensbank Staff
- The proposed changes would provide the opportunity for St Monica's Church in Wales Primary School to grow and develop (Option 1 & Option 2) allowing for increased provision for a faith-based education to meet demand.
- There would be the opportunity for St Monica's Church in Wales Primary School to have nursery provision which would allow for children to start benefiting from the good work of the school at an earlier stage (Option 1 & Option 2).
- The close proximity of St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site would allow the school to maintain its existing links with St Michael's Church and The Table (Option 1 & Option 2).

- The transfer of St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site (Option 1 & Option 2) would place the school in a new Parish Ministry area and provide scope for the school to increase to a 0.9 form entry school and improve financial viability.
- A shared site has challenges and the option of its' own large site for St Monica's Church in Wales Primary School would be advantageous.
- The opportunity for improved facilities for St Monica's Church in Wales Primary School e.g., improved early years accommodation and a larger outdoor area (Option 1 & Option 2).
- The refurbished early years provision at St Monica's would be well utilised by a new school and nursery (Option 1).
- Co-locating Allensbank Primary School and Gladstone Primary School (Option 2) on a shared site would allow two community schools to come together and provide greater collaboration opportunities for staff, pupils, families and governors. Having both schools on one site would allow for staff to share expertise and create greater collaboration/continued professional development (CPD) opportunities. Staff could also provide a range of expertise and educational experiences for pupils in the school. There would be the opportunity to pool resources together which both schools could benefit from.
- Option 2 would allow Gladstone Primary School and Allensbank Primary School to retain their identity and ethos. If schools were to federate this would be an exciting opportunity to work closely with all stakeholders of both schools and unite them under one umbrella.
- Option 2 would give families time to adjust to the schools working on one site and be a smoother transition should the schools federate in the future.
- Option 2 would have little impact on staffing with the majority of staff not having to reapply for their jobs offering more job security.
- Maintaining Allensbank Primary School and Gladstone Primary School as separate schools (Option 2) would allow for both schools to retain their identities and a continuity of education for their learners.
- Option 3 would reduce the disruption for two schools' staff, children and parents avoiding undue stress and anxiety. It would allow for all four schools to continue, schools to remain independent and keep their identity. It would also have implications for the smallest number of pupils.

28. Concerns raised during the consultation included:

- All of the options result in Allensbank Primary School moving from its current building which was perceived as being unfair. This suggests that a decision has already been made by the Council.
- The perception that there is investment in Welsh-medium education at the expense of English-medium education.
- The lack of evidence to support the expansion of Welsh medium provision. It was felt that in the context of falling pupil numbers and the likelihood of families from an English as an Additional Language (EAL) background not opting for Welsh-medium that there would not

be sufficient demand to justify the expansion of Ysgol Mynydd Bychan to 2 forms of entry.

- Disappointment at what was seen as a lack of engagement with schools to identify solutions ahead of the proposals being brought forward.
  - The range of options put forward for consultation should have included the option for English-medium provision to be located on the current Allensbank Primary School site and Welsh-medium provision on the Gladstone Primary School/St Monica's Church in Wales Primary School site.
  - Concern regarding the listed status of Allensbank Primary School and the potential for the site to be adapted.
  - The potential financial impact on Ysgol Mynydd Bychan of occupying a larger site whilst the school grows.
  - The needs of vulnerable children and families for whom English is a second language, the impact on pupil wellbeing particularly children with additional learning needs who may find change very difficult and ongoing disruption to education.
  - The impact on staff at Allensbank Primary School and Gladstone Primary School.
  - The challenges around a shared site arrangement as proposed in Option 2.
  - The impact of additional nursery places on existing provision with more schools competing to fill places a time when the birth rate is falling (Option 1 & Option 2).
  - There were concerns regarding the availability of Welsh-medium teaching and support staff that would be needed to support the expansion of Welsh-medium education.
  - The potential for the expansion of Ysgol Mynydd Bychan to impact negatively on Ysgol Glan Ceubal; increasing places at Ysgol Mynydd Bychan would directly impact Ysgol Glan Ceubal.
  - The potential for increased traffic around school sites.
  - Would there be a corresponding increase in the number of secondary Welsh-medium places to meet demand as larger cohort transfer?
  - The potential loss of two schools with a long history of serving the local community. Multiple generations of families have sent their children to Allensbank Primary School and Gladstone Primary School because they trust that their children will receive a positive and inclusive education.
  - There were concerns around potential conflicts of interest with queries raised regarding whether Councillors have to declare a conflict of interest.
  - Concerns regarding community cohesion; were decision makers representing the views of the actual community of Cathays, rather than the views of the white, middle class voting community of Cathays. There is a danger of the community perceiving that white, middle-class children are getting treated better than other children, which could cause division.
29. Several alternative suggestions for the provision of primary school places to serve the area were put forward.

30. These included:

- Do nothing; keep the schools as they are.
- Amalgamate English-medium provision on the current Allensbank Primary School site with Welsh-medium on the current shared Gladstone Primary School/St Monica's Church in Wales Primary School site.
- Allensbank Primary School and Gladstone Primary School could share the current Allensbank Primary School site with Welsh-medium provision on the shared Gladstone Primary School/St Monica's Church in Wales School site.
- The best way to achieve the expansion of Ysgol Mynydd Bychan is a new school building which provides resources, infrastructure and environment needed to deliver high quality and enriching learning experiences. Potential locations include the current Cathays High School site or on vacant space on the Companies House site. The existing school building could be sold for redevelopment into housing with this money used for the new build school.
- Seeking a location in Cathays or closer to the city centre, on the site of a different school for additional Welsh-medium places; there are seven different English-medium schools in Roath/ Adamsdown/ City Centre areas of the city and no Welsh-medium schools in these areas so one of these could be considered.
- Realign Welsh-medium catchment areas. The growth of Welsh medium needs to be by choice. It also won't help Welsh medium as a whole in Cardiff to have Welsh schools fail through funding issues. Creating competition among Welsh medium schools for pupils, just to remain viable, is going to damage Welsh Medium.
- Increase the number of Welsh-medium places where it is needed e.g., LDP developments.
- Amalgamate Ysgol Mynydd Bychan and Ysgol Glan Ceubal.
- There should be shared playing field provision for all on the school included in the consultation; these are city schools in an urban environment, but they need their own green space (either grass playing fields or a decent astroturf pitch).
- Additional funding to support the challenge of pupil mobility to help with planning and provide financial stability.
- Transfer Ysgol Mynydd Bychan to the Allensbank Primary School site and create a bilingual school.
- Increase capacity at Ysgol Glan Ceubal.
- Explore the options around federation which would allow for individual school ethos and approaches to teaching and learning to be retained and shared, whilst still re-allocating and re-balancing places in the English-medium sector.
- Develop opportunities for the Welsh language skills for those beyond Welsh-medium settings in the area on the use of Welsh in education.
- A new school for the youngest children whilst allowing for current Gladstone Primary School and Allensbank Primary School pupil to remain separate.

- Locate Welsh-medium primary school provision on the Albany Primary School site.
- Improve the teaching of Welsh in English-medium schools.

### **Pupil representation**

31. Officers met with pupils at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan to seek their views on the proposed changes.
32. The sessions were run using the interactive presentation programme 'Mentimeter' which allowed for pupils to provide their thought/views using live polls, word clouds, questions etc. Notes from the sessions can be seen at Appendix 4.

### **Allensbank Primary School**

33. Officers met with a group of 20 pupils at Allensbank Primary School to discuss the proposals and gather their views; not all pupils answered every question.
34. The points raised by the pupils included the following:
  - Option 1 – 47% said they did not like this compared to 16% who said they did. 21% partly liked it, 16% had no opinion.
  - Option 2 – 57% said they did not like this option, 14% said they did, 29% partly liked it.
  - Option 3 – 94% said they did not like this option, 6% said they did.
35. The comments made relating to Option 1 were mixed and included the following:
  - Positive - Get to meet more friends, good for Ysgol Mynydd Bychan pupils, easier for the Council to manage one big school, good as it will create more school places.
  - Less Positive and concerns - Increased travel, not fair for Gladstone and Allensbank pupils to share the space, not necessary as English is a universal language, sad that younger students won't have the same experience as previous Allensbank pupils, might lose friends if classes are mixed with Gladstone pupils.
36. The comments made relating to Option 2 were generally negative and included the following:
  - I do not want to move.
  - Less space to play could affect the mental health of Allensbank pupils.
  - Why move just to have a Welsh school when Welsh is only spoken in one country.
  - Younger pupils won't get to experience the same things.

37. Option 3 was the least preferred outcome. The comments made relating to this option included:
- The reduced size of the Ysgol Mynydd Bychan buildings and playground compared to the Allensbank site.
  - It was unfair that a smaller number of pupils currently at Ysgol Mynydd would inherit the larger space at Allensbank.
  - Whilst they did not like this option, it would be less disruptive for students in the other schools.

### **Gladstone Primary School**

38. Officers met separately with year groups 4, 5 and 6, totalling circa 70 pupils at Gladstone Primary School to discuss the proposals and gather their views; not all answered every question. The summary below is a collective response across these year groups.
39. The points raised by the pupils included the following:
- Option 1 – 48% said they liked this compared to 33% who said they did not. 16% partly liked it, 3% had no opinion.
  - Option 2 – 47% said they did not like this option, 36% said they did, 10% partly liked it and 7% had no opinion.
  - Option 3 – 57% said they liked this option with 31% saying they did not. The remaining 12% were split evenly between having no opinion or partly liking it.
40. The comments made relating to Option 1 included positive feedback regarding the opportunities to make more friends, whilst less positive feedback included concerns around a name change or just wanting things to stay the same.
41. The comments relating to Option 2 were similar to Option 1 but included numerous comparative answers such as: I prefer Option 1; or I like *this* better than Option 1.
42. This group of pupils were quite conflicted about whether Option 1 or Option 2 would be better for their school.
43. Comments relating to Option 3 were mainly good or bad type statements. However, the overall sentiment was mixed with some feeling that they would not be affected by any changes, which they liked, whilst others felt that this would be unfair.

### **St Monica's Church in Wales Primary School**

44. Officers met with a group of 50 pupils from years 4,5 and 6 pupils at St Monica's Church in Wales Primary School to discuss the proposals and gather their views; not all answered every question.
45. The points raised by the pupils included the following:

- Option 1 – 62% of pupils liked this option compared to 6% who said they did not; 12% partly liked it, 20% had no opinion.
  - Option 2 - 38% said they liked this option, 16% said they did not; 31% partly liked it, 15% had no opinion.
  - Option 3 – Over half of the respondents were opposed to this option, with 56% stating they did not like it; only 12% stated they did like it, 20% liked parts of it, 12% had no opinion.
46. Most comments made relating to Option 1 were positive, such as I think it is a good idea, I think it would be good to have a bigger playground, more pupils would get to come to St Monica's, we would get a bigger school, would be nice to have a nursery, we would get a better education.
47. There were other comments that whilst they liked the idea, they would miss their school and they felt some people may have further to travel which would be unfair on them.
48. The comments for Option 2 were generally less favourable than Option 1 with several respondents stating that Option 1 was better. Lots of comments stated that it was 'ok' rather than good and quite a few responded that they weren't sure. Only 2 of 50 answers stated that Option 2 would be better than Option 1.
49. Option 3 was not liked by the pupils because they felt it was only fair that everyone should swap, and that St Monica's would not benefit from increased numbers for nursery or a bigger school and playground.

### **Ysgol Mynydd Bychan**

50. Officers met with pupils at Ysgol Mynydd Bychan to discuss the proposals and gather their views. A group of 20 pupils took part in the session which was held through the medium of Welsh.
51. The points raised are set out below:
- Option 1 – 35% said they liked this compared to 10% who said they did not like this option, 40% partly liked it, 15% had no opinion.
  - Option 2 – 35% said they did not like this option, 20% said they did, 40% partly liked it, 5% had no opinion.
  - Option 3 – 95% said they did not like this option, 5% said they did.
52. The comments made relating to Option 1 were mixed and included the following:
- Positive – It is a great opportunity for more children to receive Welsh-medium education if Ysgol Mynydd Bychan is of a greater size. All schools will have more space which will be fair in terms of Welsh and English places. I think this will help develop the Welsh language in our area as every child will have the opportunity to go to a Welsh language school.

- Less Positive - Increased travel time, we like this building. Ysgol Mynydd Bychan should stay in the same place.
53. Many pupils didn't have an opinion with regards Option 1 and noted that 'I don't have an opinion'.
54. The comments made relating to Option 2 were generally mixed, many of the pupils began comparing both Options 1 and 2 and included the following comments:
- Option 2 is a good option for Ysgol Mynydd Bychan but not for the other schools, if we want to be fair then option 1 is better.
  - I like this option but perhaps some of the children in the other schools won't like it.
  - I hate this option.
  - I like this option.
  - I like that more children will have the opportunity to speak Welsh.
  - Without a shred of doubt, I don't agree with Option 2 because it's too complicated and there's not enough room for all schools.
  - Perhaps parents from English speaking schools will like option 2 because the schools will keep the same name and uniform.
55. Many pupils didn't have an opinion with regards Option 2 and noted that 'I don't have an opinion'.
56. Option 3 was the least preferred outcome. Many of the pupils began comparing all 3 options. The comments made relating to this option included:
- Option 3 is not a good idea because the only school that is going to take advantage is our school, which is good for us but not for any other school.
  - Without doubt option 3 must be thought about but I think this change will be unfair for Allensbank children as not many children can go to Allensbank.
  - I'm contemptuous of this option because Allensbank's playground is the same size as Ysgol Mynydd Bychan's playground and in my opinion that's all that matters.
  - In my opinion I think option 3 won't have much impact.
  - In my opinion I don't think it's fair for St Monica's because they can't have a nursery
  - In my opinion we should have a brand-new building with a big yard and more people to speak Welsh, and a big hall.
57. Nearly all pupils felt that Option 3 wasn't fair to either Allensbank Primary School or St Monica's Church in Wales Primary School.



## **School Council responses**

58. In addition to the engagement sessions with pupils, two School Council responses were received, one from Allensbank Primary School and the other from St Monica's Church in Wales Primary School.
59. The School Council of Allensbank Primary School felt that it was unfair that there wasn't an option for the school to remain on its existing site and suggested that Gladstone Primary School join them as there is enough space for a two-form entry primary school.
60. The School Council of St Monica's Church in Wales Primary School supported Option 1 as this would allow for the school to have nursery provision with the associated benefits and for the school to grow. They also felt that the Ysgol Mynydd Bychan site would provide a range of better facilities.
61. Copies of the full School Council responses can be seen at Appendix 4.

## **Cardiff Influencers**

62. The Cardiff Influencers are a secondary age stakeholder group of learners from Cardiff schools who inform decision-making on school organisation planning.
63. Twelve members of the group met on 01 June 2023 to discuss the proposed changes to primary school provision serving Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.
64. The session included a presentation of the proposed options, a community walk (beginning at the Ysgol Mynydd Bychan site, walking to the Allensbank Primary School site and walking from there to the Gladstone Primary School/St Monica's Church in Wales Primary School site before returning to City Hall).
65. This was followed by a discussion on who would be affected by the proposed changes and the pros and cons of each option. The Influencers then worked in groups to prepare statements setting out their views on the proposed changes.

## **Cardiff Influencers feedback on proposed changes**

66. The information below is a summary of the feedback from the group. Copies of the Cardiff Influencers feedback statements are included at the end of the summary.
67. Nine of the twelve Influencers preferred Option 1.
68. The comments made included:
  - *All the schools would have nursery provision which is beneficial to the community.*

- *Establishing nursery provision at St Monica's Church in Wales Primary School may increase the likelihood of parents sending their children to the school.*
- *The budget deficit positions of the two English-medium primary schools (Allensbank Primary School and Gladstone Primary School) would be addressed.*
- *Ysgol Mynydd Bychan would grow to two forms of entry allowing for more children to access Welsh-medium education.*
- *The expansion of Ysgol Mynydd Bychan would support the aims of Cymraeg 2050.*
- *It was appreciated that there was an emotional attachment to both Allensbank Primary School and Gladstone Primary School, however amalgamating the two schools would allow for the sustainable provision of English-medium primary places to serve the area and an opportunity to blend the cultures of both schools, strengthening connections within the local community.*
- *Larger schools can attract quality and experienced headteachers however it is understood that the existing headteachers could potentially be made redundant.*
- *Larger school can offer more specialisms as there are more staff available and a greater range of extracurricular activities available.*
- *Larger schools would provide greater value for money, money can be spent toward effective equipment, teachers etc.*
- *Closing Allensbank Primary School and Gladstone Primary School would result in staff being made redundant losing their experience and teaching ability however redeployment offered by the Council is an opportunity that staff with interviews at the newly formed English-medium school or for other available position within the city.*
- *Closing Allensbank Primary School and Gladstone Primary School places the Headteachers at risk of redundancy.*
- *There may be a lack of continuity for some of the children as a new school would organise staff differently which may be unsettling.*

69. Option 2 was not supported by any of the Influencers, and they thought there were few benefits to maintaining the cost of running two schools on one site; additionally, the deficit position of Allensbank Primary School and Gladstone Primary School would remain with no clear way to recover.

70. Option 3 was supported by three of the twelve Influencers.

71. The comments made on Option 3 included:

Pros:

- *Allows Allensbank Primary school to become a one form of entry school (currently two forms of entry with more supply than demand) meaning they would stop losing money. Allensbank primary school is losing money because they are paying for the facilities of a 2 form of*

*entry building whilst only having students for 1 form of entry each year.*

- *Option three causes less disruption than option one whilst still having benefits for both schools including:*
  - *No teachers would lose their jobs.*
  - *Allensbank and Ysgol Mynydd Bychan are the closest to each other between the four schools. (Today we walked from Allensbank to Ysgol Mynydd Bychan and it took us two minutes).*
  - *There would be no negative changes in pay for any staff and the head teacher in Ysgol Mynydd Bychan would gain a significant increase in pay. Furthermore, there would be new job opportunities which also require Welsh with this option.*
  - *Finally, some parents, students and the community members around the four schools may not want them to shut down and make a new school. Community members may hold those schools very close to them and would fight against the schools being closed as proposed in option one.*

Cons:

- *The debt of Allensbank will remain. However, the smaller building will allow them to recover eventually, although this may take some time.*
  - *Additionally, Ysgol Mynydd Bychan will face some difficulties at the start due to the lower number of students compared to the space available. However due to demand for spaces in Ysgol Mynydd Bychan the learner deficit would fill.*
72. The proposed changes aim to increase the number of Welsh-medium primary school places serving the area. The changes also reflect the budget challenges faced by Allensbank Primary School and Gladstone Primary School. Whilst there could be challenges for Ysgol Mynydd Bychan in the short term in having to maintain a larger building whilst number grow, the school is in a good financial position.

**Response to views expressed during the consultation**

73. The Council welcomes the positive views submitted by parents, pupils, schools and wider stakeholders for in respect of each of the schools subject to proposed changes.
74. The Council is committed to supporting Cardiff's most vulnerable learners, including children in care, those educated other than at school and children from the most deprived communities and that every child receives a great education through their chosen language medium.
75. Ensuring funding for education is targeted towards learning experiences and opportunities alongside support for families is critical. The Council is

investing in schools and must also support each school to continue to improve education for all of their learners.

76. To achieve this, the Council must ensure that there is an appropriate balance in the number and different types of school places serving each area, with a sustainable level of surplus places. Each school provision offered must meet the diverse needs of the communities they serve. The Council must maximise the potential of its teaching and learning staff to ensure best use of their talent, thereby securing the greatest impact on learner opportunities and outcomes for all.
77. It is acknowledged that there were concerns regarding each of the options. However, the Council must ensure that the available funding is used to maximise benefits for all learners. Retaining the existing pattern of school provision serving the local area does not provide the most appropriate pattern of provision in a small geographical area.
78. Intakes to Reception classes in primary schools city-wide peaked at approximately 4,370 pupils in 2015/16 and 2016/17. This corresponds with peak birth rates recorded five years earlier. At the time of the peak intakes, Cardiff retained approximately 8% surplus places.
79. Since 2017/18, there has been a sustained fall in the birth rate and changes to migration patterns in the city. This means that city-wide intakes to primary education have reduced significantly and will remain at low levels until at least September 2025. However, changes to populations are not the same in all parts of the city.
80. As parents are able to state a preference for schools, some schools would continue to have high intakes. For other schools the impact on pupil numbers will be far greater than the city-wide average.
81. Schools receive most of their funding based on the number of pupils on roll at the school. Falling pupil numbers will greatly impact on some schools' budgets. This affects the teaching and learning opportunities those schools can offer.
82. The funding formula for schools is driven by per pupil funding and a number of lump sum allocations per school. Funding per pupil is generally higher in smaller schools due to the costs of the headteacher and other fixed costs absorbed over a low number of pupils.
83. A reduction in the number of schools in Cardiff would therefore allow for a reduction in the number of lump sum allocations to schools, and these funds would be redistributed to schools through the funding formula.
84. Larger schools are also generally able to secure better value for money through economies of scale in a number of areas including managing contracts and potentially in their staffing structure. Some of the benefits of a single larger school can be realised through formal federation of governing bodies or collaboration agreements between schools, with more efficient staffing structures.

85. 'Cymraeg 2050: A million Welsh speakers' is the Welsh Government's strategy for the increasing the use of the Welsh language. It sets out the long-term approach to reaching a target of a million Welsh speakers by 2050.
86. All Local Authorities in Wales are required to publish a Welsh in Education Strategic Plan. Within their plan, they must set a ten-year target for the expected increase in Year 1 children who are taught in Welsh. The target set for Cardiff by the Welsh Government is between 25% and 29% of Year 1 learners are educated in Welsh by 2031. At present, this figure is around 18%.
87. The Council has discounted making no changes to English-medium provision as this would not realise the education or financial benefits to the relevant schools, and it would now allow for a local solution to oversubscription at Ysgol Mynydd Bychan.
88. The existing number of English-medium primary school places at Albany, Allensbank and Gladstone Primary Schools is sufficient to accommodate the projected demand for places at schools and retains a high margin of surplus to respond to any potential fluctuation or sustain increase in demand, and the high levels of pupil mobility in the area. The number of places available at entry to English-medium primary schools would be unchanged under Option 1 or Option 2.
89. Proposals brought forward must ensure that the growth of schools is sustainable whilst the potential negative impact on other schools is minimised.
90. Concerns have been expressed regarding the potential impact on Ysgol Glan Ceubal from the proposed expansion of Ysgol Mynydd Bychan.
91. An increase in the take up of places at Ysgol Mynydd Bychan by children from within its catchment area would mean that the take up of places in local English-medium schools by children from the area would reduce. An increase in the take up of places at Ysgol Mynydd Bychan from outside its catchment area would mean that the take up of places in other Welsh-medium schools in other parts of the city would likely reduce.
92. Changes to catchment areas could provide a balance between the number of places available, and the projected demand for places, and would allow for a limited increase in take up.
93. However, the projected level of surplus places would not be sufficient to significantly increase Welsh-medium take up in the longer term, in order to meet Cardiff's targeted growth as set out in the Cardiff's approved Welsh in Education Strategic Plan (WESP).
94. There is insufficient space on the existing Ysgol Mynydd Bychan site to allow for expansion on-site. The Council has investigated alternative site options that may be available and centrally located within the Ysgol

Mynydd Bychan catchment area and there is no suitable site available in the area local to the school that could accommodate an enlarged Ysgol Mynydd Bychan.

95. There is sufficient capacity within existing schools serving the area to enable the reorganisation of existing provision. The Council has invested significantly in the Allensbank and shared Gladstone/ St Monica's sites in recent years. Reorganisation of provision on existing sites 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.
96. The Council consulted previously on proposals to provide an appropriate balance of Welsh-medium and English-medium primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.
97. The Council also sought views on long term changes to school provision to provide an appropriate balance of Welsh-medium and English-medium school places to serve the area. The outcome of the consultation showed that there was support overall for the expansion of Welsh-medium education however the majority of respondents did not support the interim expansion of Ysgol Mynydd Bychan as proposed.
98. The revised proposals consulted on addressed the issues that informed the earlier proposals and take account of the issues raised during the earlier consultation.
99. The reorganisation of provision provides an appropriate means of balancing the availability and take up of both English-medium and Welsh-medium provision in the area and represents a more effective and efficient use of resources. Reorganisation would also retain flexibility in the Schools Estate to respond to any future population changes affecting the area.
100. The reconfiguration of English-medium provision and expansion of Welsh-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., newly qualified teachers (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 to teachers to lead on Areas of Learning, plus Religious Education, Relationships and Sexuality Education (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.
101. The Council has considered locating Welsh-medium provision on the shared Gladstone Primary School/St Monica's Primary School site and English-medium provision on the Allensbank site but has discounted this option.
102. Locating English-medium provision on the shared Gladstone Primary School/St Monica's Church in Wales Primary School site provides a more appropriate distribution of places for current and future intakes.
103. The English-medium primary schools included in the proposals serve a diverse range of pupils and needs. The proposals were brought forward in order to provide a more appropriate balance of places and to ensure that a greater level of funding is able to be invested in teaching and learning. The standard of education at all the schools subject to the proposed changes is good. There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals, pupils that receive support because they have English as an additional language, pupils from a minority ethnic background or pupils with additional learning needs. There are clear benefits associated with each option which would enhance learning opportunities for all learners.
104. Concerns have been expressed regarding the potential impact on Ysgol Mynydd Bychan of occupying a larger site whilst the school grows and the facilities available on the Allensbank Primary School site.
105. The expansion of Ysgol Mynydd Bychan on the Allensbank site would be phased from September 2025, by increasing the admission number for the nursery and Reception year groups only in the first instance. This would mean that the school does not need to use all of its accommodation in 2025/2026 and could allow for parts of the two buildings to be closed to staff and pupils to reduce the impact on the school's budget and/ or whilst works are undertaken.

106. The expansion of the school would incur additional staffing and leadership costs for the school which would be met from the school's budget. The budget would increase in line with the greater number of pupils on roll. The school also receive greater allocations within its budget relating to operating the larger site and buildings, as Allensbank Primary School does at present.
107. The proposed expansion may result in the school operating some smaller classes, or some mixed-aged classes, as the school grows. School admissions preference data indicates that the number of pupils admitted to the school would increase, but the school would have a high level of surplus places for a number of years. Although the school's budget would increase as the number of pupils increases, the cost per pupil would likely be higher for an extended period while the school grows. As growth, and investment, would be phased, the financial impact of changes would be minimised wherever possible.
108. Should Ysgol Mynydd Bychan transfer to the Allensbank site, any changes to the buildings and external areas utilising the Welsh Government capital grant would be considered at a later design stage. The capital funding allocated by Welsh Government is ringfenced to enable the expansion of Welsh Medium education. The Council would identify and agree priorities for the investment in partnership with the Ysgol Mynydd Bychan Governing Body.
109. Whilst all the three options consulted on would deliver a range of benefits, the number of benefits realised for learners in English-medium community education under Option 2 or Option 3 would be reduced compared to Option 1 as there would be a less efficient use of the schools' budgets. There would be no lump-sum funding ringfenced to provide support for a period and a greater proportion of the schools' budgets would be required for leadership and management.
110. Whilst the proposed changes to the organisation of provision would require changes to staffing within each school, changes would also be necessary if proposals were not progressed in order for the relevant English-medium schools to achieve balanced budgets in coming years.
111. The establishment of a new two form entry English-medium primary school, and the expansion of Ysgol Mynydd Bychan to two form entry, as proposed in Option 1 would best support teaching and learning by allowing for:
  - the area to have more two form of entry schools. When compared with smaller schools, the scale of a two-form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base
  - a two-form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors



- the ability to employ more teaching and support staff would allow the two form entry schools to cover a wider range of curriculum expertise
- a greater number of teachers to share workload and expertise
- greater opportunities to professionally develop staff e.g., newly qualified teachers 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 Religious Education, Relationships and Sexuality Education (RSE) and Digital Competency
- greater opportunities to offer a broader range of extra-curricular activities
- greater opportunities for distributed leadership

112. The establishment of nursery provision at St Monica's Church in Wales Primary School would:

- provide continuity of provision which reflects the ethos and culture of the school
- support the development of strong and effective parental links with the school from the earliest possible opportunity
- ease transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful)
- allow for the early identification of vulnerable groups. This would mean that the needs of children can be identified as early as possible
- provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative childcare provision may cause
- provide continuity and progression between Early Years and Foundation Phase, enhancing the opportunity to appropriately address individual developmental and cultural needs.

113. The Council has fully considered and appraised responses to the consultation and proposes that Option 1 be progressed.

114. The Council is mindful of the impact on staff at Allensbank Primary School and Gladstone Primary School of Option 1 being progressed. The Council's HR Service is committed to continuing to work directly with the

schools affected, and with trade unions, to ensure staff are supported through the process of change.

115. The number of teaching and learning roles required for a two-form entry primary school is similar to the amount required for two one form entry primary schools. However, the type and number of roles required would be dependent on the number of pupils on roll and on the school budget position.
116. Where roles are duplicated e.g., Headteacher and Deputy Headteacher positions, and administrative and estates staff, it is expected that there would be a reduction in the number of roles required overall.
117. The establishment of a new school would require the setting up of a temporary Governing Body to oversee the development of an appropriate staffing structure and appointments process. The appointment of the Headteacher and Deputy Headteacher roles would be subject to national advert in line with legal requirements. The Council would recommend that the new temporary Governing Body operates a ring-fenced recruitment process to existing staff at Allensbank Primary School and Gladstone Primary School.
118. The remaining information within this report is specific to the progression of Option 1 only.

### **Governance Arrangements**

119. In the event of Option 1 being taken forward, the governing bodies of Allensbank Primary School and Gladstone Primary School would be dissolved, and new governance arrangements put in place for the newly established 2 Form Entry English-medium primary school.

#### Dissolution of Governing Bodies and establishment of a new Governing Body

120. A proposal to close two schools, and to establish a new school, would require the establishment of a temporary Governing Body ahead of the opening of the newly opened, larger school.
121. The most important reason for considering the amalgamation of two existing schools, by the establishment of a new school and closure of two existing schools, must be the benefits it would bring for children and young people in the existing schools by enhancing educational provision.
122. There are many clear operational benefits to larger schools, compared to smaller schools. The key governance aspects of establishing a single school, to replace two existing schools, are:
  - Following determination of the proposed establishment of a new school, and closure of the existing schools, a new temporary governing body would be established. The new governing body would, in time, replace the individual governing bodies and would

have responsibility for the strategic oversight and planning of the new school.

- The existing governing bodies of all schools would continue to operate, and retain their existing responsibilities, until the existing schools formally close.
- The new Governing Body would consider its name and would have responsibility for the budget and staff of the new school, and through a greater financial base have greater stability in its budget.

123. Overall, a larger school has a larger and more financially stable budget and is therefore able to implement a more efficient and effective leadership and staffing structure and exploit economies of scale. A larger school is more able to strengthen the overall education of pupils in the combined communities presently served by the two smaller schools. A larger school also allows for:

- Greater opportunities for staff to share workload and expertise.
- Greater opportunities to professionally develop staff e.g., newly qualified teachers (NQTs) who can observe their parallel teacher.
- A greater number to teachers to lead on Areas of Learning, plus Religious Education, Relationships and Sexuality Education and Digital Competency.
- The sharing of good practice, preparation materials and resources.

### **Additional Learning Needs**

124. 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.

125. Placements last one to three 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.

126. The Council proposes to continue to operate a city-wide Speech and Language early intervention class in 2025/26 when the proposed changes would take effect. Consideration would be given to establishing the city-wide Speech & Language class within the proposed new two form entry English-medium primary school on the site currently shared by Gladstone and St Monica's, in consultation with the newly established school governing body. If the decision is taken to not locate the class in the new school, this would be established on an alternative site.

127. The level of special educational needs/ additional learning needs in the Welsh medium sector has historically been lower than in the English medium sector. This has been changing over the last five years, with schools reporting an increased incidence of additional learning needs, in all areas of need.

128. Cardiff has invested in specialist provision in the sector, including some capacity to respond to growing demand and to generate more confidence in the availability of specialist provision in the sector.
129. The Council has worked closely with its partners on the Cardiff Welsh Education Forum to develop the new ten-year WESP for the city which includes proposals for the development and delivery of an increased number of primary specialist places to be delivered in specialist resource bases in at least three primary schools that promote to the relevant secondary schools.
130. As the Welsh sector continues to grow it will be important to develop additional provision in anticipation of the need, to ensure Welsh medium education is a genuine choice for learners with complex ALN.
131. The proposed expansion of Ysgol Mynydd Bychan to two forms of entry, and transfer to the Allensbank Primary School site would retain sufficient flexibility in the buildings to allow for the establishment of specialist resource base provision. Separate proposals would be developed for this provision.

### **Nursery Provision**

132. 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 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 an approved provider that has to demonstrate it is able to meet the relevant quality.
133. At present the Council funds 112 community nursery places between Allensbank Primary School and Gladstone Primary School. The number funded is reducing to 96 places next year, to reflect demand. It is proposed to retain sufficient accommodation to allow for up to 96 English-medium community nursery places at the new school.
134. Should the transfer to St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site be taken forward it is proposed that 32 part time nursery places are provided. This would develop continuity and progression in children's learning at the school from the age of three.
135. The number of nursery places at Ysgol Mynydd Bychan would be increased from 64 to 96 to support its growth to a two-form entry school.
136. Overall accommodation to allow for an increased number of English-medium and Welsh-medium nursery places would be retained. The number of places funded would reflect the demand for places in the local area, as at present.

## **Funding of proposals**

137. The Welsh Government invited all Local Authorities in Wales to submit bids for grant funding to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.
138. Cardiff Council was successful in securing funds from the Welsh-medium Capital Grant Scheme including £1.86m to reorganise primary school provision in central Cardiff and expand Welsh medium places by 1 Form of Entry (210 places). The purpose of the Welsh Medium Capital Grant is to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.
139. The grant funding programme is aimed specifically at capital projects that will demonstrably contribute to meeting the Welsh Government's aim of reaching one million Welsh speakers by 2050. The funding allocated to Cardiff Council is ring-fenced to support expansion in Welsh-medium education provision and would allow for investment in school buildings to support increased intakes.
140. There is no additional or ring-fenced revenue or capital funding to support the process of organisational change.
141. Capital funding in addition to that already secured from Welsh Government will be sought to facilitate the organisational changes to English-medium provision. The Council recognises that, should the proposals proceed to implementation, there would be a need to prioritise investment at the new school established on the site currently shared Gladstone/ St Monica's site within the School Organisation Programme. This investment would support the new school to maintain and further improve on the high quality of provision offered by the existing schools, to extend inclusive learning opportunities, and to ensure that the high standards of education for all pupils in the community are preserved.

## **Financial appraisal of proposals**

142. The funding formula for schools is driven by per pupil funding and a number of lump sum allocations per school. Funding per pupil is generally higher in smaller schools due to the costs of the headteacher and other fixed costs absorbed over a low number of pupils.
143. A reduction in the number of schools in Cardiff would therefore allow for a reduction in the number of lump sum allocations to schools, and these funds would be redistributed to schools through the funding formula.
144. Larger schools are also generally able to secure better value for money through economies of scale in a number of areas including managing contracts and potentially in their staffing structure. Some of the benefits of a single larger school can be realised through formal federation of governing bodies or collaboration agreements between schools, with more efficient staffing structures.

145. In 2022/23, the amount of funding per pupil at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan was higher than the average funding per pupil across Cardiff's 98 primary schools of £3,891.
146. The below table sets out the budgetary position of the above schools.

School	Balance brought forward April 2022	Governor Approved Budget 2022/23	Balance brought forward April 2023	Governor Approved Budget 2023/24
	£	£	£	£
Allensbank	23,757	-132,301	-50,628	-274,788
Gladstone	84,651	0	-39,428	-164,920
St Monica's	41,804	0	34,320	-66,726
Ysgol Mynydd Bychan	170,220	86,286	118,001	17,057

147. The Welsh Government Capital Grant scheme does not provide any additional financial resources for the restructuring of staffing structures of schools affected by reorganisation of provision. These costs would be met from within Education financial funds (including delegated school budgets or SOP finances).
148. The expansion of Ysgol Mynydd Bychan would incur additional staffing and leadership costs for the school which would be met from the school's budget. The budget will increase due to more pupils on roll but the relative increase in budget allocation will be subject to the pupil roll changes in all primary schools. Further details on the potential constraints of growth in this school in short / medium term are set out in paragraph 147.
149. The proposed expansion of Ysgol Mynydd Bychan may result in the school operating some smaller classes, or some mixed-age classes, as the school grows. School admissions preference data indicates that the number of pupils admitted to the school would increase, but the school would have a high level of surplus places for a number of years.
150. Although the school's budget would increase as the number of pupils on roll increases, the cost per pupil would likely be higher for an extended period while the school grows. As growth, and investment, would be phased, the financial impact of changes would be minimised wherever possible through effective communication between the Education directorate and the School Governing Body.
151. In a period of falling intakes city-wide, the expected increased intakes to Ysgol Mynydd Bychan would likely reduce the take up of places at other schools in the local area or in neighbouring areas for a number of years.

152. Almost all applicants who have failed to gain admission to Ysgol Mynydd Bychan in recent years have taken up places at other Welsh-medium primary schools. The number of pupils taking up places at these schools may reduce as a consequence of the proposals; however, the Council must increase intake to Welsh-medium provision city-wide and the indirect impact of increasing intakes to Welsh-medium schools would be a reduced intake to English-medium schools city-wide.
153. Should a proposal to transfer Allensbank Primary School to the shared Gladstone Primary School/St. Monica's Church in Wales Primary School site proceed, and the Speech and Language Intervention Class be relocated, the delegated budget for this class would be transferred to another host school.
154. It should be noted that the number of pupils on roll at Allensbank Primary School and Gladstone Primary School has fallen in recent years, coinciding with reduced intakes to primary education city-wide which are projected to remain at low levels until at least 2025/2026. In this context, the number of staff employed by schools would likely reduce, whether or not any proposals to reorganise provision are progressed.
155. The school budget formula saving from amalgamating Allensbank Primary School and Gladstone Primary School, by closing each school and creating a single two form entry primary school as set out in Option 1 would be c£98k per year based on the removal of lump sum allowances provided to schools. However, some of these lump sum balances are for schools with a pupil roll below 150.
156. This option amalgamates Allensbank and Gladstone Primary Schools and combining their budget would allow for a redistribution of financial resources to schools through the reduction in the number of lump sum allocations to schools.
157. Should Option 1 be progressed, it is proposed that an amalgamated lump sum of £60,000 is provided to the newly established two form entry English medium. This financial mechanism is currently available in the school funding formula and will be reduced by £15,000 incrementally over four years until it drops to zero. The two entry English medium school will also be provided with the lump sum of £60,000 that all primary schools are given. Any other lump sums provided to the closing schools will be reallocated back to the overall primary school formula distribution.
158. Option 1 would result in the displacement of an existing Headteacher and restructuring of leadership. The anticipated efficiencies in the new school's budget, compared to the two existing budgets combined, could be c£100,000 to £114,000 per year plus on-costs, based on the midpoint of existing leadership salary ranges and the implementation of a new leadership structure of one Headteacher and two Deputy Headteachers.
159. Should Option 1 be progressed, the Published Admission Number at St Monica's Church in Wales Church in Wales Primary School would be

unchanged from 20 places unless the Governing Body wishes to revise this number at a later date.

160. The Governing Body of St Monica's Church in Wales Church in Wales Primary School has set a deficit budget for 2023/24 and is expected be in a deficit budget position in future years if funding and staffing levels remain at a similar level. Although the establishment of nursery provision at St Monica's, and potential for increased pupil numbers in other year groups, would have a positive impact on its budget from September 2025 the challenges for smaller schools to balance budgets remain.
161. The Council is engaging with the Church in Wales Diocese and Roman Catholic Archdiocese to explore options for the more efficient organisation of provision including but not limited to federation of schools.

### **Admission Arrangements**

162. The relevant changes to the Council's policy on the admission of children to schools as a direct result of these proposals relate to the proposed changes in the Published Admission Number of Ysgol Mynydd Bychan, from 30 to 60, and to the potential establishment of a new two form entry English-medium primary school with a Published Admission number of 60 places.
163. Consultation on the 2025/26 admission arrangements for community schools would take place in Autumn 2023 – Spring 2024 in accordance with the requirements of the Admissions Code. This consultation would include any proposed changes to Published Admission Numbers.
164. A review of community primary school catchment areas would be undertaken to consider the balance the number of places available and the projected demand for places and progress against the Welsh in Education Strategic Plan targets. Any proposed changes to school catchment areas would be subject to consultation at the appropriate time.
165. Any change to the St Monica's Church in Wales Primary School admission arrangements arising out of the establishment of nursery provision at the school would be subject to consultation by the Governing Body of the school at the appropriate time.
166. Detailed information about admission arrangements is in the Council's Admission to Schools booklet published on the Council's website.

### **Learner Travel Arrangements**

167. There are no plans to change the Council's transport policy for school children.
168. Any pupils affected by the proposals would be offered the same support with transport as is provided throughout Cardiff in line with the same criteria that apply across Cardiff.



169. There are no pupils enrolled in the schools named in this report who are in receipt of free home to school transport on the grounds of the home to school travel distance. The implementation of the proposed expansion of Ysgol Mynydd Bychan and relocation of English-medium provision is not expected to change this.
170. Should the Council not proceed with proposed changes, and an increase in the take up of places consistent with the Welsh in Education Strategic Plan targets be achieved, the Council may be unable to accommodate all children in the catchment areas of the four Welsh-medium schools within two miles of their home address unless changes to catchment areas and/or alternative additional provision serving these areas are progressed.
171. The Council's transport policy for school children can be viewed on the Council's website [www.cardiff.gov.uk/schooltransport](http://www.cardiff.gov.uk/schooltransport)

### **Impact of reorganisation on travel arrangements for current pupils**

172. The maximum distances between the above school sites is c0.5 miles. Should any of the schools be relocated onto an alternative site, the maximum increase in home to school travel distance for current pupils is therefore 0.5 miles.
173. The average increase in distance from home to school, should proposals proceed is, however, significantly lower than 0.5 miles.
174. The impact of transferring Ysgol Mynydd Bychan to the Allensbank site would result in current pupils having a marginal reduction in travel distance.
175. The impact of transferring Allensbank to the shared Gladstone/ St Monica's site would result in current pupils having an increase of 0.08 miles.
176. The impact of transferring St Monica's Church in Wales Primary School to the Ysgol Mynydd Bychan site would be an average travel distance increase of 0.2 miles.
177. The logistical impact on current families, in respect of the length and time taken for journeys from home to school, is therefore expected to be marginal.
178. Families wishing to access Welsh-medium provision in the south of the Ysgol Mynydd Bychan catchment area are often unable to gain admission to the school and the nearest alternative places are a significantly greater distance away. It is therefore anticipated that the proposed changes would have a marginal impact on future applicants for admission to English-medium community or Church in Wales primary schools, but a greater positive impact on those within the Ysgol Mynydd Bychan catchment area seeking admission to a Welsh-medium school.

## **Implications for secondary school provision**

179. A proposal to expand and redevelop Cathays High School to meet demand from within its catchment and the wider area was agreed by Cabinet in October 2021 subject to further decisions including the Charity Commission's consent in relation to the Maindy site being held in a charitable trust.
180. Cathays High School presently serves a catchment area comprised of the primary school catchment areas of Albany Primary School, Allensbank Primary School and Gladstone Primary School. This catchment area is less populated than other school catchment areas in Cardiff, some of which extend over a much greater geographical area and have pupil populations which exceed their current or planned capacity.
181. Consultation on changes to English-medium community secondary school catchment areas would therefore be required at the appropriate time, in order to provide a suitable and sustainable balance in the supply of and take up of places.
182. The combined demand for places across the three Welsh-medium high school catchment areas is at a high level and can be accommodated within the existing school capacity.
183. Proposals to respond to changes in demand will be brought forward in good time to ensure that there are sufficient places to meet the demand for Welsh-medium places.

## **Local Member consultation**

184. Local Members were consulted as part of the public consultation. Responses received from Members can be seen at Appendix 10.

## **Reason for Recommendations**

185. To balance provision for English-medium and Welsh-medium community primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

## **Impact of the proposals on the Welsh Language**

186. In 2017, the Welsh Government published its Welsh language strategy Cymraeg 2050: A Million Welsh Speakers in accordance with Section 78 of the Government of Wales Act 2006. The strategy supports 'the promotion and facilitation of the use of the Welsh language'. Its long-term aim is for Wales to have one million Welsh speakers by 2050.
187. The strategy names Welsh-medium immersion education as the 'principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers' (Cymraeg 2050: A Million Welsh Speakers, pg21). Therefore, the availability of Welsh-medium

education will be key to meeting the target of one million Welsh speakers.

188. The national target is to:

- *Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.*

189. There is recognition within the strategy that planning will be different for different regions within Wales depending on the characteristics of their populations. It identifies areas with a high population density but lower percentage of Welsh speakers as areas with particular potential for growth.

190. The Council is committed to a 'truly bilingual Cardiff' including the growth of the Welsh-medium education sector across each phase in order to increase the number of people of all ages becoming fluent in both Welsh and English with the confidence and desire to use all their languages in every aspect of their lives.

191. Underpinning this vision are the following principles:

- Applying the principles of the '15-minute neighbourhoods' to ensure that all learners have access to Welsh-medium education within a reasonable distance of their homes.
- Every child in the city can choose to be educated in Welsh or English with the benefits of a bilingual education actively promoted to all parents from their child's birth.
- Learners with additional learning needs (ALN) will receive equal linguistic opportunity.

192. To achieve this vision the Council will deliver:

- More nursery children/ three-year olds receiving their education through the medium of Welsh.
- More reception class children/ five-year olds receiving their education through the medium of Welsh.
- An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

193. The Council's Welsh in Education Strategic Plan 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.

194. The proposed changes 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.
195. The proposals directly respond to the following Welsh in Education Strategic Plan 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.
196. The proposals may also secure an opportunity to provide facilities which respond to Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN).
197. 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 Welsh in Education Strategic Plan seek to address this.
198. The proposals would have a greater impact on the population closer to the schools than on the city as a whole.
199. 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.
200. 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 Welsh in Education Strategic Plan, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.
201. 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.

202. 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.
203. 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.
204. 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.
205. 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.

### **Wellbeing of Future Generations**

206. In line with the Wellbeing of Future Generations Act, the Council is committed to providing local schools for local children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling. Each school project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.
207. With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce its carbon emissions.

### **Financial Implications**

208. In approving the recommendations in this report the decision maker needs to be comfortable that the option taken forward is both affordable from a capital implementation perspective but also that there are clear mechanisms in place in regard to formal school closure which provide a cap to financial liability. In addition the decision maker needs to be assured that the proposals going forward enable each school that will

continue has the best chance possible to be financially viable. Further information is set out below.

209. Paragraphs 155 to 157 suggest intervention in the delegated schools formula. The suggested changes and support to the new 2 FE English medium primary school do conform to the currently agreed Delegated school budget formula process and principles.
210. The correct principles of the school funding formula is that each individual school's budget is predominantly predicated on the basis of pupil numbers and that fixed sums are given for each school on a consistent basis. This includes potential reduction in the formula funding lump sum if schools were combined, alongside staffing efficiencies, particularly in relation to leadership roles. These efficiencies would remain within delegated schools' funding and should (by default) be redistributed to the benefit of all Primary Schools. There is also provision within the formula for transitional funding for new schools and the detail of this is covered in paragraph 157.
211. Paragraph 148 states increased number of pupils at Ysgol Mynydd Bychan will increase the budget in order to allow all additional costs to be covered. As stated in paragraph 148, it is the case that a school with increased numbers will get an increase from the formula but it will be relative to the pupil number of changes in each Cardiff primary School rather than looking at the increase in Ysgol Mynydd Bychan in isolation. In addition, individual increases in school budgets will be subject to the level of increase in overall delegated school budgets which at this time can not guarantee that overall school budgets will increase at a rate that covers all cost inflation / demand pressures.
212. As stated previously, the formula is predicated primarily on pupils who attend the school as opposed to the numbers available. In approving the recommendations the decision maker needs assurance that the number of pupils spaces for each of these schools will be filled in order to provide assurance on financial sustainability going forward.
213. It is noted that St Monica's school is recommended to continue at an admission number of 20 pupils per age group. Without some very close working with the Governing Body, the proposal is at risk of delivering a financially non-viable school going forward. Consideration needs to be given as to the actions required to ensure that that the recommendation if taken will deliver a financially viable school.
214. Any schools' deficit balances that occur due to closure need to have very clear parameters in place and mitigations that ensure the financial liability is manageable and predictable. A key variable in the level of deficit achieved is the approach in respect to school redundancies which will need be managed in a manner which will keep the number of exits to an unavoidable minimum. This level of deficit (including cost of redundancies) will need to be funded from reserves or balances to be identified within Education (the SOP Programme).

215. Any capital costs arising through these options will need to be identified and prioritised within the respective part of the Capital Programme or any grants that are available. It should also be noted that any maintenance or repairs to buildings with less than a year's expected operation must be treated as revenue expenditure and will need to be funded through the SOP Revenue Reserve.
216. The decision maker should have assurance on the overall affordability of any projects or schemes taken forward and should also consider the impact on sustainability of other schools within the localities identified, including pupil numbers and financial risks.
217. Specific VAT advice will need to be sought in relation to land swap and works in relation to Diocese/ trust owned land.

### **Legal Implications**

218. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age.
219. Parents have a right to express a preference for the school they wish their child to attend under section 86 of the School Standards and Framework Act 1998. This does not provide a right to attend a certain school, as applications can still be refused for admission where this would prejudice the provision of efficient education or the efficient use of resources.
220. A local authority can make school organisation proposals, including regulated alterations to a maintained school, including a community special school, under sections 42-44 of the Schools Standards and Organisation (Wales) Act 2013.
221. The proposals set out in the report must be considered having regard to the provisions of the 2013 Act and the School Organisation Code 2018, which sets out factors to be considered in respect of different proposals, the statutory procedures, legal requirements and guidance.
222. The Council is required, prior to publishing its proposals, to undertake a consultation on its proposals in accordance with section 48 of that Act and the School Organisation Code 2018. Following the public consultation, the Council is required to publish and circulate to all interested parties (listed in the Code) a consultation report:
  - (i) summarising each of the issues raised by consultees;
  - (ii) responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons;
  - (iii) setting out Estyn's response to the consultation in full; and
  - (iv) responding to Estyn's response by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons.

223. The proposals qualify as regulated alterations which must comply with the requirements of Part 3 of the School Standards and Organisation (Wales) Act 2013, which include provisions for consultation and publication of statutory notices. Those are supplemented by the School Organisation Code issued by the Welsh Government.
224. The recommendation in this Report to publish a statutory notice follows a period of consultation which ran from 3 May to 30 June 2023. This Report (together with the appendices attached to it) represents the consultation report which the Code requires to be published. The Cabinet must have due regard to the responses received during the consultation before it makes a decision upon whether to publish a statutory notice.
225. The recommendations note that a decision to proceed is also required from the Governing Body of St Monica's before any statutory notice can be published. The Code requires that the statutory notice must be published within 26 weeks of the end of the consultation period unless an extension of time has been granted by the Welsh Ministers.
226. Following publication of the statutory notice there would be a period for objections of at least 28 days following which a further Report (an Objection Report) would need to be made to the Cabinet summarising the statutory objections and giving responses to those objections. Where there are objections to any statutory notice published by St Monica's, these should also be referred to the Council as an Objection Report for determination under section 51 of the School Standards and Organisation (Wales) Act 2013. It would then be for the Cabinet to review those objections and determine whether to implement the proposals.

## **HR Implications**

### **School Closures**

227. In the period leading up to the proposed school closures, the Council would work with the Headteachers and Governing Bodies to ensure that staff continue to be supported and motivated during what may be a potentially difficult situation. Full consultation with staff and trade unions would need to begin immediately following the outcome of this report. School closures place school staff at a potential risk of redundancy, and this would need to be managed in line with the School Redeployment and Redundancy Policy.

### **New School**

228. The creation of a new school which is established as a result of the agreed proposals presents opportunities for recruitment and redeployment. Under the Staffing of Maintained Schools (Wales) Regulations 2006 the Temporary Governing Body of a new school is responsible for the appointment of staff. The Council will recommend that the new temporary governing body operates a ring-fenced recruitment process to those staff affected by the school closures.



229. The first matter which a Temporary Governing Body must consider is the new school's leadership arrangements and the structure of the staff within the school. Timely creation of the Temporary Governing Body is crucial to this. The Staffing of Maintained Schools (Wales) Regulations 2006, as amended, allow for ring fenced recruitment to Headteacher and Deputy Headteacher posts in school reorganisation situations. Whilst this is a matter for the Temporary Governing Body to determine, as is usual in these circumstances the Council would advise the Temporary Governing Body to advertise nationally for both Headteacher and Deputy Headteacher positions and to put in place a robust recruitment process to appoint high quality leadership. HR People Services would work with the Temporary Governing Body to support the recruitment process. In this instance if option 1 is progressed and the new school is to open in September 2025, it is recommended that a recruitment process is progressed as early as February 2024.

### Redeployment

230. 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.
231. Full support would be offered to the school staff and Governing Bodies by HR People Services throughout the reorganisation. This would involve attendance at consultation meetings, meetings with school staff where appropriate and the circulation of a Frequently Asked Questions document.

### Traffic and Transport Implications

232. The Council committed to ensuring that every school in Cardiff had an Active Travel Plan by 2022. Such plans identify actions by the school to support and encourage active travel to school and identify any improvements to on-site and off-site infrastructure required to facilitate active journeys. The Council's Active Travel Plans officers have been working with schools to develop these and all four schools have Active Travel Plans in place for their current sites.
233. All new (including reorganised) schools need to have a plan in place from the outset of their operation.
234. The Active Travel Plans officers will continue to work with the schools in the review and further development of their current Active Travel Plans as appropriate to suit any change in circumstances. They can support with engagement on the Active Travel Plans as part of an implementation of a proposed expansion of places and any changes in location of school cohorts to alternative sites.

235. Following a reorganisation of the schools, the Council will monitor conditions outside the school's post-completion to see if any further measures such as parking restrictions are required. The scope for introducing parking restrictions will be investigated and put in place where appropriate as a low-cost measure to help discourage short distance car travel, make the environment outside each school safer and more conducive to walking, scooting and cycling and maximise active travel to school.
236. The Council's Road Safety Team already provides a programme of cycle and pedestrian training to further encourage take up of active travel to school. This support will continue as part of the ongoing engagement and support that will be provided by the Council's Schools Active Travel Team on Active Travel Plan development and delivery.
237. The construction of the new Cycleway 1.2 along Cathays Terrace, Whitchurch Road and Allensbank Road will provide a new cycling facility directly linking to the current sites of Allensbank Primary School, Gladstone Primary School and St Monica's Church in Wales Primary School.
238. Where it is identified that some pupils will be eligible for school transport due to their additional learning needs (e.g., for SRB pupils), the facilities for drop-off and pick-up of pupils will be reviewed to identify any necessary improvements.

### **Property Implications**

Transferring Ysgol Mynydd Bychan to the current Allensbank Primary School site, increasing the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE) and increasing the number of nursery places at Ysgol Mynydd Bychan from 64 to 96

239. Allensbank Primary School in Gabalfa is a listed building owned by the Council and extends to 1.35 acres. The listed status of the building means that there will be some constraints if the building is to be remodelled or extended at any time, however no additional land purchases are required and Strategic Estates do not envisage any other property related implications with the transfer of Ysgol Mynydd Bychan to the current Allensbank Primary School site and the expansion of Ysgol Mynydd Bychan.

Formally closing Allensbank Primary School and Gladstone Primary School and establish a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's Church in Wales Primary School site

240. Gladstone Primary School in Cathays is a listed building owned by the Council and extending to approximately 1.08 acres.
241. The adjoining St Monica's Church in Wales Primary School is also listed, extends to 0.38 acres and is owned by the Diocese of Llandaff. If this

proposal were to proceed then a valuation of the existing Diocese owned school site would be required by an external independent valuer ahead of its transfer to the Council. In transferring from the existing site, the net value of the site would be deemed to accrue to the Diocese and used as their capital contribution towards the Ysgol Mynydd Bychan buildings.

242. The listed status of the buildings means that there will be some constraints if they are to be remodelled or extended at any time, however Strategic Estates do not envisage any other property related implications with the closure of Allensbank and Gladstone Primary Schools and the establishment of a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's Church in Wales Primary School site.

Note the consideration by the Governing Body of St Monica's Church in Wales Primary School to transfer St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school

243. Ysgol Mynydd Bychan in Gabalfa is owned by the Council and extends to circa 0.50 acres.
244. If this proposal were to proceed then a valuation of the existing St Monica's Church in Wales Primary School site would be required by an external independent valuer. In transferring to the current Ysgol Mynydd Bychan site, the net value of the existing St Monica's Church in Wales Primary School site would be deemed to accrue to the Diocese and used as their capital contribution towards the Ysgol Mynydd Bychan buildings.

### **Impact Assessments**

245. An initial Single Impact Assessment was carried out prior to consultation. This included an Equality Impact Assessment, Child's Rights Impact Assessment and Welsh Language Impact Assessment. The assessment has been updated as part of the post consultation analysis and is attached at Appendix 13.

### **RECOMMENDATIONS**

The Cabinet is recommended to:

1. Note the consideration by the Governing Body of St Monica's Church in Wales Primary School of the proposal to transfer St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school, from September 2025.
2. Subject to the agreement of the Governing Body of St Monica's Church in Wales Primary School to proceed to publish its proposals, authorise officers to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013 on proposals to:

- 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.
- 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 Church in Wales Primary School site.

The proposed changes would take effect from September 2025.

3. Note that, prior to implementation of the proposals, financial resources must be identified to facilitate the process of organisational change of establishing the new two form entry primary school and the transfer of St Monica’s Church in Wales Primary School.
4. Note that, prior to implementation of the proposals, a further report will be provided to the Cabinet providing details of any objections received, the proposed responses to those objections and recommendations for implementation or otherwise of the proposals, and sources of funding for the full set of proposals.

<b>SENIOR RESPONSIBLE OFFICER</b>	<b>Melanie Godfrey</b> <b>Director for Education and Lifelong Learning</b>
	13 October 2023

*The following appendices are attached:*

- Appendix 1 - Consultation document
- Appendix 2 - Summary document
- Appendix 3 - Notes of consultation meetings with staff and governors
- Appendix 4 - Notes of consultation meetings with pupil representatives
- Appendix 5 - Notes of Cardiff Influencers workshop session
- Appendix 6 - Notes of public meetings (in person and online)
- Appendix 7 - Notes of drop-in sessions at Cathays Library
- Appendix 8 - Notes of on-line drop-in sessions
- Appendix 9 - Notes of parent drop-in sessions
- Appendix 10 - Formal Responses
- Appendix 11 - Summary of the responses received and an appraisal of views
- Appendix 12 - Summary analysis of the responses received
- Appendix 13 - Single Impact Assessment

## 21ST CENTURY SCHOOLS

# Primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd

## CONSULTATION DOCUMENT 2023

CONSULTATION PERIOD:  
3 MAY 2023 – 30 JUNE 2023



This document can be made available in Braille.  
A summary version of this document is available at:  
[www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)  
Information can also be made available in other community languages if needed.  
Please contact us on 029 2087 2720 to arrange this.

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## Introduction

### What is this booklet about?

This booklet is for parents/carers, school staff, school governors and anyone who has an interest in education in Cardiff.

It sets out details of proposed changes to primary school provision serving Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

It will be of particular interest to parents/ carers of children attending, or expecting to attend, Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales (CiW) Primary School or Ysgol Mynydd Bychan.

We want everyone to understand what is being proposed, so you can tell us what you think about the changes.

### What are we proposing to do?

The Council is seeking the views of the community on proposals to:

- make changes to how English-medium community primary schools are organised, retaining an equivalent number of places or a marginal reduction in places compared to the existing arrangements, and
- expand Welsh-medium primary school provision at Ysgol Mynydd Bychan

These changes are proposed 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, with stable school budgets
- support schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners
- increase Welsh-medium primary school places by one Form of Entry (210 primary age pupils)
- consolidate English-medium primary school places with an appropriate level of surplus.

The Council has identified three options to reorganise school provision in the area. Table 1 on page 6 & 7 summarises the changes proposed. The proposed changes would take effect from September 2025.

Further information on how these changes would be implemented, and what they would mean for each school, can be seen at pages 39 - 63.

## What are we proposing to do?

The Council is suggesting three options to reorganise schools in the area.

Table 1 shows the proposed changes. These changes would take effect from September 2025.

Option	Schools	Proposal
Option 1	Allensbank Primary School and Gladstone Primary School	<ul style="list-style-type: none"> <li>o Amalgamate Allensbank and Gladstone Primary Schools, by</li> <li>o Formally closing Allensbank Primary School</li> <li>o Formally closing Gladstone Primary School</li> <li>o Establishing a new 420 place English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's CiW Primary School site</li> </ul>
	St Monica's CiW Primary School	<ul style="list-style-type: none"> <li>o Transfer St Monica's CiW Primary School to the current Ysgol Mynydd Bychan site</li> <li>o Establish nursery provision at the school</li> </ul>
	Ysgol Mynydd Bychan	<ul style="list-style-type: none"> <li>o Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site</li> <li>o Increase the capacity of Ysgol Mynydd Bychan from 192 places to 420 places</li> <li>o Increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96</li> </ul>

Option	Schools	Proposal
Option 2	Allensbank Primary School and Gladstone Primary School	<ul style="list-style-type: none"> <li>o Co-locate Allensbank and Gladstone Primary Schools on a shared site, by:</li> <li>o Transferring Allensbank Primary School to the current shared Gladstone Primary School / St Monica's CiW Primary School site</li> <li>o Reducing the capacity of Allensbank Primary School from 315 places to 210 places</li> <li>o Reducing the age range of Allensbank Primary School from 3-11 to 4-11 by discontinuing nursery provision at the school</li> <li>o Increasing the number of nursery places at Gladstone Primary School from 64 to 96</li> </ul>
	St Monica's CiW Primary School	<ul style="list-style-type: none"> <li>o Transfer St Monica's CiW Primary School to the current Ysgol Mynydd Bychan site</li> <li>o Establish nursery provision at the school</li> </ul>
	Ysgol Mynydd Bychan	<ul style="list-style-type: none"> <li>o Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site</li> <li>o Increase the capacity of Ysgol Mynydd Bychan from 192 places to 420 places</li> <li>o Increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96</li> </ul>

## What are we proposing to do?

Option	Schools	Proposal
Option 3	Allensbank Primary School	Transfer Allensbank Primary School to the current Ysgol Mynydd Bychan site  Reduce the capacity of Allensbank Primary School from 315 places to 192 places
	Ysgol Mynydd Bychan	Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site  Increase the capacity of Ysgol Mynydd Bychan from 192 places to 420 places  Increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96

Options 2 and 3 would allow for consideration to be given to collaboration or formal federation between Allensbank Primary School and Gladstone Primary School.

Schools that collaborate, or federate under a single Governing Body, work together on sharing priorities and expertise. This supports separate schools to make better use of resources, and to explore ways of doing things more effectively.

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



## Consultation

The consultation process must follow the Welsh Government guidelines as set out in the School Organisation Code 2018.

Cardiff Council is consulting on the proposed changes to Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan.

The Council is also supporting the Governing Body of St Monica's Church in Wales (CiW) Primary School in its consultation on potential changes to the school.

As part of the consultation, we are asking people what they think about the changes we are proposing. There are a number of ways for people to tell us their views.

**Table 2 below sets out who the Council is consulting:**

<b>Table 2: Groups the Council is consulting with</b>	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
School staff	Central South Consortium Joint Education Service (CSCJES)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni dros Addysg Gymraeg (RhAG)
Local Members/Assembly Members (AMs)/ Regional Assembly Members/Member of Parliament (MPs)	Trade Unions
Diocesan Directors of Education	Childcare providers
Neighbouring Authorities	Mudiad Meithrin
All Cardiff schools	Wales Pre-School Providers Association
Estyn	Clybiau Plant Cymru Kids Club
Communities First Partnership	National Day Nurseries Association
Community Council's	Future Generations Commissioner
Children's Commissioner	Cardiff and Vale University Health Board
Voluntary Sector organisations	Cardiff and Vale College
St David's College	Welsh Education Forum (WEF)

### Views of children on the proposed changes

Cardiff is committed to being a Child-friendly city where children are able to inform decisions that affect their lives and the services they access. It is important that when bringing forward proposals, suitable arrangements are made to consult with pupils. The Council will consult with pupils in the local schools in an age-appropriate way, and the information gathered in these sessions will be included in the final consultation report considered by the Council.

The Governing Body of St Monica's Church in Wales Primary School will also consider the views of its pupils in its consultation report.

## How can you find out more and let us know your views?

This consultation document is available on the Cardiff Council website at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)

If you are unable to access the document on-line, printed copies of this consultation document will be available by post on request. You may request a copy by e-mailing [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) or by telephoning **029 2087 2720**.

- We will also advise families with children at Allensbank Primary School, Gladstone Primary School, St Monica's CiW Primary School and Ysgol Mynydd Bychan, and those with children of pre-school age in the local area, how they can access a copy of the document.
- We will hold public meetings and drop-in sessions for anybody to attend where the changes we are proposing will be explained. You will have an opportunity to ask questions as part of these sessions. If you would like to attend a drop-in session / on-line public meeting please contact us via e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) confirming which meeting you would like to attend and we will provide a link and instructions on how you can access the meeting.
- Council officers will meet with the Governing Bodies and staff of the schools directly affected.
- You can also write to the Council to tell us what you think.

The dates of the consultation meetings are set out below:

Nature of Consultation	Date/Time	Venue
Drop-in session	Monday 15 May 2023 2:30pm – 4:30pm	Cathays Branch and Heritage Library
Drop-in session	Thursday 25 May 2023 9am – 11am	Cathays Branch and Heritage Library
Drop-in session	Wednesday 07 June 2023 5pm – 7pm	Cathays Branch and Heritage Library
On-line drop-in session	Tuesday 09 May 2023 9:30am – 12 noon	Microsoft Teams
On-line drop-in session	Wednesday 17 May 2023 9:30am – 12 noon	Microsoft Teams
On-line drop-in session	Monday 05 June 2023 1.30pm – 4pm	Microsoft Teams
On-line drop-in session	Thursday 08 June 2023 1:30pm – 4pm	Microsoft Teams
Public meeting (through the medium of English)	Thursday 18 May 2023 6:15pm – 7:40pm	Cathays Community Centre
Public meeting (through the medium of Welsh)	Thursday 25 May 2023 6:15pm – 7:40pm	Cathays Community Centre
On-line public meeting	Thursday 08 June 2023 6pm – 7:30pm	Microsoft Teams

## Your views are important to us

Your views matter and we want you to tell us what you think about the changes we have suggested in this document.

You can do this by:

- attending a public meeting or drop-in session. If you would like to attend an online drop-in session/online public meeting, please contact us via e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) confirming which session you would like to attend, and we will provide a link and instructions on how you can access the meeting.
- completing the electronic response form which you can find at: [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)
- printing and completing the consultation response form, which you can find at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools) and returning the form by post to Room 401, County Hall, Cardiff, CF10 4UW
- writing to the School Organisation Planning team by e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) or by post to Room 401, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you feel you would like further information about.

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

**The closing date for responses to this consultation is Friday 30 June 2023.**

Unfortunately, we will not be able consider any consultation responses received after this date.



## Explanation of terms used in this document

**Admission Number** - all maintained schools admit pupils up to at least their Published Admission Number (PAN). The admission number is the number of pupil places available in each year group.

**Amalgamation** - where two or more existing schools become one school, by closing the existing schools and establishing a new school.

**ALN (Additional Learning Needs)**. This may be due to learning difficulties, physical disabilities, or behavioural problems. (ALN is sometimes referred to as Special Educational Needs).

**Capital funding for schools** – money used to build new school buildings or improve existing facilities.

**Classroom** – a room within a school of sufficient size for teaching.

**Classbase** – a classroom within a school that is used for teaching and is where a group of children are usually based.

**Collaboration** - where two or more school governing bodies agree to work together on agreed shared priorities and can share expertise and resources.

**Community School** - a primary or secondary school where the Council arranges school admissions.

**Catchment area** - an area that a community school would normally serve. In Cardiff, children living within this area have higher priority for admission to the school than children outside of this area.

**Federation** - a formal and legal agreement by which a number of schools share governance arrangements and have a single governing body.

**Form of Entry (FE)** - a Form of Entry (FE) refers to a class of 30 children in each year group. A 2FE school is therefore two classes of 30 children in each year group. Schools with Forms of Entry that are not whole numbers ordinarily operate mixed-age classes.

**Local Authority** - an organisation that is officially responsible for all the public services and facilities in a particular area.

**Number on Roll data** - the number of pupils at a school (not including nursery pupils).

**PLASC (Pupil Level Annual School Census)**. In January of every year, the Welsh Government collects information from schools. This includes the number of pupils at each school, their age groups, home addresses, ethnicity, and data on Welsh language, Additional Learning Needs, first language and pupils who have Free School Meals.

**Surplus places** - empty/unfilled places in a school.

**Statutory Notice** - a statutory notice is the formal publication of a finalised proposal. This will only be undertaken if a decision is made by the Council Cabinet to proceed with a proposal following consideration of all responses from the consultation process. This is a legal requirement as outlined in the School Organisation Code (2018).

**Voluntary Aided School** - a primary or secondary school that normally has a religious character with church majority governance and where the Governing Body of the school is the admissions authority.

**Welsh in Education Strategic Plan (WESP)** – A statutory plan that each Council must prepare, stating how it will improve the planning of Welsh-medium education and improve standards in Welsh-medium education, with targets set and agreed by Welsh Ministers.

# Why are we proposing these changes?

## Background

### Cardiff's 'Stronger, Fairer, Greener' commitments to learners

In June 2022, the Council published its 'Stronger, Fairer, Greener' document, setting out the key themes and commitments for the next five years.

The Council believes 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.

The Council is committed to supporting Cardiff's most vulnerable learners, including children in care, those educated other than at school and children from the most deprived communities. The Council is developing a Community Focussed Schools programme and is promoting the benefits of bilingualism, expanding uptake in Welsh-medium education in line with the Welsh Government's Cymraeg 2050 strategy.

Ensuring funding for education is targeted towards learning experiences and opportunities alongside support for families is critical. The Council is investing in schools and must also support each school to continue to improve education for all of their learners.

To achieve this, the Council must ensure that there is an appropriate balance in the number and different types of school places serving each area, with a sustainable level of surplus places. Each school provision offered must meet the diverse needs of the communities they serve. The Council must maximise the potential of its teaching and learning staff to ensure best use of their talent, thereby securing the greatest impact on learner opportunities and outcomes for all.

### How are City-wide population changes affecting schools?

Intakes to Reception classes in primary schools city-wide peaked at approximately 4,370 pupils in 2015/16 and 2016/17. This corresponds with peak birth rates recorded five years earlier. At the time of the peak intakes, Cardiff retained approximately 8% surplus places.

Since 2017/18, there has been a sustained fall in the birth rate and changes to migration patterns in the city. This means that city-wide intakes to primary education are projected to reduce significantly until at least September 2025. However, changes to populations are not consistent in all parts of the city.

Intakes to Reception classes in 2021/22 fell to approximately 3,860 pupils. Intakes are projected to fall further to approximately 3,500 by 2025/2026, an overall fall of 18% since 2016/17. Comparing projected intakes to the number of places available, Cardiff's surplus places would increase to approximately 25% city-wide. This represents the equivalent of 18 surplus two-form entry primary schools.

As parents are able to state a preference for schools, some schools would continue to have high intakes, and the fall in the population would have little or no impact on those schools. For other schools the impact on pupil numbers will be far greater than the city-wide average of an 18% fall.



Schools receive the majority of their funding based on the number of pupils on roll. Falling intakes and increased surplus places city-wide will greatly impact on some schools' budgets. In turn, this affects the teaching and learning opportunities those schools can offer.

The School Organisation Code provides guidance to Local Authorities on how many surplus places should be retained. The Code states that, where there are more than 10% surplus places in an area overall, local authorities should review their provision. This review should consider whether to make proposals to reduce surplus places if this will improve the effectiveness and efficiency of provision. In Cardiff, a reasonable proportion of surplus primary school places must be retained above the 10% guidance level to respond to the changes to birth rates, and to intakes to schools, over the long term.

The number of primary school places available in existing communities in Cardiff is sufficient to accommodate all pupils, but the level of surplus is projected to increase.

Proposals to better balance capacities of schools with the forecast take up of places would therefore provide a more effective use of the schools' financial resources. This would allow schools to allocate a greater proportion of their budget to teaching and learning.

## **Cardiff's Welsh in Education Strategic Plan (WESP)**

In 2017 the Welsh Government published its 'Cymraeg 2050: A million Welsh speakers' strategy for the promotion and facilitation of the use of the Welsh language. This sets out the long-term approach to achieving a target of a million Welsh speakers by 2050.

Local Authorities are required to publish a Welsh in Education Strategic Plan setting a ten-year target outlining the expected increase in Year 1 children who are taught through the medium of Welsh.

Each local authority must set its target in line with the range provided by the Welsh Government in order to contribute toward the overall national target. The target set for Cardiff by the Welsh Government is to deliver growth so that between 25% and 29% of Year 1 learners are educated through the medium of Welsh by 2031.

In the 2020/2021, the intake to Reception Welsh-medium education was 749 pupils, which was 18% of the total intake. Therefore, to reach the lower range target there would need to be a percentage increase of approximately 7%. To reach the upper range target there would need to be a percentage increase of approximately 11%.

At present, 18% of Reception age primary school places available are also through the medium of Welsh, either in Welsh-medium or dual stream schools. As intakes to schools are projected to reduce, the Council would be able to accommodate a greater percentage of children in Welsh-medium schools. The number of places available in Welsh-medium schools would still need to increase for Cardiff to meet its targets.

Cardiff's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that:

- every child in the city can receive an education in the language of Welsh, if this is their preference
- the number receiving their education in Welsh-medium schools will increase, and
- all children in English-medium schools will have the opportunity to become confident in speaking Welsh.

## Providing sufficient English-medium and Welsh-medium school places

The Council is committed to ensuring that every child in Cardiff receives a great education through their chosen language medium.

The Council consulted in 2021 on proposals to provide an appropriate balance of Welsh-medium and English-medium primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

The Council also sought views on long term changes to school provision to provide an appropriate balance of Welsh-medium and English-medium school places to serve the area with any solution seeking to:

- Reduce English-medium surplus places to serve the combined catchment areas of Allensbank, Albany and Gladstone
- Expand Welsh-medium provision serving the existing catchment area of Ysgol Mynydd Bychan to 2 Forms of entry
- Provide greater certainty and stability of leadership, management, teaching and support staff, to support continued focus on teaching standards and improved outcomes for pupils
- Enable investment in school buildings to improve the learning environment.

The outcome of the consultation showed that there was support overall for the expansion of Welsh-medium education. However, the majority of respondents including the Headteachers and Governing Bodies of Allensbank Primary School and Ysgol Mynydd Bychan did not support the interim expansion of Ysgol Mynydd Bychan as proposed.

The proposals outlined in this consultation document address the issues that informed the earlier proposals and take account of the issues raised during the earlier consultation.

There is sufficient capacity within existing schools serving these areas to support the reorganisation of existing provision.

The proposals retain each of the school sites, and therefore retain flexibility in the Education estate to respond to any future population changes affecting the area.

The options presented support a more effective and efficient use of resources.

The proposals also aim to increase school effectiveness and narrow inequalities in achievement between advantaged and disadvantaged areas, groups, and individuals.

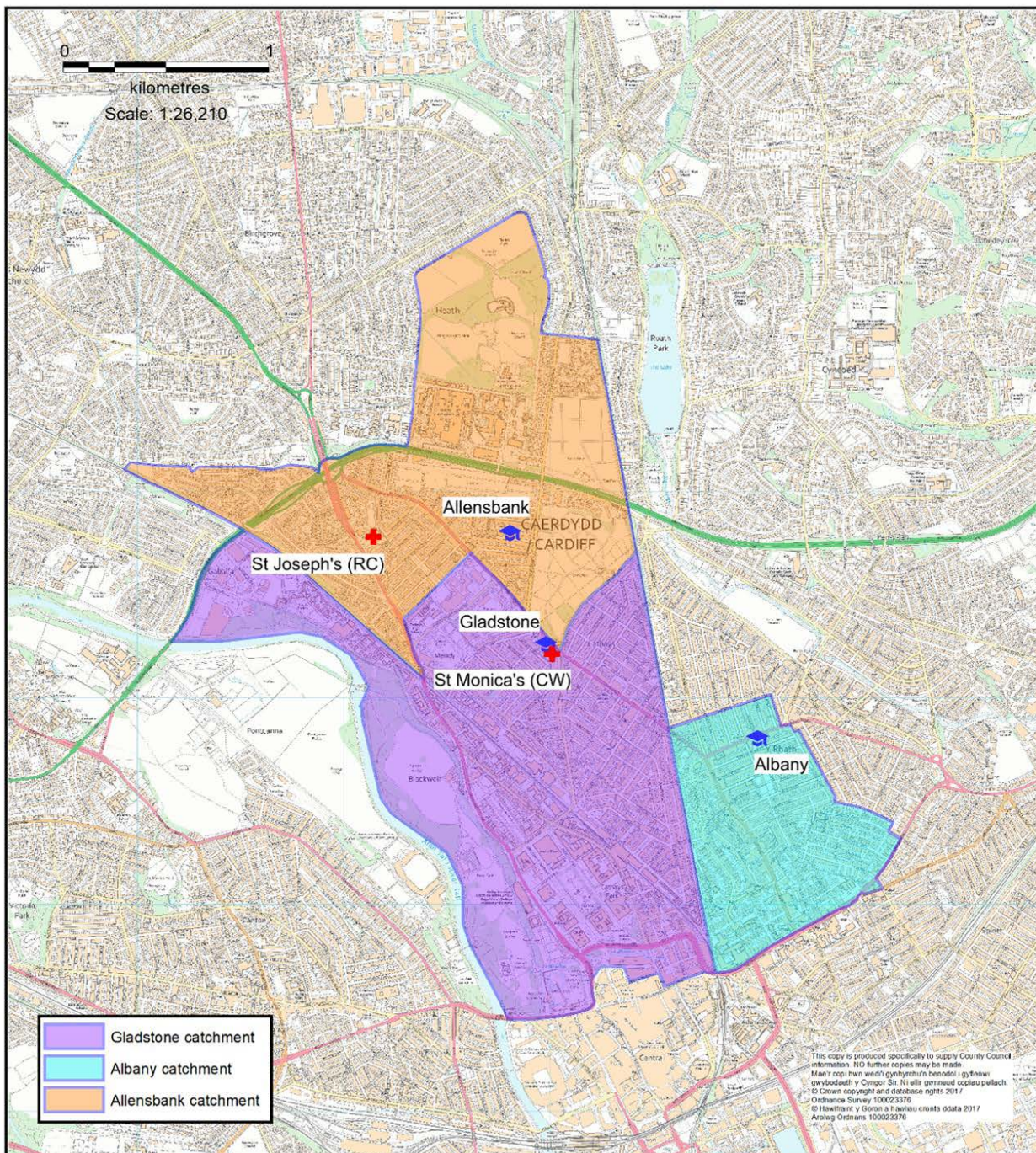
## Schools serving the area at present

The Cathays, Gabalfa, Heath, Llandaff North and Plasnewydd areas are served by a number of English-medium and Welsh-medium primary schools.

### English-medium

When taken together, the combined catchment areas of Allensbank Primary School, Albany Primary School and Gladstone Primary School, form the secondary school catchment of Cathays High School. This catchment serves Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

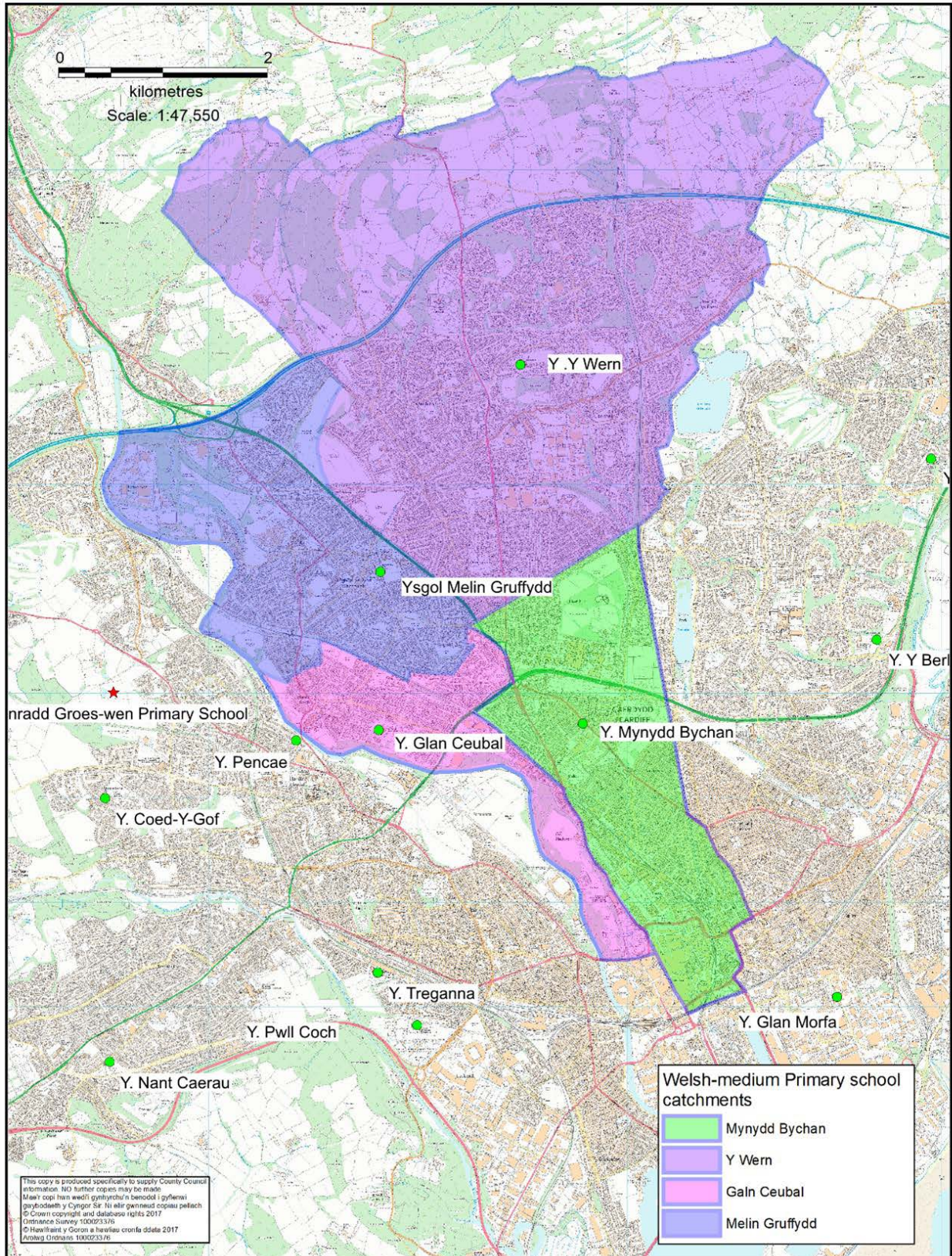
St Monica's Church in Wales (CiW) Primary School, St Joseph's Roman Catholic (RC) Primary School in Gabalfa and St Peter's Roman Catholic (RC) Primary School in Plasnewydd also serve these communities.



## Welsh-medium

Ysgol Mynydd Bychan serves a catchment area that includes the community of Cathays and parts of the communities of Gabalfa, Heath and Plasnewydd.

The catchment areas of Ysgol Y Wern, Ysgol Glan Ceubal and Ysgol Melin Gruffydd lie adjacent to the catchment area of Ysgol Mynydd Bychan.



## Other provision

Cardiff's wider education community includes a number of independent schools. Cardiff Muslim Primary School and Kings Monkton are located in Cathays and Plasnewydd communities respectively.

## How many primary school places are needed?

When considering how many school places are needed, the following factors are important:

- The number of places in each school
- The total number of children in the area
- Where these children live
- How many children will need places in future?



## English-medium primary school places

### The number of places in local English-medium primary schools

The capacity of a primary school is the number of places available in all age groups from Reception to Year 6 for children aged four to eleven.

The Admission Number of a school is the number of pupils that can be admitted in each year in a school. The capacity and admission number of a school are based on how classrooms and other spaces in the school are used for teaching and learning.

**Table 4: Places available at English-medium primary schools serving the area. 2022/2023**

School	Current published capacity (age 4-11)	Places per year group (age 4 – 11)	Nursery place	Language medium	Category	Age range
Allensbank Primary School	315*	30	32	English medium	Community primary school	3-11
Gladstone Primary School	210**	30	64	English medium	Community primary school	3-11
Albany Primary School	420	60	64	English medium	Community primary school	3-11
St Monica's CiW Primary School	146	20	0	English medium	Voluntary aided primary school	4-11
St Joseph's RC Primary School	210	30	32	English medium	Voluntary aided primary school	3-11
St Peter's RC Primary School	420	60	80	English medium	Voluntary aided primary school	3-11
Total	1721	270	272			

\*Capacity capped at 315 places but sufficient accommodation for up to 360 places plus two specialist classrooms, or 420 places without specialist classrooms by assigning rooms for other purposes.

\*\*Capacity capped at 210 places but sufficient accommodation for up to 270 places, if resource rooms assigned as classrooms.

### The total number of children attending English-medium primary schools in the area

The most recent verified school census data available at the time of publication is from January 2022.

Intakes to Albany Primary School, Allensbank Primary School and Gladstone Primary School have fluctuated in recent years.

Table 5 shows

- the current capacity and combined Published Admission Numbers at entry to primary school, at the time of admission
- the number of pupils enrolled in each year group
- and the number/percentage of surplus places for each year group

The Published Admission Number at Allensbank Primary School was reduced from 45 places to 30 places from September 2022 to better reflect the demand for places. The Published Admission Numbers at Albany Primary School and Gladstone Primary School have been retained at 60 places and 30 places respectively, throughout the period.

Table 5: School Number on Roll Data (PLASC 2022)									
School	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Number On Roll (Rec – Year 6)	Published Capacity
Allensbank Primary School	24	24	29	32	31	22	31	193	315
Gladstone Primary School	23	29	24	26	20	27	24	173	210
Albany Primary School	38	56	56	58	57	58	55	378	420
Total pupils/ places	85	109	109	116	108	107	110	744	945
Places available (Published Admission Number)	135	135	135	135	135	135	135		
Surplus places – each year group	50	26	26	19	27	28	25		
Surplus places – each year group (%)	37.0 %	19.3 %	19.3 %	14.1 %	20.0 %	20.7 %	18.5 %		

Allowing for the reduced Published Admission Number at Allensbank Primary School, the total number of places available in each age group would be 120.

Each of the above English-medium schools has a high ‘pupil mobility’, that is to say that the number of children on roll in each year changes frequently, from month to month. The number of children enrolling at each school increases significantly above the number of children allocated places on offer day for entry to Reception.

## Where do these children live?

Table 6 overleaf sets out the number of pupils resident in the catchment areas of Albany Primary School, Allensbank Primary School and Gladstone Primary School, and the schools attended by those pupils.

**Table 6: Enrolled school of pupils resident in the catchment areas of Albany Primary School, Allensbank Primary School and Gladstone Primary School (Source: PLASC 2022)**

Catchment area of home address			
School	Albany	Allensbank	Gladstone
Albany Primary School	169	4	20
Allensbank Primary School	3	122	18
Gladstone Primary School	11	30	106
Enrolled in other English-medium community schools	115	133	47
<b>Subtotal – pupils enrolled in any English-medium Community schools</b>	<b>298</b>	<b>289</b>	<b>191</b>
Enrolled in Welsh-medium Community schools	25	145	39
Enrolled in Faith schools	80	150	64
Enrolled in special schools	9	13	6
<b>Totals</b>	<b>412</b>	<b>597</b>	<b>300</b>

The number of children resident within the catchment areas of Albany, Allensbank and Gladstone, taking up a place in any English-medium community school in Cardiff, totals 778. However, within that number, there are 483 children enrolled at these three schools and 295 enrolled elsewhere.



## Future demand for English-medium primary school places

Table 7 below sets out the recent demand for Reception places in English-medium primary schools of children resident in the catchment areas of Albany Primary School, Allensbank Primary School and Gladstone Primary School, and the projected future demand for places in each catchment area. These updated projections take account of the most recent school census data (PLASC) published in 2022, and the most recent NHS GP registration data supplied in August 2022.

<b>Table 7: Recent and projected take up of Reception places in any English-medium community schools of pupils' resident in the catchment areas of Albany Primary School, Allensbank Primary School and Gladstone Primary School</b>										
Catchment area	Admission Number	Recent demand (school census data)					Projected demand in catchment area			
		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Albany	60	49	46	46	42	39	42	48	54	54
Allensbank	30	40	42	37	28	36	37	37	33	30
Gladstone	30	36	25	30	34	29	39	33	32	35
Total	120	125	113	113	104	104	118	118	119	119
Surplus places (compared to school)		-5	7	7	16	16	2	2	1	1
Surplus %		-4.2%	5.8%	5.8%	13.3%	13.3%	1.7%	1.7%	0.8%	0.8%

The above recent demand is extracted from the most recent PLASC data (February 2022) and represents the number of children in each catchment area taking up a place in English-medium education in any Cardiff school. Projected demand takes account of the recent percentage of pupils taking up a place, modelled against NHS population data. Birth data for the 2026/2027 school intake year is not yet available.

For comparison, the number of children allocated a place in Reception class at Albany Primary School, Allensbank Primary School or Gladstone Primary School on offer day for the September 2022 intake totalled 110 compared to the combined Published Admission Numbers in September 2022 of 120 places.

Overall, the number of learners taking up places at these schools in each year group, in table 5, has been lower than the total demand for places within the catchment areas of those schools, in table 6, as parents have taken up places at other schools according to their preference.

The existing combined capacity of 4 Forms of Entry (120 places per year group) between Albany Primary School, Allensbank Primary School or Gladstone Primary School has provided sufficient capacity to accommodate demand from within the three catchment areas in recent years, when intakes to schools were at high levels city-wide.

## Welsh-medium primary school places

### The number of places in local Welsh-medium primary schools

Table 8 below shows details of places available at schools serving the local area, and the north / central area of Cardiff.

Table 8: Places available at Welsh-medium primary schools serving the area						
School	Current published capacity (age 4-11)	Places per year group (age 4 – 11)	Nursery place	Language medium	Category	Age range
Ysgol Glan Ceubal	210	30	48	Welsh medium	Community primary school	3-11
Ysgol Gymraeg Melin Gruffydd	420	60	64	Welsh medium	Community primary school	3-11
Ysgol Mynydd Bychan	192	30	64	Welsh medium	Community primary school	3-11
Ysgol y Wern	630	90	80	Welsh medium	Community primary school	3-11
Total	1452	210	256			

### The total number of children attending Welsh-medium primary schools in the area

Table 9 overleaf shows:

- the current capacity and combined Published Admission Numbers at entry to each Welsh-medium community primary school at the time of admission
- the number of pupils enrolled in each year group
- the number/percentage of surplus places for each year group.

The Published Admission Number at Ysgol Y Wern was increased from 60 places to 75 places from 2015/16, and to 90 places from 2021/22, reflecting an expansion of the school and reassessment of its capacity. However, temporary arrangements were agreed to allow the school to admit up to 75 pupils from 2014/15 and to admit up to 90 pupils from 2016/17 to better reflect the demand for places.

The Published Admission Numbers at Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd and Ysgol Mynydd Bychan have been retained at 30 places, 60 places and 30 places respectively throughout the period.

**Table 9: School Number on Roll Data (PLASC 2022)**

School	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Number On Roll (Rec – Year 6)	Published Capacity
Ysgol Glan Ceubal	19	29	12	30	20	23	18	151	210
Ysgol Gymraeg Melin Gruffydd	58	58	46	61	60	60	60	403	420
Ysgol Mynydd Bychan	29	30	31	31	30	24	28	203	192
Ysgol Y Wern	89	89	86	85	88	80	74	591	630
Total pupils/ places	195	206	175	207	198	187	180	1348	1452
Places available (agreed Admission Number)	210	210	210	210	210	210	195		
Surplus places – each year group	15	4	35	3	12	23	15		
Surplus places – each year group (%)	7.1 %	1.9 %	16.7 %	1.4 %	5.7 %	11.0 %	7.7 %		



## Where do these children live?

Table 10 below sets out the number of pupils resident in January 2022 within the catchment areas serving Welsh-medium primary schools in the north / central area of Cardiff enrolled in Welsh-medium primary schools.

**Table 10: Enrolled school of pupils resident in the catchment areas of Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd, Ysgol Mynydd Bychan and Ysgol y Wern (Source: PLASC 2022)**

Catchment area of home address				
School	Ysgol Glan Ceubal	Ysgol Gymraeg Melin Gruffydd	Ysgol Mynydd Bychan	Ysgol Y Wern
Ysgol Glan Ceubal	94	4	11	6
Ysgol Gymraeg Melin Gruffydd	21	339	12	21
Ysgol Mynydd Bychan	6	0	181	3
Ysgol Y Wern	0	14	19	541
Enrolled in other Welsh-medium community schools	9	11	7	10
<b>Subtotal – pupils enrolled in any Welsh-medium Community schools</b>	<b>130</b>	<b>368</b>	<b>230</b>	<b>581</b>
Enrolled in English-medium Community schools	541	832	742	2499
Enrolled in Faith schools	63	28	261	152
Enrolled in special schools	7	5	22	19
<b>Totals</b>	<b>741</b>	<b>1233</b>	<b>1255</b>	<b>3251</b>

Following consultation in early 2019, the Council agreed to reduce the Ysgol Mynydd Bychan catchment area and to transfer the southern part of its catchment to that of Ysgol Hamadryad from September 2021. The above table represents the new arrangements, including the reduced Ysgol Mynydd Bychan catchment area.

## Future demand for Welsh-medium primary school places

Table 11 below sets out the recent demand for Reception places in Welsh-medium primary schools of children resident in the catchment areas of Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd, Ysgol Mynydd Bychan and Ysgol Y Wern, and the projected future demand for places in each catchment area. These updated projections take account of the most recent school census data (PLASC) published in 2022, and the most recent NHS GP registration data supplied in August 2022.

Projections taking account of the recent take up of places, and the fall in the pre-school population in the area, suggest this fluctuation will continue with a slight overall decrease based on the decrease in birth-rates. However, the number of children within the Ysgol Mynydd Bychan catchment area taking up a place in a Welsh-medium school is projected to exceed the number of places available at entry to the school.

<b>Table 11: Recent and projected take up of Reception places in Welsh-medium schools, of pupils' resident in the catchment areas of Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd, Ysgol Mynydd Bychan and Ysgol Y Wern</b>										
		Recent demand (school census data)					Projected demand in catchment area			
Catchment area	Admission Number	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Ysgol Glan Ceubal	30	16	25	12	23	16	16	17	15	18
Ysgol Gymraeg Melin Gruffydd	60	61	55	37	55	57	59	46	39	48
Ysgol Mynydd Bychan	30	38	38	35	42	31	37	37	35	31
Ysgol Y Wern	90	81	90	87	90	89	83	80	77	78
Total	210	196	208	171	210	193	195	180	166	175
Surplus places (compared to school)		14	2	39	0	17	15	30	44	35
Surplus %		6.7%	1.0%	18.6%	0.0%	8.1%	7.1%	14.3%	21.0%	16.7%

The above recent demand is extracted from the most recent PLASC data (February 2022) and represents the number of children in each catchment area taking up a place in Welsh-medium education in any Cardiff school. Projected demand takes account of the recent percentage of pupils taking up a place, modelled against future NHS population data. Birth data for the 2026/2027 school intake year is not yet available.

The number of children actually allocated a place in Reception class at Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd, Ysgol Mynydd Bychan or Ysgol Y Wern on offer day for the September 2022 intake totalled 189, marginally below the projected number of 195.

Overall, there has been close alignment between the number of learners enrolled at Ysgol Gymraeg Melin Gruffydd and Ysgol Y Wern, set out in table 9, and the demand for places within the catchment areas of those schools, in table 10.

The take up of places at Ysgol Glan Ceubal has varied greatly but has often exceeded the demand for places from within its catchment area as it has admitted children from neighbouring catchment areas who were unable to access a place at their local school.

Ysgol Mynydd Bychan has been fully subscribed at entry in each of the past five intakes. In each year, there were sufficient places in schools serving neighbouring catchment areas to accommodate those pupils who were unable to gain admissions. However, for children within the catchment area of Ysgol Mynydd Bychan, alternative school places were often significantly further from their home address.

Table 12, below, summarises the admissions allocation data on offer day for Ysgol Mynydd Bychan in the past five intakes.

**Table 12: Enrolled school of pupils resident in the catchment areas of Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd, Ysgol Mynydd Bychan and Ysgol y Wern (Source: PLASC 2022)**

School	Intake Year				
	2018/19	2019/20	2020/21	2021/22	2022/23
Places available	30	30	30	30	30
Places allocated	30	30	30	30	30
Total Preferences refused	11	4	22	7	6
Within catchment area preferences refused	7	0	15	3	2
Furthest distance of child admitted	0.592	1.19	0.584	0.788	0.937

In four of the past five intakes, the school has been unable to admit all children within its catchment area who stated a preference for a place in its Reception class. The take up of places by children in the south of catchment area, in parts of Cathays and Roath is low and applicants in this area would have been unable to gain admission. Many applicants resident within the catchment area, who live north of Eastern Avenue, are also unable to gain admission.

For applicants in the south of the Ysgol Mynydd Bychan catchment area, the next nearest schools are significantly further away. The next nearest schools are Ysgol Glan Ceubal (Llandaff North), Ysgol Glan Morfa (Splott) and Ysgol Y Berllan Deg (Llanedeyrn). For applicants whose home address is north of Eastern Avenue, the next nearest schools are Ysgol Gymraeg Melin Gruffydd, Ysgol Glan Ceubal or Ysgol Y Wern. Each of these is further away, and both Ysgol Gymraeg Melin Gruffydd and Ysgol Y Wern have been fully subscribed in many of their recent intakes.

Taking account of the projected lower intakes to primary schools until at least 2025/2026, there would be sufficient provision across the wider area to accommodate growth in Welsh-medium in the short term if there was no percentage growth, or a low level of growth, in demand. Changes to catchment areas could provide a balance between the number of places available, and the projected demand for places, and would allow for a limited increase in take up.

However, the projected level of surplus places would not be sufficient to significantly increase Welsh-medium take up in the longer term, in order to meet Cardiff's targeted growth as set out in Cardiff's approved Welsh in Education Strategic Plan (WESP).

Whilst changes to catchment areas could improve the balance of places, these changes alone would not support long term growth and would not represent a sufficient contribution towards meeting the growth target set in Cardiff's WESP.

### Welsh-medium provision - targeted growth

Over the last ten years the increasing demand for Welsh-medium places in Cardiff was met and driven/supported by expanding the existing Welsh-medium schools. More provision may be needed to accommodate further increases in demand in some areas of Cardiff. The number of children taking up Welsh-medium places would increase further by opening or expanding more Welsh-medium schools.

There has been an average growth in the take up of Welsh-medium places of one quarter of a percentage point per year in recent years.

If the percentage of pupils entering Welsh-medium Reception classes increases at the same rate between 2021 and 2030, 20% of pupils would enter Welsh-medium Reception classes in September 2030. The target set for Cardiff by the Welsh Government is to deliver growth so that between 25% and 29% of Year 1 learners are educated through the medium of Welsh by 2031.

The existing capacity of Welsh-medium primary schools and classes in Cardiff would be sufficient to accommodate up to 21.8% of the pupil population, who are expected to enrol in the 2024/ 2025 school year. However, to achieve the targeted level of growth, annual growth of between 0.75% and 1.15% growth would be required city-wide.

Table 13, below, provides an indicative representation of a 1% point or 2% point per year growth to increase Welsh-medium take-up in the Ysgol Mynydd Bychan catchment area, taking account of the changing population in the catchment area.

**Table 13: Projected and forecast targeted demand for places in Welsh-medium Reception classes, of children resident in the Ysgol Mynydd Bychan catchment area, 2022 to 2026**

School Year	Existing take up	Projected take up – assuming no % increase	+1% point increase 2020/21	+1% of catchment population	+2% points increase	+2% of catchment population
2022/23	16.2%	37				
2023/24	16.2%	37	17.2%	39	18.2%	41
2024/25	16.2%	35	18.2%	41	20.2%	46
2025/26	16.2%	31	19.2%	42	22.2%	49
2026/27	16.2%	34	20.2%	39	24.2%	46

The above increase in take up of places could be accommodated in other schools if there was no growth in take up elsewhere. However, the Council must increase the take up of places throughout the city to meet the set targets. The Council cannot, therefore, rely on accommodating the targeted growth in demand in schools serving neighbouring catchment areas.

Any growth in the percentage of children taking up places in Welsh-medium provision would result in an equivalent reduced take up of places in English-medium provision, which may affect local schools and/or schools further afield.

Whilst a reasonable level of surplus would be required in the Welsh-medium sector to support future growth, consideration must be given to the impact on existing school provision of carrying a high level of surplus places in the English-medium sector.

### School Admissions data – April 2023

School admissions data for the September 2023 intake to primary education confirms that 69 first preferences were submitted for the combined total of 120 places available at Albany Primary School, Allensbank Primary School and Gladstone Primary School, by the published closing date of Monday 9 January 2023.

There were 61 first preferences submitted for the combined total of 110 places available at St Monica’s Church in Wales Primary School, St Joseph’s RC Primary School, and St Peter’s RC Primary School.

There were 207 first preferences were submitted for the combined total of 210 places available at Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd, Ysgol Mynydd Bychan and Ysgol Y Wern.

On national offer day (Monday 17 April 2023), the Council allocated the following community school places in accordance with parental preferences:

**Table 14: Summary of the allocation of places at community primary schools, as at 17 April 2023**

School	Admission Number	Places allocated
Albany Primary School	60	28
Allensbank Primary School	30	17
Gladstone Primary School	30	23
Ysgol Glan Ceubal	30	30
Ysgol Gymraeg Melin Gruffydd	60	60
Ysgol Mynydd Bychan	30	26
Ysgol Y Wern	90	83



The Governing Bodies of the following schools also allocated the following places in accordance with parental preferences.

**Table 15: Summary of the allocation of places at faith-based primary schools, as at 17 April 2023**

School	Admission Number	Places allocated
St Joseph's RC Primary School	30	15
St Monica's CiW Primary School	20	10
St Peter's RC Primary School	60	36

A full summary of the number of places allocated on offer day is published on the Council's website at [www.cardiff.gov.uk/schooladmissions](http://www.cardiff.gov.uk/schooladmissions)

The combined level of surplus places in Reception year at Albany Primary School, Allensbank Primary School and Gladstone Primary School on offer day was 43%. The Council expects the combined number allocated to reach approximately 90 pupils by September 2023. This is in part because some children in nursery classes did not apply by the closing date, and also due to families moving into the area at a later date.

The combined level of surplus places in Reception year at Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd, Ysgol Mynydd Bychan and Ysgol Y Wern on offer day was 5%. The Council expects little or no change to the number of pupils allocated places at these school by September 2023. This is in part because two schools are fully subscribed, and also because of few families moving into the area at a later date opt for Welsh-medium education.

## Area Map



Table 16 below sets out details of these schools and the distances between the school sites based on safe walking routes (miles)

**Table 16: Distances between school sites based on safe walking routes (miles)**

School	Intake Year				
	Allensbank Primary School	Gladstone Primary School	Albany Primary School	St Monica's CW Primary School	Ysgol Mynydd Bychan
Allensbank Primary School	N/A	0.44	1.19	0.5	0.22
Gladstone Primary School	0.44	N/A	0.82	0	0.41
Albany Primary School	1.19	0.82	N/A	0.76	1.16
St Monica's CW Primary	0.5	0	0.76	N/A	0.48
Ysgol Mynydd Bychan	0.22	0.41	1.16	0.48	N/A



## School sites

### Allensbank Primary School site



Allensbank Primary School is located on a 0.5-hectare site on Llanishen Street, Cardiff CF14 3QE. The school is approximately 0.2 miles from Ysgol Mynydd Bychan and 0.44 miles from Gladstone Primary School.

The published capacity of the school, in Reception to Year 6, is 315 places (1.5 forms of entry), arranged over separate infant and junior buildings. The school currently operates a 48-place nursery and a Speech and Language early intervention class for up to 8 Foundation Phase pupils.

From 2022/2023 the Admission Number for Allensbank Primary School has been set at 30 places per year group.

The site could accommodate a two form of entry primary school (up to 420 pupils) plus nursery, or up to 360 pupils plus nursery and Specialist Resource Base/Early Intervention Class provision. As the Speech and Language early intervention class is a city-wide provision for children from across the city, this could be relocated if necessary.

The school occupies two Grade 2 listed buildings which have been assessed as Condition category C+ (Poor with major defects) and Suitability category B (Satisfactory). The school buildings are generally in a satisfactory condition although works to external walls, windows and roofs are underway through the Council's Capital Asset programme. Some internal areas are suffering with an infestation of dry rot, and treatment will be ongoing until the dry rot is eradicated. The sanitary provision requires some refurbishment, and the site has some drainage issues to be resolved. The ongoing works at the school are scheduled to complete in Autumn 2023.

## Gladstone Primary School/St Monica's CiW Primary School site



Gladstone Primary School is co-located with St Monica's Church in Wales Primary School on a 0.5-hectare site on Whitchurch Road, Cardiff CF14 3JL, 0.44 miles from Allensbank Primary School and 0.41 miles from Ysgol Mynydd Bychan.

Gladstone Primary School was formerly two separate infant and junior schools, with separate buildings. Each school was organised as two forms of entry, allowing up to 60 pupils in each year group. These schools were amalgamated in September 2000 to a single one form entry primary school, allowing up to 30 pupils in each year group, and consolidated in the junior building. St Monica's Church in Wales Primary School transferred from a site on Merthyr Road to share the Gladstone site in 2004.

Gladstone Primary School currently occupies the junior building on the shared site.

The published capacity of Gladstone Primary School, in Reception to Year 6, is 210 places (one form of entry). The capacity could increase to 270 places if resource rooms were used as classbases.

St Monica's Church in Wales Primary School occupies the infant building on the shared site. The published capacity of the school, in Reception to Year 6, is 146 places (0.6 forms of entry). The St Monica's site was transferred from the Council to the Llandaff Diocesan Board of Finance in September 2004.

Although the St Monica's Church in Wales Primary School buildings include the relevant facilities to allow a school to operate separately from the neighbouring Gladstone buildings, the buildings would not be sufficient to accommodate a one form entry school.

The combined Gladstone and St Monica's school buildings could accommodate a two Form Entry primary school (up to 420 pupils) with nursery. The Boathouse building, currently used for storage, could provide an additional resource base but would require investment to do so.

The schools occupy two Grade 2 listed buildings which have been assessed as Condition category C+ (Poor with major defects) and Suitability category B (Satisfactory). The school buildings are generally in a satisfactory condition, with the exception of the Boat House at Gladstone which requires large scale roofing works to remedy water ingress and damp to internal areas. Works to external walls, windows and roofs were planned through the Council's Capital Asset programme and are underway. These works have been phased appropriately to minimise disruption to teaching and learners.

Boundary walls showing signs of deterioration due to age have recently been rebuilt. Works to repair and refurbish the building formerly used for childcare on the St Monica's site is scheduled for completion in summer term 2023.

The remaining works to the St Monica's building are scheduled for completion by September 2023. Works to the Gladstone building are scheduled for completion by the end of December 2023.



## Ysgol Mynydd Bychan site



Ysgol Mynydd Bychan is located on a 0.2-hectare site on New Zealand Road, Cardiff CF14 3BR.

The published capacity of the school, in Reception to Year 6 is 192 places (0.9 forms of entry) arranged over one block. The school also operates a 64-place nursery provision.

The school currently admits up to 30 pupils per year group; however, seven of the school's eight classrooms are no more than 45m<sup>2</sup> in size and should ordinarily accommodate up to 24 pupils.

The site could accommodate a 0.9 form of entry school, utilising each of the eight classrooms, with nursery. Alternatively, the site could accommodate a 0.8 form of entry school plus a specialist class, with nursery.

There is not enough space on the site to allow for expansion of the school.

This site comprises of one building split into 2 blocks of differing ages, although the site has been awarded a Condition rating of B (Satisfactory with minor deterioration) and a Suitability rating of B (Satisfactory but does not support curriculum in some areas). Some minor maintenance and cyclical works are required. There are currently no plans for Capital Asset works to be undertaken on this building, however the building does remain under review.

## Current Quality and Standards

Each of the schools are subject to ongoing monitoring and support through the Central South Consortium and periodic inspection by Estyn.

### Allensbank Primary School

The following information has been provided by the Central South Consortium regarding quality and standards at Allensbank Primary School.

- The school gathers and analyses a range of first-hand evidence upon which the school's strategic plan for improvement is based.
- The school knows its strengths and areas for development, and these are reflected in the school improvement plan. The priorities are identified through a calendar of monitoring activities.
- The school's wider senior leadership team are making the Curriculum for Wales a reality through their wider research and innovation.
- The school leaders and staff work collaboratively with pupils, parents, and governors to create and share a vision for their curriculum.
- The school has engaged in ALN reform and has responded to the statutory requirements.
- The school worked closely with pupils and their families during the pandemic and subsequently to support them in a number of ways, such as developing online teaching; providing wellbeing sessions.
- The school continues to develop parental involvement with effective use of technology which engages parents allowing them the opportunity to communicate in the language of the home.

The most recent Estyn inspection of the school in January 2020 judged the school's standards, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.

### Gladstone Primary School

The following information has been provided by the Central South Consortium regarding quality and standards at Gladstone Primary School.

- The school knows its strengths and areas for developments with the latter incorporated into the school improvement plan. This knowledge is informed by a range of monitoring activities over the course of the academic year, many of which the improvement partner has been involved in.
- The school has engaged with curriculum design and is developing a curriculum to reflect the school's community. Two senior leaders have taken the lead with this work and ensured developments are based on informed decisions through visits to other schools; personal professional reading and action research.
- The school has engaged in ALN reform and has responded to the statutory requirements.

- The school worked closely with pupils and their families during the pandemic and subsequently to support them in a number of ways, such as developing online teaching; providing wellbeing sessions and acting as a source of information and advice.
- School leaders work hard to meet the needs of its varied and diverse community and have established a positive supportive ethos in the school. An investment in Thrive and ELSA has helped to provide emotional support for pupils and their families. The school has achieved its Silver Rights Respecting award.
- The headteacher works tirelessly to support all pupils and their families to ensure that no pupil is left behind either academically or pastorally.

The most recent Estyn inspection of Gladstone Primary school in November 2022 judged the school's learning, wellbeing and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.

## **St Monica's Church in Wales Primary School**

The following information has been provided by the Central South Consortium regarding quality and standards at St Monica's Church in Wales Primary School.

- The school knows its strengths and areas for developments with the latter incorporated into the school improvement plan. This knowledge is informed by a calendar of monitoring activities.
- The school has engaged with curriculum design and is developing a curriculum to reflect the school's community.
- The school has engaged in ALN reform and has responded to the statutory requirements.
- The school worked closely with pupils and their families during the pandemic and subsequently to support them in a number of ways, such as developing online teaching; providing wellbeing sessions and supplying food parcels.
- The school, as a Church school, has strong community links, including those with The Table church and works hard to meet the needs of its varied and diverse community. It has invested in Thrive to provide emotional support for pupils and their families.
- The headteacher works tirelessly to support all pupils and their families to ensure that no pupil is left behind either academically or pastorally.

The most recent Estyn inspection in April 2019 judged the St Monica's CW Primary School standards, wellbeing, and attitudes to learning, teaching and learning experiences, care support and guidance and leadership and management as good.



## Ysgol Mynydd Bychan

The following information has been provided by the Central South Consortium regarding quality and standards at Ysgol Mynydd Bychan.

- The school uses a wide range of self-evaluation processes enabling accurate identification of strengths and areas for development which feed into their School Development Plan.
- Regular self-evaluation and monitoring activities throughout the year enable the school to evaluate progress against agreed priorities in the School Development Plan.
- The school has engaged with education reform and are working on further developing their implemented curriculum in line with guidance and in collaboration with the cluster and other partners.
- The school has responded to the requirements of the ALN reform and fulfils its statutory duties in this respect.
- Grant funding is utilised to provide intervention and support to identified pupils, minimising the impact of Covid on education, standards, and wellbeing.
- The school knows its community well and engagement with wider stakeholders, especially parents, is an intrinsic part of the school's vision. E.g., their regular 'Day to make a difference' initiative where the community work together on a weekend to improve the school and its environment.
- The school is deeply rooted in its community with pupil wellbeing integral and a culture of high expectations and achievement for all pupils' part of its core values.
- The Headteacher and senior leaders provide a culture of distributed leadership, working in partnership with the Governing Body to meet the needs of all pupils, in a safe and nurturing environment.

The most recent Estyn inspection in November 2015 judged the school's performance as good (many strengths and no important areas requiring significant improvement) with prospects for improvement also judged as good.



## Proposed changes to English-medium and Welsh-medium school places

The existing number of English-medium primary school places at Albany, Allensbank and Gladstone Primary Schools is sufficient to accommodate the projected demand for places at schools. It also allows for a high margin of surplus to respond to any potential fluctuation or sustained increase in demand, and the high levels of pupil mobility in the area. The Council has investigated the ability of sites to support the reorganisation of provision. Three options have been identified to reorganise primary school provision in the area.

- The options identified would allow for a consolidation of English-medium community primary school provision at an equivalent level, or a marginal reduction to the existing arrangements.
- Each of the options would allow for an expansion of Ysgol Mynydd Bychan.
- There would be no change in the number of places for primary school pupils at St Monica's Church in Wales Primary School.

The Council has investigated alternative site options that may be available and centrally located within the existing Ysgol Mynydd Bychan catchment area, to allow for the school to be expanded.

There is insufficient space on the existing Ysgol Mynydd Bychan site to allow this for expansion. There is no suitable vacant site available in the area local to the school that could accommodate an enlarged Ysgol Mynydd Bychan.

There is also 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. It would also allow for a more effective and efficient use of resources. This would retain flexibility in the school estate to respond to any future population changes affecting the area.

The Council has discounted reorganisation of provision on the Albany Primary School site. Albany Primary School is a greater distance from the home addresses of pupils currently enrolled at Ysgol Mynydd Bychan, has a relatively low level of surplus overall of c10%, and each of its classrooms is utilised as a classbase.

Any proposals to increase the take up of places in Welsh-medium provision, whilst intakes to schools are reducing, would mean that the take up of places in English-medium schools would further reduce.

Information on each option can be seen at pages 39 - 63.

## Option 1 - Site Organisation



**The Council is consulting on the following changes to English-medium community primary school provision:**

- Amalgamate Allensbank and Gladstone Primary Schools, by
  - o Formally closing Allensbank Primary School
  - o Formally closing Gladstone Primary School
  - o Establishing a new 420 place (two forms of entry) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's CiW Primary School site

## **The Governing Body of St Monica's CiW Primary School is consulting on the following changes:**

- Transfer St Monica's CiW Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school

## **The Council is consulting on the following changes to Welsh-medium community primary school provision:**

- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9 form of entry) to 420 places (two forms of entry)
- Increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96

The proposed changes would be implemented from September 2025.

## **Admission to Primary Education**

The current number of places at entry to primary education at Allensbank Primary School is 30 (one form of entry). The current number of places at entry to primary education at Gladstone Primary School is 30 (one form of entry). From September 2025, the number of places at entry to primary education at the new English-medium primary school would be 60 (two forms of entry).

The current number of primary school places at entry to primary education at St Monica's Church in Wales Primary School is 20 (0.7 form entry). It is proposed that the number of places would remain at 20 in September 2025.

The current number of primary school places at entry to primary education at Ysgol Mynydd Bychan is 30 (one form of entry). The number of primary school places at entry to primary education at Ysgol Mynydd Bychan from September 2025 would be 60 (two forms of entry).

All pupils on the roll of Allensbank Primary School and Gladstone Primary School at the time of the amalgamation (September 2025) would be offered the opportunity to transfer to the roll of the new primary school unless they wish to transfer to an alternative school.

Pupils on roll at St Monica's CiW Primary School at the time of the transfer (September 2025) would remain on the roll unless they wish to transfer to an alternative school.

Pupils on roll at Ysgol Mynydd Bychan at the time of transfer (September 2025) would remain on the roll unless they wish to transfer to an alternative school.

## **Nursery Provision**

At present the Council funds 112 community nursery places between Allensbank Primary School and Gladstone Primary School. The number funded is reducing to 96 places next year, to reflect demand. It is proposed to retain sufficient accommodation to allow for up to 96 English-medium community nursery places at the new school.

Should the transfer of St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site be taken forward it is proposed that 32 part time nursery places are provided. This would develop continuity and progression in children's learning at the school from the age of three.

The number of nursery places at Ysgol Mynydd Bychan would be increased from 64 to 96 to support its growth to a two-form entry school.

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

## **Additional Learning Needs provision**

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 to that school 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 reintegration to their local school.

Consideration would be given to establishing the city-wide Speech & Language class within the new school in consultation with the relevant school governing body / bodies, taking account of each school's aspirations.

The proposed expansion of Ysgol Mynydd Bychan to two forms of entry, and transfer to the Allensbank Primary School site could provide the opportunity for consideration to be given to the establishment of specialist resource base provision through the medium of Welsh. Separate proposals would have to be developed for this.

## **What are the benefits of the proposal?**

The proposed changes would:

- provide a more economically sustainable pattern of school provision over the long term
- support schools to be financially sustainable in an improved pattern of provision through amalgamation
- support schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners
- provide an improved balance between the availability and take up of both English-medium and Welsh-medium primary school places
- maintain the current number of English-medium primary school places serving the local area
- allow for the establishment of nursery provision at St Monica's CiW Primary School and the associated benefits
- support progress towards the Welsh in Education Strategic Plan (WESP) and Cymraeg 2050 targets

- support Ysgol Mynydd Bychan to maintain and continue to build on its excellent standards
- allow for a greater number of children to benefit from the education on offer at Ysgol Mynydd Bychan
- result in fewer children being refused admission to a local school
- as a minimum, maintain the current standards of education and allow each school to continue to improve education for all of their learners
- ensure that each school provision offered meets the diverse needs of the communities they currently serve and are able to serve in the future
- allow for the retention of school sites to future proof against changes in the population cycle

The establishment of a new two form entry English-medium primary school, and the expansion of Ysgol Mynydd Bychan to two form entry, would support teaching and learning by allowing for:

- the area to have more two form of entry schools. When compared with smaller schools, the scale of a two form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base
- a two form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors
- the ability to employ more teaching and support staff would allow the two form entry schools to cover a wider range of curriculum expertise
- a greater number of teachers to share workload and expertise
- greater opportunities to professionally develop staff e.g., newly qualified teachers 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 Religious Education, Relationships and Sexuality Education (RSE) and Digital Competency
- greater opportunities to offer a broader range of extra-curricular activities
- greater opportunities for distributed leadership

The establishment of nursery provision at St Monica's Church in Wales Primary School would:

- provide continuity of provision which reflects the ethos and culture of the school
- support the development of strong and effective parental links with the school from the earliest possible opportunity

- ease transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful)
- allow for the early identification of vulnerable groups. This would mean that the needs of children can be identified as early as possible
- provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative childcare provision may cause
- provide continuity and progression between Early Years and Foundation Phase, enhancing the opportunity to appropriately address individual developmental and cultural needs.

## Standards

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 standards at the four schools included in the proposed changes are good.

The establishment of a new two form entry English-medium primary school, the proposed expansion of Ysgol Mynydd Bychan to two forms of entry and the establishment of nursery provision at St Monica's provides the opportunity to realise a range of educational benefits that would allow for all of the schools to build on existing progress ensuring a positive impact on the quality and standards of education for current and future pupils.

Amalgamating Allensbank Primary School and Gladstone Primary School and combining their budget would allow for a redistribution of financial resources to schools. This would be possible as there would be one fewer school, and therefore a reduction in the number of lump sum allocations to individual schools.

Should Option 1 be progressed, it is proposed that the equivalent sum would be ringfenced for the newly established two form entry English-medium school for three years. This would support the school to further develop provision and/ or invest in resources to benefit its pupils, and to maintain and improve standards. Beyond the three-year period, this sum would be available for redistribution to primary schools city-wide.

## Potential disadvantages of the proposals

- Compared to the current arrangements, there is potential for increased traffic congestion around the current Allensbank Primary School site and at the current shared Gladstone Primary/St Monica's CiW Primary School site at the start and end of the school day. However, the Council would work with the Governing Bodies of the schools to develop a Travel Plan to minimise any potential disruption.
- the proposal to close Allensbank Primary School and Gladstone Primary School would result in the loss of two historic institutions which are valued by their communities.

## Risks

- there is a risk that there will be a rise in demand for English-medium places. However, the Council will monitor demand over the coming years to ensure that there are sufficient places for those requiring English-medium education. As the proposals retain all existing sites and do not reduce the accommodation available, they would retain flexibility for future changes that may be identified as appropriate.
- there is a risk that an increase in the number of pupils who wish to take up Welsh-medium places does not happen. The Council will keep its projections under review and would respond to any such changes in demand if required.
- There is a potential impact on the take up of places at neighbouring Welsh-medium schools. However, this is expected to be short term as the number of pupils attending Welsh-medium provision is targeted to grow as part of the development of the Welsh in Education Strategic Plan (WESP).
- There is a risk of potential disruption to pupils during the transition period whilst building /refurbishment works are undertaken. However, the Council has significant experience in the successful delivery of building projects on the sites of occupied schools as a result of progressing a large and growing school organisation programme. Any building work carried out would be managed effectively in consultation with the schools to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

## Human Resources and Finance Matters

### English-medium

The number of teaching and learning roles required for a two form entry primary school is similar to the amount required for two one form entry primary schools. However, the type and number of roles required would be dependent on the number of pupils on roll and on the school budget position.

Where roles are duplicated e.g., Headteacher and Deputy Headteacher positions, and administrative and estates staff, it is expected that there would be a reduction in the number of roles required overall.

The proposed formal closure of Allensbank Primary School and Gladstone Primary School, and the establishment of a new two form entry primary school places staff at a potential risk of redundancy which would need to be managed in line with the School Redeployment and Redundancy Policy

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.

The establishment of a new school would require the setting up of a temporary Governing Body to oversee the development of an appropriate staffing structure and appointments to this.

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 a nursery at St Monica's Primary School would require the Governing Body and Senior Leadership Team to plan for workforce requirements of additional staffing.

Full support would be offered to the school staff and Governing Bodies by HR People Services throughout the reorganisation. This would involve attendance at consultation meetings, meetings with school staff where appropriate and the circulation of a Frequently Asked Questions document.

Funding to support the reorganisation of English-medium provision would be made available from Council resources. There would be no savings to the Council as a result of the proposed changes. Any efficiency savings arising out of a reduction in leadership and establishment costs would allow for funding to be allocated more effectively within the Education budget.

The school budget formula saving from amalgamating Allensbank Primary School and Gladstone Primary School by closing each school and creating a single two form entry primary school as set out in Option 1 would be approximately £98,000 per year. This is based on the removal of one of the lump sum allowances provided to schools city-wide.

This option, amalgamating Allensbank and Gladstone and combining their budget, would therefore allow for a redistribution of financial resources to schools city-wide through the reduction in the number of lump sum allocations to individual schools.

Should Option 1 be progressed, it is proposed that the equivalent sum would be ringfenced for the newly established two form entry English-medium for three years. This would support the school to further develop provision and/or invest in resources to benefit its pupils. Beyond this period, this sum would be available for redistribution to primary schools city-wide.

Option 1 would result in the displacement of an existing Headteacher and restructuring of leadership. The anticipated efficiencies in the new school's budget, compared to the two existing budgets combined, could be c£100,000 to £114,000 per year plus on-costs, based on the midpoint of existing leadership salary ranges and the implementation of a new leadership structure of one Headteacher and two Deputy Headteachers.

## Welsh-medium

Proposals to relocate a school would require high levels of staff and trade union consultation, clear communication plans and arrangements for the transition from one school site to another. Staff involvement in the development of building specifications or designs should be secured.

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.

The Council was successful in securing £1.8m grant funding from the Welsh Government to reorganise primary school provision in central Cardiff and expand Welsh medium places by one form of entry (210 places). The purpose of the Welsh Medium Capital Grant is to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.

The funding allocated to Cardiff Council is ring-fenced to support expansion in Welsh-medium education provision and would allow for investment in school buildings to support increased intakes.

## Transport/Travel to school

The Council has been committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. Such plans identify actions by the school to support and encourage active travel to school and identify any improvements to on-site and off-site infrastructure required to facilitate active journeys. The Council's Active Travel Plans officers have been working with schools to develop these and all four schools included in the proposed changes already have Active Travel Plans in place for their current sites.

All new (including reorganised) schools need to have an Active Travel Plan in place from the outset of their operation.

The Active Travel Plans officers will continue to work with the schools in the review and further development of their current Active Travel Plans as appropriate to suit any change in circumstances. They can support with engagement on the Active Travel Plans as part of an implementation of a proposed expansion of places and any changes in location of school cohorts to alternative sites.

Following a reorganisation of the schools, the Council would monitor conditions outside the schools post-completion to see if any further measures such as parking restrictions are required. The scope for introducing parking restrictions will be investigated and put in place where appropriate as a low-cost measure to help discourage short distance car travel, make the environment outside each school safer and more conducive to walking, scooting, and cycling and maximise active travel to school.

The Council's Road Safety Team already provides a programme of cycle and pedestrian training to further encourage take up of active travel to school. This support will continue as part of the ongoing engagement and support that will be provided by the Council's Schools Active Travel Team on Active Travel Plan development and delivery.

The construction of the new Cycleway 1.2 along Cathays Terrace, Whitchurch Road and Allensbank Road will provide a new cycling facility directly linking to the sites currently occupied by Allensbank Primary School, Gladstone Primary School and St Monica's Church in Wales Primary School.

Where it is identified that some pupils will be eligible for school transport due to their additional learning needs the facilities for drop-off and pick-up of pupils will be reviewed to identify any necessary improvements.

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

The establishment of a new two form of entry English-medium primary school at the shared Gladstone Primary School / St Monica's CiW Primary School site would result in the current pupils of Allensbank Primary School having an increased journey. The impact on these pupils would be an average travel distance increase of 0.08 miles.

The impact of transferring St Monica's CiW Primary School to the Ysgol Mynydd Bychan would be an average travel distance increase of 0.2 miles for current pupils of St Monica's.

The impact of transferring Ysgol Mynydd Bychan to the Allensbank site would be an average travel distance increase of 0.04 miles for current pupils of Ysgol Mynydd Bychan.

## Option 2 - Site Organisation



**The Council is consulting on the following changes to English-medium community primary school provision:**

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

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\*Following consultation, the Published Admission Number for Allensbank Primary School was reduced to 30 places from 2022/2023. A reduction in the school capacity would align the school capacity and Published Admission Number.

This option would allow for further consideration to be given to collaboration / formal federation between Allensbank Primary School and Gladstone Primary School.

**The Governing Body of St Monica's CiW Primary School is consulting on the following changes:**

- Transfer St Monica's CiW Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school

**The Council is consulting on the following changes to Welsh-medium community primary school provision:**

- 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.

## **Admission to Primary Education**

The current number of places at entry to primary education at Allensbank Primary School is 30 (one form of entry). The current number of places at entry to primary education at Gladstone Primary School is 30 (one form of entry). It is proposed that the number of places at each school would remain at 30 in September 2025.

The current number of primary school places at entry to primary education at St Monica's Church in Wales Primary School is 20 (0.7 form entry). It is proposed that the number of places would remain at 20 in September 2025.

The current number of primary school places at entry to primary education at Ysgol Mynydd Bychan is 30 (one form of entry). The number of primary school places at entry to primary education at Ysgol Mynydd Bychan from September 2025 would be 60 (two forms of entry).

Pupils on roll at each of the schools at the time of the changes (September 2025) would remain on that school's roll unless they wish to transfer to an alternative school.

## **Nursery Provision**

At present the Council funds 112 community nursery places between Allensbank Primary School and Gladstone Primary School. The number funded is reducing to 96 places next year, to reflect demand. It is proposed to retain sufficient accommodation to allow for up to 96 English-medium community nursery places at the shared schools' site. These places would be provided at Gladstone Primary School.

Should the transfer of St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site be taken forward it is proposed that 32 part time nursery places are provided. This would develop continuity and progression in children's learning at the school from the age of three.

The number of nursery places at Ysgol Mynydd Bychan would be increased from 64 to 96 to support its growth to a two form entry school.

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

## **Additional Learning Needs provision**

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 to that school 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 reintegration to their local school.

Consideration would be given to retaining the city-wide Speech & Language class within the relocated Allensbank Primary School.

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

The proposed expansion of Ysgol Mynydd Bychan to two forms of entry, and transfer to the Allensbank Primary School site could provide the opportunity for consideration to be given to the establishment of specialist resource base provision through the medium of Welsh. Separate proposals would have to be developed for this.

## **Operational considerations**

The current Gladstone Primary School / St Monica's CiW Primary School site overall is capable of accommodating up to 420 pupils with nursery. However, as each school building could not accommodate 210 pupils each, the schools would have to work together to agree how the available accommodation could best be used to meet the operational requirements of both schools.

## What are the benefits of the proposal?

The proposed changes would:

- ensure that each school provision offered meets the diverse needs of the communities they currently serve and are able to serve in the future
- support schools to be financially sustainable in an improved pattern of provision through collaboration/ federation
- provide an improved balance between the availability and take up of both Welsh-medium and English-medium primary school places
- support progress towards WESP and Cymraeg 2050 targets
- support Ysgol Mynydd Bychan to maintain and continue to build on its excellent standards
- allow for a greater number of children to benefit from the education on offer at Ysgol Mynydd Bychan
- result in fewer children being refused admission to a local school
- as a minimum maintain the current standards of education and allow each school to continue to improve education for all of their learners
- maintain the current number of English-medium primary school places serving the local area
- allow for the establishment of nursery provision at St Monica's CiW Primary School and the associated benefits
- allow for the retention of school sites to future proof against changes in the population cycle

The establishment of nursery provision at St Monica's Church in Wales Primary School would:

- provide continuity of provision which reflects the ethos and culture of the school
- support the development of strong and effective parental links with the school from the earliest possible opportunity
- ease transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful)
- allow for the early identification of vulnerable groups. This will mean that the needs of children can be identified as early as possible
- provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative childcare provision may cause
- provide continuity and progression between Early Years and Foundation Phase, enhancing the opportunity to appropriately address individual developmental and cultural needs

The expansion of Ysgol Mynydd Bychan to two forms of entry would support teaching and learning by allowing for:

- the school to increase to two forms of entry. When compared with smaller schools, the scale of a two form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base
- a two form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors
- the ability to employ more teaching and support staff would allow the two form entry schools to cover a wider range of curriculum expertise
- a greater number of teachers to share workload
- greater opportunities to professionally develop staff e.g. newly qualified teachers 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 to teachers to lead on Areas of Learning, plus religious Education, Relationship and Sexuality Education (RSE) and Digital Competency
- greater opportunities to offer a broader range of extra-curricular/enrichment activities
- greater opportunities for distributed leadership

## **Potential Federation or collaboration of Allensbank Primary School and Gladstone Primary School**

If this option were progressed, the co-location of Allensbank Primary School and Gladstone Primary School on a shared site would provide opportunities for the schools to work in partnership to maximise opportunities for all pupils 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.

If progressed, formal collaboration or federation could:

- 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
- enhance opportunities for pupil activities leading to improvements to the quality of learning for staff and pupils
- enhance opportunities for staff professional development
- increase opportunities for middle management development

- provide School Council and pupil development opportunities
- improved social opportunities for pupils
- allow for cross phase arrangements
- allow for streamlining of policies and structures
- support 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.
- provide opportunities to exploit economies of scale and sharing services across the schools
- allow for the possible easier recruitment of governors with fewer governor vacancies.
- allow for sharing of expertise and resources
- facilitate the organisation of professional development
- ease arrangement of joint pupil activities

However, the extent to which the Governing Bodies of Allensbank Primary School and Gladstone Primary School progress with federation / collaboration would be a later consideration by these Governing Bodies.

## Standards

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 standards at the four schools included in the proposed changes are good.

The proposed expansion of Ysgol Mynydd Bychan to two forms of entry and the establishment of nursery provision at St Monica's CiW Primary School provides the opportunity to realise a range of educational benefits that would allow for these two schools to build on existing progress ensuring a positive impact on the quality and standards of education for current and future pupils.

Maintaining Allensbank Primary School and Gladstone Primary School as two separate schools would not allow for the benefits of a two-form entry school to be realised. It would also not allow for in the formula funding that would be released in Option 1 to be made available for ring-fencing to the schools, nor for distribution to schools' city wide through the funding formula. Compared to Option 1, there would be fewer financial resources to support each school to further develop provision and/ or invest in resources to benefit its pupils, and to maintain and improve standards.

Should the Governing Bodies of Allensbank Primary School and Gladstone Primary School agree to implementation of collaborative/formal federation arrangements, a number of the educational benefits identified could be realised.



## Potential disadvantages of the proposals

Compared to the current arrangements, there is potential for increased traffic congestion around the current Allensbank Primary School site and the current shared Gladstone Primary/St Monica's CiW Primary School site at the start and end of the school day. However, the Council would work with the Governing Bodies of the schools to develop a Travel Plan to minimise any potential disruption.

Compared to Option 1, the number of benefits realised for pupils in English-medium community education could be reduced as there would be a less efficient use of the schools' budgets. There would be no lump-sum funding ringfenced to provide support for a period. A greater proportion of the two schools' budgets would be required for leadership and management, than in a single two form entry school.

## Risks

- there is a risk that there will be a rise in demand for English-medium places. However, the Council will monitor demand over the coming years to ensure that there are sufficient places for those requiring English-medium education. As the proposals retain all existing sites and do not reduce accommodation available, they would retain flexibility for future changes that may be identified as appropriate.
- the Governing Bodies of Allensbank Primary School and Gladstone Primary School may decide not to proceed with collaborative working or federation.
- there is a risk that an increase in the number of pupils who wish to take up Welsh-medium places does not happen. The Council will keep its projections under review and would respond to any such changes in demand if required.
- There is a potential impact on the take up of places at neighbouring Welsh-medium schools. However, this is expected to be short term as the number of pupils attending Welsh-medium provision is targeted to grow as part of the development of the Welsh in Education Strategic Plan (WESP).
- There is a risk of potential disruption to pupils during the transition period whilst building /refurbishment works are undertaken. However, the Council has significant experience in the successful delivery of building projects on the sites of occupied schools as a result of progressing a large and growing school organisation programme. Any building work carried out would be managed effectively in consultation with the schools to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

## Human Resources and Finance Matters

### English-medium

Proposals to relocate a school would require high levels of staff and trade union consultation, clear communication plans and arrangements for the transition from one school site to another. Staff involvement in the development of building specifications or designs should be secured.

Option 2 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 a nursery at St Monica's Primary School would require the Governing Body and Senior Leadership Team to plan for workforce requirements of additional staffing.

Funding to support the reorganisation of English-medium provision would be made available from Council resources. There would be no savings to the Council as a result of the proposed changes. Any efficiency savings arising out of a formal federation would allow for funding to be allocated more effectively within the Education budget.

The Governing Bodies, or single Governing Body if federated, could identify efficiencies in leadership, staffing or fixed costs due to sharing of a site.

Proposals to locate Allensbank and Gladstone (Option 2) on a single shared site, but as separate schools, could also result in the displacement of an existing Headteacher and restructuring of leadership, should the Governing Bodies decide to federate and seek to proceed with this.

Federations of one form entry schools in Cardiff have implemented differing leadership structures; however, the anticipated salary efficiencies in the school's budget, compared to the two existing budgets combined, could be between c£43,000 and c£77,000 per year plus on-costs, depending on the new leadership structure implemented.

This would provide a less costly leadership structure overseeing the English-medium provision than current arrangements. However, the formula funding to these schools is c£98,000 greater each year, compared to amalgamation, as each school would still receive lump sum allocations. There is no greater cost to the Council overall, but this sum would not be available for ring-fencing to the schools nor for distribution to schools city-wide through the funding formula as per Option 1.

## Welsh-medium

Proposals to relocate a school would require high levels of staff and trade union consultation, clear communication plans and arrangements for the transition from one school site to another. Staff involvement in the development of building specifications or designs should be secured.

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.

The Council was successful in securing £1.8m grant funding from the Welsh Government to reorganise primary school provision in central Cardiff and expand Welsh medium places by one form of entry (210 places). The purpose of the Welsh Medium Capital Grant is to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.

The funding allocated to Cardiff Council is ring-fenced to support expansion in Welsh-medium education provision and would allow for investment in school buildings to support increased intakes.

## Transport/Travel to school

The Council has been committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. Such plans identify actions by the school to support and encourage active travel to school and identify any improvements to on-site and off-site infrastructure required to facilitate active journeys. The Council's Active Travel Plan officers have been working with schools to develop these and all four schools already have Active Travel Plans in place for their current sites.

All new (including reorganised) schools need to have an Active Travel Plan in place from the outset of their operation.

The Active Travel Plans officers will continue to work with the schools in the review and further development of their current Active Travel Plans as appropriate to suit any change in circumstances. They can support with engagement on the Active Travel Plans as part of an implementation of a proposed expansion of places and any changes in location of school cohorts to alternative sites.

Following a reorganisation of the schools, the Council will monitor conditions outside the schools post-completion to see if any further measures such as parking restrictions are required. The scope for introducing parking restrictions will be investigated and put in place where appropriate as a low-cost measure to help discourage short distance car travel, make the environment outside each school safer and more conducive to walking, scooting and cycling and maximise active travel to school.

The Council's Road Safety Team already provides a programme of cycle and pedestrian training to further encourage take up of active travel to school. This support will continue as part of the ongoing engagement and support that will be provided by the Council's Schools Active Travel Team on Active Travel Plan development and delivery.

The construction of the new Cycleway 1.2 along Cathays Terrace, Whitchurch Road and Allensbank Road will provide a new cycling facility directly linking to Allensbank Primary School, Gladstone Primary School and St Monica's Church in Wales Primary School.

Where it is identified that some pupils will be eligible for school transport due to their additional learning needs the facilities for drop-off and pick-up of pupils will be reviewed to identify any necessary improvements.

The maximum distances between the 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.

Transferring Allensbank Primary School to the shared Gladstone Primary School / St Monica's CiW Primary school site would result in the current pupils of Allensbank Primary School having an increased journey averaging 0.08 miles. The impact on these pupils would be an average travel distance increase of 0.08 miles.

The impact of transferring St Monica's Church in Wales Primary School to the Ysgol Mynydd Bychan site would be an average travel distance increase for pupils of 0.2 miles.

The impact of transferring Ysgol Mynydd Bychan to the Allensbank Primary School site would be an average travel distance increase of 0.04 miles for current pupils of Ysgol Mynydd Bychan.

## Option 3 - Site Organisation



The Council is consulting on the following changes to English-medium community primary school provision:

- Transfer Allensbank Primary School to the current Ysgol Mynydd Bychan site
- Reduce the capacity of Allensbank Primary School from 315 places (1.5 forms of entry) to 192 places (0.9 form entry)

This option would allow for further consideration to be given to formal federation / collaboration between Allensbank Primary School and Gladstone Primary School.

## **The Council is consulting on the following changes to Welsh-medium community primary school provision:**

- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9 form entry) 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 this option, there are no changes proposed to Gladstone Primary School nor to St Monica's Church in Wales Primary School.

### **Admission to Primary Education**

The current number of places at entry to primary education at Allensbank Primary School is 30 (one form of entry). The number of primary school places at entry to primary education at Allensbank Primary School from September 2025 would reduce to 27 (0.9 form entry).

The current number of primary school places at entry to primary education at Ysgol Mynydd Bychan is 30 (one form of entry). The number of primary school places at entry to primary education at Ysgol Mynydd Bychan from September 2025 would be 60 (two forms of entry).

Pupils on roll at each of the schools at the time of the changes (September 2025) would remain on that school's roll unless they wish to transfer to an alternative school.

### **Nursery Provision**

There would be no change to the number of nursery places at Allensbank Primary school. The school is currently funded for 48 nursery places, reducing to 32 next year.

The number of nursery places at Ysgol Mynydd Bychan would be increased from 64 to 96 to support its growth to a two-form entry school.

### **Additional Learning Needs provision**

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 to that school 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 reintegration to their local 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.

## What are the benefits of the proposal?

The proposed changes would:

- ensure that each school provision offered meets the diverse needs of the communities they currently serve and are able to serve in the future
- support schools to be financially sustainable in an improved pattern of provision through collaboration/federation
- provide an improved balance between the availability and take up of both Welsh-medium and English-medium primary school places
- support progress towards the Welsh in Education Strategic Plan (WESP) and Cymraeg 2050 targets
- support Ysgol Mynydd Bychan to maintain and continue to build on its excellent standards
- allow for a greater number of children to benefit from the education on offer at Ysgol Mynydd Bychan
- result in fewer children being refused admission to a local school
- as a minimum maintain the current standards of education
- allow for the retention of school sites to future proof against changes in the population cycle

The expansion of Ysgol Mynydd Bychan to two forms of entry would support teaching and learning by allowing for:

- the school to increase to two forms of entry. When compared with smaller schools, the scale of a two form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base
- a two form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors
- the ability to employ more teaching and support staff would allow the two form entry schools to cover a wider range of curriculum expertise
- a greater number of teachers to share workload
- greater opportunities to professionally develop staff e.g. newly qualified teachers 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 to teachers to lead on Areas of Learning, plus Religious Education, Relationship and Sexuality Education (RSE) and Digital Competency
- greater opportunities to offer a broader range of extra-curricular/enrichment activities
- greater opportunities for distributed leadership

## Potential Federation or collaboration of Allensbank Primary School and Gladstone Primary School

If this option were progressed, the close proximity of Allensbank Primary School and Gladstone Primary School provides opportunities for the schools to work in partnership to maximise opportunities for all pupils 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.

If progressed, formal collaboration or federation could:

- 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
- enhance opportunities for pupil activities leading to improvements to the quality of learning for staff and pupils
- enhance opportunities for staff professional development
- increase opportunities for middle management development
- provide School Council and pupil development opportunities
- improved social opportunities for pupils
- allow for cross phase arrangements
- allow for streamlining of policies and structures
- support 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.
- provide opportunities to exploit economies of scale and sharing services across the schools
- allow for the possible easier recruitment of governors with fewer governor vacancies.
- allow for sharing of expertise and resources
- facilitate organisation of professional development
- ease arrangement of joint pupil activities

However, the extent to which the Governing Bodies of Allensbank Primary School and Gladstone Primary School progress with Federation / collaboration would be a later consideration by these Governing Bodies.

## Standards

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 standards at the four schools included in the proposed changes are good.

The proposed expansion of Ysgol Mynydd Bychan to two forms of entry provides the opportunity to realise a range of educational benefits that would allow for the school to build on existing progress ensuring a positive impact on the quality and standards of education for current and future pupils.

The proposal would not however allow for the establishment of nursery provision at St Monica's CiW Primary School and the associated benefits.

Maintaining Allensbank Primary School and Gladstone Primary School as two separate schools would not allow for the benefits of a two form entry school to be realised. It would also not allow for in the formula funding that would be released in Option 1 to be made available for ring-fencing to the schools, nor for distribution to schools' city wide through the funding formula. Compared to Option 1, there would be fewer financial resources to support the school to further develop provision and/ or invest in resources to benefit its pupils, and to maintain and improve standards.

Should the Governing Bodies of Allensbank Primary School and Gladstone Primary School agree to implementation of collaborative/formal federation arrangements, a number of the educational benefits identified could be realised.

## Potential disadvantages of the proposal

- Compared to the current arrangements, there is potential for increased traffic congestion around the current Allensbank Primary School site at the start and end of the school day. However, the Council would work with the Governing Body of the school to develop a Travel Plan to minimise any potential disruption.
- the proposal to reduce the capacity of Allensbank Primary School would result in a marginal reduction in the number of English-medium community primary school places.
- Compared to Option 1, the number of benefits realised for pupils in English-medium community education could be reduced as there would be a less efficient use of the schools' budgets. There would be no lump-sum funding ringfenced to provide support for a period. A greater proportion of schools' budgets would be required for leadership and management, than in a single two form entry school.
- The transfer of Allensbank Primary School to a smaller building would require the relocation of the Speech and Language Class to another school.



## Risks

- there is a risk that there will be a rise in demand for English-medium places. However, the Council will monitor demand over the coming years to ensure that there are sufficient places for those requiring English-medium education. As the proposals retain all existing sites and do not reduce accommodation available, they would retain flexibility for future changes that may be identified as appropriate.
- the Governing Bodies of Allensbank Primary School and Gladstone Primary School may decide not to proceed with collaborative working or federation.
- there is a risk that an increase in the number of pupils who wish to take up Welsh-medium places does not happen. The Council will keep its projections under review and would respond to any such changes in demand if required.
- There is a potential impact on the take up of places at neighbouring Welsh-medium schools. However, this is expected to be short term as the number of pupils attending Welsh-medium provision is targeted to grow as part of the development of the Welsh in Education Strategic Plan (WESP).
- There is a risk of potential disruption to pupils during the transition period whilst building /refurbishment works are undertaken. However, the Council has significant experience in the successful delivery of building projects on the sites of occupied schools as a result of progressing a large and growing school organisation programme. Any building work carried out would be managed effectively in consultation with the schools to ensure the full curriculum continues to be delivered and that high education standards and safety standards are maintained.

## Human Resources and Finance Matters

### English-medium

Proposals to relocate a school would require high levels of staff and trade union consultation, clear communication plans and arrangements for the transition from one school site to another. Staff involvement in the development of building specifications or designs should be secured.

This option 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.

Funding to support the reorganisation of English-medium provision would be made available from Council resources. There would be no savings to the Council as a result of the proposed changes. Any efficiency savings arising out of a formal federation would allow for funding to be allocated more effectively within the Education budget.

The proposal to transfer Ysgol Mynydd Bychan to the Allensbank site, and to transfer Allensbank to the Ysgol Mynydd Bychan site would not result in the displacement of an existing Headteacher and restructuring of leadership although this could be considered at a later stage by the Governing Body. Should the Governing Body pursue a federation in future, the federated schools could reduce leadership costs by c£43,000 and c£77,000 per year plus on costs.

The formula funding to these schools is £98,000 greater each year, compared to amalgamation of Allensbank and Gladstone in Option 1, as each school would still receive lump sum allocations. These lump sums would not be available for ring-fencing to the schools nor for distribution to schools city-wide through the funding formula as per Option 1.

## Welsh-medium

Proposals to relocate a school would require high levels of staff and trade union consultation, clear communication plans and arrangements for the transition from one school site to another. Staff involvement in the development of building specifications or designs should be secured.

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.

The Council was successful in securing £1.8m grant funding from the Welsh Government to reorganise primary school provision in central Cardiff and expand Welsh medium places by one form of entry (210 places). The purpose of the Welsh Medium Capital Grant is to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.

The funding allocated to Cardiff Council is ring-fenced to support expansion in Welsh-medium education provision and would allow for investment in school buildings to support increased intakes.

## Transport/Travel to school

The Council has been committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. Such plans identify actions by the school to support and encourage active travel to school and identify any improvements to on-site and off-site infrastructure required to facilitate active journeys. The Council's Active Travel Plan officers have been working with schools to develop these and all four schools already have Active Travel Plans in place for their current sites.

All new (including reorganised) schools need to have an Active Travel Plan in place from the outset of their operation.

The Active Travel Plans officers will continue to work with the schools in the review and further development of their current Active Travel Plans as appropriate to suit any change in circumstances. They can support with engagement on the Active Travel Plans as part of an implementation of a proposed expansion of places and any changes in location of school cohorts to alternative sites.

Following a reorganisation of the schools, the Council will monitor conditions outside the schools post-completion to see if any further measures such as parking restrictions are required. The scope for introducing parking restrictions will be investigated and put in place where appropriate as a low-cost measure to help discourage short distance car travel, make the environment outside each school safer and more conducive to walking, scooting and cycling and maximise active travel to school.

The Council's Road Safety Team already provides a programme of cycle and pedestrian training to further encourage take up of active travel to school. This support will continue as part of the ongoing engagement and support that will be provided by the Council's Schools Active Travel Team on Active Travel Plan development and delivery.

The construction of the new Cycleway 1.2 along Cathays Terrace, Whitchurch Road and Allensbank Road will provide a new cycling facility directly linking to Allensbank Primary School, Gladstone Primary School and St Monica's Church in Wales Primary School.

Where it is identified that some pupils will be eligible for school transport due to their additional learning needs the facilities for drop-off and pick-up of pupils will be reviewed to identify any necessary improvements.

The maximum distances between the school sites is c0.5 miles. Should the schools exchange sites the maximum increase in home to school travel distance is therefore 0.5 miles.

The impact of transferring Allensbank Primary School to the Ysgol Mynydd Bychan site would be an average travel distance increase of 0.04 miles for current pupils of Allensbank.

The impact of transferring Ysgol Mynydd Bychan to the Allensbank Primary School site would be an average travel distance increase of 0.04 miles for current pupils of Ysgol Mynydd Bychan.

## Information Relevant to all Options

### Diversity of school communities

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.

It is notable that the home addresses of pupils enrolled at Ysgol Mynydd Bychan are clustered around the school sites of Ysgol Mynydd Bychan and Allensbank Primary School. 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. However, demographic data for those pupils and for the school overall is very different to that of Ysgol Mynydd Bychan.

Demographic data also differs greatly between Ysgol Mynydd Bychan and other English-medium schools serving the area. These datasets include:

- Pupil mobility (how many children transfer into and out of a school)
- Eligibility of pupils for Free School Meals
- Home language
- Acquired level of competency in English or Welsh, and
- Ethnicity

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.

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. Proposals must support each school to be able to advance equality of opportunities for all families in the area.

The Council's adopted Welsh in Education Strategic Plan 2022-2032 sets specific targets and identifies priority workstreams for the Council and partners such as schools. This includes a research pilot initiative with Bilingual Cardiff, parental surveys, and focus groups to better understand the reasons for the 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.

The proposed changes 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.

## How would pupil mobility be affected?

Pupil mobility refers to the percentage of children enrolled in a school who transfer in or out of the school in a defined period of time. Some schools have a far greater turnover of pupils than other schools for a variety of reasons.

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 has reported “Pupil mobility levels of up to 40% across a single academic year” during the past consultation on proposals.

Table 17: Demographic data - Mobility of Reception to Year 6 school pupils	
School	Pupils not promoting to next year group in school (3-year average)
Allensbank Primary School	15.2%
Gladstone Primary School	21.9%
St Monica’s CiW Primary School	21.1%
Ysgol Mynydd Bychan	1.3%

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.

The proposed changes improve the ability of those applicants who move to the area to equitably access school places in each language medium. The priority workstreams identified in the Council’s WESP also seek to address the disparity in demographic data between Welsh-medium and English-medium schools. These changes are expected to reduce the disparity in the pupil mobility data between Ysgol Mynydd Bychan and its neighbouring English-medium primary schools.

## How would pupils receiving Free School Meals be affected?

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

Table 18 below summarises the percentage of pupils, in Reception to Year 6 inclusive, in receipt of free school meals at each school. This is recorded within school census data (PLASC) as eligibility for free school meals (eFSM).

Table 18: Demographic data - Reception to Year 6 pupils eligible for free school meals	
School	Eligibility for FSM (pupils as %)
Allensbank Primary School	37.8%
Gladstone Primary School	29.5%
St Monica’s CiW Primary School	42.8%
Ysgol Mynydd Bychan	5.4%
Combined Allensbank and Gladstone	33.9%

The standards at the four schools where changes are proposed are good.

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

## How would pupils with English as an Additional Language be affected?

Each of the English-medium schools where changes are proposed has a greater proportion of pupils for whom English is not their home language than the city-wide average of 26.2%.

Ysgol Mynydd Bychan has a significantly lower proportion of pupils for whom English is not their home language than the city-wide average.

Pupils that receive support because they have English as an additional language can be supported in any school in Cardiff.

Table 19 below details the demographic populations of schools in terms of the language spoken at home, and the pupils' competency in spoken English where English is regarded as an additional language (EAL). The percentages are quantified in terms of pupils who are categorised as regarded as needing additional support (new to English to developing competency, categories A to C), whilst the remaining children in categories D and E are categorised as 'competent' and 'fluent' respectively.

**Table 19: Demographic data - Home language of Reception to Year 6 school pupils**  
Source: PLASC 2022

School	Number on roll	Home language English or Welsh	Home language not recorded	Home language not English or Welsh	No. of Home languages	EAL: A-C ('New to English' to 'developing competency')
Allensbank Primary School	193	78	10	105 (54%)	31	97 (50%)
Gladstone Primary School	173	66	3	104 (60%)	31	82 (47%)
St Monica's CiW Primary School	138	42	0	95 (69%)	33	90 (65%)
Ysgol Mynydd Bychan	203	201	0	2 (1%)	3	0 (0%)

The standards at the four schools included in the proposed changes are good.

There is no information available that suggests that the proposals would have a negative effect on how children with English as an additional language are supported. All schools in Cardiff would continue to provide support that is appropriate to the individual needs of each pupil.

The priority workstreams identified in the Council's WESP also seek to address the disparity in demographic data between Welsh-medium and English-medium schools. These changes are expected to reduce the disparity in the home languages of learners enrolled at Ysgol Mynydd Bychan and its neighbouring English-medium primary schools.

## How would Minority Ethnic pupils be affected?

Table 20 below summarises ethnicity data captured in school census data (PLASC). This data varies between schools and has been summarised to White British and non-White British, and the number of ethnicities, to be more clearly represented. There are significant differences between the populations at Ysgol Mynydd Bychan and local English-medium schools.

Table 20: Demographic data – Ethnicity of Reception to Year 6 school pupils Source: PLASC 2022				
School	Number of 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 CiW Primary School	138	18.8 %	81.2 %	28
Ysgol Mynydd Bychan	203	91.1 %	8.9 %	11

The standards at the four schools included in the proposed changes are good.

There is also no information available that suggests that the proposals would have a negative effect on provision for any ethnic group.

The priority workstreams identified in the Council's WESP also seek to address the disparity in demographic data between Welsh-medium and English-medium schools. These changes are expected to reduce the disparity in the ethnicity data of learners enrolled at Ysgol Mynydd Bychan and its neighbouring English-medium primary schools.

## How would support for pupils with Additional Learning Needs be affected?

A child has special educational needs if they have a learning difficulty which requires special educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

The Additional Learning Needs Code for Wales 2021 (the ALN Code) and regulations came into force on 1 September 2021 to ensure children and young people can access additional support to meet their needs that is properly planned for and protected, with learners at the heart of the process.

Children are moving from the special educational needs (SEN) system to the additional learning needs (ALN) system in groups over a 3-year period from September 2021, to ensure enough time for schools and local authorities to discuss the support needed and to prepare plans.

Table 21 below shows the percentage of pupils with Additional Learning Needs at each of the schools where changes are proposed in 2022 (PLASC 2022).

<b>Table 21</b>				
School	% of Pupils on School Action	% of Pupils on School Action Plus	% of Pupils with a statement of ALN	% of pupils with an IDP
Allensbank Primary School	4.1 %	5.2 %	2.6 %	1.6 %
Gladstone Primary School	1.7 %	0.0 %	1.2 %	3.5 %
St Monica's CiW Primary School	0.7 %	5.1 %	0.7 %	0.0 %
Ysgol Mynydd Bychan	0.0 %	0.0 %	1.0 %	0.0 %

There is no information available that suggests that the proposals would have a negative effect on pupils with Additional Learning Needs. There is no proposed reduction to the support available for pupils with Additional Learning Needs.

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 to that school 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.

Consideration would be given to the future location of the city-wide Speech & Language class, which could either be located at the site shared by Gladstone and St Monica's or could be located at another school.

The proposed expansion of Ysgol Mynydd Bychan to two forms of entry, and transfer to the Allensbank Primary School site could provide the opportunity for consideration to be given to the establishment of specialist resource base provision through the medium of Welsh. Separate proposals would have to be developed for this.



## Governance Arrangements

In the event of Option 1 being taken forward, the governing bodies of Allensbank Primary School and Gladstone Primary School would be dissolved, and new governance arrangements put in place for the newly established two forms of entry English-medium primary school.

Under Options 2 and 3, there is an expectation that the two schools would work in partnership to maximise opportunities for all pupils at the schools. This could be achieved by informal or formal collaboration, or by formal federation. The Council and the Central South Consortium would provide support and guidance to each Governing Body to facilitate this.

The Governing Bodies of a number of schools in Cardiff have already formally federated or have agreed to formally collaborate.

### Dissolution of Governing Bodies and establishment of a new Governing Body

A proposal to close two schools, and to establish a new school, would require the establishment of a temporary Governing Body ahead of the opening of the newly opened, larger school.

The most important reason for considering the amalgamation of two existing schools, by the establishment of a new school and closure of two existing schools, must be the benefits it would bring for children and young people in the existing schools by enhancing educational provision.

There are many clear operational benefits to larger schools, compared to smaller schools. The key governance aspects of establishing a single school, to replace two existing schools, are:

- Following determination of the proposed establishment of a new school, and closure of the existing schools, a new temporary governing body would be established. The new governing body would, in time, replace the individual governing bodies and would have responsibility for the strategic oversight and planning of the new school.
- The existing governing bodies of all schools would continue to operate, and retain their existing responsibilities, until the existing schools formally close.
- The new governing body would consider its name and would have responsibility for the budget and staff of the new school, and through a greater financial base have greater stability in its budget.

Overall, a larger school has a larger and more financially stable budget and is therefore able to implement a more efficient and effective leadership and staffing structure and exploit economies of scale. A larger school is more able to strengthen the overall education of pupils in the combined communities presently served by the two smaller schools.

A larger school also allows for:

- Greater opportunities for staff to share workload and expertise.
- Greater opportunities to professionally develop staff e.g., Newly Qualified Teachers who can observe their parallel teacher.
- A greater number of teachers to lead on Areas of Learning, plus Religious Education, Relationships and Sex Education and Digital Competency.
- The sharing of good practice, preparation materials and resources.

## Federation

Federation is a formal and legal agreement by which a number of schools (between two and six) share governance arrangements and have a single governing body using the process set out in The Federation of Maintained Schools (Wales) Regulations 2014. Federations can involve a mix of maintained community and community special schools which are either nursery, primary or secondary schools.

Under Option 2, where the English-medium schools share a site, federation could be brought forward by the existing governing bodies. Federation could also be considered over separate sites, under Option 3, by the Governing Bodies.

To be successful, federation needs to be based on a commitment to work together and a willingness to do things differently for the added benefit of all pupils, their well-being and achievements. Experience from schools that have federated demonstrate that the development of all the schools and their communities within the federation and the sharing of best practice helps drive up standards and improve performance.

There are many reasons for federating. Schools generally use federation to build on informal partnerships already in place and to strengthen the overall education of pupils in their communities, however others have been approached by their LA to help a struggling school and small schools in danger of closure or unable to recruit high quality staff have federated to secure their future. The most important reason for considering federation must be the benefits it would bring for children and young people in the federating schools by enhancing educational provision.

One of the advantages of federation is that schools that federate keep their individual identity. However, the existing governing bodies are dissolved and replaced by a new, single governing body which has oversight of and equal responsibility for all schools within the federation.

There are clear benefits to federation for schools that are based either on the same site or in the same community as it enables them to work together on shared priorities, pool expertise, make better use of resources and explore ways of doing things more effectively. School federation is a formal way of implementing collaboration and promoting closer working relationships.

The key aspects of a federation are:

- The existing governing bodies of all schools would be dissolved if the proposals to establish a federation proceed following consultation. A new single governing body would replace the individual governing bodies and would have responsibility for the strategic oversight of all schools in the federation.
- Each school retains its name, category, budget and staff. Moving forward the schools would be able to explore the advantages of sharing resources.
- Each school would continue to have its own Estyn inspection, although these can be coordinated.

However, there are disbenefits of retaining two separate schools, in a federation, when compared to a single school, including a less efficient and effective leadership and staffing structure compared to a single larger school. As federated schools are less able to exploit economies of scale, than a single larger school, less of its resources are available to teaching and learning. There is a greater level of duplication of roles and services in two schools than in one. Whilst a federated governing body has responsibility for two separate school budgets, it is not able to pool this budget.

The process of federation may be led by a Local Authority or by the Governing Bodies of schools. As significant work is required before the consultation process begins, a realistic timescale for the federation process is between nine and twelve months.

## Collaboration

Collaboration is where two or more governing bodies arrange for some of their functions to be discharged jointly under The Collaboration Between Maintained Schools (Wales) Regulation 2008. There are clear benefits to this arrangement for schools that are based either on the same site or in the same community as it enables them to work together on shared priorities, pool expertise, make better use of resources and explore ways of doing things more effectively.

However, there are disbenefits of retaining two separate schools in collaboration, when compared to a single school, including a less efficient and effective leadership and staffing structure compared to a single larger school. Such schools are less able to exploit economies of scale, than a single larger school, or federated schools, and less of their resources are available to teaching and learning. There is a greater level of duplication of roles and services in two schools, than in one school or in federated schools.

Schools already collaborate informally with other schools on key areas such as Curriculum for Wales, assessment procedures and transition arrangements. However, formal collaboration under the regulations results in more streamlined decision making which will benefit schools and make it more attractive to work together as it enables them to share, benchmark and develop good practices that individual schools may find difficult to sustain.

Some examples of the types of issues on which governing bodies could collaborate on are:

- Raising standards by sharing curriculum delivery, school leadership and joint action to tackle key issues such as inclusion.
- Continuing professional development opportunities.
- School Council and pupil development opportunities.
- Cross phase arrangements.
- Exploiting economies of scale and sharing services across the schools.

There are no timescales attached to forming a collaboration. Schools and governing bodies who decide to form a collaboration can do so by agreement at their respective governing body meetings. The collaborating governing bodies must form a joint committee to oversee the work of the collaboration. The collaborating governing bodies will also agree the joint committee's constitution, membership and terms of reference annually, along with any delegated powers.

# How would standards in schools be affected by the changes?

## Standards

The Council has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life.

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 based at Allensbank Primary School.

## Teaching and learning experiences

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

The Council does not expect this proposal to have any negative impact on the quality of standards of education or the delivery of the Foundation Phase and Key Stage 2.

## Care, support and guidance

All schools have a suitable range of policies and provision in place to promote pupils' health and wellbeing.

Schools are committed to fostering school communities in which learning is valued and pupils achieve their potential in a happy and safe environment in which they show respect and tolerance for others.

The Council would work with the leadership of each of the schools to make sure everyone at the school understands their responsibility for helping to improve and sustain care, support and guidance.

## Leadership and Management

The Council would continue to work with the leadership of each of the schools to make sure everyone in the school understands their responsibility for helping to improve and sustain high performance. It would support the school to have good relationships with parents and other partners so that pupils receive a high-quality education.

The proposed changes would be planned carefully so that the schools leadership and governance are not disrupted, which could have a negative impact on educational outcomes.

## How would secondary school provision be affected?

A proposal to expand and redevelop Cathays High School to meet demand from within its catchment and the wider area was agreed by Cabinet in October 2021 subject to further decisions including the Charity Commission's consent in relation to the Maindy site being held in a charitable trust.

Cathays High School presently serves a catchment area made up of the primary school catchment areas of Albany Primary School, Allensbank Primary School and Gladstone Primary School. This catchment area is less populated than other school catchment areas in Cardiff, some of which extend over a much greater geographical area and have pupil populations which are greater than their current or planned capacity.

Consultation on changes to English-medium community secondary school catchment areas would therefore be required at the appropriate time, in order to provide a suitable and sustainable balance in the supply of and take up of places.

The combined demand for places across the three Welsh-medium high school catchment areas is at a high level and can be accommodated within the existing school capacity.

Proposals to respond to changes in demand will be brought forward in good time to ensure that there are sufficient places to meet the demand for Welsh-medium places.



## How would changes affect other schools?

Proposals brought forward must ensure that the growth of schools is sustainable, whilst the potential negative impact on other schools is minimised.

The expansion of Ysgol Mynydd Bychan to 2FE would enable an increase in the take up of places at the school.

As the overall pupil population in primary schools is expected to fall in coming years, an increase in the take up of places at Ysgol Mynydd Bychan would be expected to coincide with a reduced take up of places in English-medium schools.

Tables 22 and 23 below set out how the number of pupils enrolled at local schools may be affected by the proposed changes.

Table 22: Number of pupils enrolled at local schools if the proposals **were implemented from September 2025**

The figures for 2017/18 to 2021/22 are the recent number of pupils enrolled. The figures for 2022/23 to 2026/27 are the forecast number of pupils enrolled.

Table 22: Number of pupils enrolled at local schools if the proposals were implemented from September 2023										
School	Recent number of pupils enrolled					Forecast number of pupils enrolled				
	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027
Albany Primary School	371	365	393	383	378	373	366	359	354	348
Allensbank Primary School	202	204	185	190	193	195	205	204	200	198
Gladstone Primary School	178	167	178	171	173	180	180	187	193	197
St Monica's CiW Primary School	129	138	141	126	138	134	139	138	138	141
Ysgol Glan Ceubal	108	136	135	149	151	153	159	167	168	183
Ysgol Gymraeg Melin Gruffydd	413	415	396	402	403	408	408	408	402	415
Ysgol Mynydd Bychan	204	198	202	203	203	203	208	206	204	204
Ysgol Y Wern	522	546	570	575	591	593	592	581	573	566

If the proposed changes were to be implemented, it is expected that most of the additional pupils enrolled at Ysgol Mynydd Bychan would be from within its catchment area, and some may be from other areas of the city. This takes account of recent school preference patterns, and the overall fall in the population entering primary education in the next three intakes.

An increase in the take up of places at Ysgol Mynydd Bychan by children from within its catchment area would mean that the take up of places in local English-medium schools by children from the area would reduce. An increase in the take up of places at Ysgol Mynydd Bychan from outside its catchment area would mean that the take up of places in other Welsh-medium schools in other parts of the city would likely reduce.

Table 23: Number of pupils enrolled at local schools if the proposals **were not implemented**.

The figures for 2017/18 to 2021/22 are the recent number of pupils enrolled. The figures for 2022/23 to 2026/27 are the forecast number of pupils enrolled.

<b>Table 23: Number of pupils enrolled at local schools if the proposals were not implemented</b>										
<b>School</b>	<b>Recent number of pupils enrolled</b>					<b>Forecast number of pupils enrolled</b>				
	<b>2017/ 2018</b>	<b>2018/ 2019</b>	<b>2019/ 2020</b>	<b>2020/ 2021</b>	<b>2021/ 2022</b>	<b>2022/ 2023</b>	<b>2023/ 2024</b>	<b>2024/ 2025</b>	<b>2025/ 2026</b>	<b>2026/ 2027</b>
Albany Primary School	371	365	393	383	378	373	366	359	354	348
Allensbank Primary School	202	204	185	190	193	195	205	204	198	190
Gladstone Primary School	178	167	178	171	173	180	180	187	192	190
New Primary School	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	398	380
St Monica's CiW Primary School	129	138	141	126	138	134	139	138	138	141
Ysgol Glan Ceubal	108	136	135	149	151	153	159	167	166	179
Ysgol Gymraeg Melin Gruffydd	413	415	396	402	403	408	408	408	402	415
Ysgol Mynydd Bychan	204	198	202	203	203	203	208	206	218	225
Ysgol Y Wern	522	546	570	575	591	593	592	581	573	566

## Alternatives considered

The existing number of English-medium primary school places at Albany, Allensbank and Gladstone Primary Schools is sufficient to accommodate the projected demand for places at schools and retains a high margin of surplus to respond to any potential fluctuation or sustained increase in demand, and the high levels of pupil mobility in the area.

There is insufficient space on the existing Ysgol Mynydd Bychan site to allow for expansion on-site.

The Council has investigated alternative site options that may be available and centrally located within the existing Ysgol Mynydd Bychan catchment area. There is no suitable vacant site available in the area local to the school that could accommodate an enlarged Ysgol Mynydd Bychan.

The Council has discounted making no changes to English-medium provision as this would not realise the education or financial benefits to the relevant schools, and it would not allow for a local solution to oversubscription of Ysgol Mynydd Bychan.

The Council has in the past made use of the surplus places at Allensbank Primary School for accommodating other Education support officers. The Council has considered whether part of the Allensbank site could again be utilised for other services or provision. However, this would not realise the educational or financial benefits to Allensbank Primary School nor to the other schools. It would not greatly offset the costs of maintaining the existing English-medium provision. It would not allow for a local solution to oversubscription of Ysgol Mynydd Bychan. This option has therefore been discounted.

The Council has considered locating Welsh-medium provision on the shared Gladstone Primary School and St. Monica's Church in Wales Primary School site and English-medium provision on the Allensbank site but has discounted this option.

The current take-up of places at English-medium provision is widely spread throughout the area, and there are many English-medium schools in the wider areas. The current take-up of places at Welsh-medium provision is concentrated in the northern part of its catchment area, in close proximity to the existing Ysgol Mynydd Bychan site and the Allensbank site. At present, there are significant travel distances to alternative Welsh-medium provision. There is also a high demand for Welsh-medium places at neighbouring schools to the north of its catchment area, with few surplus places overall.

Locating English-medium provision on the shared Gladstone Primary School and St. Monica's Church in Wales Primary School site, and Welsh-medium provision on the Allensbank site provides a more appropriate distribution of places for current and future intakes.

The Council has discounted reorganisation of provision on the Albany Primary School site. Albany Primary School is a greater distance from the home addresses of pupils currently enrolled at Ysgol Mynydd Bychan, has a relatively low level of surplus overall of c10% and each of its classrooms is utilised as a class base.

Overall, there is sufficient capacity within existing schools serving the area to enable the reorganisation of existing provision. Reorganisation of provision provides an appropriate means of balancing the availability and take up of both English-medium and Welsh-medium provision in the area and represents a more effective and efficient use of resources. Reorganisation would also retain flexibility in the Schools Estate to respond to any future population changes affecting the area.

## Admission arrangements

Consultation on the 2025/2026 admission arrangements for community schools would take place in Autumn 2023 – Spring 2024 in accordance with the requirements of the Admissions Code. This consultation would include any proposed changes to Published Admission Numbers.

The proposed changes in the Published Admission Numbers include:

- An increase in the Published Admission Number at Ysgol Mynydd Bychan, from 30 places to 60 places (options 1, 2 and 3).
- The potential establishment of a new two form entry English-medium primary school with a Published Admission Number of 60 places (option 1 only).
- The potential reduction in the Published Admission Number at Allensbank Primary School, from 30 places to 27 places (option 3 only).

Should the Council proceed to implement Option 1, all pupils in Reception to Year 5 on roll at Allensbank Primary School and Gladstone Primary School at the end of the 2024/2025 school year would be offered the opportunity to transfer to the roll of the proposed new school.

A review of community primary school catchment areas would be undertaken to consider the balance the number of places available and the projected demand for places and progress against the WESP targets. Any proposed changes to school catchment areas would be subject to consultation at the appropriate time.

Any change to the St Monica's Church in Wales Primary School admission arrangements arising out of the establishment of nursery provision at the school would be subject to consultation by the Governing Body of the school at the appropriate time.

Detailed information about admission arrangements is in the Council's Admission to Schools booklet published on the [Council's website](#).



## Learner Travel Arrangements

There are no plans to change the Council's policy on the transport of children to and from school. Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in line with the same criteria that apply across Cardiff.

The Council's transport policy for school children can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).

In the event of the proposal being progressed to implementation, all pupils' entitlement to free home to school transport would be re-assessed from the new location.

The Council provides free home to school transport for pupils with statements for Additional Learning Needs (ALN) or Individual Development Plans (IDPs) dependent on the shortest available walking distance from their home address to the school/base location nearest appropriate gate.

The distance criteria used are that pupils of primary school age need to live two or more miles, and secondary aged pupils three or more miles, from the school via the shortest available walking distance to the nearest appropriate gate.

For pupils with Additional Learning Needs the Council also takes into consideration their:

- cognitive age, and then applies the relevant distance criteria for the cognitive age
- any disabilities that will impact their ability to walk these distances.

All pupils distance assessments for entitlement to free home to school transport are undertaken on the basis that the child is accompanied on the route to school as appropriate. It is the responsibility of parents or guardians of a child to arrange for their child to be accompanied along the walking route to school.

## Funding of proposed changes

### Capital funding

The Welsh Government invited all Local Authorities in Wales to submit bids for grant funding to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.

The Council was successful in securing funds from the Welsh-medium Capital Grant Scheme including £1.86m to reorganise primary school provision in central Cardiff and expand Welsh medium places by one form of entry (210 places). The purpose of the Welsh Medium Capital Grant is to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.

The grant funding programme is aimed specifically at capital projects that will demonstrably contribute to meeting the Welsh Government's aim of reaching one million Welsh speakers by 2050. The funding allocated to the Council is ring-fenced to support expansion in Welsh-medium education provision and would allow for investment in school buildings to support increased intakes.

The Council has recently allocated capital funding to address priority condition and suitability works at the shared Gladstone and St Monica's site, and at the Allensbank site. Further capital funding would be identified from the Council's financial resources to support the relocation of English-medium provision. This would improve the suitability of facilities to accommodate the changes to provision and benefit learners. The required funding would depend on the option taken forward.

## Revenue funding

The funding formula for schools is driven by per pupil funding and a number of lump sum allocations per school. Funding per pupil is generally higher in smaller schools due to the costs of the headteacher and other fixed costs absorbed over a low number of pupils.

A reduction in the number of schools in Cardiff would therefore allow for a reduction in the number of lump sum allocations to schools. These funds would be redistributed to schools through the funding formula.

Larger schools are also generally able to secure better value for money through economies of scale in a number of areas including managing contracts and potentially in their staffing structure.

The amount of funding per pupil at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan is higher than the average funding per pupil across Cardiff's 98 primary schools of £3,891 in 2022/2023.

Table 24 below sets out the budgetary position for schools where changes are proposed.

School	Balance brought forward April 2022	Governor Approved Budget 2022/23	Budget projection Jan 2023
Allensbank Primary School	£23,757	-£132,301	-£93,000
Gladstone Primary School	£84,651	0	-£60,000
St Monica's CiW Primary School	£41,804	0	-£2,000
Ysgol Mynydd Bychan	£170,220	£86,286	£100,000

Governing Bodies are currently setting budgets for 2023/24.

The Welsh Government Capital Grant scheme does not provide any additional financial resources for the restructuring of staffing structures of schools affected by reorganisation of provision. These costs would be met by the Council.

The expansion of Ysgol Mynydd Bychan would incur additional staffing and leadership costs for the school which would be met from the school's budget. The budget would increase in line with the greater number of pupils on roll.

The proposed expansion of Ysgol Mynydd Bychan may result in the school operating some smaller classes, or some mixed-age classes, as the school grows. School admissions preference data indicates that the number of pupils admitted to the school would increase, but the school would have a high level of surplus places for a number of years. Although the school's budget would increase as the number of pupils on roll increases, the cost per pupil would likely be higher for an extended period while the school grows. As growth, and investment, would be phased, the financial impact of changes would be minimised wherever possible.

Should a proposal to transfer Allensbank Primary School to the shared Gladstone Primary School/St. Monica's Church in Wales Primary School site, or to the Ysgol Mynydd Bychan site proceed, the Speech and Language Intervention Class may be relocated. The delegated budget for this class would be transferred to another host school.

It should be noted that the number of pupils enrolling at Allensbank Primary School and Gladstone Primary School has fallen in recent years, coinciding with reducing intakes to primary education city-wide which are projected to continue until at least 2025/2026. In this context, the number of staff employed by schools may reduce, whether or not any proposals to reorganise provision are progressed.

Financial information specific to each option can be seen at the options sections of this document.

## Impact of the proposals on the Welsh Language

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.

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 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 education can be expanded to increase the number of children from all backgrounds attending.

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.

## Equalities

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.

An Equality Impact Assessment (EIA) is a process that looks at a policy, project or scheme to make sure it does not discriminate against anyone based on the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion/belief, sex, sexual orientation).

An initial Equality Impact Assessment has been carried out and is available to view at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)

This assessment will be reviewed and updated after the consultation and at key points if the proposals were to proceed.

## Community Impact

A Community Impact Assessment assesses the potential impact that proposed changes could have on the local community. When considering the potential for impact on the wider community as a result of a proposal, the following are taken into account: Public Open Space, parkland, the current use of school facilities by the community, noise and traffic congestion. Officers will work with schools and any community group to make sure that the proposal avoids negative impacts if possible.

The schools that might be affected by the proposals are existing schools. They offer a range of afterschool activities, and some have community organisations offering services from the school. It is not thought that there would be a negative impact on any of these activities as a result of these proposals.

An initial Community Impact Assessment has been carried out and is available to view at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)

This assessment will be reviewed and updated after the consultation and at key points if the proposals were to proceed.

## Potential Disruption to Pupils

The Council has significant experience in the successful delivery of building and refurbishment projects on the sites of occupied schools as a result of progressing a large and growing school organisation programme and a large-scale asset renewal programme.

In the event of the proposed changes being progressed a project lead officer would be assigned to work with the relevant governing bodies to oversee the development of a detailed investment programme. This programme would include the planned works, transition arrangements, pupil and staff health and wellbeing and the timescales of these workstreams.

Wherever possible, building and refurbishment works that may be more disruptive would be undertaken during the school holidays to minimise any potential impact on teaching and learning.

The proposed expansion of Ysgol Mynydd Bychan on the Allensbank site would be phased from September 2025. This would mean that the school does not need to use all of its accommodation in 2025/2026 and could allow for parts of the two buildings to be closed to staff whilst works are undertaken.

As part of the consultation the views of pupils at the schools will be sought and any issues raised will inform any future work plans.

## Next steps, how to make your views known and feedback form

### What happens next?

#### Key Dates

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet and to St Monica's Church in Wales Primary School Governing Body. The consultation reports will be available for anyone to view/download on the Council / school website. You can also get a copy by using the contact details in this document.

If any of the proposed options are agreed to proceed following consultation, there are a number of further stages that the Council and St Monica's Church in Wales Primary School Governing Body would have to go through before a final decision is made.

These stages are set out in Table 25 below:

#### Table 25: Further stages

(This timetable may be subject to change)

Statutory Process	Timescale
Consultation Period	03 May 2023 – 30 June 2023
Consultation report considered by the Council Cabinet / Governing Body and published on the Council / school website	July/September 2023
Expected date for start of Objection Period, when statutory notice has been issued (when formal objections can be made)	September/October 2023
Expected date for end of Objection Period	October/November 2023
Final decision (determination) by the Council's Cabinet / Governing Body	December 2023/January 2024
Objection report published on the Council website and notification of Cabinet's decision	December 2023/January 2024

### Consultation period

The consultation period for these proposals starts on 03 May 2023 and ends on 30 June 2023.

See pages 10/83 for further details of how to respond and make your views known.

The Council and the Governing Body of St Monica's Church in Wales Primary School will publish a consultation report on their websites. The report must be published at least two weeks prior to the publication of a statutory notice.

#### You can also ask for a hard copy of the report.

The report will go over the issues raised during the consultation period and give the Council's response, and the response of St Monica's Church in Wales Primary School Governing Body to these issues. The report will also contain Estyn's view of the proposals.

The Council's Cabinet will consider the consultation report and decide whether to go ahead with the proposed changes to Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan.

The Governing Body of St Monica's Church in Wales Primary School will consider the consultation report and decide whether to go ahead with the proposed changes to their school.

If the Cabinet decides to continue with the changes to Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan, the Council must publish a document called a 'statutory notice'. This is an official statement saying that the changes are proposed to go ahead.

If the Governing Body of St Monica's Church in Wales Primary School decide to continue, they must also publish a 'statutory notice'.

## **Statutory Notice**

A statutory notice is the formal publication of a finalised proposal. The approval to publish a statutory notice must be given by the Council's Cabinet / Governing Body. This would only be considered after the Cabinet / Governing Body have received a report on all the consultation responses. This is a legal requirement as outlined in the School Organisation Code 2018.

The Council would publish the statutory notice(s) on its website. The Governing Body would publish the notice on the school and Cardiff Council website. Copies of the notices would also be put up at or near the main entrance to the school(s)/site(s) affected by the notice.

Schools that are affected would also be given copies of the notice to give out to pupils, parents, guardians, and staff members (the school may also distribute the notice by email). The notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be sent to the Council /Governing Body within the dates given on the notice.

## **Determination of the proposals**

Cardiff Council Cabinet would determine the proposals for Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan. This means they will make a final decision on whether the changes go ahead. The Cabinet may decide to approve or reject the proposal, or they may approve the proposal with some changes (modifications). The Cabinet will take any objections received in the Objection Period into account when making this decision.

If there are no objections to the proposal for St Monica's Church in Wales Primary School, the Governing Body would determine the proposal. The Governing Body may decide to approve, reject, or approve the proposals with modifications.

If there were objections to the proposals for St Monica's Church in Wales Primary School, the proposal would be referred to the Local Authority (Cardiff Council) for determination within 35 days of the end of the objection period. This is a legal requirement as outlined in the School Organisation Code 2018. The Local Authority has 16 weeks from the end of the objection period to determine the proposals.

## Decision Notification

After determination of the proposals, all interested parties would be informed of the decision. Decisions will also be published on the Council and school websites.

## Your views are important to us

Your views matter and we want you to tell us what you think about the changes we have suggested in this document.

You can do this by:

- attending a public meeting or drop-in session. If you would like to attend an online drop-in session/on-line public meeting, please contact us via e-mail [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) confirming which session you would like to attend, and we will provide a link and instructions on how you can access the meeting.
- completing the electronic response form which you can find at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)
- printing and completing the consultation response form, which you can find at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools) and returning the form by post to Room 401, County Hall, Cardiff, CF10 4UW
- writing to the School Organisation Planning team by e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) or by post to Room 401, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you feel you would like further information about.

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

**The closing date for responses to this consultation is Friday 30 June 2023.**

Unfortunately, we will not be able consider any consultation responses received after this date.

Mae'r dudalen hon yn wag yn fwriadol



## 21ST CENTURY SCHOOLS

# The provision of primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North And Plasnewydd

## SUMMARY DOCUMENT

CONSULTATION PERIOD:  
3 MAY 2023 – 30 JUNE 2023



This document can be made available in Braille.

This is not the consultation document .

The consultation document is available at  
[www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)  
Please contact us on 029 2087 2720 to arrange this.





## Introduction

### What is this booklet about?

Cardiff Council is suggesting changes to primary school provision in Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

This booklet is a summary version of the consultation document on these changes. You can find the full consultation document at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)

The schools that may be affected by changes are Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan.

We are proposing changes to how the English-medium primary schools are organised. Local English-medium schools have a high number of surplus places overall. The number of English-medium community primary school places would stay the same or slightly decrease. There would still be enough places serving the area for children who currently attend or want to attend the English-medium schools in the future.

We also want to increase the number of Welsh-medium primary school places in the area by expanding Ysgol Mynydd Bychan. This school is full at present.

The Council would retain all of the current buildings and sites. This would allow for flexibility in future, if populations increase.

We want everyone to understand what is being proposed, so you can tell us what you think about the changes.

## What are we proposing to do?

The Council is suggesting three options to reorganise schools in the area.

The Options table shows the proposed changes. These changes would take effect from September 2025.

Option	Schools	Proposal
Option 1	Allensbank Primary School and Gladstone Primary School	Amalgamate Allensbank and Gladstone Primary Schools, by <ul style="list-style-type: none"> <li>o Formally closing Allensbank Primary School</li> <li>o Formally closing Gladstone Primary School</li> <li>o Establishing a new 420 place English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's CiW Primary School site</li> </ul>
	St Monica's CiW Primary School	Transfer St Monica's CiW Primary School to the current Ysgol Mynydd Bychan site  Establish nursery provision at the school
	Ysgol Mynydd Bychan	Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site  Increase the capacity of Ysgol Mynydd Bychan from 192 places to 420 places  Increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96

Option	Schools	Proposal
Option 2	Allensbank Primary School and Gladstone Primary School	Co-locate Allensbank and Gladstone Primary Schools on a shared site, by: <ul style="list-style-type: none"> <li>o Transferring Allensbank Primary School to the current shared Gladstone Primary School / St Monica's CiW Primary School site</li> <li>o Reducing the capacity of Allensbank Primary School from 315 places to 210 places</li> <li>o Reducing the age range of Allensbank Primary School from 3-11 to 4-11 by discontinuing nursery provision at the school</li> <li>o Increasing the number of nursery places at Gladstone Primary School from 64 to 96</li> </ul>
	St Monica's CiW Primary School	Transfer St Monica's CiW Primary School to the current Ysgol Mynydd Bychan site  Establish nursery provision at the school
	Ysgol Mynydd Bychan	Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site  Increase the capacity of Ysgol Mynydd Bychan from 192 places to 420 places  Increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96

## What are we proposing to do?

Option	Schools	Proposal
Option 3	Allensbank Primary School	Transfer Allensbank Primary School to the current Ysgol Mynydd Bychan site  Reduce the capacity of Allensbank Primary School from 315 places to 192 places
	Ysgol Mynydd Bychan	Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site  Increase the capacity of Ysgol Mynydd Bychan from 192 places to 420 places  Increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96



## How can I find out more?

This document gives a summary of the changes we are suggesting. It explains the reasons for the proposal and what would happen if the decision were made to close.

Full details of the proposed changes can be found in the Consultation Document here:

[www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)

We have organised public meetings and drop-in sessions that you can attend if you would like us to explain the suggested changes to you and for you to ask us questions. These are listed below.

Consultation Meeting Dates		
Nature of Consultation	Date/Time	Venue
Drop-in session	Monday 15 May 2023 2:30pm – 4:30pm	Cathays Branch and Heritage Library
Drop-in session	Thursday 25 May 2023 9am – 11am	Cathays Branch and Heritage Library
Drop-in session	Wednesday 07 June 2023 5pm – 7pm	Cathays Branch and Heritage Library
On-line drop-in session	Tuesday 09 May 2023 9:30am – 12 noon	Microsoft Teams
On-line drop-in session	Wednesday 17 May 2023 9:30am – 12 noon	Microsoft Teams
On-line drop-in session	Monday 05 June 2023 1.30pm – 4pm	Microsoft Teams
On-line drop-in session	Thursday 08 June 2023 1:30pm – 4pm	Microsoft Teams
Public meeting (through the medium of English)	Thursday 18 May 2023 6:15pm – 7:40pm	Cathays Community Centre
Public meeting (through the medium of Welsh)	Thursday 25 May 2023 6:15pm – 7:40pm	Cathays Community Centre
On-line public meeting	Thursday 08 June 2023 6pm – 7:30pm	Microsoft Teams

The Council will also meet with the staff and Governing Bodies of each of the schools.

## How can I give my views?

You can provide your views by

- attending a public meeting or drop-in session. If you would like to attend an online drop in session/online public meeting, please contact us via e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) confirming which session you would like to attend, and we will provide a link and instructions on how you can access the meeting.
- completing the electronic response form which you can find at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)
- printing and completing the consultation response form, which you can find at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools) and returning the form by post to Room 401, County Hall, Cardiff, CF10 4UW
- writing to the School Organisation Planning team by e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) or by post to Room 401, County Hall, Cardiff, CF10 4UW. This can include requesting an officer call back if you have a specific question that you feel you would like further information about.

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

The closing date for responses to this consultation is **Friday 30 June 2023**.

Unfortunately, we will not be able consider any consultation responses received after this date.



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## Why are we proposing these changes?

### Cardiff's 'Stronger, Fairer, Greener' commitments to learners

The Council's 'Stronger, Fairer, Greener' document commits the Council to supporting Cardiff's most vulnerable learners. This includes children in care, those educated other than at school and children from the most deprived communities. The Council is developing a Community Focused Schools programme and is promoting the benefits of bilingualism. The programme looks to expand uptake in Welsh-medium education in line with the Welsh Government's Cymraeg 2050 strategy.

- The Council must ensure that there is an appropriate balance in the number and different types of school places serving each area.
- There must also be a sustainable level of surplus places.
- Each school provision offered must meet the diverse needs of the communities they serve.
- The Council must also maximise the potential of its teaching and learning staff to ensure best use of their talent for the greatest impact on learner opportunities and outcomes for all.

### City-wide population changes

Since 2017/18, there has been a sustained fall in the birth rate and changes to migration patterns in the city. This means that city-wide intakes to primary education are projected to reduce significantly until at least September 2025. However, changes to populations are not the same in all parts of the city.

As parents are able to state a preference for schools, some schools would continue to have high intakes. For other schools the impact on pupil numbers will be far greater than the city-wide average.

Schools receive most of their funding based on the number of pupils on roll at the school. Falling pupil numbers will greatly impact on some schools' budgets. This affects the teaching and learning opportunities those schools can offer.

The Council is proposing to better balance the number of pupils schools can admit with the forecast take up of places. This would therefore support a more effective use of the schools' budgets. This would allow schools to use a greater proportion of their budget for teaching and learning.

### Cardiff's Welsh in Education Strategic Plan (WESP)

'Cymraeg 2050: A million Welsh speakers' is the Welsh Government's strategy for the increasing the use of the Welsh language. It sets out the long-term approach to reaching a target of a million Welsh speakers by 2050.

All Local Authorities in Wales are required to publish a Welsh in Education Strategic Plan. Within their plan, they must set a ten-year target for the expected increase in Year 1 children who are taught in Welsh. The target set for Cardiff by the Welsh Government is between 25 % and 29 % of Year 1 learners are educated in Welsh by 2031. At present, this figure is around 18 %.



## Providing sufficient English-medium and Welsh-medium school places

The Council has previously held a consultation on changes to school provision to provide an appropriate balance of Welsh-medium and English-medium school places in the area.

The outcome of the consultation showed that there was support overall for the expansion of Welsh-medium education, although other issues were raised.

The current proposals address the issues that informed the earlier proposals. The proposals take account of the issues raised during the earlier consultation. More information on this can be found in the consultation document at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)

### Which schools are included in the proposals?

The schools included in the proposals are:

- Allensbank Primary School
- Gladstone Primary School
- St. Monica's CiW Primary School
- Ysgol Mynydd Bychan

There are no changes proposed to other schools in these proposals.



More detailed information on school sites, walking routes and distances can be found in the full consultation document at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)

## What does primary education in the area look like now?

### English-medium

When taken together, the combined catchment areas of Allensbank Primary School, Albany Primary School and Gladstone Primary School, form the secondary school catchment of Cathays High School. This catchment serves Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

St Monica's Church in Wales (CiW) Primary School, St Joseph's Roman Catholic (RC) Primary School in Gabalfa and St Peter's Roman Catholic (RC) Primary School in Plasnewydd also serve these communities.

The existing combined capacity of Albany Primary School, Allensbank Primary School and Gladstone Primary School has provided enough places for any pupils wanting English-medium education from within the three catchment areas in recent years, when intakes to schools were at high levels city-wide.

### Welsh-medium

Ysgol Mynydd Bychan serves a catchment area that includes the community of Cathays and parts of the communities of Gabalfa, Heath and Plasnewydd.

The catchment areas of Ysgol Y Wern, Ysgol Glan Ceubal and Ysgol Melin Gruffydd lie adjacent to the catchment area of Ysgol Mynydd Bychan.

Ysgol Mynydd Bychan has been fully subscribed for entry to Reception in each of the past five intakes. In each year, there were enough places in schools in neighbouring catchment areas for the pupils who were unable to gain admission to Ysgol Mynydd Bychan. However, for children within the catchment area of Ysgol Mynydd Bychan, other Welsh-medium school places were often significantly further from their home address.

The projected level of surplus places between all four schools would not be enough to significantly increase Welsh-medium take up in the longer term. Changes to catchment areas could improve the balance of places, but would not support long term growth. This would not be a sufficient contribution towards meeting the growth target set in Cardiff's WESP.

More information on supporting long term growth in Welsh-medium education can be found in the consultation document at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)

### Other provision

Cardiff's wider education community includes a number of independent schools. Cardiff Muslim Primary School and Kings Monkton are located in Cathays and Plasnewydd communities respectively.

## Were other options considered?

Albany, Allensbank and Gladstone Primary Schools have enough English-medium primary school places between them for the projected demand for places. There is a high number of surplus places overall.

There is not enough space on the existing Ysgol Mynydd Bychan site to allow the school to expand. There is no suitable vacant site available in the area to locate a larger Ysgol Mynydd Bychan. The Council has looked at alternative site options within the existing Ysgol Mynydd Bychan catchment area.

There are no changes proposed at the Albany Primary School site. This site is a greater distance from the home addresses of pupils who currently go to Ysgol Mynydd Bychan. The school also has a relatively low level of surplus overall and has no surplus classrooms.

Moving Ysgol Mynydd Bychan to the shared Gladstone Primary School and St. Monica's Church in Wales Primary School site and English-medium provision on the Allensbank site is not proposed. These changes would have a greater impact on families currently attending local schools and possibly on future intakes.

More details on the options set out and why other options were not considered can be found in the consultation document at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)

## How would the changes affect school budgets and staff?

School budgets are largely based on the number of children who are on the roll of each school. Schools also receive a number of grants as part of their budget. Smaller schools with surplus places have greater difficulty in balancing their budget than larger schools.

As the number of children entering primary education is falling, the number of staff needed in Cardiff schools is likely to reduce, even if no changes were made to schools.

The Governing Body of each school decides how best to use its budget to support teaching and learning in the school. Any decisions to be taken with regards to staffing are a matter for the Governing Body of each school.

The number of teaching and learning staff required for a two form entry primary school (Option 1) is similar to the number required for two one form entry primary schools. However, the type and number of roles required would be dependent on the number of pupils on roll and on the school budget position.

If Option 1 were progressed, it is expected that there would be a reduction in the number of staff needed in some roles e.g., one fewer Headteacher and Deputy Headteacher.

Closing Allensbank Primary School and Gladstone Primary School and opening a new two form entry primary school places staff at a possible risk of redundancy. This would need to be managed in line with the School Redeployment and Redundancy Policy.

The Council is committed to making best use of opportunities for school staff to secure employment in other schools in Cardiff through redeployment into vacancies in other schools in Cardiff.

These arrangements would also be considered should the decision be taken to relocate the Speech and Language class from Allensbank Primary School to another school.

## How would the changes be funded?

These proposals allow for the Council to invest in school buildings serving the area. The Welsh Government has agreed to provide grant funding to support changes to Ysgol Mynydd Bychan. If changes were not made, the Council would not be able to access this funding. Funding to support other changes to schools buildings would be made available by the Council.

There would be no savings to the Council as a result of the proposed changes. The changes would not lead to a reduction in school budgets. Any efficiency savings from reduced leadership costs and other costs would allow for funding to be allocated more effectively in each school's budget. Should Option 1 be taken forward, the changes to the school budget formula would be approximately £98,000 per year. This would be ringfenced to the new school for a three year period and distributed between all schools' budgets in future years.

## How would pupils who go to the schools be affected?

If Allensbank Primary School and Gladstone Primary School close and a new English-medium school is opened (Option 1), all pupils who go to Allensbank or Gladstone would be offered the opportunity to transfer to the roll of the new primary school unless they wish to transfer to an alternative school.

If Allensbank Primary School moves to the shared Gladstone Primary School and St Monica's Church in Wales Primary School site (Option 2), pupils who go to Allensbank would still go to the school at its new site, unless they wanted to move to another school.

If St Monica's CiW Primary School moves to the Ysgol Mynydd Bychan site, pupils who go to St Monica's would still go to the school at its new site, unless they wanted to move to another school.

If Ysgol Mynydd Bychan moves to the Allensbank Primary School site, pupils who go to Ysgol Mynydd Bychan would still go to the school at its new site, unless they wanted to move to another school.

The Council has significant experience in the successful delivery of building projects on the sites of occupied schools.

If any of the proposed changes go ahead a project lead officer would work with the relevant governing bodies at each school. They would oversee the development of a detailed investment programme. This would include planned works, transition arrangements, pupil and staff health and wellbeing and timescales. Wherever possible works would be undertaken during the school holidays to minimise any potential impact on teaching and learning.

As part of the consultation the Council will ask for the views of pupils at the schools and any issues raised will inform any future work plans.

## Additional Learning Needs provision

There is a Speech and Language early intervention class hosted by Allensbank Primary School. This is a city-wide class for learners who would normally attend other schools but need additional support.

If Allensbank Primary School closed, and a new school opened (Option 1) the Council and Governing Body of the school would need to consider whether to include the Speech & Language class within the new school or locate it in another school.

If Allensbank Primary School moved to share the Gladstone site (Option 2) the Council and Governing Body of the school would need to consider whether to keep the Speech & Language class within the school or locate it in another school.

If Allensbank Primary School moved to the current Ysgol Mynydd Bychan site, the Council would locate the Speech & Language class in another school.

If Ysgol Mynydd Bychan moved to the Allensbank Primary School site, the Council could consider opening a Welsh-medium specialist resource base. This would need separate proposals, at a later date.

## Standards

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 standards at the four-schools included in the proposed changes are good.

Opening a new two form entry English-medium primary school, the proposed expansion of Ysgol Mynydd Bychan to two forms of entry and the opening of nursery provision at St Monica's provides the opportunity for educational benefits. The schools could build on existing progress, ensuring a positive impact on the quality and standards of education for current and future pupils.

Having Allensbank Primary School and Gladstone Primary School as two separate schools on a shared site would not give the benefits of a two-form entry school. However, some of these educational benefits at Allensbank Primary School and Gladstone Primary School could be achieved if the schools were to agree to formally collaborate or federate.

## What are the benefits of the proposal?

The benefits of the proposals depend on which option is progressed.

### Overall, the proposed changes would:

- Keep, or only very slightly reduce, the current number of English-medium primary school places serving the local area.
- have a better balance between the number of places available and the number of children wanting places for both English-medium and Welsh-medium.
- lead to fewer children being refused admission to a local school.
- ensure that each school provision offered meets the diverse needs of the local community
- as a minimum keep the current standards of education and allow each school to continue to improve education for all of their learners
- allow all of the school sites to stay as school sites so there is enough space for future changes in the population.
- support progress towards the Welsh in Education Strategic Plan (WESP) and Cymraeg 2050 targets.
- support Ysgol Mynydd Bychan to maintain and continue to build on its excellent standards
- allow for a greater number of children to benefit from the education on offer at Ysgol Mynydd Bychan
- support schools to become more financially sustainable, making better use of their resources

### Opening a new two form entry English-medium primary school and increasing Ysgol Mynydd Bychan to two forms of entry would:

- provide a more economically sustainable pattern of school provision over the long term
- support schools to be financially sustainable in an improved pattern of provision
- support schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners
- two form entry primary schools allow greater flexibility and opportunity for pupils than smaller schools
- a two form entry school can provide a greater degree of stability at all levels of leadership
- the school could employ more teaching and support staff with a wider range of knowledge and expertise
- there would be greater opportunities to professionally develop staff e.g., newly qualified teachers who can observe the other teacher in the year group.
- opportunities for staff to teach to their strengths so 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 activities
- greater opportunities for distributed leadership

## **Moving Allensbank Primary School to the current shared Gladstone Primary/St Monica's CiW Primary School site would:**

- support schools to be more financially sustainable through collaboration/federation

## **Nursery provision at St Monica's Church in Wales Primary School would:**

- provide continuity of provision which reflects the ethos and culture of the school
- support the development of strong parental links with the school from the earliest possible opportunity
- ease transition for a nursery-aged child when going into to Reception class (where Reception admission application has been successful)
- allow for the early identification of vulnerable groups. This would mean that the needs of children can be identified as early as possible
- give an opportunity for children to attend nursery at the same site as their older siblings. This should be positive for parents and reduce the difficulties of sending siblings to another childcare provider.
- provide continuity and progression between Early Years and Foundation Phase, enhancing the opportunity to appropriately address individual developmental and cultural needs



## What are the possible disadvantages of the proposals?

- there is potential for increased traffic congestion around the current Allensbank Primary School site and the current shared Gladstone Primary/St Monica's CiW Primary School site at the start and end of the school day. However, the Council would work with the Governing Bodies of the schools to develop a Travel Plan to minimise any potential disruption
- the proposal in Option 1 to close Allensbank Primary School and Gladstone Primary School would result in the loss of two historic institutions which are valued by their communities
- the proposal in Option 3 to reduce the capacity of Allensbank Primary School would result in a marginal reduction in the number of English-medium community primary school places

## What are the risks of the proposals?

- there is a risk that there could be a rise in demand for English-medium places in the future. However, the Council will monitor demand over the coming years to ensure that there are enough places for those who would like English-medium education. As the proposals keep all the existing sites and do not reduce the space available in the school buildings, there is flexibility for any future changes.
- there is a risk that an increase in the number of pupils who would like Welsh-medium places does not happen. The Council will keep its projections under review and would respond to any such changes in demand if required.
- there is a potential impact on neighbouring Welsh-medium schools. However, this is expected to be short term as the number of pupils attending Welsh-medium provision grows as part of the development of the Welsh in Education Strategic Plan (WESP).
- there is a risk of potential disruption to pupils during the transition period. However, the Council has significant experience in the successful delivery of building projects on the sites of occupied schools. Any building work carried out would be managed effectively to make sure the full curriculum continues to be delivered and that high education standards and safety standards are continued.
- if Option 2 goes ahead the Governing Bodies of Allensbank Primary School and Gladstone Primary School may decide not to proceed with collaborative working or federation.



## What happens next?

The Council will collect and summarise the feedback from this consultation. Council officers will then report this to the Council's Cabinet and to St Monica's Church in Wales Primary School Governing Body.

If any of the proposed options are agreed to proceed following consultation, there are a number of further stages that the Council and St Monica's Church in Wales Primary School Governing Body would have to go through before a final decision is made.

If the Cabinet and the St Monica's Church in Wales Primary School Governing Body each decide to continue with the changes, they must each publish a 'statutory notice'. This is an official statement saying how the changes would go ahead.

The statutory notice sets out the details of the proposals and asks anyone who wants to object to do so. Objections must be written. They must be submitted within the dates given on the notice.

The Cabinet may decide to approve or reject the proposals for Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan, or they may approve the proposal with some changes (modifications). The Cabinet would take any objections received in the Objection Period into account when making their decision.

If there are no objections to the proposal for St Monica's Church in Wales Primary School, the Governing Body would decide the proposal for their school.

If there were objections to the proposals for St Monica's Church in Wales Primary School, the proposal would be decided by the Council.

## Where can I find more information?

Full details of the proposals can be found at [www.cardiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools)

Mae'r dudalen hon yn wag yn fwriadol

### Records of Meetings with Staff and Governors

- Allensbank Primary School Staff Meeting (10 May 2023)
- Allensbank Primary School Governing Body Meeting (10 May 2023)
- Gladstone Primary School Staff Meeting (11 May 2023)
- Gladstone Primary School Governing Body Meeting (11 May 2023)
- St Monica's Church in Wales Primary School Staff Meeting (17 May 2023)
- St Monica's Church in Wales Primary School Governing Body Meeting (17 May 2023)
- Ysgol Mynydd Bychan Staff Meeting (18 May 2023)
- Ysgol Mynydd Bychan Governing Body Meeting (18 May 2023)



**Schools Programme  
Record of Staff Meeting  
Allensbank Primary School  
10 May 2023, 3:35pm – 5:25pm**



**Present:** Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Zoe Spencer-Biggs (HR), Ceri Tanti (SOP), Allensbank Primary School staff

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

### **Welcome and Introductions**

Richard Portas (RP) opened the meeting and welcomed staff.

The meeting was part of the first stage of formal consultation on proposed changes to primary school places to Serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd. The proposed changes would affect Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan from September 2025. Two consultations are running simultaneously; the Council is running the consultation relating to the community schools, and also supporting the second consultation on behalf of St Monica's.

RP advised that the meeting was as opportunity for staff to share their views, but that there would be other opportunities; staff can speak to SOP staff individually, if they prefer, fill in the online form, or feedback as a group if they wish to. In addition, there are a number of online and face to face drop-in sessions and public meetings.

Notes of the meeting were being taken and would form part of the consultation feedback.

### **What is being proposed?**

There was a presentation from Brett Andrewartha (BA) setting out details of the proposal:

- What is being proposed?
- Why the changes are proposed
- Who is consulting
- Area-specific context
- Recent and future take up of places
- English-medium places
- Welsh-medium places
- Recent admissions allocations data – Local community schools
- Admissions: Reception Allocation for September intake 2023 (Local Community and Faith Schools)
- Demographic Data
- Quality and Standards of Schools
- Proposed Options 1, 2 and 3
- Federation and Collaboration
- Additional Learning Needs (ALN)

- Educational Benefits
- Financial Impact of Proposals
- Other Considerations
- What happens next?

It was noted that some of the numbers in the presentation were hard to see on the screen and agreed that headteacher Jenny Drogan (JD) could circulate the presentation to staff via email.

Further detail is available in the full consultation document which is available online.

Zoe Spencer-Biggs (ZSB) gave a presentation setting out the different HR implications for the three proposed options. ZSB advised staff that in the event of the proposals being progressed, HR would be providing support to them all through the process.

ZSB offered to have a separate HR meeting for the school if they would find it useful. JD agreed this would be useful, and that she would set this up with ZSB.

### **Questions and Answers**

RP invited questions from staff.

The points raised are set out in *italics* below and have been grouped according to the points raised where appropriate.

The Officer's response can be seen underneath.

### **Funding**

- *Are pupils funded better per head at Welsh-medium schools? Are there any additional grants?*
- *Many schools are showing a deficit, but the figures in the presentation show that Ysgol Mynydd Bychan has a large surplus. How are they so much better off?*
- *The pupils attending Ysgol Mynydd Bychan generally come from more affluent families than the Allensbank pupils. Has this had an impact on the funding that the school has received, in terms of money raised by the PTA etc?*
- *Why is there no option to wipe the school's deficit budget?*

Pupils are funded at the same level, regardless of the medium of learning.

It was noted that PTA funds wouldn't be included in the financial figures shown, however it is possible that the PTA at Ysgol Mynydd Bychan has funded purchases for the school thus saving the school from spending.

It is not possible to wipe the Allensbank deficit budget unless the school is closed.

### **Access to Consultation Documents**

- *Allensbank parents speak a variety of languages other than English/Welsh. What languages will the consultation document be available in?*
- *Will an audio version be made available for those whose literacy level is low?*
- *What if parents do not have internet access?*

Ahead of the consultation schools were asked for the languages that would be most useful for their parents. Allensbank put forward seven languages. In total a summary consultation document will be translated into nine languages. This is in the process of being translated and will be forwarded to the schools involved in the proposals as soon as possible. The consultation date has been extended to ensure that parents will have the opportunity to read the translated consultation summaries and have good time to reply.

In addition, text was provided to the schools for them to communicate to their parents using the schools' usual communication methods which allow for translation, such as Class Dojo and Schoop.

An audio version is not available, however if there is demand for it this could be considered. There are a variety of consultation opportunities for parents, both online and face to face, meaning that internet access is not required in order for people to feed back. These range from public meetings to one-to-one online sessions or drop in sessions at the local library. Officers are also making enquiries in order to access local groups.

### **Estyn**

- *It was queried whether Welsh-medium schools are inspected by Estyn less frequently, as the date of Ysgol Mynydd Bychan's last visit was given as 2015.*

Welsh-medium schools are not inspected less frequently. However, the date of the last Ysgol Mynydd Bychan inspection was 2015.

### **Equality**

- *Concern was raised regarding the ethnic makeup of the Council's Cabinet, that there is a lack of Ethnic diversity.*
- *Concern was raised regarding encouraging the feedback from ethnic minority individuals, as often they feel unable to engage.*

Reassurance was given that there is ethnic diversity in the Cabinet. Details of the councillors which make up the Cabinet are available on the Council's website.

Regarding encouraging feedback from ethnic minority staff and parents, additional HR sessions had been offered and measures taken to help encourage feedback from parents and members of the community from ethnic minorities had already been outlined.

### **Pupil Wellbeing**

- *What consideration has been given to staff and pupil wellbeing? The school has put up with years of significant disruption from building work, in addition to the upheaval from Covid. When upheaval seems to be finally coming to a close these proposals are now put forward.*
- *Would the children have to go through the upheaval of further building work, in addition to the upheaval of moving school?*

- *Feel that it's unfair to expect the children to move to a new building, which may be staffed with strangers as there is no guarantee of staff being successful in obtaining a role. Both pupils and their families will find this daunting.*

The Council is aware of the upheaval that the school has faced. The consultation process is lengthy which will allow for transition. Additional HR meetings have been offered for the school and possible support can be discussed at these meetings.

There would be some further level of building works, but the intention is for the current works to be completed before the proposed date for the schools to relocate. If the Allensbank pupils were to move to a different building it is not expected that they would have significant building works taking place there.

### **Concerns re. HR Processes**

- *Option one would mean that staff have to reapply for their jobs. These feels unethical and humiliating, as the school would just be moving to a new site?*
- *If Option one goes ahead and there is a new governing body, it is likely that the chair of the governing body will be one of the existing chairs. Does this mean that staff who originally came from that school will be at an advantage?*
- *What is the timescale of the HR process? As if Option one went forward recruitment would need to take place while the existing schools are still open?*
- *There would be redundancies under all options.*
- *Will a full recruitment process take place?*

Option One would require staff to re-apply for posts as it's not just moving to a new site, but both Allensbank and Gladstone being formally closed and a new school being created. It is a requirement for the Governing Body of a school to recruit the staff so all staff would need to apply. Under Option two, no staff would need to reapply for posts unless federation is considered – in this case the existing senior leadership (i.e., headteachers and deputies) would need to reapply for their posts. Under option three no staff would need to reapply for posts, however the size of Allensbank would be reduced, so there may need to be changes to staffing structure.

If Option one goes ahead there would be a governing body brought together for the new school. The Chair of Governors may be a governor from one of the existing schools, however it is not to say that they would be the current chair, or indeed a governor who has a personal connection to the school. For example, the chair could be a Local Authority or Community Governor.

If option one went ahead the governing body would be established in Spring 2024. It was agreed that ZSB would provide a timeline for the HR events for each option for the headteacher to pass on to staff.

Under option one staff would have to apply for posts in the new school. Some staff may choose to consider voluntary severance or to request to be put on the redeployment list or may do so if they are unsuccessful in securing a post in the new school. Under the other options staffing structures would need to be considered in each school.

If option one goes ahead and staff need to apply, applications would need to be completed in order for the process to be fair and transparent.

### **Alternative Options**

- *Staff asked whether additional options could be put forward?*
- *Why is there no option for the English medium two form of entry school to be based at Allensbank? There are many benefits to this site over the Gladstone/St Monica's site, such as availability of parking. Even if the site is slightly further for pupils to walk the increase is minimal, no more than a few minutes extra walking distance.*
- *Staff are aware of other issues with the current St Monica's building aside from the ongoing masonry work, such as issues with the sewers and rats.*
- *Feel that children and staff at Allensbank have equal rights to those at Gladstone and to host a new school at Allensbank should have been considered as an option.*
- *Would it be possible to put in a petition?*
- *Realistically, how much are proposals influenced by feedback?*

Although other options cannot be consulted on within this consultation period, it would be possible to suggest an alternative model as part of a response to the consultation. It is recommended to provide as much feedback as possible, especially capturing the views of pupils' families.

Allensbank as the host site for English medium was an option which was considered before reducing the numbers of options which went out to public consultation. This was discounted due to the demographics of the school populations, as more of the current pupils live in the southern part of the combined catchments, and so would have a longer walking distance to Allensbank than Gladstone.

It would be possible to put in a petition. A petition would be noted separately. Proforma letters are noted as x instances of proforma letter rather than several different letters raising the same issue.

Feedback from consultations is considered when the Cabinet decide whether to proceed with proposals. The quantity of responses is less important than the quality; if good reasons are raised that question whether a proposal should proceed this would hold more weight than a large number of responses giving lesser reasons.

### **Nursery Provision**

- *Does Gladstone have a nursery?*

Currently Gladstone Primary School has a nursery. Under option two it is proposed that the number of places at the Gladstone nursery are increased, as by moving to the shared site there wouldn't be room for two nurseries.

### **Other questions regarding the consultation process**



- *Could St Monica's halt these options from going forward, as they own their own site?*
- *Why was option one put first? Is it the council's preferred option?*

Yes, St Monica's could agree not to go forward with any changes to their school. However, they have agreed to be part of the consultation on the proposed changes. St Monica's could have opted to run their consultation themselves but instead have agreed the Council do it on their behalf.

No, the Council does not have a preferred option.

### **Other questions**

- *How much has the scaffolding cost that is all around the building?*

Do not have the number to hand, but FOI requests have been submitted asking for the figures. The scaffolding was needed to ensure that masonry didn't fall from the building and cause serious injury.

### **Actions Agreed**

- **Headteacher JD to contact ZSB (HR) to arrange additional meeting for staff.**
- **JD to circulate presentation to staff for them to be able to see the detail of the tables displayed on screen at the meeting.**
- **Translated versions of the consultation documents will be forwarded to the schools as soon as they are available in order for them to be provided to parents.**
- **ZSB to provide a timeline for the headteacher to pass on to staff for HR implications of the options.**
- **RP to provide details on the cost of the scaffolding which has been at Allensbank Primary School**

RP thanked staff and the meeting closed.



**Schools Programme  
Record of Governor Meeting  
Allensbank Primary School  
10 May 2023, 5:30pm – 7:20pm**



**Present:** Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Zoe Spencer-Biggs (HR), Ceri Tanti (SOP), Allensbank Primary School staff

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

### **Welcome and Introductions**

Richard Portas (RP) opened the meeting and welcomed governors.

The meeting was part of the first stage of formal consultation on proposed changes to Primary School Places to Serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd. The proposed changes would affect Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan from September 2025. Two consultations are running simultaneously; the Council is running the consultation relating to the community schools, and also supporting the second consultation on behalf of St Monica's.

The meeting was an opportunity for governors to share their views, but there would also be other opportunities; governors can speak to SOP staff individually, if they prefer, fill in the online form, and expectation that the governing body will make a formal response to the consultation. In addition, there are a number of online and face to face drop-in sessions and public meetings.

Notes of the meeting were being taken and would form part of the consultation feedback. One of the governors asked for a copy of the notes of the meeting. It was agreed that these would be provided but that they will also be made public as a matter of course, in the same way that they are for all SOP consultations. The notes taken are contemporaneous notes, so are not word for word, but should cover the comments raised during the meeting.

The governor asked for a link to the notes for the governor meeting which was held as part of the consultation on previous proposals, and it was agreed that this would be provided.

### **What is being proposed?**

There was a presentation from Brett Andrewartha (BA) setting out details of the proposal:

- What is being proposed?
- Why the changes are proposed
- Who is consulting
- Area-specific context
- Recent and future take up of places

- English-medium places
- Welsh-medium places
- Recent admissions allocations data – Local community schools
- Admissions: Reception Allocation for September intake 2023 (Local Community and Faith Schools)
- Demographic Data
- Quality and Standards of Schools
- Proposed Options 1, 2 and 3
- Federation and Collaboration
- Additional Learning Needs (ALN)
- Educational Benefits
- Financial Impact of Proposals
- Other Considerations
- What happens next?

It was noted that staff had found some of the numbers in the presentation hard to see on the screen at the earlier meeting. Headteacher Jenny Drogan (JD) would be circulating the presentation to staff and could circulate the presentation to governors via email if requested.

Further details are available in the full consultation document which is available online.

Zoe Spencer-Biggs (ZSB) gave a presentation setting out the different HR implications for the three proposed options. ZSB advised governors that in the event of the proposals being progressed, HR would be providing support to staff them all through the process.

ZSB advised that during the staff meeting she had agreed to hold a separate HR meeting with staff. JD advised that staff had been very concerned about the proposals, and some may have private concerns they would like to raise with HR.

### **Questions and Answers**

RP invited questions from governors.

The points raised are set out in *italics* below and have been grouped according to the points raised where appropriate.

The Officer's response can be seen underneath.

### **School Places**

- *The presentation shows first preferences expressed for Ysgol Mynydd Bychan, some of whom did not get places. Would second preference be a Welsh-medium place or closest English-medium?*
- *Do children who live in Ysgol Mynydd Bychan catchment and attend Welsh Medium education have to travel out of catchment?*
- *In previous years Ysgol Mynydd Bychan had 15 in catchment children who were unable to get a place, but last year there were only 2. Where will the extra children come from to fill the additional form of entry?*

- *Is there a risk that expanding YMB will endanger other Welsh-medium schools?*
- *Where will the children come from? Any additional children attending Welsh-medium will come from either EM schools or leaving other Welsh-medium?*
- *Is it more important to have the additional spaces in Welsh-medium, or to fill them? If the birth rate is declining it seems unachievable to increase places by 1FE.*
- *It is unfortunate that the school has been covered in scaffolding for so long, as this has made the school unappealing to parents. Allensbank is not being given the opportunity for numbers on roll to bounce back.*

Second preferences depend on the choice of parents. In the past some in catchment parents who have been unable to get a place at Ysgol Mynydd Bychan opted for Welsh medium places further away from home, and then have been unable to get a place at the same school for younger siblings. Ysgol Mynydd Bychan does not have spare places in the older age groups so if a younger sibling can get a place at the school there is usually not space for the older one to move, meaning that families may be in a situation where they can't find space for all of their children at one Welsh-medium school.

Across the wider area there are only 11 surplus places at present in the allocation to Reception in Welsh Medium schools in September 2023. There is not sufficient surplus for demand across North/Central Cardiff. If catchment boundaries were moved there would be additional places but not enough to meet demand or to grow Welsh-medium as targeted.

There is a risk that increasing places at Ysgol Mynydd Bychan may lead to fewer children attending other Welsh-medium schools. Therefore, we would need to work to increase the proportion of children attending Welsh-medium, by improving visibility and uptake. In some areas there could be growth in population from families moving in, such as in areas with new housing development.

In the past Ysgol Mynydd Bychan would not have been able to actively promote their school, as they were in a position of having to turn away catchment children. Research was done in another area of the city, and found that there were mistaken beliefs among parents, with some thinking that Welsh-medium was private education, or that families must speak Welsh at home in order for their children to attend. Work was done in this area and take up of Welsh-medium increased greatly due to efforts to actively recruit.

Increasing Welsh-medium by less than 1FE could be an option put forward in a response, perhaps stage the increase, have 1.5FE in the first instance. Over time we would expect birth rate to increase again.

### **Alternative Options**

- *Has additional Welsh-medium provision at one of the English-medium schools been considered?*
- *Why do all options have Ysgol Mynydd Bychan moving to Allensbank; why is there no option where they would move to the Gladstone site?*

- *Are there more details on the demographic information cited as the reason for there not to be an option to host English-medium at Allensbank?*
- *Is Gladstone Primary School in the catchment of Ysgol Mynydd Bychan?*
- *Could Ysgol Mynydd Bychan move to the site of another 1FE Welsh School and increase in size that way?*

A proposal to increase spaces at Ysgol Mynydd Bychan by hosting some children at Allensbank was previously considered and was rejected by the governing bodies of both schools, so wouldn't have formed one of the options to be considered in these proposals.

Allensbank as the host site for English medium was an option which was considered before reducing the numbers of options which went out to public consultation. This was discounted due to the demographics of the school populations, as more live in the southern part of the combined catchments, and so would have a longer walking distance to Allensbank than Gladstone.

As part of the preparation work, the addresses of pupils were plotted which showed that a greater proportion were closer to Gladstone, but as this is actual address, we are not able to share this.

Yes, Gladstone Primary School is also in the catchment of Ysgol Mynydd Bychan.

Staff had indicated at the staff meeting that they were considering responding with a fourth option, which would have Allensbank as the host site for English-medium.

Welsh medium catchments are larger, so moving Ysgol Mynydd Bychan to another catchment would mean a longer journey for WM pupils, and make it harder for active travel etc.

### **Concerns re. HR Processes**

- *How soon after a decision is made can the process start? Concerned that good staff may seek work elsewhere due to uncertainty over their posts.*
- *Why are these changes proposed? There are other options that would achieve the same without threat of redundancies. Feel that this very disruptive and scary for staff. Concerned that staff will leave.*
- *Is the offer of HR support open throughout the whole process?*

If option one were to go ahead, where staff would need to apply for posts we would look to have the headteacher in post from 12 months ahead of the new school opening, however, if the governing body is brought together and is minded to accelerate the process they could look to recruit sooner, on the basis that the role wouldn't come into effect until a later period. Once a headteacher is recruited then recruitment of other staff could take place, meaning that staff could have confirmation whether they will have a post in September 2025 as early as possible.

The offer of HR support is open throughout the whole process.

### **Funding/Budget**

- *Query regarding the figures on the presentation – 0 governor approved budget for St Monica’s and Gladstone doesn’t make sense.*
- *How does Ysgol Mynydd Bychan have such a large surplus?*
- *If Ysgol Mynydd Bychan is also 1FE, why are they not affected by financial constraints faced by smaller schools?*
- *How many Welsh-medium schools will be setting a deficit budget for 2023/24? It is concerning if Welsh-medium schools across the city are better off financially than English-medium ones.*

The numbers are for the last financial year and have been provided by Finance. SOP do not have information on the reasons for the surplus budget at Ysgol Mynydd Bychan. This year we are finding that an increasing number of smaller schools are having to set a deficit budget.

Ysgol Mynydd Bychan has been full for a long time and may have had children admitted on appeal over and above the 30 children for a year group. The building is smaller so it’s likely that there could have been lower costs for energy and running of the school. In the staff meeting there was a suggestion that the PTA or parental contributions may be able to fund things, which would have saved the school money. As consultation took place regarding changes to Ysgol Mynydd Bychan two years ago, the school may have held off on expensive purchases in case further proposals were made for the school to move. A large surplus cannot be kept year after year, it would have to be justified to Finance officers.

The deadline for schools to confirm that a deficit budget is being set is 12 May, therefore not all schools who are intending to set a deficit budget will have informed the LA of this yet. We would not be able to say which individual schools are setting a deficit budget but would be able to give an overall number after 12 May.

It is not the case across the board that Welsh-medium schools are better off than English-medium schools.

### **Educational Benefits / Pupil Wellbeing**

- *The benefits of the proposals appear to be largely financial. What are the pedagogical benefits of the proposals?*
- *One thing that Allensbank does exceptionally well is knowing the children and building relationships with the families. It may be better financially to have larger schools but it’s not always the best in terms of pupil wellbeing and school ethos.*
- *Is there a figure on how much better larger schools do in Estyn inspections?*
- *Is there any comparative information on larger schools compared to smaller, e.g., how many are excellent etc?*
- *What differences do you expect there to be locally in terms of impact?*

There is more detail in the consultation document, however there are benefits to larger schools in terms of curriculum. In addition, at smaller schools there is less opportunity to spread workload and roles which can be a welfare issue for senior leadership teams. Smaller schools may have a more family feel but this can be recreated in larger schools. SOP works with the Consortium, Senior Teachers and

takes into account findings such as the Estyn paper on school size and educational effectiveness.

There is no suggestion that any of the schools involved in the proposals are underperforming, all of the schools provide a good quality education to pupils. There is not expected to be any reduction in terms of quality of education.

Larger schools are more likely to be able to make savings due to scale of buying, saving on support staff etc meaning that a greater proportion of their budget can be used to support teaching and learning.

MDF will check if there is any information comparing how larger schools fare in inspections compared to smaller ones.

Under Welsh Government guidance comparative information has been removed, such as colour coding and judgements as to whether a school is good/excellent etc. The Estyn reports are now much more narrative, and it is harder to tell at a glance how a school is doing.

### **Consultation Process**

- *How is consultation taking place?*
- *If there is strong support for an option, will that option be going ahead?*
- *Concern was expressed at how long the process takes, as it leads to uncertainty for staff and families.*
- *What role do St Monica's play in this?*
- *If there is strong opposition to the options will the proposal proceed?*
- *What are the views of local councillors on the proposals?*
- *Would councillors have to declare a conflict of interest? Are they allowed to promote a view on social media?*
- *Will Scrutiny and Cabinet meetings considering this topic be available online?*
- *If a councillor has a child who may benefit from these proposals (extra spaces at Ysgol Mynydd Bychan) is there a conflict of interest?*
- *Concern was expressed about decision makers representing the views of the actual community of Cathays, rather than the views of the white, middle class voting community of Cathays.*
- *It is noted and appreciated that efforts have been made to make the consultation documents more accessible, by providing them in additional languages, however, they will need to be available soon so that these members of the community are not disadvantaged.*
- *Translation alone doesn't lead to engagement.*
- *Do you publish demographics of consultation responses?*

Meetings are taking place with staff and governors at each school involved in proposals. The schools have made parents aware of the proposals. The consultation documents are online. In addition, two public meetings have been scheduled to take place at Cathays Community Centre. There is also an online public meeting. In-person drop-in sessions have been scheduled, plus the offer of online drop in sessions or phone calls. In addition, the pupils at each of the four schools will be consulted.

The consultation is not a referendum. If one option is generally more popular but an issue is raised against it that may hold more weight. If any concern cannot be robustly dealt with this could prevent an option proceeding.

The process is set out in the SOP Code. Even a straightforward change with no opposition has to go through the process, and usually will take a minimum of nine months.

St Monica's has agreed to take part in the consultation, and the Council is carrying out their consultation on behalf of the school. If St Monica's choose not to proceed, then any options involving them could not go forward. At the time of the previous consultation governing bodies were invited to put forward alternative suggestions which the Governing Body of St Monica's did.

It is possible that if there is strong opposition to the proposals that a proposal may still proceed, however, responses will all be considered by Cabinet when deciding whether to proceed to the next step.

Local councillors have all been made aware of the proposals and have the opportunity to respond.

Cabinet members who have a conflict of interest would have to withdraw when such items are being considered. Local members would be able to promote the consultation on social media, but cabinet members should not.

Yes, meetings considering the reports on these proposals will be available online.

If a member of cabinet has a conflict of interest, they should withdraw. Other councillors would be making the decision on these proposals so there is no conflict. If there is particular concern about conflicts of interest, please let us know.

Not all councillors are white and middle class, and neither are all of Cabinet. We are seeking as broad a range of views as possible and are trying to target harder to reach groups. The summary consultation document is being made available in nine additional languages; they are currently being translated but the consultation period has been extended to allow for this delay. Efforts have been made to make the consultation more accessible compared to the previous consultation.

We agree that providing the documents in additional languages doesn't necessarily lead to further engagement. Officers are seeking ways to access community groups in order to reach more people.

When replying to the consultation providing demographic information is optional, however, if people do provide demographic information this can also be reported back. Cabinet will also ask what measures have been taken in order to seek views across the board.

### **Other Questions/Comments**

- *Feel that Allensbank has gone through the pain of years of building work and scaffolding and now it is coming to a close a Welsh-medium school will benefit. It*



*is hard not to feel that Welsh-medium is treated better, and English-medium is not valued as highly.*

- *There is a danger of the community perceiving that white, middle-class children are getting treated better than other children, which could cause division.*
- *Allensbank has made massive improvements following the last but one Estyn inspection. Feel like the school has gone through adversity and is now thriving, and the reward for all this hard work is to be threatened with closure.*
- *Children coming in from abroad already have to learn English, going to Welsh-medium school means that they have two languages to learn rather than one.*
- *It would be interesting to see if outcomes in Welsh-medium schools change if there is a change in demographics.*
- *The school have been told that YMB is telling parents/prospective parents that the move is definitely happening.*

We have to work to avoid a divide, but also want the message to be communicated to families that Welsh-medium education is open to everybody in the community.

There have been instances of asylum-seeking families actively choosing to put their children in Welsh-medium as the language of Wales.

Parents should not be told that any of the proposals are definitely going ahead, as the way forward has not yet been decided.

#### **Actions Agreed**

- **Copy of the notes to the meeting to be provided to the governing body.**
- **Link to notes from the meeting held with governors regarding the previous proposals to be sent to the governing body.**
- **Agreed to tell the Governing Body what proportion of Welsh-medium schools are setting a deficit budget when this information is known.**
- **SOP officers to see if there is information available from Estyn on larger schools achieving better outcomes at inspection.**

RP thanked governors and the meeting closed.



**Schools Programme  
Record of Staff Meeting  
Gladstone Primary School  
11 May 2023 3:45pm**



**Present:** Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Rosalie Phillips (SOP), Zoe Spencer-Biggs (HR), Louise Flynn (HR), Gladstone Primary School staff, Trade Union representatives

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

### **Welcome and Introductions**

Richard Portas (RP) opened the meeting and welcomed staff.

The meeting was part of the formal consultation on proposed changes to the primary school provision serving the area.

Notes of the meeting were being taken and would form part of the consultation feedback.

### **What is being proposed?**

There was a presentation from Brett Andrewartha setting out details of the proposed changes:

- What are we proposing to do?
- Why are the changes proposed?
- Who is consulting?
- Background
- Area specific context
- Recent and future take up of places
- Map of English-medium provision
- Recent and future take up of English-medium community school places
- Map of Welsh-medium provision
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- Educational benefits
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- Other considerations
- What happens next?

Zoe Spencer-Biggs (ZSB) outlined details of the HR implications specific to each option.

Option 1 would require the formation of a new governing body who would be responsible for appointments to the new school. HR would recommend that posts are ring fenced in the first instance with the exception of the Head and Deputy Head posts which would be subject to national advert. For staff appointed to a lower grade post, salary protection would be in place for up to three years. HR support would be available for any staff who were not successful.

Under Option 2, if a federation with Allensbank Primary School was progressed, a joint governing body would be established who would oversee the appointment of the Head and Deputy Headteacher posts; the process would be ringfenced to sitting heads in the first instance.

Under Option 3 there would be no impact on Gladstone Primary School.

RP advised that there was a commitment to providing a timeline for each option.

ZSB advised that HR would be running surgeries at the school and also happy to meet as a group.

### **Questions and Answers**

RP invited questions from staff.

The points raised are set out in *italics* below and have been grouped according to the points raised where appropriate.

The Officer's response can be seen underneath.

### **Proposals**

- *why did the previous proposal not go ahead?*
- *how many nursery places would there be under Option 1?*
- *the proposals feel like a penalty for not being Welsh-medium with £1.8m for investment in Welsh. Will this happen across other sectors?*
- *is it because there is a high student population in the area?*

An expansion of Ysgol Mynydd Bychan to 1.5FE across two sites as a temporary measure was proposed previously however the feedback received during the consultation did not support this; there were however views expressed on potential long-term solutions.

Option 1 proposes to have one 2FE English-medium primary school with up to 96 nursery places. Proposals are at the consultation phase and opportunities for views to be expressed which will be considered. Staff are encouraged to respond as a group but may also be a parent or a governor. All views expressed will be summarised and responded to in the report to Cabinet post consultation. Any of the three options could be progressed however this is not a fait accompli; in the event of one of the options being taken forward the next stage would be the publication of a statutory notice which would allow a period of up to 28 days for objections; previous proposals that have received a large number of objections, over 5000, have progressed and there are others with few which have not; the reasons expressed are what informs whether a proposal is progressed. The expected determination date is January 2024 with proposals taking effect in September 2025.

There is a requirement to deliver on Cymraeg 2050 and Welsh in Education Strategic Plan (WESP); we're not reducing the number of English-medium places here but proposing to reconfigure; increasing the number of Welsh-medium places in an area where there has been demand.

The number of pupils has fluctuated over time with children attending non-catchment schools; we expect the population to rise again in the future but implications in the short term of falling rolls.

### **Staffing**

- *would all staff have to apply for posts at the new school.*
- *how soon would staffing arrangements be known?*
- *would flexible working arrangements be reflected in the final outcome?*
- *difficult position for staff who need to consider employment position which will influence decisions.*

Based on statutory legislation there would be a requirement for all staff to apply for posts at the new school. The ring-fenced appointments process had been adapted with the majority of staff securing posts in previous reorganisations.

Timelines for each option are to be provided.

All working arrangements would be considered.

It is accepted that the position for staff is difficult. The number of primary aged children is falling, and numbers of staff will fall regardless of proposals which will have an impact.

There are no concerns regarding standards at the schools, looking to preserve and improve within constraints and provide the best for pupils. Staff have shown commitment and ability but acknowledge that there are risks, e.g., under Option 1, senior leadership, admin and mid-day supervisors at greatest risk.

### **Language Issues**

- *have difficulty believing that there is demand for Welsh from the EAL community; Cathays is a diverse area and difficulty imagining demand. Issues with parents who are not able to access information due to language barriers and need to bring in people who can speak to parents in their home language, issues with levels of understanding.*
- *parents trust staff: new to the country/language and issues with levels of literacy and there will be some families that miss out; some very unique languages and levels at the school.*
- *When will language translations be available?*
- *Would it be possible to have a summary in audio format?*

We will look at all options around engagement; have previously attended ESOL classes and walked through proposals which was helpful. Also, option for school to use Schoop; summary information already being translated into nine community languages.

Three language translations have been received and will be provided. The others will be made available as soon as they are received.

We will look into whether it is possible to have a summary in audio format.

### **Governing Body**

- *who would decide on the makeup of any temporary governing body?*

Temporary governing bodies are usually made up with governors from existing schools and additional appointments. Governor Services would support with this process, with HR supporting staffing matters.

The consultation runs to 30 June with drop-in sessions and public meetings and also happy to meet again if needed.

There were no further questions, RP thanked staff and the meeting closed.



**Schools Programme**  
**Record of Governors Meeting**  
**Gladstone Primary School**  
**11 May 2023 5pm**



**Present:** Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Rosalie Phillips (SOP), Zoe Spencer-Biggs (HR), Louise Flynn (HR), Gladstone Primary School staff, Trade Union representatives

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

### **Welcome and Introductions**

Richard Portas (RP) opened the meeting and welcomed governors.

The meeting was part of the formal consultation on proposed changes to the primary school provision serving the area.

Notes of the meeting were being taken and would form part of the consultation feedback.

### **What is being proposed?**

There was a presentation from Brett Andrewartha setting out details of the proposed changes:

- What are we proposing to do?
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- What happens next?

Zoe Spencer-Biggs (ZSB) outlined details of the HR implications specific to each option.

Option 1 would require the formation of a new governing body who would be responsible for appointments to the new school. HR would recommend that posts are ring fenced in the first instance with the exception of the Head and Deputy Head posts which would be subject to national advert. For staff appointed to a lower grade post, salary protection would be in place for up to three years. HR support would be available for any staff who were not successful.

Under Option 2, if a federation with Allensbank Primary School was progressed, a joint governing body would be established who would oversee the appointment of the Head and Deputy Headteacher posts; the process would be ringfenced to sitting heads in the first instance.

Under Option 3 there would be no impact on Gladstone Primary School.

### **Questions and Answers**

RP invited questions from governors.

The points raised are set out in *italics* below and have been grouped according to the points raised where appropriate.

The Officer's response can be seen underneath.

### **Finance**

- *the Financial Impact slide made reference to budget projected for October 2022 which is incorrect and potentially confusing.*

The financial impact slide was to be amended; it was correct at the time information was supplied.

The deficit position would be wiped out under Option 1; under Option 2 the deficit would have to be addressed by Governing Bodies. The deadline for setting a deficit budget is tomorrow (12 May) and we're unable to provide up to date information before this.

### **Staffing**

- *would salary safeguarding apply to support staff?*
- *What was the feedback from staff?*

The position regarding salary safeguarding for support staff was to be confirmed.

Staff were concerned, particularly with Option 1. HR will support in any way possible with an adjusted application process for ringfenced posts and redeployment. HR would be running surgeries at the school and also happy to meet as a group.

Two 1FE schools could have similar staff numbers to a 2FE school however no guarantees with some staff at a greater risk and would encourage staff to access HR support. Reduced populations will also have an impact on staffing going forward, whether or not changes proceed. Have committed to the provision of timelines for each option.

### **Buildings**

- *the St Monica's building is not large enough to accommodate Allensbank Primary school, how would this work?*

Under Option 2, both schools would have to share the whole site.

### **Educational benefits**

- *educational benefits outlined but has there been an assessment of disbenefits; space wise the site is limited and need adequate facilities including outdoor space.*

There are confined sites across Cardiff and the proposed changes are compliant with site requirements; could look at staggered break times; no requirement to have a hall that can accommodate all children at the same time; confident that the required amount of space is available but able to consider options around how space is used.

Detailed feasibility would be undertaken if progressed and the Council would work closely with schools.

Advice from experienced staff within the Education Directorate, the Central South Consortium and headteacher input have informed the benefits e.g., greater opportunities at 2FE school, opportunities for staff, economies of scale and opportunities for extracurricular/after school activities. There is strong leadership and staff across all of the schools included in the proposals and we accept that some people prefer smaller schools.

### **Timelines**

- *What are the timelines?*

The consultation runs to 30 June 2023. Following this there will be a report to Cabinet which will include recommendation; subject to Cabinet approval a statutory notice would be published allowing 28 days for formal objections with an expected determination date of January 2024.

### **St Monica's CiW Primary School**

- *Are St Monica's following the same timeline?*
- *What would happen if St Monica's decided not to progress?*

St Monica's CiW Primary School are following the same timeline. Views regarding the pattern of school provision to serve the local area were sought during the previous consultation with St Monica's suggesting they could relocate and have a nursery. The Governing Body formally agreed to be part of the consultation and will have to consider the outcome for their school; the weight of any objections would have to be considered.



## **Federation**

- *Would federation be a matter for the governing bodies to consider?*

If Option 2 or Option 3 are progressed it is strongly recommended that a federation is established.

## **Capital Funding**

- *Significant demographic difference between the English-medium and Welsh-medium schools with closing the attainment gap a part of Cardiff 2020. Funding for Welsh-medium works has been secured but what is the commitment for English-medium?*

The commitment from the LA is that there would be investment which would depend on the option taken forward; we need to ensure facilities are suitable. Monies secured through capital grant limited to Welsh-medium only but committed to ensuring parity in terms of facilities.

There were no further questions, RP thanked governors and the meeting closed.



**Schools Programme  
Record of Staff Meeting  
St Monica's Church in Wales Primary School  
17 May 2023**



**Present:** Richard Portas (SOP), Michele Duddridge Friedl (SOP), Brett Andrewartha (SOP), Rhian Carbis (SOP), Shirley Karseras (SOP), Louise Flynn (HR), St Monica's Primary School Staff

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

### **Welcome and Introductions**

Richard Portas (RP) opened the meeting and welcomed staff.

The meeting was part of the formal consultation on proposed changes to the primary school provision serving the area.

Notes of the meeting were being taken and would form part of the consultation feedback.

### **What is being proposed?**

There was a presentation from Brett Andrewartha setting out details of the proposed changes:

- What are we proposing to do?
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- Other considerations

- What happens next?

Louise Flynn (LF) outlined details of the HR implications specific to each option. She advised staff that in the event of the proposals being progressed, HR would provide support and liaise with employees and Trade Unions were needed. There would be full consultation on any changes.

### **Questions and Answers**

RP invited questions from staff.

The points raised are set out in *italics* below and have been grouped according to the points raised where appropriate.

The Officer's response can be seen underneath.

### **Pupil projections**

- *A comment was made that when considering pupil projection data relating to birth-rates, awareness should be given to the fact that some pupils may not have been born in the UK.*

BA explained how NHS GP registration figures are used bi-annually to inform projections in addition to a range of other data such as PLASC and preference data.

MDF explained that pupil mobility is heavily monitored and over a long period of time.

### **Admission Number**

- *If St Monica's moved to the Ysgol Mynydd Bychan site, why is there a difference in the Published Admission Number compared to that if Allensbank moved to Ysgol Mynydd Bychan?*

BA explained that the admission number of the school would be decided by the St Monica's Governing Body as long as it can be accommodated within the capacity of the school building.

It was noted that the admission policy for the school would have to change if the move was approved as the site of Ysgol Mynydd Bychan is in a different Parish to the current Roath / Cathays Parish.

- *Can you explain if this is the same as the nursery provision as a number has been stated?*

MDF explained that the nursery admission number is usually set slightly lower so as not to detrimentally impact other maintained nursery providers in the area. If in time, there is evidence to suggest that more places are required then that would be considered.

### **Options**

- *Do we need to choose one option over another?*

MDF explained that a formal response would be expected from the Staff and the Governing Body, but that people could also respond individually. It was up to them to explain what they liked / disliked about each option or comment on anything that they thought relevant. They must think what is right for our school.

BA advised that if St Monica's did not want to move forward with a relocation to the Ysgol Mynydd Bychan site, then option 3 would be the only one considered by default and would have to be determined by Cabinet.

Tim Adams from NASUWT was present and offered support if staff required it. He made apologies for Angela Jardine.

RP thanked the staff for their time and input and the meeting closed.



**Schools Programme**  
**Record of Governing Body Meeting**  
**St Monica's Church in Wales Primary School**  
**17 May 2023**



**Present:** Richard Portas (RP) SOP, Michele Duddridge Friedl (MDF) SOP, Brett Andrewartha (BA) SOP, Rhian Carbis (RC) SOP, Shirley Karseras (SK) SOP, Louise Flynn (LF) HR, St Monica's Primary School Governors

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

### **Welcome and Introductions**

Richard Portas (RP) opened the meeting and welcomed staff.

The meeting was part of the formal consultation on proposed changes to the primary school provision serving the area.

Notes of the meeting were being taken and would form part of the consultation feedback.

### **What is being proposed?**

There was a presentation from Brett Andrewartha setting out details of the proposed changes:

- What are we proposing to do?
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- What happens next?

Louise Flynn (LF) outlined details of the HR implications specific to each option. She advised governors that in the event of the proposals being progressed, HR would provide support and liaise with employees and Trade Unions were needed. There would be full consultation on any changes.

## Questions and Answers

RP invited questions from governors.

The points raised are set out in *italics* below and have been grouped according to the points raised where appropriate.

The Officer's response can be seen underneath.

## Admission Number

- *Concern around admission number. If St Monica's moved to the Ysgol Mynydd Bychan site, they would only have an admission number of 20 pupils but would be in a bigger school with greater running costs.*

BA advised that the authority is not proposing an expansion of St Monica's but that the Governing Body of a Voluntary Aided school set their own admission number.

- *St Monica's were told in the previous proposal that they could only admit 27.*

MDF advised that an admission number of 30 at Ysgol Mynydd Bychan had been agreed with the school. The admission number for the school would ordinarily be 27.

BA explained that the capacity of the school is 192 and is based on classrooms of varying sizes. The published admission number is then arranged evenly over the seven-year groups but there is usually flexibility for each school to decide on how they use that space based on the needs of their learners.

- *Is there any flexibility with the proposed nursery admission number of 32?*

MDF advised that this would not alter as there needs to be a balanced approach so as not to compromise the viability of other nursery providers in the area. The funding mechanism of nursery provision is different to that for primary aged pupils and there is no clawback of finances.

## Buildings

- *What works are needed at the Ysgol Mynydd Bychan site? St Monica's have had several years of renovations.*

RP explained that the buildings are in good condition and that no works needed to be carried out.

- *Does Ysgol Mynydd Bychan have an established nursery and the relevant facilities already?*

MDF advised that it did but as this was new provision for St Monica's there would be some support to help purchase items for this such as nursery furniture.

- *How does the process of moving school practically work? Will they have to use Inset days for this?*

RC explained that she had been through the process and offered up information on how it works. She reassured staff that Facilities Management did the moving element, the school would have to simply do the packing, but that time would be allocated for this.

### **Consultation Process**

- *What is the process for parents to give feedback? Are there drop-in sessions arranged.*

BA explained the consultation process and gave details of what sessions have been scheduled and explained how to access them.

- *What is there in place for other establishments? What if they simply object to the proposals?*

MDF advised that if St Monica's did not want to move forward with a relocation to Ysgol Mynydd Bychan, then option 3 would be the only one considered by default and would have to be determined by Cabinet.

She understood that schools may feel conflicted about the proposals. She advised that they respond as a Governing Body based on what they feel is the correct decision for their school.

### **Close**

Cllr Ahmed requested a simplified outline of the proposal so that he could share with the community.

The Headteacher thanked SOP for the presentation and said that it had helped with clarity of the proposal and consultation process.

RP thanked the Governors for their time and input and the meeting closed.



**Schools Programme  
Record of Staff Meeting  
Ysgol Mynydd Bychan  
18 May 2023**



**Present:** Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Rhian Carbis (SOP), Louise Flynn (HR), Sian Evans (YMB Headteacher), Cai Maxwell (SOP) and Ysgol Mynydd Bychan staff.

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

### **Welcome and Introductions**

The meeting was part of the formal consultation on proposed changes to the primary school provision serving the area.

Sian Evans (SE) opened the meeting and welcomed staff and LA colleagues.

### **What is being proposed?**

There was a presentation Rhian Carbis setting out details of the proposed changes:

- What are we proposing to do?
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Louise (HR) outlined details of the HR implications specific to each option. Each of the options would affect YMB in a similar way and that HR would support the staff and governors in expanding its school staff.

### **Questions and Answers**

RP invited questions from staff.

The points raised are set out in *italics* below and have been grouped according to the points raised where appropriate.

The Officer's response can be seen underneath.

### **Options**

- *It has been 'very difficult' to get a strong response from our parents at YMB as all three options essentially mean the same thing, which is to move school sites. We've found it difficult to get an enthusiastic reaction.*

MDF advised that it may be the case that none of the three options are taken forward, it is a consultation and not a referendum. The Cymraeg 2050 target remains in place however it is not a done deal.

### **Buildings**

- *Acknowledge that parents and staff at YMB are very much in support of increasing the number of Welsh speakers. Concern over the suitability of the Allensbank building given its listed building status; had SOP been in communications with CADW regarding coming to an agreement for amendments to the school building.*

RP advised that the SOP team had strong links with CADW and a professional relationship was there. In addition to this, Allensbank had received more funding and investment out of the three English Medium primaries involved in this consultation.

MDF advised that Cardiff County Council is responsible for a number of listed primary school buildings, this experience in working on listed buildings will be key.

- *Concerns over the whether pupils would be able to access the school yard from the ground floor classrooms. Advised that the previous Headteacher invested heavily in the current Ysgol Mynydd Bychan buildings, this will be a challenge moving forward in trying to bring the parents along with us in making the move. Also questioned whether there would be a nursery and reception starting at the same time in 2025.*

MDF advised that SOP would work with the school to incrementally increase the number of nursery and reception places over time, it would not be instant.

- *Regarding the £1.8million, what is it to be used for? Is it for works that need to be done, what's to stop this whole thing happening to us down the line the same as Allensbank.*

RP acknowledged that this was one of the risks, gradually increasing the size of the space.

MDF advised that there were benefits to opening up the school building to generate further income under the community focused schools banner.

- *Concerns over the amount of building work that still needs to be completed.*

RP advised that SOP would work closely with the school, the buildings are suitable as is, but some works needing to be done would be completed before 2025.

### **Finance**

- *Whilst the Headteacher agreed with the financial information presented, there were concerns under the current financial climate, however she will always prioritise pupils at the school.*

### **Process**

- *Are you aware of any previous processes like this take place, how will we gain access to the Allensbank building and how will have that relationship with the staff at Allensbank. What advice can you offer on how best to move forward with this whilst also bringing the parents of YMB along with us.*

MDF advised that the school had a good relationship with the parents and that there are several community activities that Ysgol Mynydd Bychan already hosts, these things can be brought into the fold moving forward. Regarding the relationship with Allensbank, the Council would advise to wait until the outcome of the consultation is known and any steps that are taken after that can be guided by SOP, as we have supported processes like this in the past.

### **Pupil Numbers**

- *How many children from the catchment of YMB attend other primary school nurseries and receptions? Acknowledged that Ysgol Hamadryad went out to the community in their school area to draw people in, addressing concerns of it being a 'private education' etc; the need to go out to the community was understood.*

BA advised that SOP analyse data regularly and would return this information to the school when available.

RP thanked the staff for their time and input and the meeting close.



**Schools Programme**  
**Record of Governing Body Meeting**  
**Ysgol Mynydd Bychan**  
**18 May 2023**



**Present:** Richard Portas (SOP), Michele Duddridge-Friedl (SOP), Brett Andrewartha (SOP), Rhian Carbis (SOP), Louise Flynn (HR), Sian Evans (YMB Headteacher), Cai Maxwell (SOP) and Ysgol Mynydd Bychan staff.

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

### **Welcome and Introductions**

The meeting was part of the formal consultation on proposed changes to the primary school provision serving the area.

Sian Evans (SE) opened the meeting and welcomed staff and LA colleagues.

### **What is being proposed?**

There was a presentation Rhian Carbis setting out details of the proposed changes:

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Louise (HR) outlined details of the HR implications specific to each option. Each of the options would affect YMB in a similar way and that HR would support the staff and governors in expanding its school staff.

### Questions and Answers

RP invited questions from staff.

The points raised are set out in *italics* below and have been grouped according to the points raised where appropriate.

The Officer's response can be seen underneath.

### Buildings

- *Understanding is that the current YMB site is considerably smaller than the Allensbank School site, also queried whether the Ysgol Mynydd Bychan Governors were able to visit or view the Allensbank school site.*
- *Concern was raised over the space available and works that would need to take place to make the school site safe.*
- *Concern was also raised over the £1.8million grant and whether it had already been spent.*

RP advised that the LA and SOP would work jointly with the school to work through ideas and the future process should a move go ahead. There had already been significant investment at the Allensbank site, it is a safe school environment with scaffolding due to be removed by December 2023. Significant roof repair work and window investment works continue to take place at the school. He envisaged, subject to discussions with Ysgol Mynydd Bychan in the context of the prospective new site, that provision for catering and FSM would be a key focus for improvement as well as outside play space from the classroom to the yard, especially for the foundation phase. Condition of the school is not derelict; it is completely usable as it stands currently. None of the four schools included in these proposals are in any way unsafe or in need of urgent repairs, investment is taking place to guarantee the viability of the buildings for future years.

MDF advised that this is an urban area with all schools in the area having limited outdoor space; the Allensbank site outdoor space would be a significant increase over what Ysgol Mynydd Bychan currently has.

RP reiterated that all works proposed at Allensbank including the additional spend of the Welsh Government Grant of £1.8million would be done prior to the school moving with the target of having these works done in the summer holiday period prior to the move in September 2025.

- *Worried about the outdoor spaces; Ysgol Mynydd Bychan currently have classrooms that open out onto the yard which specifically aligns with the Curriculum for Wales. The school would not want to be in a worse position regarding its classrooms. It's what YMB have currently and would want to at least*

*replicate or if possible, improve on the provision we have already at the proposed new site at Allensbank.*

- *Concern over the time it would take to confirm whether we are able to have the outdoor access space, doors and access to the yard from ground floor classrooms. Would this take six months or two years.*
- *Can a process be started with CADW to ensure readiness by 2025 when the proposed move would take place.*
- *Request for the most up to date condition in report to be made available to the Governors of Ysgol Mynydd Bychan to accurately make a decision on where they stand moving forward. Currently there is no information at their disposal to understand exactly what the situation of the building is at Allensbank Primary School. When the Governors have sight of this then a more united front can be achieved in terms of responding to the consultation.*

MDF advised that once an agreement or outcome is established processes could indeed be commenced. The condition report would be provided as soon as it is available.

- *Concern over misinformation and errors; what was the Council doing to process and deal with these responses from all sides. Concern over Ysgol Mynydd Bychan being the target.*

MDF advised that the information released from SOP and discussed at consultation meetings is the correct source of information, it would not be possible or fair to regulate the information discussed by others. This is not a referendum but a consultation.

RP thanked governors for their time and input and the meeting closed.

Mae'r dudalen hon yn wag yn fwriadol



**Schools Programme**  
**Record of Cardiff Influencers Engagement**  
**City Hall**  
**01 June 2023**



**Present:** Cardiff Influencers (12), Michele Duddridge Friedl (SOP), Ceri Tanti (SOP), Rhian Carbis (SOP), Cai Maxwell (SOP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting*

### **Cardiff Influencers Group Session**

The Cardiff Influencers are a secondary age stakeholder group of learners from Cardiff schools who inform decision-making on school organisation planning.

Twelve members of the group met on 01 June 2023 to discuss the proposed changes to primary school provision serving Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

The session included a presentation of the proposed options, a community walk (beginning at the Ysgol Mynydd Bychan site, walking to the Allensbank Primary School site and walking from there to the Gladstone Primary School/St Monica's Church in Wales Primary School site before returning to City Hall).

This was followed by a discussion on who would be affected by the proposed changes and the pros and cons of each option. The Influencers then worked in groups to prepare statements setting out details of their views on the proposed changes.

### **Cardiff Influencers feedback on proposed changes**

The information below is a summary of the feedback from the group. Copies of the Cardiff Influencers feedback statements are included at the end of the summary.

Nine of the twelve Influencers preferred Option 1.

The comments made included:

- All the schools would have nursery provision which is beneficial to the community.
- Establishing nursery provision at St Monica's Church in Wales Primary School may increase the likelihood of parents sending their children to the school.
- The budget deficit positions of the two English-medium primary schools (Allensbank Primary School and Gladstone Primary School) would be addressed.
- Ysgol Mynydd Bychan would grow to two forms of entry allowing for more children to access Welsh-medium education.
- The expansion of Ysgol Mynydd Bychan would support the aims of Cymraeg 2050.



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- It was appreciated that there was an emotional attachment to both Allensbank Primary School and Gladstone Primary School, however amalgamating the two schools would allow for the sustainable provision of English-medium primary places to serve the area and an opportunity to blend the cultures of both schools, strengthening connections within the local community.
- Larger schools can attract quality and experienced headteachers however it is understood that the existing headteachers could potentially be made redundant.
- Larger school can offer more specialisms as there are more staff available and a greater range of extracurricular activities available.
- Larger schools would provide greater value for money, money can be spent toward effective equipment, teachers etc.
- Closing Allensbank Primary School and Gladstone would result in staff being made redundant losing their experience and teaching ability however redeployment offered by the Council is an opportunity that staff with interviews at the newly formed English-medium school or for other available position within the city.
- Closing Allensbank Primary School and Gladstone Primary School places the Headteachers at risk of redundancy.
- There may be a lack of continuity for some of the children as a new school would organise staff differently which may be unsettling.

Option 2 was not supported by any of the Influencers, and they thought there were few benefits to maintaining the cost of running two schools on one site; additionally, the deficit position of Allensbank Primary School and Gladstone Primary School would remain with no clear way to recover.

Option 3 was supported by three of the twelve Influencers.

The comments made included:

Pros:

- Allows Allensbank Primary School to become a one form of entry school (currently two forms of entry with more supply than demand) meaning they would stop losing money. Allensbank primary school is losing money is because they are paying for the facilities of a 2 form of entry building whilst only having students for 1 form of entry each year.
- Option three causes less disruption than option one whilst still having benefits for both schools including:
  - No teachers would lose their jobs.





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- Allensbank Primary School and Ysgol Mynydd Bychan are the closest to each other between the four schools. (Today we walked from Allensbank to Ysgol Mynydd Bychan and it took us two minutes).
- There would be no negative changes in pay for any staff and the head teacher in Ysgol Mynydd Bychan would gain a significant increase in pay. Furthermore, there would be new job opportunities which also require Welsh with this option.
- Finally, some parents, students and the community members around the four schools may not want them to shut down and make a new school. Community members may hold those schools very close to them and would fight against the schools being closed as proposed in option one

Cons:

- The debt of Allensbank Primary School will remain. However, the smaller building will allow them to recover eventually, although this may take some time.
- Additionally, Ysgol Mynydd Bychan will face some difficulties at the start due to the lower number of students compared to the space available. However due to demand for spaces in Ysgol Mynydd Bychan the learner deficit would fill.

The proposed changes aim to increase the number of Welsh-medium primary school places serving the area. The changes also reflect the budget challenges faced by Allensbank Primary School and Gladstone Primary School. Whilst there could be challenges for Ysgol Mynydd Bychan in the short term in having to maintain a larger building whilst number grow, the school is in a good financial position.

## **Cardiff Influencers Feedback Statements**

### **Group 1**

#### **Proposal for Cathays and Gabalfa Primary schools' reorganisation**

We're members of the Cardiff Young Influencers (CIs) Programme formed by the Cardiff Council who are shaping the future of education places and facilities for the next generations of Cardiff.

The CIs were introduced to the Cathays and Gabalfa Primaries Proposal by the School Organisation and Planning Team. The CIs were asked to consider the proposals for these schools whilst walking around the area. The schools, such as Allensbank Primary and Gladstone Primary, are being considered for changes that



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will greatly affect the community and will possibly, cause much controversy within society.

The vast majority of the CIs (9 of the 12 present) firmly believe that we should choose Option 1 because it is a more solid choice as it is more suitable and fitting for the community and for the Cathays and Gabalfa area than Options 2 & 3.

Firstly, all the schools would have a nursery which is beneficial to the community. Secondly, by pushing the most financially vulnerable primary schools together it would solve all of the mainstream issues as their deficit would be wiped out. The proposal the CIs are making is that Allensbank and Gladstone primary schools will be merged into a bigger public school. As their current revenue is quite low we'd pay off all the debts the school has fallen into due to covid and inflation.

As a part of this Option, St. Monica's School would relocate to Ysgol Mynydd Bychan site and Ysgol Mynydd Bychan would relocate to the Allensbank site. By doing this, Ysgol Mynydd Bychan would become a 2 form of entry school and will hopefully attract more students to a Welsh speaking school. This will prevent parents from being rejected by their first-choice school and support the Government's Cymraeg 2050 strategy that is aiming to have a million Welsh speakers by 2050.

The CIs understand that this option is a rather unpopular one, due to how it removes the identities of Gladstone and Allensbank. Something that many in the community have an emotional attachment to but this is what is necessary to ensure that the schools being considered for merging have some kind of legacy that'll survive instead of having to constantly deal with the pressure of being +£30,000 in debt and having to pay it off. Something that will definitely take over a decade.

In addition to this, bigger schools will attract quality and experienced head teachers because they will pay them a larger salary. This results in more money being paid into the school to prevent overdraft. The government body would be supportive as the council will invest more money into the school which will be beneficial in the long run. I understand there will be negative effects as the two head teachers of the two schools would be fired, so they'd lose their jobs, but a more experienced headteacher would save and support both eventually.

To conclude, the CIs hope that their opinion will contribute to your final decision.

## **Group 2**

### **Proposal for Cathays and Gabalfa Primary schools' reorganisation**

Twelve Cardiff Influencers considered the Cathays and Gabalfa Primaries Proposals.

Of these 9 favoured Option 1.



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It is worth noting that option 2 was not supported by any of the Young Influencers. We agreed that there were little to none benefits as the costs of running 2 schools in one site. Additionally, the debt [deficit] of Allensbank and Gladstone would remain with no clear way to recover.

After close examination, our group (3 out of the 12 Cardiff Influencers present) favoured Option 3 of the Cathays and Gabalfa Primaries Proposals instead of the other two options.

Option three being Allensbank Primary School moving to the Ysgol Mynydd Bychan site and Ysgol Mynydd Bychan moving to the Allensbank Primary School site. In this option, Allensbank Primary School would have a building suitable for their demand and Ysgol Mynydd Bychan would be able to reach a potential number of pupils by moving to a building that can be a two forms of entry school. No changes would be made to St Monica's Primary School or Gladstone Primary School.

Pros of option 3:

- Allows Allensbank Primary school to become a one form of entry school (currently two forms of entry with more supply than demand) meaning they would stop losing money. The largest reason that Allensbank primary school is losing money is because they are paying for the facilities of a 2 form of entry building whilst only having students for 1 form of entry each year.
- Option three causes less disruption than option one whilst still having massive benefits for both schools including:
  - No teachers will lose their jobs.
  - Allensbank and YMB are the closest to each other between the four schools. (Today we walked from Allensbank to Ysgol Mynydd Bychan and it took us two minutes).
  - There would be no negative changes in pay for any staff and the head teacher in YMB would gain a significant increase in pay. Furthermore, there would be new job opportunities which also require Welsh with this option.
  - Finally, some parents, students, and the community members around the four schools may not want them to shut down and make a new school. It may seem surprising, but community members may hold those schools very close to them and would fight against the schools getting shut down like what is proposed in option one.



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Cons:

- The debt of Allensbank will remain. However, the smaller building will allow them to recover eventually, although this may take some time.
- Additionally, Ysgol Mynydd Bychan will face some difficulties at the start due to the lower number of students compared to space. However due to demand for spaces in YMB students the student deficit would fill.

Considering all the options, pros and cons can be formed. All options wish to bring priority to the learners by increasing the amount of space within Ysgol Mynydd Bychan and turning them from a one form of entry school to a two form of entry school, thus increasing the total amount of spaces within the school.

The hope of this proposal is to increase the supply as the demand for a Welsh Medium School in this area is high and many who apply to get into the school are unable to. This may also have a ripple effect in which Welsh Medium schools will become abundant within Cardiff. This also helps the national aim of Wales, being Cymraeg 2050, where Wales wishes to have a million Welsh speakers. Increasing the school capacity would be the first step in the right direction.

All the options also recognise that Allensbank Primary School cannot continue running as it currently is. It must either shut down, or reform to continue running to be able to clear its current debt. Any of the options of the proposal will help this school to shut down and clearing the debt or moving the school to a building which can facilitate its demand.

The same can be said for Gladstone Primary School as they are in overdraft as of June 2023. Remaining as the status quo is not a viable option in our opinion.

However, we have noticed that a potential con could be the risk of increasing the supply for Ysgol Mynydd Bychan will have fewer students than places for a short while. This however should not be concerning as Ysgol Mynydd Bychan are the most prepared as they have a lot of money [surplus balance retained].

### **Group 3**

#### **Proposal for Cathays and Gabalfa Primary schools' reorganisation**

The majority of Cardiff Young Influencers programme members present (of the 12 influencers, 9 individuals) were in favour of Option 1.

This involved the move to close Allensbank and Gladstone primaries and creating a new school in its place, whilst also redirecting the St. Monica students to Mynydd Bychan site and vice versa.



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The proposed changes would increase the form of entry for Welsh mediums (Ysgol Mynydd Bychan) in addition to St Monica's receiving a nursery. The nursery will create a bond between the community and the school, increasing the likelihood of parents choosing to send their children to St Monica's for primary education.

Evidently Mynydd Bychan is a popular school. Due to its long-standing reputation, it faces a demand in excess of supply. Moving the school to the Allensbank site (which has a larger ground) will allow Mynydd Bychan to expand. The expansion of a Welsh medium primary school would fall in line with the national mission announced by the education minister for Wales, Jeremy Miles; it aims to promote the Welsh language in our country, stating that 'Cymraeg belongs to all of us'.

Furthermore, closing both Allensbank and Gladstone in order to form a new school would clear all previous debts [deficits] attached to the institutions. Funds could also be used sensibly and more economically by all schools involved in the move. At present the Cathays and Gabalfa area have four primary schools with one form of entry or less. By implementing Option 1 three schools would be formed, two of which would be two forms of entry. More specialisms in the school as there are more staff available and a greater range of extracurricular activities are available.

We would expect them to provide better value for money, money can be spent towards effective equipment, teachers etc.

The schools would have the capacity for 60 students rather than the current 30.

Closing of both Allensbank and Gladstone would be a disadvantage for those who have teaching roles as staff. They would be made redundant potentially losing their experience and teaching ability. However, redeployment offered by the Council is an opportunity that provides teachers with interviews at the newly formed English medium school or for other available positions within the city.

Essentially, option one could erase the communities and the histories of these two schools. There will be time to mourn this loss however the opening of the new school is an opportunity to blend the cultures of both schools, strengthening the connection within the local community.

#### **Group 4**

##### **Proposal for Cathays primary schools' reorganisation**

The Cardiff Influencers considered the proposals for the provision of primary school places to serve Cathays and parts of Gabalfa.



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There were three options proposed and set out in the consultation document. Of the 12 Cardiff Influencers that met to consider these proposals the majority (9) preferred Option 1.

This is because it meets more of the objectives and after walking the area and considering all of the information available, we felt it was the better one for the children and families across the area. Our more detailed views are set out below.

Allensbank and Gladstone are both in a [deficit] and have lot of debt which makes it difficult to make spending decisions. If the two schools were closed and a new 2FE opened instead the English-medium school would be relieved of debt so in future, they can start again and spend money on the quality education and staff without worrying about how to pay back the borrowed money.

Furthermore, the Welsh medium primary school Ysgol Mynydd Bychan would transfer to the Allensbank site which would allow Mynydd Bychan to become a 2-form entry Welsh medium school which would allow a greater number of local children to go to their local school.

Additionally, 2 FE schools have a higher number of teachers which can lead to more opportunities for teachers to learn from each other and can help new teachers as they start.

Finally, the St Monica's Church in Wales Primary School would have more space if they transferred to Ysgol Mynydd Bychan's site and this would mean they would be able to open a nursery class.

However, there were still some downsides to option 1. For example, the two headteachers of Allensbank and Gladstone will lose their jobs as the two schools will be closing and there will only be space for one headteacher.

Also there may be a lack of continuity for some of the children as the school will organise staff differently which might be unsettling.

Additionally, Allensbank and Gladstone will lose their identities as schools, and it may take time to build relations between new staff and parents/pupils.

Overall, there are pros and cons of option 1 but the majority of the Cardiff Influencers [present today] believe that overall, the pros outweigh the cons.

For this reason, most of the Influencers opted for Option 1.

**Records of Public Meetings (in person and on-line)**

- Cathays Community Centre (18 May 2023)
- Cathays Community Centre (25 May 2023)
- Virtual Meeting via Microsoft Teams (08 June 2023)



**Schools Programme  
Record of Public Meeting  
Cathays Community Centre - 18 May 2023  
6pm – 7.40pm**



**Present:** Richard Portas (SOP), Brett Andrewartha (SOP), Michele Duddridge-Friedl (SOP), Rhian Carbis (SOP), Rosalie Phillips (SOP), Jo Phillips (SOP), Members of the public

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

## **Welcome and Introductions**

Richard Portas (RP) opened the meeting, welcomed attendees and introduced officers.

Notes of the meeting were being taken and would form part of the consultation feedback.

There was a presentation from Brett Andrewartha (BA) setting out details of the proposal:

- What are we proposing to do?
- Why are the changes proposed?
- Who is consulting?
- Background
- Area-specific context
- Recent and future take up of places
- Recent admissions allocation
- Admissions: Reception Allocations
- Demographic data
- Quality and Standards of schools
- Site organisation option 1
- Site organisation option 2
- Federation and collaboration
- Site organisation option 3
- Additional Learning Needs provision
- Educational benefits
- Financial impact of proposals
- Other considerations
- What happens next?

During the presentation, one member of the public asked whether information had been sent out in other languages prior to the consultation. An answer was given that letters had been sent out in various languages using applications such as Class Dojo. There was an objection to the phrase 'those people' being used in the explanation. The concern was noted, and an explanation was given regarding context i.e., the phrase was used as a contraction of 'those people that need support to access', it was not derogatory.



## Questions and Answers

RP invited questions from the public.

The questions asked by those who attended the meetings are set out in *italics* below with the officer response given directly below.

### ***Q - When would the changes come into effect?***

RP- From September 2025.

### ***Q - With the huge amount of funding for Welsh medium from the Welsh Government why can't the council build a new school or extend Ysgol Mynydd Bychan?***

RP - There is no land available in the area to build a new school and there is no space around Ysgol Mynydd Bychan to increase the size of the building.

### ***Q - There is no data to support the change being made. Why is Allensbank the only school that doesn't have options? Why can't money and effort be put into growing Allensbank Primary School? Colleagues at the drop-in session mentioned increasing the catchment area by taking parts of other catchments.***

MDF - Increasing the size of the Allensbank catchment area could have been an option to consider, but it wasn't chosen because many children already living in the current catchment are choosing not to attend the school. The proposals have to ensure the standard of education is maintained and resources are shared fairly. 1FE schools are currently struggling. This proposal is not closing schools but finding a better way to manage budgets. There are two options to retain Allensbank.

### ***Q - Why is Ysgol Mynydd Bychan's budget better?***

Schools receive the same amount of funding per head and also different floor allocation budgets depending on the size of the school building. Mynydd Bychan has more children in a smaller building and the number of teachers matches the number of children on roll. Allensbank Primary School has a much bigger building with fewer children.

### ***Q - Would Ysgol Mynydd Bychan face the same issues with their school budget if they move into the Allensbank building?***

MDF - Yes, they could but there are opportunities to use the extra space for income, for example hosting pre-school groups. It will be challenging at first, but if schools come to the council with ideas of how to use extra space, then the council will do its best to support that.

### ***Q - Why would Allensbank Primary School have to move to the Gladstone Primary School site?***

MDF – The option to move Gladstone Primary School to another site was considered, but there were reasons why this was not chosen. Both schools would be affected by the proposals regardless of which site they are on. If two schools are

closed, then the governing bodies are also dissolved. The same number of staff would not be needed. However, jobs for most staff are ringfenced so no one from outside the ringfence needs to be appointed.

***Q - There are other school sites outside the area that could be used for Ysgol Mynydd Bychan. It would be beneficial to have cultural diversity across all the schools in the Heath area.***

RC - Having Ysgol Mynydd Bychan on a larger site within the same local area would support the school to open its doors to everyone in the local community and increase the cultural diversity of the school. When Ysgol Hamadryad opened in Butetown the school went out to the local community rather than waiting for the community to come to the school.

***Q - It is concerning that the proposals are looking to amalgamate two schools with similarly high levels of EAL, FSM etc. There are a lot of middle-class schools close by to the Cathays area. How can we breed cultural diversity? Giving a school in Butetown as a comparison is not helpful as Butetown is a different area.***

MDF - It is not the same area but is still a useful comparison as it helps us to understand why people are choosing particular schools. We need to understand why people are making the choices they are. None of the Welsh-medium schools currently reflect the local community proportionately.

***Q - The Ysgol Mynydd Bychan pupils don't live locally. Where will parents park when they drop their children at school? As a zone C4 resident I see the early morning parking is all full before school drop off time. The road is full every morning with Ysgol Mynydd Bychan parents' cars.***

RP - There are different travel measures outside different schools. Residents' parking could be increased. The expectation is that Ysgol Mynydd Bychan will have more children attending from the local area.

***Q - A lot of people who don't speak English will not want their children taught in Welsh. The proposal is disadvantaging certain people.***

***Q - There will be less surplus if lots of people move into the area. Faith schools are not an option for some people so surplus in those schools shouldn't count.***

MDF - The proposal is not reducing the number of English medium community places. Allensbank Primary School is already capped at 1FE, as the school has consistently been unable to attract more than a 1FE intake. Gladstone Primary School is in the same situation. Places are not being reduced; we are reconsidering how the schools are arranged. The number of places and the opportunity to access them will not change. Allensbank Primary School may no longer have a nursery, but children could still attend nursery on the same site.

***Q - It is concerning that all the people attending the public meeting are white and can't speak for other members of the community.***

***Q - There are only white faces representing the council.***

MDF - Some people may have issues with language, coming out in the evening or family support. Some people may feel less confident questioning authority. We have been offering lots of opportunities for people to contact us and have been asking the schools to help reach people. We have arranged drop-in sessions at the schools. There are issues with language, for example some people may speak a language but be unable to read it. We have used Class Dojo, as the schools use it to communicate with their families. We have already contacted mosques and are looking at other places to reach people such as language classes. We are always looking for better ways to find out people's views and would be happy to listen to suggestions.

**Q - Most groups have smart phones so perhaps there could be a QR code to send out that takes people to a website that translates. C2C have lots of languages available on the helpline, maybe C2C employees could help to make videos to send out. The decision makers are not part of the community.**

RP - The Cabinet are the decision makers, and many Cabinet members have links to the community.

**Q – There is no demand for Welsh-medium and the proposals are policy driven. Why is the effort of growing Welsh medium schools not being put into growing English medium schools? Marlborough Primary School has had problems with oversubscription for a long time, but English medium provision is not being increased.**

MDF - Howardian Primary School was built because of the oversubscription issue at Marlborough. However, the decision to increase English medium provision was not just based on that one school, but also on neighbouring schools. When a school and schools in the surrounding area do not provide enough capacity that justifies building a new school.

**Q - Will you look at the wellbeing of the children if the changes go ahead? There is no CAHMS or counselling at the school. Will money be spent on wellbeing?**

MDF - Money ringfenced from the schools closing could be used to provide support.

**Q - Why is the aim not to improve teaching of Welsh in English medium schools?**

MDF - This is part of the Welsh in Education Strategic Plan (WESP). The 'English with significant use of Welsh' model is being brought forward in new schools built under the Local Development Plan.

There were no further questions and RP thanked everyone for attending and expressing their views.

The meeting ended at 19:40



**Schools Programme  
Record of Public Meeting  
Cathays Community Centre  
25 May 2023 at 6:15pm**



**Present:** Michele Duddridge-Friedl (SOP), Rhian Carbis (SOP), Rosalie Phillips (SOP), Cai Maxwell (SOP), James Eul (Welsh Translator),

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

**There were no attendees and the meeting closed at 6:45pm**



**Schools Programme  
Record of virtual Public Meeting  
Teams  
08 June 2023 at 6pm**



**Present:** Michele Duddridge-Friedl (SOP), Rhian Carbis (SOP), Rosalie Phillips (SOP), Cai Maxwell (SOP), James Eul (Welsh Translator), Cllr Taylor, Cllr Wood and four members of the public

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

### **Welcome and Introductions**

Michele Duddridge Friedl (MDF) opened the meeting and welcomed staff.

The meeting was part of the formal consultation on proposed changes to the primary school provision serving the area. The meeting was being conducted through the medium of English however questions were welcome in both English and Welsh with translation facilities available.

Notes of the meeting were being taken and would form part of the consultation feedback.

### **What is being proposed?**

There was a presentation from MDF setting out details of the proposed changes:

- What are we proposing to do?
- Why are the changes proposed?
- Who is consulting?
- Background
- Area specific context
- Recent and future take up of places
- Map of English-medium provision
- Recent and future take up of English-medium community school places
- Map of Welsh-medium provision
- Recent and future take up of Welsh-medium community school places
- Recent admissions allocation data (Reception): Albany Allensbank and Gladstone
- Recent admissions allocation data (Reception: Ysgol Mynydd Bychan
- Admissions: Reception Allocations September intake (Offer day, 17 April 2023) Demographic data: PLASC (school census)
- Quality and Standards of schools
- Site organisation option 1
- Site organisation option 2
- Federation and collaboration
- Site organisation option 3
- Additional Learning Needs provision
- Educational benefits

- Financial impact of proposals – school budgets
- Other considerations
- What happens next?

## Questions and Answers

MDF invited questions from those present.

The points raised are set out in *italics* below and have been grouped according to the points raised where appropriate.

The Officer's response can be seen underneath.

### Size of school

- *What if Ysgol Mynydd Bychan finds itself in the same position as Allensbank i.e., occupying a larger building than required.*

Managing lower numbers in a large building has been challenging for Allensbank. There are two main contributors to a school budget, floor area and monies per pupil and risk if the school is not able to attract increased pupil numbers. The pattern of catchment demand has been in excess of supply; however, the school is not expected to grow to 60 across all ages in the first instance. The expectation is that there would be a level of promotion to stimulate growth whilst not impacting on other local Welsh-medium schools in line with the Welsh in Education Strategic Plan targets. The Welsh Government is promoting the benefit of bilingualism and the LA is also required to ensure visibility around language options; the school would also need to be visible to the local community.

### Alternative options

- *Why was locating Welsh-medium on the shared Gladstone Primary School/St Monica's Church in Wales Primary School site not considered.*

A range of potential options were considered however it was determined that based on where families were accessing Ysgol Mynydd Bychan from Allensbank Primary School was the preferred site.

The option cannot be included in the current set of proposals and would require a further consultation setting out clear advantages.

### Welsh-medium secondary provision

- *Have the Council considered the impact of a 2FE Ysgol Mynydd Bychan on the secondary school provision at Ysgol Glantaf, specifically will this alter the catchment area for Ysgol Glantaf to account for the increase in numbers?*

Demand for places is monitored on an ongoing basis; children may be within catchment and accessing primary provision elsewhere and would be considered within Ysgol Glantaf catchment. Pupil numbers will be kept under review and

potential for catchment area changes; can also look at how to increase the size of schools.

### **St Monica's Church in Wales Primary School**

- *Whilst recognising that St Monica's as a Church in Wales school has slightly different governance arrangements and catchment across wider church parishes, what considerations have been given to the potential growth in demand in the area for a greater number of places for those parents who wish to educate within a faith school; St Monica's in year has relatively few places.*

The school would be moving to a larger building allow for nursery provision to be established under options 1 and 2. The Governing Body of the school control admissions and could look at increasing the admission number at Reception; could also consider admitting greater numbers in year subject to Infant Class Size regulations.

- *Under option 3, there could be demand for places at St Monica's which could not be met.*

The LA has to be able to offer English-medium and Welsh-medium places but doesn't have to offer a faith place. The school has over subscription criteria in place and could discuss any expansion with the Diocese. The transfer of the school to the current Ysgol Mynydd Bychan site is included in the consultation in option 1 and option 2.

There were no further questions. MDF advised of the ways in which responses could be made and the meeting closed.

Mae'r dudalen hon yn wag yn fwriadol



**Records of in person drop-in sessions at Cathays Library**

- 15 May 2023
- 25 May 2023
- 07 June 2023



Schools Organisation Programme  
Record of Drop in Session  
Cathays Library  
15 May 2023



**Present:** Rosalie Phillips (RP), Shirley Karseras (SK), Cai Maxwell (CM)

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

Six members of the public attended the drop-in session at Cathays Branch Library regarding the proposed changes to primary school provision serving the area. The points raised are set out below.

Two parents, both with children at Allensbank Primary School who live locally had concerns over the proposals and consultation process:

- There is no hard data for the increase in WM to the level of 420 places. Believes this is at the expense of Allensbank which offers places relevant to the community and multiple faiths.
- Concerned that the increased number at Ysgol Mynydd Bychan would encourage pupils from a wider area, outside of the catchment area, increasing traffic. This would be detrimental to the environment of the local area and would put children's safety at risk as the area is already very congested with parking restrictions.
- Believes that the proposal displays casual racism and that there were no non-white faces used in the consultation documentation.
- Criticised the drop-in session scheduling.
- Information in minority languages had not been produced enabling members of the community for whom English is a second language to contribute to the consultation; Arabic needed to be prioritised.
- Believes that the proposals will create a system that will force people to choose Welsh-medium education.
- Acknowledged Cymraeg 2050 but asked why Allensbank couldn't work towards a Welsh-medium model.
- Allensbank is a School of Sanctuary and pupils need to learn English. Does not believe that people arriving in the area would want to choose Welsh-medium education.
- Asked if there were any plans by the Council to limit the number of Houses in Multiple Occupation (HMO's) in the area as there are more and more students residing in the area and less and less families who would require school places.

A parent of pupil due to start at Ysgol Mynydd Bychan raised the following:

- Relieved to see that the expansion of YMB is finally due to take place; the last proposal for temporary arrangements was awful. Had moved to the area so that child could attend Ysgol Mynydd Bychan and was very concerned that they would not gain admission due to the school being oversubscribed in previous years.
- Would like to see the capacity of the Cylch Meithrin increased to accommodate an afternoon session but the Cylch had been unable to find suitable

accommodation; the Allensbank site could potentially support this if the proposal is agreed.

- Queried what would happen with Allensbank and thought merging it with Gladstone Primary School and moving St Monica's was a very good idea.
- Whilst living in a Flying Start area, there is no Welsh-medium provision nearby so was not able to make use of it.
- Also looking to start a Ti a Fi for the area.

A parent of a child at Allensbank Primary School raised the following:

- English is a second language for their family and doesn't feel that this is the correct decision for the capital of Wales.
- Why are Welsh schools getting more money than English-medium schools?
- Will there be sufficient staff numbers available to meet demand for Welsh-medium – issues at primary and secondary level.
- Concerned that there will not be sufficient English-medium places available going forward for children from families with English as a second language who do not want Welsh.
- Concerns that there will be an impact on education.
- Parents should learn more Welsh.

Two parents of children at St Monica's Church in Wales Primary School raised the following:

- Don't have an issue with the school moving but concerned that the VA status of the school would change. Officers advised that there was no proposal to change the status of the school as part of the proposed changes.



Schools Organisation Programme  
Record of Drop in Session  
Cathays Library  
25 May 2023



**Present:** Rosalie Phillips (RP), Ceri Tanti (CT), Cai Maxwell (CM)

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

Four members of the public attended the drop-in session at Cathays Branch Library regarding the proposed changes to primary school provision serving the area with the following points raised:

- Less choice of school for parents if schools merge. Each school has its own way of doing things, atmosphere etc. and currently parents can have choice of all three English-medium schools for the one that suits them best.
- Concerned at losing the history of the schools. Generations of the family have attended.
- Don't want to lose the school family at Gladstone, as finds the school very supportive.
- Parent with a child with autism attending Gladstone who needs familiarity and a solid routine, feels this is very disruptive.
- In favour of increasing spaces in Welsh-medium, but not at the expense of those who don't speak Welsh.
- Concern at how non-English speaking parents will take part in consultation, asked how they are being encouraged; *informed that consultation summaries are being translated into community languages, and sessions are being put on at all four schools to speak to parents.*
- Would the Council consider moving Ysgol Mynydd Bychan to the Gladstone Primary School/St Monica's Church in Wales Primary School site as this would better serve the southern part of the catchment which runs down past the city centre; if the number of places is going to increase to 420 there will need to be more pupils from the southern end.



Schools Organisation Programme  
Record of Drop in Session  
Cathays Library  
07 June 2023



**Present:** Rosalie Phillips (RP), Ceri Tanti (CT), Cai Maxwell (CM)

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

Four members of the public (three of whom were parents of children attending Ysgol Mynydd Bychan, and one whose child attends St Monica's Church in Wales Primary School) attended the drop-in session at Cathays Branch Library regarding the proposed changes to primary school provision serving the area with the following points raised:

- Ysgol Mynydd Bychan parent said that they had mixed feelings about the school expanding – with school being small lots of people know each other, and it is a tight-knit community, which might be lost if school was bigger. However, they appreciate that people have struggled to get a space, and in some cases have had trouble getting their family into the same school as some have had to take up a place at an out of catchment Welsh-medium school and then couldn't get a place for younger siblings at the same school.
- Wanted to be assured that there would be sufficient places at Welsh-medium secondary school should the expansion bring more children into Welsh-medium education.
- Concern at Allensbank being a listed building, feeling that the school may be limited in the changes it can make and that any changes may prove more expensive due to status of building. Aware that there is grant funding available for spending on school for Welsh-medium but may not get much for the money as could be more costly to do work.
- Understand that children in Y1, 2, 3 have access to outdoor space at Ysgol Mynydd Bychan, something that they have worked hard to build, children have free access to outside space from their classrooms. Unsure whether this set up is in place or possible at Allensbank or if it would be restricted due to listed status.
- Concern that the outside space available at Allensbank being less per pupil than Ysgol Mynydd Bychan, if the school was full.
- Currently Ysgol Mynydd Bychan take children to do sports outdoor at Maindy Park and concerned at losing this as a space for the children to do sports.
- The Allensbank site is appealing as not so close to the main road,
- In terms of options, feel that English-Medium schools may feel aggrieved as seems like Welsh-medium schools are getting all the benefits of the proposals.
- An option of locating Ysgol Mynydd Bychan on the Gladstone/St Monica's site should have been included in the consultation; although it is close to a busy junction, it would be more central in the Ysgol Mynydd Bychan catchment so would be easier access for people at the south of the catchment.
- A more diverse mix of backgrounds would be beneficial for Welsh-medium schools; how is the Council going to promote Welsh to the wider community?

- What would the impact on other Welsh-medium schools be?
- More space would be beneficial for children who attend the school and have additional learning needs, to allow for withdrawal spaces, etc.
- Supports need for additional Welsh-medium provision in the area.
- Proximity of Allensbank site to current school site as positive, as many families live very close to the school.
- Welcome the opportunity to move to Ysgol Mynydd Bychan, which would give St Monica's Church in Wales Primary School the opportunity to have a nursery, as the school currently loses some children to other schools which have a nursery.
- It was felt that St Monica's would benefit from the increased amount of outside space at the Ysgol Mynydd Bychan site if the move went ahead.

**Records of on-line drop-in sessions**

On-line drop-in sessions were advertised for the following dates:

- 09 May 2023
- 17 May 2023
- 05 June 2023
- 08 June 2023

There was also the option for consultees to meet on-line with Council officers outside of these dates



## Schools Programme Record of Online Drop in Sessions



*Please note: The following is not a transcript but a contemporaneous note of the meetings.*

The points raised at the sessions are set out below.

### **Allensbank Primary School**

*The following points were raised:*

- *Parent of a child with autism. Worried about change for all the children but particularly their child as change is difficult for them.*
- *Grew up going to a school in another county that was old and in poor repair. At the time, the Welsh medium school was new and given all the money. History seems to be repeating itself.*
- *Not involved in previous plans that were consulted on. Feels that it's unfair – a lot of the parents at the school don't speak English. A lot of the parents at the Welsh school would be better placed to input their views.*
- *Unsure of what is being proposed and concerned that Allensbank would become a Welsh-medium school*
- *The walk to the Gladstone site may be too far for their young children*
- *Query about taking children out of school and losing their places in the school. The school had said they will be taken off roll if away for over four weeks.*

Under all three options proposed there would be significant changes. Officers gave assurances that the changes would be managed sensitively. A decision is not expected until January 2024, and any move wouldn't be planned to take place until September 2025 so there would be time to make a detailed plan.

Officers are arranging to come to the school to speak to parents after half term in order to encourage their input, and for their views to be sought and fully recorded.

In terms of what happens next, the views being expressed are being collated. There will be a public meeting at the Community Centre, further drop-in sessions, meetings with governor and staff. All views collected will be put to the Council's Cabinet.

Officers explained the three options.

Consulting on proposed changes but this does not mean that these will be progressed. All views expressed will be put to the Council's Cabinet and any changes wouldn't take place until September 2025. Parents are strongly encouraged to submit their views.

Advised that there is no guarantee that there will be places available when they return. Re-apply at least four weeks before they will need to be back in school and make sure to specify a date the places will be needed.



## **Ysgol Glan Ceubal**

*Concerns were raised regarding the potential impact of the proposed increase in provision at Ysgol Mynydd Bychan on Ysgol Glan Ceubal.*

*As a one form entry school and reduction in the number of pupils would have a significant impact on the school budget which could affect the financial position of the school until any smaller year group left the school.*

*Could consideration be given to increasing the Ysgol Glan Ceubal catchment as it looks bigger on paper than it is as the current catchment includes large areas of parkland with no homes.*

Any changes to existing catchment arrangements would be subject to a separate consultation. The Welsh in Education Strategic Plan includes targets to increase the uptake of Welsh-medium; in the wider area there wasn't a sufficient level of Welsh-medium surplus places to allow for the growth of Welsh-medium and changes to catchment areas would not support expansion.

The expectation was that schools would look to generate additional demand for Welsh-medium from within their own catchments.

Mae'r dudalen hon yn wag yn fwriadol

**Records of parent drop-in sessions**

- Allensbank Primary School (15 June 2023)
- Gladstone Primary School (14 June 2023)
- St Monica's Church in Wales Primary School (13 June 2023)
- Ysgol Mynydd Bychan (09 June 2023)



**Schools Programme  
Record of Parent Drop in Session  
Allensbank Primary School  
15 June 2023 at 2pm**



**Present:** Brett Andrewartha (SOP), Rosalie Phillips (SOP), Ceri Tanti (SOP), Ian Warburton (SOP), Jo Phillips (SOP), Allensbank parents

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

### **Welcome and Introductions**

Brett Andrewartha opened the session and welcomed parents. Here as part of public consultation on proposed changes to primary schools serving the area.

He advised that there are three school sites, five buildings and lots of potential options to re-organise, with the Council's Cabinet deciding on the three options being consulted on with the reasons for this set out in the consultation document.

Having English-medium provision on the Gladstone Primary School/St Monica's Church in Wales Primary School site provides a more appropriate distribution of English-medium places for current and future intakes overall.

Demand for Welsh-medium is concentrated in the northern part of the Ysgol Mynydd Bychan, in close proximity to the existing Ysgol Mynydd Bychan site and Allensbank with significant travel distances to alternative Welsh-medium schools; there is also high demand for places in Welsh-medium schools in the north.

BA asked whether parents present had read the consultation document and summarised the proposed changes.

### **Questions and Answers**

BA invited questions from the parents.

The questions asked/comments made by those who attended the meetings are set out in *italics* below with the officer response given directly below.

#### ***Is there a preferred option?***

Cabinet asked for the consultation to include all three options and would be willing to implement any of these three or the decision may be not to progress with any of the options.

#### ***How likely is it that one of the options will be implemented?***

The Council has consulted previously on a proposal which was not progressed. The Cabinet could decide not to progress any of the current options, seeking as much feedback as possible.

### ***What is the difference between Option 1 and Option 2?***

#### ***How do the proposals benefit education?***

The options were explained.

Funding for larger schools is generally more sustainable, the management and development of staff can be better. There is less duplication of roles e.g., headteacher and deputy headteacher and some other staff, and a lower proportion of the budget spent on fixed costs, meaning that more of the school's resources can be devoted to the pupils and education.

#### ***How would Option 1 affect staff?***

The governing body of the new school would be responsible for the development of the staffing structure and the appointment of the senior leadership team and staff. The Headteacher and Deputy Headteacher roles would be subject to national advert with all other posts ringfenced to existing staff in the first instance (subject to the agreement of the temporary governing body); pupil numbers are falling, and some temporary contracts are not being renewed; staff may also decide to leave. Appreciate that the situation is stressful.

#### ***Are all staff represented e.g., union representation?***

Yes, unions have been consulted as part of the process and have attended meetings with staff; HR providing support and working directly with schools. The position for schools with fewer than 210 pupils is challenging with a smaller proportion of the budget spent on teaching and learning however a deficit budget position is not unique to small schools. Option 1 allows for a more efficient organisation with streamlined leadership, lower proportion of fixed costs and more resources available for teaching and learning.

#### ***The Ysgol Mynydd Bychan catchment area will be enlarged to increase the number of pupils; why could this not be done for Allensbank in order to increase viability?***

Changes to catchment areas are not part of the consultation but we're not saying there won't be changes in the future. Allensbank has more than 30 pupils per year in its catchment but not enough attend the school. Some children in the catchment are attending other schools e.g., another school is closer. Welsh-medium catchments are larger because there are fewer schools. The Ysgol Mynydd Bychan catchment extending from Gabalfa to Newport Road. There are very few children from the south of the catchment attending the school with the vast majority who state a preference for the school living in the northern area of the catchment; position where children could not be admitted to Ysgol Mynydd Bychan but were not able to gain a place at one of the other Welsh-medium schools in the north. The learner population is currently falling and there may be a need to rebalance catchments with Ysgol Glan Ceubal wanting a larger catchment. The Welsh Government has set targets for Council's to increase the number of Welsh-medium places.

**Concerned that the rationale for the proposals is based on providing places and not take up. The school reflects the diverse local community and would be sad for this to be the end of Allensbank; multicultural including Welsh.**

**Two children at Allensbank with a third child elsewhere which is a difficult situation; children adapting to a different environment and settled now.**

Allensbank is representative of the diverse local community as is Gladstone Primary School and St Monica's Church in Wales Primary School; whilst Ysgol Mynydd Bychan is not as diverse, there has been the option for families to move in and out of English medium schools which has not been the case in Welsh-medium.

**Can children transfer into Welsh-medium in older year groups? I didn't think they could?**

Children can transfer into Welsh-medium in older year groups and the immersion process for doing so was outlined.

**How would Ysgol Mynydd Bychan double in size if there are not enough staff?**

This is not an issue at primary level in Cardiff at present however there are issues around Teaching Assistant support and subject specialists at secondary. It is the Welsh Government's responsibility to ensure there is a system in place for increasing the Welsh-medium workforce.

**Why the emphasis on Welsh from the Welsh Government? Don't think the issue has been thought through as a national policy and the Council is then jumping; no one will care at Allensbank, target is places not pupils.**

**Extra funding is provided for Welsh-medium. Can't get into English-medium in Whitchurch and need more English-medium in that area not Welsh-medium.**

**Ysgol Mynydd Bychan was oversubscribed by 6 last year and proposing to increase by 210 places.**

Welsh Government target to increase from 18% in Cardiff, to 25-29% by 2031. Cardiff doesn't have sufficient places to reach that target without expanding provision. Ysgol Melin Gruffydd, in Whitchurch, and Ysgol Glan Ceubal are each fully subscribed in Nursery and Reception in September 2023.

**Plan to force people into Welsh-medium.**

Looking at percentage increase, not necessarily numbers of pupils. The Council's Welsh in Education Strategic Plan was consulted on and looking at Nursery/Reception targets, retaining children in Welsh-medium, Additional Learning Needs, staffing and promotion of Welsh-medium education.

**This is a policy driven proposal rather than data driven.**

There is a policy aspect to the proposed changes but we need to be able to meet local demand for Ysgol Mynydd Bychan children who cannot gain admission. The school has been oversubscribed for a number of years.

***Welsh-medium schools are not oversubscribed. English-medium places are being reduced.***

The number of English medium places would not be reduced under Option 1 or Option 2 with only a marginal reduction under Option 3.

***Will there be a key performance indicator for Ysgol Mynydd Bychan to meet targets?***

Targets are included for the Council to increase the take up of Welsh-medium places in the Welsh in Education Strategic Plan. Smaller schools have fewer pupils and greater budget pressures. Proposing a 420 place Ysgol Mynydd Bychan; surplus in the Allensbank buildings has been managed previously by accommodating other services; there is a cost to schools of maintaining surplus places.

***Access to £1.8m funding for Welsh-medium and also a large surplus at Ysgol Mynydd Bychan. What will happen if numbers at Ysgol Mynydd Bychan don't grow, will the school be propped up?***

School funding is mainly based on the number of pupils and the expectation is that the school will grow over time. £1.8m capital grant focused on expansion of Welsh-medium education; queried whether monies could be spent on English-medium but advised that this was not possible.

***What will be done in order to increase pupil numbers at Ysgol Mynydd Bychan? What will happen when Ysgol Mynydd Bychan don't meet capacity?***

We would expect the numbers at Ysgol Mynydd Bychan to grow incrementally. They will also be able to take steps to encourage applications more widely in the catchment, as they would have space for a larger number of children to be admitted to the school.

***A local Member's children go to Ysgol Mynydd Bychan. Equitable treatment for English-medium and Welsh-medium under the Welsh Language Act. Ysgol Mynydd Bychan is in a positive position, 99% White British, this does not look good and feels like racism: causing division within the community. The consultation document is full of white children.***

It was explained that images within the consultation document are not solely white children.

***There are still issues around parts of the community being able to engage and it is not enough to translate information; nothing has changed and need to ask each community what would help not someone who is not from these communities.***

We have agreed with the schools that information could be shared via Class Dojo and Schoop. Drop-in sessions such as this one were being held at each school.

***What are the proposed educational benefits for any of the children; they are all affected.***

The benefits would differ according to the option.

***What about children who would go from a 1FE to a 2FE school overnight?***

The management of the school budget is a matter for the governing body however the school may choose to provide extra support for classes for instance.

The process post-consultation was outlined. Subject to one of the options being agreed to be progressed, a statutory notice would be published which would allow 28 days for objections to be made with determination likely in January 2024.

***Would the notice be translated into community languages?***

Yes, the Council would arrange for the notice to be translated.

***There has been scaffolding at the school for five years.***

This is due to be taken down November/December 2023.

***All options favour Ysgol Mynydd Bychan. Why is there no option for Welsh-medium at the Gladstone Primary/St Monica's Church in Wales Primary School site?***

All options expand Ysgol Mynydd Bychan. Cabinet has agreed the options being consulted on; there are three school sites with five buildings and a range of possible options; looked at where pupils live/preferences; English-medium spread consistent across the area with very few choosing to come south, centred largely around schools. Welsh-medium demand is currently greater in the northern part of the catchment with the Allensbank site being the least disruptive for current parents/support future intakes. Recognise that the schools are not far apart and could be asked to reconsult on a different option.

***The Gladstone option should have been included for Ysgol Mynydd Bychan, we feel that it is inequitable that it was not part of the consultation.***

***How do we choose an option when all three involve Allensbank moving?***

All responses are welcome even if it's to say that you don't like any of the options. Tell us why. It's not a referendum where the option with the most votes will be taken forward. Other considerations will also be taken into account when a decision is made.

***Why was moving Ysgol Mynydd Bychan to the Albany Primary site not an option? It is right in the middle of the Mynydd Bychan catchment.***



Albany Primary School was not included in the options as the size of the school broadly matches the demand for places at the school. Most pupils attending Mynydd Bychan live in the north of the catchment, there is not much demand from the southern part of the catchment.

***Is the low demand from the south of the catchment because the school is in the north of the catchment? If the school moved to Albany more pupils from the south of the catchment might attend.***

Some pupils in the south of the catchment live closer to Ysgol Glan Morfa, which is undersubscribed.

***If the school moves to another site, I wouldn't be able to use the same wraparound care and would potentially have to stop working. There are other considerations for parents.***

Understand the difficulties parents may face if the school moves site and any concerns can be included in responses to the consultation. If one of the proposals does go ahead, then consideration can be given to how wraparound care is set up going forward.

***Population changes mean that there will be fewer pupils needing school places so Mynydd Bychan might not have enough pupils for a bigger school.***

There is a risk that the number of pupils at the school won't increase, but the Welsh in Education Strategic Plan is in place to grow take up of Welsh-medium within Cardiff.

The meeting ended at 3pm



**Schools Programme**  
**Record of Drop in Sessions**  
**Gladstone Primary School**  
**14 June 2023 (AM and PM)**



**Present:** Brett Andrewartha (BA), Shirley Karseras (SK), Ian Warburton (IW), Ceri Tanti (CT), Rosalie Phillips (RP)

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

### **Morning session**

Approximately 20 parents attended and stayed for the whole session. The following viewpoints were recorded:

- Parents would like Gladstone to be left alone. It is a good school, the staff are great, the pupils are happy, and they did not want to see the children upset by any change.
- The school has been attended by several generations of families in the area and they do not feel that it should change. Option 3 would be for the best.
- The school has an intimacy with its families, and they would not want this to change.
- Some parents were worried that class sizes would be too big under the merger set out in Option 1, as they had not realised that there would be additional staff and were relieved when details of staffing were explained.
- Option 2 would be best as this would mean no changes to teaching staff.
- All options would be fine as children would still have a good education.
- They understood that there was a need to expand WM in the area and supported this element of the proposal.
- English-medium provision is important for many families who have come from overseas to study or work in Cardiff. They liked that this would still be offered on the existing site under any of the 3 options.
- They felt that the reduction of EM places would negatively impact these parents who want their children's second language to be English, not Welsh.
- Some felt that it was important that the staff not change so their children would not become unsettled.
- Some felt that the location of the school was important for their home-to-school commute. They liked that their children would attend the same geographical site under any of the 3 options.
- Some parents felt that 420 pupils on the current shared site would be very difficult to facilitate at drop-off and pick-up times.
- One parent stated that there could be a potential for further incidents between pupils if the school expanded from 1FE to 2FE.
- They felt that the continuity of the staff and Headteacher was very important for the emotional well-being for some pupils who have experienced war before moving to Wales.

- The school was working well; the headteacher and staff are great and don't see the need to change.
- Is there a no change option?
- Constant change in school and adding additional challenges is not helpful.
- Why was there no option for Gladstone to move to the Allensbank site?

### **Afternoon Session**

Approximately 20 parents attended and stayed for most of the session. The following viewpoints were recorded:

- They asked if Allensbank would simply utilise the St Monica's building under Option 2. They had slight reservations on how this might practically work when it was explained that the St Monica's building would be too small to accommodate all the Allensbank pupils.
- One parent felt Option 1 was the best solution.
- Another parent said that Option 1 seems sensible long term, but felt it was the most disruptive option.
- Parents have chosen Gladstone over other schools due to how accessible and supportive the staff are. They were concerned that under Option 1, the school would lose this quality.
- Another parent did not have any opinion on the Options but wanted to ensure that his three children would remain at the same school as each other.
- A non-teaching staff member also attended and was concerned that a bigger school would simply inherit more children who would have additional learning needs, putting more pressure on teaching staff. She stated that the needs for pupils who do not speak English can be challenging and the high mobility rate makes this even harder. She thinks that more staff would be needed in supporting roles for a bigger school. She stated that there is also a greater need for pupils' emotional support at the school and extra staff would be needed for this too.
- A parent noted that familiarity is important. Their child feels safe now, and they wouldn't want to endanger that. Their concern with Option 1 is that it will be extremely disruptive to pupils and those who struggle with change will find it very difficult.
- There was concern raised regarding classes mixing and new teachers under Option 1, particularly for children with ALN.
- The parents were very positive about Gladstone school and the quality of education that pupils receive and felt that all options would need to preserve this.
- Some parents felt that Option 3 was disruptive to the least number of children.
- One parent said that it was a pity that an option hadn't been put forward to form a new school for the youngest children, while allowing for current Gladstone/Allensbank pupils to remain separate.
- A parent said it would be a shame to close the school and lose the history – they attended the school themselves as a child.
- Student parents from outside of the UK specifically choose Gladstone because of its good reputation with other families whose children have attended.



**Schools Programme**  
**Record of Drop in Session**  
**St Monica's Church in Wales Primary School**  
**13 June 2023**



**Present:** Rosalie Phillips (RP), Shirley Karseras (SK), Ian Warburton (IW), St Monica's Church in Wales Primary School parents

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

Several parents of children attending St Monica's Church in Wales Primary School met with officers regarding the proposed changes serving the area with the following points raised:

- Overall, the changes proposed under Option 1 and Option 2 were an exciting opportunity for their school which is oversubscribed.
- The offering of a Faith school is very special and something parents actively look for rather than attending a non-faith English-medium school.
- Families choose to attend St Monica's although they may not live that close to the school.
- A shared site has challenges and the option of having their own, larger site would be advantageous.
- Felt that they didn't really have the right to speak on behalf of the other schools but that the financial benefits arising from Option 1 were worthy for consideration.
- Many pupils at St Monica's attend the nursery provision at Gladstone Primary School; having nursery provision at the school would allow for children to start benefiting from the good work of the school at an earlier stage.
- Moving to the Ysgol Mynydd Bychan site would allow the school to grow, which would help families that have been refused admission due to being oversubscribed, but that as the new site was also contained, the small school ethos of St Monica's could continue.
- It would make sense for the two English-medium schools to merge as it would help the new school to create its own identity as the English-medium school for the local community.
- Option 1 could feel like Gladstone Primary School was taking over Allensbank Primary School and would need to ensure that this was not the case.
- Concern that the proposed changes for St Monica's Church in Wales Primary School won't go ahead.
- Would want to ensure that children fully understood what was being proposed.



**Schools Programme  
Record of Drop in Session  
Ysgol Mynydd Bychan  
09 June 2023**



**Present:** Rosalie Phillips (RP), Ceri Tanti (CT), Rhian Carbis (RC), Ysgol Mynydd Bychan parents

*Please note: The following is not a transcript but a contemporaneous note of the meeting.*

Four parents of children attending Ysgol Mynydd Bychan met with officers regarding the proposed changes to primary school provision serving the area with the following points raised:

- In favour of the expansion of school as it has been historically over-subscribed. Although this year the school is not oversubscribed, some people may have been put off applying by thinking that they won't get in, and also some parents with older children who hadn't been able to get a place at the school were likely to apply to the same school for any younger children.
- A new build would be preferable. There are sites like Companies House which have so much room, and having part of that site for a new school would allow for better outside space.
- Outside space is so important now, with changes in the curriculum. Whilst none of the schools involved in the consultation have a good amount of outside space, the space at Ysgol Mynydd Bychan is very pleasant for the children and is used extensively.
- Why was the option of having Welsh-medium at the Gladstone Primary School/St Monica's Church in Wales Primary School site not consulted on?
- The Gladstone site would be harder for drop off and pick up; busier location as on a junction, with traffic coming from multiple directions. Feel Gladstone in general would-be worse location from point of view of pick up and drop off, whichever type of school is located there. Appreciate it is more central to Ysgol Mynydd Bychan catchment.
- Why is there only one option for Ysgol Mynydd Bychan; hard to select a preferred option, as they have differing effects on other schools.
- The outdoor learning provision at Ysgol Mynydd Bychan includes covered areas so that children can use outside space for learning even in rainy weather. Don't believe that this is the case at Allensbank – is there a fundamental issue which stopped this happening, could the building not be adapted to provide this?
- Concerns regarding the listed status of the Allensbank building and whether this would limit what the school could do, and whether running and maintenance costs would be higher.
- Would the £1.8m funding available be sufficient to ensure that the facilities available at Ysgol Mynydd Bychan could be replicated at the Allensbank site.

Mae'r dudalen hon yn wag yn fwriadol

Formal Responses were received from the following:

- Joint Response from County Councillors for Gabalfa Ward, Cllrs Rhys Taylor and Ashley Wood
- County Councillor for Cathays Ward, Cllr Chris Weaver
- Estyn – His Majesty’s Inspectorate for Education and Training in Wales
- Julie Morgan, Member of the Senedd for Cardiff North
- National Education Union (NEU)
- Diocese of Llandaff
- Allensbank Primary School Governing Body
- Allensbank Primary School Headteacher
- Allensbank Primary School Staff – NEU Members
- Gladstone Primary School Governing Body
- Gladstone Primary School Headteacher
- Gladstone Primary School Staff
- St Monica’s Church in Wales Primary School Finance, Premises and Health & Safety Committee of the Governing Body
- St Monica’s Church in Wales Primary School Standards Committee for the Governing Body
- St Monica’s Church in Wales Primary School Vision and Values Committee for the Governing Body
- St Monica’s Church in Wales Primary School Headteacher
- Ysgol Mynydd Bychan Governing Body and Members of Staff
- RhAG (Parents for Welsh Education)

## **Joint Response from County Councillors for Gabalfa Ward, Cllrs Rhys Taylor and Ashley Wood**

- make changes to how English-medium community primary schools are organised, retaining an equivalent number of places or a marginal reduction in places compared to the existing arrangements, and
- expand Welsh-medium primary school provision at Ysgol Mynydd Bychan.

We are responding in our capacity as local members for the Gabalfa ward.

### **General comments**

We welcome the commitment to expand the provision of Welsh medium education in the community to both meet unmet demand and ensure that all families and children can access a Welsh medium education should they choose. In addition to known unmet demand, we also know that families within catchment actively seek places in other schools, due to the known capacity issues at Mynydd Bychan, as demonstrated by Table 10 in the report.

We also recognise the urgent need to address the number of surplus places in English medium primary schools and the impact that has on school budgets, and the resources available to support teaching and learning. We recognise these funding pressures are both due to the school funding formula, and ongoing pressures on public sector finances. We strongly believe that this process of re-balancing places must be done in a sustainable way that future-proofs school places, and enhances the provision that schools provide to their pupils.

We also wish to echo comments we made in our response to the consultation in 2019 regarding the process the council has taken. Whilst we acknowledge the outcome of the 2019 consultation and the feedback and solutions brought forward by the community, we remain disappointed that the council has opted to only use a statutory consultation process, rather than informally engaging with schools and their communities at an earlier stage to identify solutions. This has caused significant anxieties among parents at local schools and has again left many, particularly within the Allensbank community, feeling that their school is not valued.

### **Comments on the Options**

We do not support the formal closure of any school. The schools proposed for closure are established, respected schools that provide a distinctive education for their pupils, particularly, from our knowledge, in the case of Allensbank Primary School.

Our preference would be to explore federation of schools, allowing for the individual ethos and approaches to teaching and learning to be retained and shared, whilst still re-allocating and re-balancing school places in the English-medium sector. We recognise that this still poses concerns for the communities of those schools with



respects to staffing and governance, but feel that protecting the identity and educational provision of those schools is important.

In respect to Ysgol Mynydd Bychan, we do share concerns about the budgetary impact of transferring to a significantly larger building. Whilst we recognise data in relation to oversubscription in recent years and data in relation to pupil enrolment in comparison to their catchment area (Table 10) suggests an immediate increase in pupils on roll, there will be a period of growth for the school in reaching 2FE. This will have staffing and therefore resource implications in what is already a challenging financial environment for schools. It is essential that the council actively supports Ysgol Mynydd Bychan to increase the numbers on roll to minimise, insofar as possible, the resource implications of the relocation of the school, as part of its Welsh in Education Strategic Plan.

The consultation document does not outline any capital investment the council proposes to make in the fabric of the affected school buildings. This poses questions particularly in respect of the current Allensbank Primary School building and the constraints of the building as a Grade 2 listed building. More reassurance is needed about the adaptations that would be possible, but also ensuring that enhancements are made to all assets so no school inherits premises that will incur ongoing significant maintenance costs. It is also essential that construction works are completed as quickly as possible as to minimise disruption for all pupils, but particularly those at Allensbank and Gladstone who have faced prolonged maintenance works over recent years.

We support the intention of increasing nursery places and providing continuity for pupils in both Welsh medium and English medium settings as part of the re-balancing of school places in the area.

### **Other options posed to us by the community**

Once again, we share the frustration felt within the community that the council has ruled out, or failed to fully explore, the option of new-build accommodation in creating a sustainable, flexible solution for future growth. We are also disappointed that no capital investment has been indicated as part of the 21<sup>st</sup> Century schools programme to deliver excellence in our school buildings.

Some residents have advocated for the re-location of Mynydd Bychan on the Gladstone site and the re-location of Gladstone Primary School to the Allensbank site. They feel this would allow substantial growth for Mynydd Bychan without the same resource implications as transferring to the Allensbank site. We do however recognise that this would limit the future growth of Welsh medium education, if the current configuration of the current Gladstone building were to be maintained. It is frustrating however that the reasons for this option being discounted are not outlined in the consultation document.

## **Further comments**

More broadly, the consultation focusses on built assets, but does not appear to engage with any urgency the wider question and role of school catchments in re-balancing places prior to the re-allocation of places.

Page 80 of the consultation document suggests a phased expansion, and we would welcome clarity that means phased expansion of Ysgol Mynydd Bychan as the sole user of the current Allensbank School site, and not that schools will be split across sites as posed in the 2021 consultation. As with the 2019 consultation, we do not feel that operating schools over multiple sites is beneficial for any school.

## **Notes**

*Cllr Taylor has been a local authority appointed governor at Ysgol Mynydd Bychan since 2016 and was reappointed in 2021.*

## **County Councillor for Cathays Ward, Cllr Chris Weaver**

I've not selected a particular option as supported or not supported, all have benefits and opportunities as well as risks. There are a few points that I'd like to be considered as part of the decision making, based on the discussions we've had at Gladstone Primary Governing Body.

The Governing Body know that many parents really value the culture and ethos of the school and the hard work and excellence of the staff, and understandably these proposals have created some concern that this could be disrupted. We do understand the need for school organisation to provide appropriate numbers of places for both Welsh and English medium for local families, but this is obviously a sensitive and challenging time for staff, parents, and the whole school community.

I would like to emphasise that when considering the best option, the Council should refer to the aims of 'Cardiff 2030', in particular in closing the attainment gap. The EM primary schools in this area share similar demographic traits, with high levels of pupils eligible for free school meals, with English as an additional language with multiple different first languages spoken by families at the schools, and all experience a mobile and transient pupil cohort. I believe these factors should be taken into account in determining the best option, with a clear outcome from this process to be to improve even further the education offer to those pupils. This is exactly the cohort of pupils we need to be investing in to close that attainment gap, and this should be a crucial factor in deciding which option is best – and necessary resource should be made available to ensure enhancement for these pupils can be delivered. I can see that locating either one LEA school or two federated LEA schools on the Gladstone site could bring some opportunities to economies of scale and efficiency in allocating resources that could support some of this enhancement.

I'd also like to emphasise that this process is unsettling and concerning for staff at schools that may be going to federate or amalgamate, and everything possible must be done to support staff welfare during this process. I would like to see the most simple and clear process possible should schools federate or merge, to give staff the greatest and quickest certainty about their situation that is possible.

Gladstone is an excellent school, as evidenced by the most recent Estyn visit, with an inclusive and welcoming culture. Parents of children at the school have expressed their strong support for the school's culture and ethos. If federation or amalgamation are chosen as the preferred option I hope the history and ethos of Gladstone and Allensbank can be reflected in the future school(s), and acknowledged in some way, to reflect their longstanding and important presence in the lives of so many families in this area, and to reassure parents of pupils currently at the schools that the very positive, welcoming, successful cultures and practice of the schools will continue.

## **Estyn - His Majesty's Inspectorate for Education and Training in Wales**

### **Estyn response to the proposed changes to primary school provision serving Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd**

#### **Introduction**

This report has been prepared by His Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation options.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

#### **Summary/ Conclusion**

The proposal is by Cardiff council

It is consulting on three options to reorganise schools in the area

#### **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)

It is Estyn's view that each of the three options are likely to at least maintain the standard of education provision in the area.

### **Description and benefits**

The council has provided a reasonable rationale for suggesting the changes detailed in the three options. This is mainly to provide an appropriate balance of Welsh-medium and English-medium school places. A previous consultation showed that there was support overall for the expansion of Welsh medium education, although other issues were raised. The current options address the issues that informed the earlier consultation.

The council has provided suitably detailed descriptions of the options, highlighting the similarities and differences between each one. It has also appropriately provided key dates for the statutory procedures relating to the proposal and indicated that the proposed changes would take effect from September 2025. The council properly makes reference to the fact that the option to close two schools, and to establish a new school, would require the establishment of a temporary governing body ahead of the opening of the newly opened, larger school.

The council has clearly set out the benefits for the different parts of each option. It has also provided the common disadvantages associated with each aspect of option one and option two and separately provided the potential disadvantages of option three. The council considers that overall, the options would include the benefits of having a better balance between the number of places available and the number of children wanting places for both English-medium and Welsh-medium provision, support schools to become more financially sustainable making better use of their resources and allow all of the school sites to stay as school sites so there is enough

space for future changes in the population. The disadvantages include possible increase in traffic congestion, closing schools valued by the local community and option 3 would result in a marginal reduction in the number of English-medium community primary school places.

The council has suitably identified the main risks associated with the options. These include the council not having enough places if there is an increased demand for English medium education, not enough demand for Welsh medium education thereby resulting in too many surplus places and potential disruption during the transition period. The council appear to have suitable mitigation processes in place to manage these risks.

The council has considered a few different options. These include considering alternative site options within the Ysgol Mynydd Bychan catchment area, locating Welsh-medium provision on the shared Gladstone and St. Monica's CIW site with English-medium provision on the Allensbank site, expansion of the existing Ysgol Mynydd Bychan site and reorganisation of provision on the Albany Primary School site. It has provided reasonable explanations as to why these options have been discounted.

The council has suitably presented information on the impact of the options on learner travel arrangements. It states that it has been committed to ensuring that every school in Cardiff has an 'active travel plan' which identifies actions by the school to support and encourage active travel where appropriate and identifies improvements needed on-site and off-site to facilitate active journeys. All four schools included in the options have active travel plans in place for their current sites. The council asserts that officers will work with these schools to develop their plans to suit any change in circumstances. The council further mentions that there are no plans to change its policy on the transport of children to and from school. Where pupils must go to school in a new location, their entitlement to free home to school transport would be re-assessed from the new location.

The council has provided a useful table showing the distances between all the schools considered in the options. It confirms the council's statement that the maximum distances between the school sites is approximately 0.5 miles and that should any of the schools be relocated to an alternative site, the maximum increase in home to school travel distance for current pupils is therefore 0.5 miles.

The council has provided a detailed analysis of data that includes the numbers of pupils on roll in each of the affected schools and also historical numbers and forecasts for the next few years. This data demonstrates that there are significant numbers of surplus places overall in the English medium schools which are forecast to continue over the next few years. The council states that there would still be enough places serving the area for children who currently attend or want to attend the English-medium schools in the future. In addition, the council states that it also wants to increase the number of Welsh-medium primary school places in the area by expanding Ysgol Mynydd Bychan. This school is full at present.

The council accurately states that the options would have a positive impact on the Welsh language with an increase in the number of Welsh-medium primary school places available at primary age. It highlights the council's Welsh in Education Strategic Plan (WESP) and points out that outcome 1 and outcome 2 refer to more nursery children and more reception class children receiving their education through the medium of Welsh.

The council has considered the financial costs of each option and any potential savings. It states that funding to support the reorganisation of English-medium provision would be made available from council resources. Grant funding from the Welsh Government to reorganise Welsh medium primary school provision would allow for investment in school buildings to support increased intakes. There would be no savings to the council as a result of any of the proposed changes. Any efficiency savings would allow for funding to be allocated more effectively in each school's budget.

### **Educational aspects of the proposal**

The council has provided the consortium's view of quality and standards at each school as well as the most recent Estyn inspection outcomes and states that standards at the four schools included in the proposed changes are good. It affirms that it 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 concludes that it does not expect the options to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision based at Allensbank Primary School. It says that it would work with the leadership of each of the schools to make sure everyone at the school understands their responsibility for helping to improve and sustain high performance, care, support, and guidance and plan changes carefully so that leadership and governance are not disrupted. This seems fair and reasonable, however no further detail is provided to support how this would be accomplished

The council has considered the impact of the options on pupils receiving free school meals, pupils with English as an additional language, minority ethnic pupils and pupils with additional learning needs. It has presented data that shows the numbers of these pupils in each of the schools. For each of these groups of pupils, it reasonably concludes that there is no information available that suggests that the options would have a negative effect on provision. It has also provided a single impact assessment, an equality impact assessment and a community impact assessment which all appear to be relevant and valid

The council has suitably considered the potential disruption to pupils in implementing the proposed changes. A project lead officer would work with the governing bodies of the schools to develop an investment programme that would include transition arrangements and support the wellbeing of pupils and staff. More disruptive work would be undertaken during the school holidays wherever possible. The proposed

expansion of Ysgol Mynydd Bychan would be phased and parts of the two buildings could be closed to staff whilst works are undertaken



## **Julie Morgan, Member of the Senedd for Cardiff North**

I am writing in response to the consultation on the plans to reorganise primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd. There has clearly been an increase in demand for Welsh language education and it is the policy of the Welsh Government to try to meet that demand and to try to reach a million Welsh speakers by 2050. It is therefore understandable that plans are being considered to allow for an increase in the numbers of children able to attend Ysgol Mynydd Bychan. It is very unfortunate that it is not possible to expand the school on the current site but it seems clear that there is insufficient space to accommodate extra classes there.

I have considered the 3 options and there are some concerns about each of them. All of them involve Ysgol Mynydd Bychan transferring to the current Allensbank Primary School site and increase from 192 to 420 places. It is to be welcomed that Ysgol Mynydd Bychan could expand to that size but there is concern that they would be moving into an older building which is listed and therefore they may be prevented from carrying out the improvements they would wish to see. I am aware that permission has not been granted in the past for doors which open to the outside area and I understand that CADW will not now consider specific plans until after the consultation ends. There is also concern that the outside space will not be adequate for the increased size of Ysgol Mynydd Bychan.

All of the options also involve moving Allensbank school from its current premises. Option 1 involves Allensbank and Gladstone Primary Schools amalgamating to establish a new 420 place English-medium School with nursery provision on the current site shared by Gladstone primary School and St Monica's Primary School. This seems to be the option preferred by Allensbank School, if they do have to move. The Allensbank building has been clothed in scaffolding and had a huge amount of repair work going on for the last four years. Children have often had to be moved to a different site within the building as the work was going on. This has naturally been difficult for the staff and children but they had hoped that at least at the end of it , they would have benefitted from the improvements. That benefit will now be lost to them, when they move out.

Option 2 would involve Allensbank children moving to the site currently occupied by St Monica's Primary School but there are concerns that the space would not be large enough for all the Allensbank children so some may have to be accommodated in Gladstone school and this does not seem desirable.

I am aware that some parents feel that by offering the three options, the Welsh language is being preferred over English. I do support the promotion of the Welsh language and it is obvious that there is a high demand for it. However, in Allensbank school, they have successfully improved their ranking over the years and have worked very well with a large number of children from various ethnic communities and between them, the children speak over 30 different languages. It is important that the success of the school is not diluted by these proposed moves.

## **NEU response to the consultation on Primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd**

### **About The National Education Union**

The National Education Union is the largest education union in Europe, and represents teachers, lecturers, leaders, and support staff across the school and FE sectors in Wales. The NEU believes we must value education by valuing educators.

### **Our response**

NEU Cardiff District welcomes the opportunity to respond to this significant schools' reorganisation consultation. As we have members in each of the schools affected by the proposals, we do not think it is appropriate for us to advocate any specific option. We consider the schools themselves and their Governing Bodies to be well placed to convey their responses to each option.

There are, however, several points we would wish to make as an over-arching response to the consultation as a whole for your consideration, especially in terms of the impact on staff and continuity of employment.

The consultation document outlines the case for change based on educational and financial grounds. We are pleased to see that the good standard of education in all schools under consideration has been recognised. While we appreciate that many of the proposals offer enhanced opportunities for collaboration and professional development for staff and potentially expanded learning opportunities for children, it has been noted by our members that these proposals for change come at a time when all of the schools have recently emerged from the COVID pandemic, and its implications for dwindling staff resilience and an increase in the needs of pupils and families are continuing. It has also been stated that staff in some settings have been on a heightened and rapid school improvement journey throughout the period, resulting in very positive ESTYN reports, in the hope that this would lead to a secure and settled future for all. These staff now report feeling very vulnerable and the work that they do, undervalued. We would expect those proposing change to be mindful of the context in which the change is being suggested, and to ensure appropriate support for staff is put in place at every stage, should plans be progressed.

We are pleased that Cardiff LA has a well-publicised commitment to no compulsory redundancies wherever possible, but we note also the fact that there is no stated possibility of the direct transfer of staff should any of the schools be closed, leaving the sustained employment of staff at risk. We will provide a more detailed response to this issue once the outcome to this current stage of consultation is known, but at this point, we would expect the employer/s to ensure that the jobs and livelihoods of existing staff who wish to be employed in any new configuration of provision are protected and staff are as far as possible safeguarded from detriment during any restructuring process. We look forward to working closely with the LA/Diocese/Governing Bodies to ensure this is the case.

It is also a fact that these school sites have been subject to significant and ongoing building repairs over recent years, and staff have expressed disappointment that they may not get to enjoy the improved buildings following the years working in disrupted and noisy conditions. There is also concern that if plans are progressed, this would mean further periods of prolonged disruption whilst the school accommodation is further adjusted to suit the needs of any of the proposed configurations. There is also the potential for such works to impede the further educational development of the schools in the short term.

Indeed, the impact of merely beginning a consultation on amending educational provision has been shown in the past to have the potential to disrupt the improvement journey of the schools involved, due to the creation of uncertainty. Such uncertainty may cause parents to choose to send their children to other schools where the future is known and will not be subject to the same uncertainty/upheaval. This could impact on reception intake numbers, but also on pupils who currently attend, particularly the Allensbank and Gladstone schools, where the proposals involve moving site and changes to staffing structures and school leadership.

There are fears that this would spark a negative chain reaction of decreasing pupil numbers leading to an exacerbation of the financial challenges based in the short term, leading to a less sustainable future for English Medium provision overall. If families leave the catchment area, this would lead to a period of financial instability whether there is no change or a federation or amalgamation. What protections could the LA put in place during any transition period to counter the impact of such potential difficulties?

Arrangements for any period of change/transition must be well planned and properly supported to ensure that the current educational improvements are not lost, or the future prospects for all of the schools being viewed as less positive in the eyes of external stakeholders such as the Central South Consortium or Estyn. This would be hard for all staff who have made such efforts to achieve their current good ratings.

We are pleased that the proposals retain all of the buildings currently in use, and that their future use will be as primary schools. These buildings are key not just to the education of the children they serve, but also to their families and the communities they represent. In areas where there are great degrees of linguistic and ethnic diversity such as this, the importance of welcoming in the community to schools must not be underestimated in celebrating diversity and building a sense of community cohesion. Schools such as St Monica's, Allensbank and Gladstone have generations of experience in doing this, and any proposal for change must consider how this may be impacted either positively or negatively.

The NEU acknowledges the equal status of both Welsh and English as official languages of Wales. With regards to the proposals for expanding Welsh Medium provision in the area, we have the following observations.

We appreciate that the further promotion of WM education in this area will not be possible until a suitable site is identified, and we appreciate that additional funding will only be available and ring-fenced to the expansion of WM education as a result of National policy that Cardiff LA have committed to. The two areas that will need further consideration are around the current identified drop in birthrate that is impacting reception class entry numbers, including those at Ysgol Mynydd Bychan whose reception class currently has vacancies, and the drive towards achieving a million speakers of Welsh by 2050. NEU Cymru believes that the plans to meet the Welsh Government's target of 1 million Welsh speakers by 2050 can only be met if we support the learning of Welsh for everyone in the education workforce. We would encourage the proposals to include consideration of developing any opportunities for the Welsh language skills of those beyond WM setting in this area on the use of Welsh in education, as we see the opportunities for training of the workforce as critical to Cardiff schools playing their part in helping the LA achieve their targets in this area.

We also believe that careful consideration of whether a two-form WM school rather than a 1.5 is the best in the medium term to ensure that too many surplus places are not created, leading to financial pressures being experienced, especially in light of birthrate trends. Indeed, it may be possible in the early years of any expansion, where numbers are not at full complement, any surplus spaces may be used for the development of Welsh Language skills for the wider education workforce in Wales, and the local community.

We welcome the potential for the ethnic diversity profile of Ysgol Mynydd Bychan to be improved, but due to the similarity of addresses of those who attend that school and those who attend Allensbank noted in the consultation, we expect that this will not be changed merely by the relocation of the schools. Further work, such as that being undertaken with Minority Ethnic groups as outlined in the WESP will be key to any improvements.

We were pleased that the levels of pupil mobility have been included in the background to the proposals. We would expect that a sufficient amount of pupil places be provided, particularly in the case of St Monica's, to accommodate the necessary flexibility required.

Although there are potential savings identified in the option of federation/ closer collaboration between Gladstone and Allensbank, further assurance would need to be given that this proposal will not mean a 'half-way house' along the route to the potential eventual closure of one or both schools involved in a future proposal. If this assurance is given, it may make this option more attractive to consultees, as it retains two well-known Cardiff schools, steeped in the history and development of the community of Cathays, and allows both unique identities to persist.

Angela Jardine  
Branch and District Secretary  
Cardiff NEU  
June 2023

## **Diocese of Llandaff**

### ***Do you support Option 1? Yes***

The Christian faith ethos of the school is proving to be very attractive to both Christians and those of other faiths. Many of the current year groups in St Monica's are oversubscribed.

Parental choice should be treated equitably and therefore increasing the number of places available in a faith school is a positive move to address a demonstrably high demand for places.

The refurbished early years provision at St Monica's would be well utilised by a new school and nursery.

Current outdoor areas are totally inadequate for the size of the current school.

Current accommodation would not be able to accommodate the move to universal free school meals as the current kitchen facilities are totally inadequate.

### ***Do you support Option 2? No***

The current site presents too many restrictions as a split site. The current disproportionate outdoor area size restricts the provision available to children for outdoor play and learning in St Monica's which is not equitable for children.

### ***Do you support Option 3? No***

The current site of St Monica's is restricted by the availability of outdoor space and inadequate facilities for the provision of universal free school meals.

A demonstrably high demand for places is indicative of the need to extend the provision of places for parents wishing to choose a faith option for their child's schooling. This should be treated in a fair and equitable way and faith provision expanded as an offer for parents.

### ***Do you wish to make any additional comments?***

St Monica's should only be moved on condition that the new building is reviewed for, decorative condition, furnishings and facilities at no cost to the school. This would include the establishment of a suitable worship space in the school and the relocation of St Monica (statute) from the present location to the new site.

*Paul Booth, Director of Mission Llandaff Diocese*

## **Allensbank Primary School**

### **Allensbank Primary School – Governing Body**

Firstly we have to note the distress that these proposals have caused and are still causing to the staff members of Allensbank who have worked tirelessly for many years to improve the experience of pupils in the school, continuing to work with their customary dedication through the recent strains of Covid and extensive building works.

Having endured the massive inconvenience of on-going alterations and construction works, to now be told that others will gain the benefits feels like a complete betrayal.

This is not a failing school as evidenced by the most recent Estyn report:

‘All staff at Allensbank Primary School work diligently to create a happy, caring and inclusive ethos at the school. The positive and supportive relationships between pupils and with all adults are a strength of the school. Leaders and staff work skilfully to create effective provision for pupils who need additional support. They use a range of approaches, which impact very positively on pupils’ achievement and their sense of wellbeing. The headteacher provides clear strategic direction alongside a dedicated team of staff who show a strong commitment towards supporting all of their pupils to achieve and thrive.’

To continue with less partisan objections, it is our opinion that the whole consultation exercise is flawed for the following reasons:

- There was no discussion at all with the concerned parties. i.e. Allensbank Primary School, Ysgol Mynydd Bychan, Gladstone Primary School and St. Monica’s Primary School to explore options before the document was published. This would have been a sensible preliminary process to discuss thoughts and opinions.
- The options suggested do not include all possible options, only those which result in Ysgol Mynydd Bychan being relocated to the Allensbank site with all renovation having been completed.

The most obvious and not dissimilar option omitted is that of moving Gladstone Primary School to the newly renovated Allensbank site. The number of pupils on roll at Gladstone is fewer than the number on roll at Allensbank so this would result in disruption for fewer pupils. The building would then be close to capacity, (whereas if Ysgol Mynydd Bychan were to move to the Allensbank site they would initially and for the foreseeable future have to deal with the problems of too large a building).

This would then allow Ysgol Mynydd Bychan to move to the Gladstone site which is actually more central within its catchment area

There are currently 203 pupils on roll at Ysgol Mynydd Bychan with 181 of these being from within the catchment area. Gladstone has 210 places but sufficient

accommodation for up to 270 places, if resource rooms were to be assigned as classrooms. This would therefore allow an expansion for Ysgol Mynydd Bychan by up to nearly 90 pupils from within catchment with none of the problems of too large premises.

If, and given the decline in Welsh speakers over the last 10 years this remains a big uncertainty, there was a need for further expansion there would be the possibility of extending into the St. Monica's site and St Monica's being relocated elsewhere. This option would also have the benefit of freeing up the current Ysgol Mynydd Bychan site for development, possibly as a purpose built Welsh school or possibly to ease the current accommodation shortage in Cardiff.

Alternatively St. Monica's could, as proposed, be moved to the Ysgol Mynydd Bychan site leaving the current St Monica's site vacant for Ysgol Mynydd Bychan's future possible expansion. Again this would avoid the difficulty for Ysgol Mynydd Bychan of an over large building in the immediate future.

Regarding the options as laid out in these proposals, (none of which are welcome):

We consider options 2 and 3 to be totally unacceptable whereas option 1 is just undesirable and ill conceived.

Finally, while we appreciate the aims of the government's Welsh language strategy and are aware of the need for extra capacity in Welsh medium schools in Cardiff we are concerned and disappointed that these proposals if implemented would be to the detriment of some of the poorer, more vulnerable and more disadvantaged children in our community.

*Kevin Jacobs,  
(Chair of Governors, Allensbank Primary School)  
on behalf of the Governing Body*

## **Allensbank Primary School – Headteacher**

### ***Do You Support Option 1? No***

None of the proposals are desirable for Allensbank. Option one, however, is the only proposal put forward that provides a level of security for the majority of Allensbank staff.

Option one has caused much distress to a highly dedicated and successful staff who have worked tirelessly to bring about school improvement. With the closure of Allensbank and Gladstone and the establishment of a new school comes the potential for job losses and therefore the impact on staff well-being is not to be underestimated if this option were to be carried forward.

The main objection to this proposal is that at no point has there been any form of discussion with schools as to where it would be best to site this larger school.

The distance between the current Gladstone and Allensbank sites is minimal. Surely then, consideration should have been given to which site would be best suited for this purpose. (I refer to this further within my suggestions for alternative proposals).

### ***Do You Support Option 2? No***

I consider Option 2 to be unacceptable.

With Allensbank potentially being reduced to a capacity of 210 pupils, it is clear that the school would need to share buildings/outdoor space with Gladstone Primary School. Whilst Allensbank has always had very positive relationships with Gladstone Primary School and would clearly seek to maintain these, there would be concerns around co-location. The burden of sharing facilities on a site that already has a limited amount of outdoor learning space would lead to difficult to manage health and safety and pupil safeguarding arrangements.

The reduction in pupil numbers and removal of Nursery provision would also have a catastrophic impact on Allensbank Primary School in terms of funding and the ability to attract new intake within Reception classes each year.

### ***Do You Support Option 3? No***

I consider Option 3 to be unacceptable.

This option would lead to a large reduction in pupil numbers and therefore reduce significantly the funding received by Allensbank Primary School.

The funding for a single form entry school is currently not sufficient to make small schools financially viable. The result of this proposal would be that Allensbank would sustain a huge financial loss of income. This would therefore ultimately mean a lack of job security for all current staff at Allensbank.



***Would you like to suggest any changes or alternatives to the proposed options?***

None of the 3 proposals are in anyway desirable to Allensbank.

All three proposals are based on the assumption that Allensbank Primary School should move from its current building.

A clear alternative to this proposal would be to close Gladstone Primary School and Allensbank Primary School whilst accommodating a new English-Medium school on the Allensbank site.

The Allensbank building is able to comfortably accommodate a 2FE Primary School whilst also allowing provision for staff parking.

There are fewer pupils on roll at Gladstone and so there would be disruption for a smaller number of pupils in terms of them being relocated.

The Gladstone building would comfortably house Ysgol Mynydd Bychan with the option to expand further into the St Monica's site if needed. It would also position Ysgol Mynydd Bychan more centrally within its catchment area.

***If so, how would these changes be of greater benefit to children and young people in these communities, than Options 1, 2 or 3?***

The siting of Gladstone and Allensbank Primary Schools on the current Allensbank site would mean a disrupted education for fewer pupils.

The positioning of Ysgol Mynydd Bychan on the Gladstone site would allow for easier access for parents, particularly from the more southernly part of their catchment area.

This option also provides the ability for Ysgol Mynydd Bychan to grow over time. It minimises the amount of unutilised space within the area until needed, as the separate St Monica's building could easily be utilised by the wider community. Some examples of potential interim use would be for EAL classes for parents within this diverse community, a support Hub for refugees and asylum seekers in need of support or simply a place for community groups to meet thus providing an income for the Local Authority.

***Do you wish to make any additional comments?***

As headteacher at Allensbank Primary School since 2013, I am proud to have led a dedicated team of staff in ensuring that the school meets the needs of pupils from this highly diverse community.

The proposals are being forced on us as a school and community that does not seek change. We would prefer instead to be appropriately funded and resourced in order to continue to meet the needs of our learners.

The school has faced huge challenges in recent years due to the impact of Covid-19 but also the significant building works which have impacted on the everyday life of our school for the past 4 years. Staff have endured all of these pressures whilst remaining steadfastly focused on pupils and the unique ethos of the school. They now face further years of disruption within the building knowing that potentially they will benefit in no way from the improvements to the building. The spending around these building works has been particularly hard to swallow given the fact that Allensbank has been working under severe financial limitations during this period. Scaffolding costs for the building (given that scaffolding was in place for years prior to work commencing) stands at a cost of well over £300,000. Allensbank can only imagine what could have been achieved as a school if this additional Council money had instead been used to address underfunding for the school.

Pupil numbers have declined on a Citywide level and so schools are left fighting to attract pupils. Making Allensbank inviting and appealing to parents is hugely challenging given that buildings have been fully scaffolded externally and the outdoor space severely limited.

Whilst pupil numbers have declined in line with many across the City, our pupil numbers at any one point do not reflect the high levels of mobility and numbers of pupils from across the globe that enter Allensbank very often for their first experience of the British Education system. We were recognised by Estyn in 2020 as being a school that “celebrates the diversity of culture and language of pupils and their families at every opportunity and uses highly effective strategies to support pupils who need to develop their English language skills.” We strongly feel that the Local Authority should be celebrating these successes of the school rather than making us subject to enforced change.

*Jenny Drogan, Headteacher of Allensbank Primary School*

## **Allensbank Staff – NEU Union Members**

Here is our written response from NEU Union members at Allensbank Primary School in regards to the provision of Primary School places to serve Cathay's, Gabalfa, Llandaff North and Plasnewydd.

### **Option 1**

We recognise the benefits of amalgamating Allensbank and Gladstone schools and becoming a 2FE. However, we would like to raise the following comments:

- Gladstone and St Monica's will not be fit for purpose as a 2FE school by September 2025 if this option goes ahead. We feel that our school will be ready for a 2FE school for a smoother transition to amalgamation and have less of an impact on pupils and staff well-being.
- Ysgol Mynydd Bychan whilst currently full will not have a 2FE on September 2025 if current oversubscription figures and 20% drop in birth rate are anything to go by. Therefore, we feel that Ysgol Mynydd Bychan would be better suited on the Gladstone site providing them with ample space and potential room to grow.
- We feel this option would cause congestion in an already busy area with a significant amount of staff, pupils and parents needing access to parking. How would the council overcome this issue in an already notoriously bad for parking availability.
- With the current cost of living crisis, we are concerned that amalgamating schools would have a significant cost implication for families who reuse uniforms yearly and hand me down. How would the council overcome and address this issue for our families?
- There has been a huge impact on all staff's wellbeing, mental and physical health with regards to the prospect of this option as there is a huge uncertainty with regards to our futures and financial security, as even though the number of staff needed would be the same and two schools are being pushed together, we are not guaranteed our role even though the role is there in the new school. We would also like to raise the concern that pupils have been informed via the council that 'All or most of the teachers in the new school are expected to be from Allensbank and Gladstone.' We would be looking to seek clarity on the discrepancy between these two very different viewpoints both of which have been given by the council.
- We have some of the most vulnerable pupils in the LEA, who rely on the familiarity of staff and their surroundings to cope and keep them regulated on a day-to-day basis and the change of location will ultimately have an effect on these pupils.

### **Option 2**

We feel strongly that Allensbank being placed on the current St Monica's site right next to Gladstone LEA maintained English medium Primary school, makes no sense and will not benefit Allensbank community as a whole. The reduction of numbers with the closure of our current nursery will have a detrimental effect on pupil numbers in the future. How can a smaller Allensbank compete with a Gladstone that is catering from

ages 3-11 and has an abundance of space to do this and we feel that this will ultimately lead to Allensbank's full closure.

This option would also mean uncertainty for all staff and their roles due to the closure of the nursery, having a detrimental effect on the wellbeing of staff and pupils.

We have some of the most vulnerable pupils in the LEA, who rely on the familiarity of staff and their surroundings to cope and keep them regulated on a day to day basis and the change of location will ultimately have an effect on these pupils.

### **Option 3**

Whilst on paper this option seems the most straightforward option for all parties involved, we feel that this is another option to set Allensbank up for failure and ultimately close or an eventual amalgamation with Gladstone. Again, the reduction of numbers to a 0.9FE would impact the current pupils on roll at our school as well as our ability to attract potential pupils. This will then have financial consequences for our school which would be catastrophic taking into consideration our current financial situation as a school and would not be sustainable in the longer term.

We have some of the most vulnerable pupils in the LEA, who rely on the familiarity of staff and their surroundings to cope and keep them regulated on a day-to-day basis and the change of location will ultimately have an effect on these pupils.

We would like to propose a fourth option to yourselves where Allensbank remains on its school site and amalgamates with Gladstone to form a new school, as we do see the benefits of amalgamating the two schools and it would limit some of our concerns listed above, along with relieving some anxieties for our most vulnerable pupils.

In conclusion, we do not understand why pupils, staff and our community's wellbeing has not influenced an option for Allensbank to stay on their current site. All options are in favour of the other schools in the proposal and we feel that our rights to a fair proposal have been missed, especially as we have some of the most vulnerable pupils in the LEA, who rely on the familiarity of staff and their surroundings to cope and keep them regulated on a day to day basis.

## **Gladstone Primary School**

### **Gladstone Primary School – Governing Body**

#### ***Do you support Option 1? No***

I can see the positives to solve Gladstone's deficit budget by pooling resources with another school. A wider group of staff may also offer wider opportunities for staff and more after school clubs. We may also be able to host a speech and language unit. However there are several issues which would threaten the school's ability to offer the education and support it currently offers.

1. Impact on staff and learners. Many staff are already anxious about losing their jobs. With this uncertainty lasting until September 2025, this may impact the teaching and learning experience for children. This option would also risk the headteacher's role as she too would have to apply. The headteacher has been an excellent leader, pupil numbers have grown annually since her arrival and our ESTYN inspection a success. This option risks losing the most vital resources that make Gladstone such a success.

2. Loss of identity. Gladstone holds a special place in the community and is it vital to support many vulnerable families. 36% of our children qualify for free school meals as they live in relative poverty. 65% of our pupils aged over 5 years speak English as an additional language (EAL), 48% of which are below competent in English (A-C). Our ESTYN inspection recognised our ability to help many vulnerable families to live happy and safe lives. The school supports them informally through translation and interpretation and because the school is small, staff are able to build relationships and trust with families. This is important for parents that have not had the linguistic or social confidence to engage otherwise, and is especially so for those whose children have additional learning needs. We have multiple generations of families that send their children to Gladstone because they trust their children will gain a positive and inclusive education. A loss of Gladstone as an entity would take away that role of trust the school holds locally.

3. Concern over lack of space to provide free school meals for a two-form entry school. We are constrained by the hall size and kitchen capacity; considerable investment would be needed to make it viable, as well as more midday supervisors to ensure the system functions. I also worry that this would take a long time to manage each day and could end up compromising teaching and learning time.

4. Concern over lack of space outdoors for a larger number of learners. Many of our children have limited access to safe outdoor spaces within the community. Doubling the number of children would put pressure on the available space and limit capacity to offer more outdoor activity after school clubs. The playground was described as "adequate" for a larger school by local authority staff, but I feel strongly that the needs of already-disadvantaged children should be a priority, accessing better than "adequate" outdoor space to enrich their learning experience and help to rebalance their life chances.

### ***Do you support Option 2? No***

Co-location of the two schools on a single site could bring complexity to practical operations. If the schools federated, it is not clear what the budget implications would be for the schools and may ultimately lead to amalgamation due to funding pressures, which would effectively be option one.

### ***Do you support Option 3? Yes***

The third option may be the most practical from Gladstone's perspective in many ways. It would be the least disruptive option for the staff and children and therefore limit the impact of an uncertain period of change or reconfiguration on teaching and learning and reduce the risk of loss of experienced, knowledgeable staff.

However, from a budgetary point of view, I acknowledge that this option may not benefit Gladstone and may not offer us an immediate way of setting a sustainable budget in the short term. However, I perceive this option could enable a reallocation of pupils from Allensbank to Gladstone, which might enable us to grow our pupil numbers to bring Gladstone's numbers up to capacity. This might allow us to make for a sustainable budget in the long-term with a full cohort in each class (we have capacity for around 30 more pupils currently).

As a governing body, we wish for the good work that Gladstone primary does within the community and for its learners to continue, and this option may allow us to keep the ethos and spirit of the school without compromising due to budgetary pressures. This option naturally also ensures that Ysgol Mynydd Bychan can operate in the space it needs and the community retains its schools and minimises disruption for all.

## **Gladstone Primary School – Headteacher**

### **Do you support Option 1? *Opinion not indicated***

This would be an exciting opportunity for two community schools to unite and form one larger Primary School in the Cathays area. Having one larger Primary School in the area would ensure a smooth transition for pupils from the age of 3 through to 16 years at High School. A larger school would allow for staff to share expertise and create greater collaboration/CPD opportunities. Additional staff could also provide a range of expertise and educational experiences for pupils in the school. An amalgamated school would offset any deficit budgets schools may currently have and provide a more sustainable future for the families and staff. An increase in pupil numbers would impact positively on the school budget and provide additional resources and opportunities for pupils. The whole school community would have the opportunity to contribute their ideas and thoughts to help shape their child's school for the future e.g. deciding on the school name, school uniform, branding giving them ownership of their school in their own community.

The schools building work will be completed and will hopefully provide pupils with a structurally sound building to be proud of. There was previously one school on the whole site with the infant building being located in St Monica's and the Junior school at Gladstone. This could be a possibility for a new amalgamated school with also space for an After School Club and/or a Speech and Language Unit, SRB or Nurture facility. Gladstone Primary School currently hold family learning courses for parents/carers which could continue.

Having one Primary School will also create more opportunities for families to network and support one another in the community. This would also allow the community to work together to help support raise funds for the school and support any local events/businesses. A larger school could enable the school to reach out to more people in the community and raise awareness of the Boathouse building as a potential space which could be utilised by families/businesses.

I appreciate this option would be unsettling for all staff, including myself, as we would all have to re-apply for our jobs with the Headteacher and Deputy Headteacher positions going national which could mean potential redundancies.

### **Do you support Option 2? *Opinion not indicated***

Co-locating Allensbank and Gladstone Primary School on a shared site would allow two community schools to come together and provide greater collaboration opportunities for staff, pupils, families and governors. Having both schools on one site would allow for staff to share expertise and create greater collaboration/CPD opportunities. Staff could also provide a range of expertise and educational experiences for pupils in the school. There would be the opportunity to pool resources together which both schools could benefit from. This would also ensure that Gladstone and Allensbank retain their identity and ethos. If schools were to

federate this would be an exciting opportunity to work closely with all stakeholders of both schools and unite them under one umbrella.

This would give families time to adjust to the schools working on one site and be a smoother transition should the schools federate in the future.

This option would have little impact on staffing with nearly all staff not having to reapply for their jobs offering more job security.

Consideration would need to be given as to how Allensbank and Gladstone would share the site as this would need to be managed appropriately to ensure families are clear on school structures etc.

### ***Do you support Option 3? Yes***

This option would allow us to keep our identity, history and ethos which is important to our school community. This option would have the least disruption and impact on our school.

This option would have no impact on the pupils at Gladstone which would provide continuity and stability for their future. We are proud of the recent Estyn Inspection report and would like to build on the already good practice recognized by inspectors. Families have expressed how welcoming and nurturing the school is and how they like the fact we are a small community school as it allows us to support everyone including our EAL and most vulnerable families. We are a multigenerational school and this option would allow families to continue to return to Gladstone School.

Pupil numbers have been on the increase since 2018 and are continuing to rise which will hopefully contribute positively to the budget and future of Gladstone School. Option 3 would allow us to maintain and grow our current nursery numbers.

If schools were to federate this would be an exciting opportunity to work closely with all stakeholders of both schools and unite them under one umbrella. With federation there could potentially be a staffing restructure which could create savings in the long term to the budget. There would be the opportunity for both Allensbank and Gladstone to work collaboratively and share expertise and knowledge. This would also impact positively on the learners as their educational experiences could be enhanced. There would be the opportunity to pool resources together which both schools could benefit from. Having a Federated School would create more opportunities for families to network and support one another in the community. This would also allow the community to work together to help support raise funds for the school and support any local events/businesses. A federated school could enable the school to reach out to more people in the community and raise awareness of the Boathouse building as a potential space which could be utilised by families/businesses.

There is space at Gladstone School to house a Speech and Language Unit.



This would be a quicker and easier option to manage only impacting on 2 schools physically. This option also means that the majority of staff will not have to re-apply for their jobs which will ensure staff wellbeing is maintained.

The Local Authority have invested heavily in the restoration of Gladstone School with extensive building work being undertaken over the last few years – option 3 would allow the staff and pupils/families to enjoy and appreciate their new renovated building.

***Would you like to suggest any changes or alternatives to the proposed options?***

Extra funding to support the huge pupil mobility factor would support schools in this area and make budget planning for the future less challenging.

***Do you wish to make any additional comments?***

We have faced (as have other other schools) many challenges over the last few years which have included Covid, Building Work, Budgets, Estyn and now the Consultation of schools in the area. I appreciate that there are advantages and disadvantages for all schools involved with all options but trust that the Council will make the right decision for the future of learners and families in the Cathays area. Although Option 3 is my preferred option I have offered my opinion on Option 1 and 2 as I feel this is important. We will support whatever the outcome will be and help manage the change effectively for all parties involved.

*Paula Shipton-Jones, Headteacher of Gladstone Primary School*

## **Gladstone Primary School – Staff**

### ***Do you support Option 1? No***

- The two oldest primary schools in the Cathays area, lose their identity and history.
- The intimate school ethos of two smaller primary schools, would be lost. With the new families, the families who need that support, and the families with little to no English, having the support within a smaller setting has always been crucial in maintaining positive relationships, and helping those in need.
- Staff have to re-apply for their posts.
- Senior staff, i.e. HT & DHTs have to re-apply for their positions; this would be advertised nationally, not just between the schools.
- Redundancies.
- A new nursery could reduce numbers at Gladstone.

### ***Do you support Option 2? No***

- Could be confusing for parents/families if schools are having to share both buildings?
- Could be logistically challenging for schools.
- Federation could mean Senior Leaders are at risk of losing their jobs from both schools
- Possible redundancies

### ***Do you support Option 3? Yes***

This option would allow us to keep our identity, history and ethos which is important to our school community. This option would have the least disruption and impact on our school.

Parent/Carers have expressed how much they value the staff at the school and are concerned about the impact of the consultation process on staff wellbeing. They are also concerned that this could also impact on standards due to the uncertainty ahead for staff and pupils. This option would have little impact on staffing with nearly all staff not having to reapply for their jobs offering more job security.

This option would have no impact on the pupils at Gladstone which would provide continuity and stability for their future. We are proud of the recent Estyn Inspection report and would like to build on the already good practice recognized by inspectors. Families have expressed how welcoming and nurturing the school is and how they like the fact we are a small community school as it allows us to support everyone including our EAL and most vulnerable families. We are a multigenerational school and this option would allow families to continue to return to Gladstone School.

Pupil numbers have been on the increase since 2018 and are continuing to rise which will hopefully contribute positively to the budget and future of Gladstone School. Option 3 would allow us to maintain and grow our current nursery numbers.

If schools were to federate this would be an exciting opportunity to work closely with all stakeholders of both schools and unite them under one umbrella. With federation there could potentially be a staffing restructure which could create savings in the long term to the budget. There would be the opportunity for both Allensbank and Gladstone to work collaboratively and share expertise and knowledge. This would also impact positively on the learners as their educational experiences could be enhanced. There would be the opportunity to pool resources together which both schools could benefit from. Having a Federated School would create more opportunities for families to network and support one another in the community. This would also allow the community to work together to help support raise funds for the school and support any local events/businesses. A federated school could enable the school to reach out to more people in the community and raise awareness of the Boathouse building as a potential space which could be utilised by families/businesses.

There is space at Gladstone School to house a Speech and Language Unit.

This would be a quicker and easier option to manage only impacting on 2 schools physically. This option also means that the majority of staff will not have to re-apply for their jobs which will ensure staff wellbeing is maintained.

The Local Authority have invested heavily in the restoration of Gladstone School with extensive building work being undertaken over the last few years – option 3 would allow the staff and pupils/families to enjoy and appreciate their new renovated building.

***Would you like to suggest any changes or alternatives to the proposed options?***

Extra funding to support the huge pupil mobility factor would support schools in this area and make budget planning for the future less challenging.

***Do you wish to make any additional comments?***

Our preferred option is 3 but we will support whatever the outcome will be and help manage the change effectively for all parties involved.

## **St Monica's Church in Wales Primary School**

### **St Monica's Church in Wales Primary School – Finance, Premises and Health & Safety Committee of the Governing Body**

#### ***Do you support Option 1? Yes***

I am writing as chair of Finance, Premises & Health & Safety Committee of St Monica's School Governing Body.

As a committee we believe option 1 to be in the best interest of our school and other schools involved. We believe the relocation of St Monica's to the current Ysgol Mynydd Bychan site would benefit us for several reasons:

- Our school is currently oversubscribed, we have waiting lists for every year group (except for reception). Our current site isn't fit for purpose for growing demand for church school places. Site move would allow us to incorporate a nursery. We hope there is scope for us to increase to a 0.9 form entry school. Making our school more financially viable.
- Moving site would place St Monica's in new Parish Ministry area. Allowing for the first time children in that area catchment – widening choice for church schools.
- Our current building is listed and has undergone significant repairs in recent years. A financial challenge due to us being a church school and relying on CRAMP funding (Capital Repairs and Maintenance Programme).
- To have a modern, more economical building we could better use CRAMP funding for betterment of school. Relieving financial pressures.
- For all schools involved we feel it would be best use of tax payer money and most efficient distribution of finances to manage schools.

## **St Monica's Church in Wales Primary School – Standards Committee of the Governing Body**

### ***Do you support Option 1? Yes***

Response on behalf of the St Monica's Governing Body: Standards Committee: The committee believe that St Monica's having nursery provision would support the transition from nursery to reception (albeit that parents would have to apply for places in Reception) as the transition can be tricky especially if Additional Learning Needs have been identified for individual children. So if we had our own nursery, we would already know the children well and transition would be easier.

The benefits to standards are that all the foundation phase classrooms have direct access to outdoor areas which would enhance the curriculum we were able to provide. The building is also in a better condition, so more money would be available for resources. Also, having more staff would allow responsibilities to be shared, thus reducing the workload for SLT and Headteacher and allowing them to focus on improving teaching across the school.

If option 3 is decided, there will still be 3 very small schools and less money in the system to support learning and teaching. Currently there are 4 small schools. Option 1 means that there will only be one small school - St Monica's. The funding model currently used for Nursery places would mean that St Monica's would be financially more stable, also allowing a higher percentage of the budget to be spent on learning and teaching - thus raising standards further.

### ***Do you support Option 2? No***

This option is in effect exactly the same as Option 1 for St Monica's, however, there would be less money in the system if there were still 3 small schools in the Cathays/Heath area.

### ***Do you support Option 3? No***

St Monica's is an oversubscribed primary school that is financially unviable. The only option for sustainability is for the school to be allowed to grow - which it is very capable of having waiting lists in almost every single year group.

## **St Monica's Church in Wales Primary School – Vision and Values Committee of the Governing Body**

### ***Do you support Option 1? Yes***

Our response is based on our views as a Sub Committee of the St Monica's full Governing Body - Vision and Values - who look after the vision and values of the school, to ensure it maintains its Christian identity and complies with the Trust Deed with which the school was first formed.

We would recommend Option 1. Considering the impact Option 2 would have on the school communities involved, from our experience we know that sharing a site comes with many challenges.

Furthermore, Option 1 would enable any future children attending St Monica's to enjoy the facility of a nursery attached to the school on the Mynydd Bychan site, so they are able to be with any older siblings and benefit from a faith-based (Anglican) nursery experience which is not currently available in this area.

The ability to move site would also increase the catchment area for the school to include the Parish of St Mark's in Gabalfa. St Mark's also does not have a church primary school attached to it, and this change would further increase parents' access to a faith-based education - which is their right. This also aligns with the Diocesan vision to 'grow the Kingdom of God'.

The opportunity to have a larger building would enable us to further develop our curriculum offering, including quieter spaces for prayer and reflection. Consideration would need to be given to how St Monica's could ensure the whole learning environment is suitable for a faith-based education - this includes areas for prayer/worship and reflection both inside and outside the Mynydd Bychan site.

We are a thriving, oversubscribed school community, and are current having to turn away many children. This means that many families are not able to exercise their right to choose a faith-based education and many come to our school who have already had significant transitions, changes and challenges in life before their arrival in Cardiff. Turning away families from our community sits very uncomfortably with us as a Governing Body.

The close proximity of the proposed new site means that our existing links with St Michael's Church and The Table can continue. Travel time for families would be only marginally impacted upon. Traffic management of the Mynydd Bychan site would be easier as only one school's community will be attending and leaving at any one time.

For all of the reasons outlined above, we feel that the potential move would accord with the vision, values and Christian ethos which we have worked so hard to develop and sustain in St. Monica's CW Primary School.

### ***Do you support Option 2? No***

Please see comments for Option 1.

***Do you support Option 3? No***

Please see comments for Option 1.

Rev'd Caroline Downs

## **St Monica's Church in Wales Primary School – Headteacher**

### ***Do you support Option 1? Yes***

I am responding as the Head Teacher of St Monica's CW Primary School. I support Option 1 as I am aware of the huge difficulties all schools in Cardiff currently have in trying to balance budgets. I sit on the School Budget Forum and represent small schools and faith schools. The budget formula has a disproportionately negative impact on small schools as they are less economical to run. Only Option 1 significantly reduces the number of small schools. This option would mean that more money is available in the system for the education of all children in the city. This money is then available to spend on learning and teaching, rather than the upkeep of multiple buildings by small individual schools, space/school places are also used more efficiently so heating and resources are used better.

Three school buildings are listed, under Option 1 St Monica's would move into an unlisted building, enabling better use of the CRAMP fund (Capital Repairs and Maintenance Programme fund from Welsh Government for the upkeep of faith schools) so the school should be able to repair and maintain the building better. The design of the Mynydd Bychan building is also better matched to meeting the needs of pupils within the Curriculum for Wales. Each downstairs classroom has direct access to the outdoors, which would facilitate outdoor learning, supervision and alternative learning styles - meeting the needs of the St Monica's learners better.

Moving school site would also mean that we would not need to share a site with another school. Time we spend for worship activities would not be interrupted by the (understandable) noise from another school, playground space would be greatly enhanced from the area we are current able to utilise and traffic management would be easier as we would not need to stagger out start and end times to correspond with another school.

The transition from Nursery to Reception would be easier as children (once they have applied for a place in Reception) would be known to us, any ALN processes would have already been started and then continued in the same setting and any settling in periods would not need to be factored in before we requested additional support as that would have already happened in Nursery.

An additional teacher would need to be employed which would further reduce the burden held by all teachers in the school as multiple roles are held by teachers that in a larger school shared out amongst many.

The change in Ministry Area would mean that the Governing Body are likely to consult to extend the catchment area currently proscribed in our admissions policy to include the Parish of St Mark's, Gabalfa. There is no Church in Wales primary school for that Ministry Area currently, so this would also support the Diocesan mission to 'Grow the Kingdom of God'.

### ***Do you support Option 2? No***



There is less financial or educational benefit to relocating 3 schools in this option.

***Do you support Option 3? No***

St Monica's is a thriving, oversubscribed primary school. Option 3 gives no room for growth and does not enable the school to become financially viable. As smaller schools, Gladstone and Allensbank are also much less likely to be financially viable under this model.

## **Ysgol Mynydd Bychan**

### **Ysgol Mynydd Bychan –Governing Body and Members of Staff**

#### **The consultation**

1. This consultation sets out the collective view of the Governing Body of Ysgol Mynydd Bychan (“YMB”) regarding the Council’s consultation on its proposals to:
  - make changes to how English-medium community primary schools are organised,
  - retaining an equivalent number of places or a marginal reduction in places compared to the existing arrangements; and
  - expand Welsh-medium primary school provision at Ysgol Mynydd Bychan.
  
2. The Council is proposing to achieve these changes in numbers by identifying three possible options with the overall aim of:
  - supporting each school to continue to improve education for all of their learners
  - ensuring that the provision offered meets the diverse needs of the local community
  - supporting schools to be financially sustainable, with stable school budgets
  - supporting schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners
  - consolidating English-medium primary school places with an appropriate level of surplus.
  - increasing Welsh-medium primary school places by one form of entry (210 primary age pupils).

#### **Background**

3. Cymraeg 2050 sets the strategic, national context for these proposals. The Welsh Government’s goal is significantly to increase the number of Welsh speakers of all ages, with a specific target of 40% of all children receiving Welsh-medium education by 2050.
  
4. Locally, Cardiff’s ten-year target, as set out in the Welsh in Education Strategic Plan 2022-2030, is to increase the percentage of Year 1 children who are taught through the medium of Welsh in Cardiff by 9%. The Council also maintains its commitments to maintaining city-wide capacity in the Welsh-medium sector at 10% over the projected intake.
  
5. We are fully supportive of these national and local goals and stand ready to play our part, alongside the Council and the Welsh Government.
  
6. Given the consistent oversubscription for places at YMB over several years, and the reality that our catchment area is one of many areas within the city of Cardiff where there is scope to increase the number of children in Welsh-

medium education, we are pleased that the Council has been proactive in seeking, and successfully obtaining, grant funding to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language at YMB.

7. While we recognise that uptake is projected to level out over the next few years, due to falling birth rates, we are mindful that an upsurge is forecasted towards the end of this decade and the beginning of the next, which requires us to think creatively now to achieve a sustainable solution and to accommodate the demand we expect in the coming years.

### **Our view: new school building and site**

8. We remain of the view that the best way to achieve expansion of YMB is a new school building and site which provide the resources, infrastructure, and environment we need to deliver high-quality and enriching learning experiences to our pupils, having regard to both the Curriculum for Wales and the 21st Century Schools and Education Programme.
9. While we recognise that we are in a dense, urban area, we continue to believe that further exploration of the potential utilisation of the existing Cathays High School site, should the relocation of Cathays High School go ahead, or the vacant space at the Companies House site, would be worthwhile.
10. We encourage the Council to make further efforts to explore the possibility of delivering a new school site at either of these locations, or others in the area, including by making enquiries with HM Government in respect of the Companies House site.
11. While we appreciate the financial implications of a new building and site for YMB, and the need to utilise the Council's existing assets where possible, we presume it would be possible to dispose of an existing school site for redevelopment in the event that it became redundant.

### **Our view: use of existing assets**

12. We are of the view that a suitable permanent solution is required in order both to provide for the demand which has existed for several years and to achieve the goal of expanding Welsh-medium education in the area through an additional form of entry. All three options under consultation could offer such as a solution in respect of YMB.
13. We also continue to be of the opinion that any expansion of YMB must be delivered on a whole-school basis, rather than on a year-by-year or progress step-by-progress step basis. We are grateful to the Council for listening to the concerns we expressed at the previous consultation in 2021.

14. If the Council's preferred solution is to utilise its existing educational building stock in the form of a site swap between YMB and another existing school site within the local area, then our priority will be that the necessary investment is put in place to deliver a scheme of improvement works which ensures that YMB's new site offers the same, if not a better, level of facilities as its current site.
15. This is essential to enable YMB to continue being able to offer the level of education and opportunities to its pupils as at present, as well as to achieve the 'buy in' from YMB's parents and wider community, which will be an important factor in ensuring that YMB's sense of community continues to flourish.
16. In any case, YMB will continue proactively to seek and foster a positive relationship and a sense of community with the other schools in our area, including regular interactions between pupils to mark, for example, the Urdd's Day of Goodwill and the Eisteddfod.
17. We are also mindful of our place in the wider community and will, regardless of the outcome of this consultation, continue to engage with local businesses and groups, including by making our site accessible to the community, in line with the Sustainable Communities for Learning Programme.
18. We acknowledge that there are significant demographic differences between YMB and the other schools involved in this consultation. While this reflects a general trend across Wales, we will continue to work with the Council, the Welsh Government, and any other appropriate bodies to increase the diversity of our school population. We recognise our own responsibility and, in line with the Welsh in Education Strategic Plan, believe strongly that this must be a shared endeavour.

### **Questions and concerns**

19. We are aware that all the other existing school sites within the locality are Listed Buildings and, as such, could prove difficult to alter and adapt to meet our requirements in line with the Curriculum for Wales and the 21st Century Schools and Education Programme.
20. Officers have advised the Governing Body that they have been unable to make a substantive approach to CADW in respect of any proposed building fabric amendments at any of the sites in this consultation.
21. We are also concerned about the ongoing maintenance requirements of the other existing school sites within the locality given that all three schools have been covered in scaffolding for at least the past three years, with very little progress on any remedial works being undertaken. We would not want to see the school burdened by long-term outstanding maintenance works.

22. We are extremely concerned that, without further enquiry and guarantee, YMB may be relocated to a site, at which it could prove difficult or impossible to deliver a scheme of improvement works which ensures that we are able to offer the same, if not a better, level of facilities as our current site.
23. As such, we ask the Council to make appropriate further enquiries regarding the issues raised above, and to make this information available.
24. We are concerned about the energy efficiency of the school buildings under consideration. We have requested information from the Council on this matter but unfortunately this has not been forthcoming. We were told that this information was available to Council Officers but have not received anything to date.
26. We are also concerned that any move to a larger school building could cause the school major financial challenges if not properly addressed by the Council. In the future, school will be operating in a larger building with only a marginal increase in pupil numbers for a few years. School budgets are becoming increasingly challenging and there will be substantial pressure over the next few years. We would look for the Council to work with the Governing Body to alleviate the budgetary implications of a rapid expansion.

## **Conclusion**

27. Given that all three options would deliver the same outcome for YMB, and given the questions and concerns we have outlined above, we are not minded to indicate a preferred choice between the three options.
28. However, we believe that achieving expansion of Welsh-medium primary education in the north of Cardiff, as in the city more generally, which we support strongly, requires a permanent solution which enables YMB to continue to provide rich learning experiences to our pupils. All three options under consultation could provide such a solution.
29. We are grateful to the Council for listening to the concerns we expressed at the previous consultation in 2021.

**RhAG (Parents for Welsh Education)'s response to Cardiff Council's consultation on the proposal regarding Primary School places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd**

**June 2023**

1. RhAG wishes to thank you for the opportunity to respond to this Cardiff Council consultation on the **Primary School Places Proposal to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.**

The Welsh language education planning system through the Welsh in Education Strategic Plans must be a core part of the education provision planning of all Local Authorities. Since September 2022, Cardiff Council has been implementing a new scheme agreed by Welsh Government.

To increase opportunities for learners to be able to acquire the Welsh language so that they can use it easily is the basis of Welsh Government's ambition to reach one million speakers and the Government's own Welsh language education planning document notes

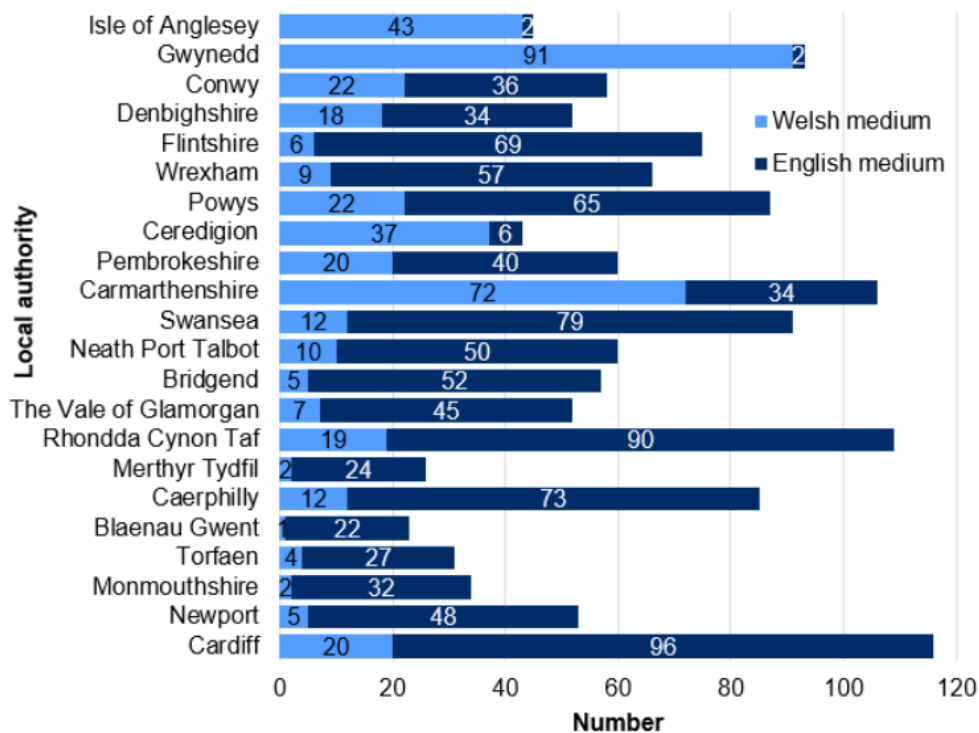
*"Cymraeg 2050 is clear that Welsh-medium immersion - which is where the medium of teaching and learning is delivered wholly or predominantly through the medium of Welsh - is the most reliable model for creating Welsh speakers with the skills and confidence to use the language comfortably in their everyday lives."*

(Page3:

<https://www.gov.wales/sites/default/files/publications/2021-02/guidance-welsh-in-education-strategic-plan.pdf>

2. We realise the amount of work that's involved in reorganizing schools in the C21st. RhAG has collaborated positively for a number of years with officers of the county and have been contributing ideas and strategies to ensure fairness for Welsh Language Education provision and for the families across the county who continue to fail to realise that the offer is available to them also. With the implementation of the 10-year plans there is a real opportunity to make a difference to the accessibility of Welsh language education within the County of Cardiff.
3. We only need to look at the figure below to see how few opportunities exist still in the county for pupils to be able to choose a Welsh language education easily and conveniently with only 20 Welsh medium schools while there are 96 English medium schools.

**Chart 1: Number of maintained schools by local authority and medium, 2022 (a)**



Source: Schools Census

(a) Primary, middle and secondary schools (excluding nursery and special schools)

#### School Census 2022

4. A pledge has been made and money has been received from Welsh Government to increase the Welsh language education capacity of this area of the city since 2018 with pressure being felt in this area since long before then. RhAG has communicated with the county consistently since then noting the challenges that have arisen for parents as a result of failure to increase provision in this area.
5. The lack of an increase in Welsh language education provision in this area of the city has and will continue to cause challenges and other negative side effects across the county until a solution is found. There are families in this area of the city who have had to accept places in schools that are not within their catchment area, and as younger siblings applied for places in local schools, have been forced to apply to a school that is not within the catchment and therefore have had to travel further than normal, changing a journey made on foot to a journey in a car and in increasing cases of children from the same family having to go to different schools.
6. We agree of course with the principle of increasing Welsh language education provision which is a key part of this consultation, but the new provision must be suitable for education in the C21st and we are not fully convinced that this building will fulfil this need from the information that's been provided. The consultation sets out as follows:

" The school occupies two Grade 2 listed buildings which have been assessed as Condition category C+ (Poor with major defects) and Suitability category B (Satisfactory). The school buildings are generally in a satisfactory condition although works to external walls, windows and roofs are underway through the Council's Capital Asset programme. Some internal areas are suffering with an infestation of dry rot, and treatment will be ongoing until the dry rot is eradicated. The sanitary provision requires some refurbishment, and the site has some drainage issues to be resolved. The ongoing works at the school are scheduled to complete in Autumn 2023."

It is not clear from the consultation the details and impact of the sanitary and drainage works nor who will be responsible for funding these aspects when the reorganization takes place and therefore what will be Ysgol Mynydd Bychan's budgetary responsibility in this situation.

7. Increasing the capacity of Ysgol Mynydd Bychan to 420 will mean a significant change in the area in terms of the Welsh language education offer. We see no mention of the promotion and public communication steps that will be needed for this change. RhAG would of course be able to assist with this aspect.
8. We very much hope that further and ongoing communication will take place with Ysgol Mynydd Bychan to further develop these proposals, for the benefit of the school's community. We very much look forward to the provision of Welsh language education that is fit for the C21st and which is finally increasing the opportunities for the families of this area of Cardiff to have a real opportunity for their children to acquire Welsh from a very early age. We look forward to continuing to work with you to make these exciting plans a reality.

Sincerely,

**Elin Maher**  
**National Director**  
**Rhieni Dros Addysg Gymraeg**  
**07970 304219**  
**elin@rhag.wales**



## Appendix 11

### Summary of the responses received and appraisal of views expressed

1. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the points raised where appropriate.
2. The Council's response to each point can be seen underneath, under the heading "Appraisal of views expressed."
3. Formal responses were received from:
  - Joint response from County Councillors for Gabalfa Ward, Cllrs Rhys Taylor and Ashley Wood
  - County Councillor for Cathays Ward, Cllr Chris Weaver
  - Estyn
  - Julie Morgan, Member of the Senedd for North Cardiff
  - National Education Union (NEU)
  - The Diocese of Llandaff
  - Allensbank Primary School Governing Body
  - Allensbank Primary School Headteacher
  - Allensbank Primary School NEU Union Members
  - Gladstone Primary School Governing Body
  - Gladstone Primary School Headteacher
  - Gladstone Primary School Staff
  - St Monica's Church in Wales Primary School Finance, Premises and Health & Safety Committee of the Governing Body
  - St Monica's Church in Wales Primary School Standards Committee of the Governing Body
  - St Monica's Church in Wales Primary School Vision and Values Committee of the Governing Body
  - St Monica's Church in Wales Primary School Headteacher
  - Ysgol Mynydd Bychan Governing Body and Members of Staff
  - RhAG (Parents for Welsh Education)

### Local Member response - Gabalfa

4. Cllrs Rhys Taylor and Ashley Wood submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)
  - *We welcome the commitment to expand the provision of Welsh medium education in the community to both meet unmet demand and ensure that all families and children can access a Welsh medium education should they choose.*
  - *We also recognise the urgent need to address the number of surplus places in English medium primary schools and the impact that has on school budgets, and the resources available to support teaching and learning. We recognise these funding pressures are both due to the school funding formula, and ongoing pressures on public sector finances. We strongly*

*believe that this process of re-balancing places must be done in a sustainable way that future-proofs school places and enhances the provision that schools provide to their pupils.*

- *Whilst we acknowledge the outcome of the 2019 consultation and the feedback and solutions brought forward by the community, we remain disappointed that the council has opted to only use a statutory consultation process, rather than informally engaging with schools and their communities at an earlier stage to identify solutions. This has caused significant anxieties among parents at local schools and has again left many, particularly within the Allensbank community, feeling that their school is not valued.*

### **Comments on the Options**

- *We do not support the formal closure of any school. The schools proposed for closure are established, respected schools that provide a distinctive education for their pupils, particularly, from our knowledge, in the case of Allensbank Primary School.*
- *Our preference would be to explore federation of schools, allowing for the individual ethos and approaches to teaching and learning to be retained and shared, whilst still re-allocating and re-balancing school places in the English-medium sector.*
- *In respect to Ysgol Mynydd Bychan, we do share concerns about the budgetary impact of transferring to a significantly larger building. Whilst we recognise data in relation to oversubscription in recent years and data in relation to pupil enrolment in comparison to their catchment area (Table 10) suggests an immediate increase in pupils on roll, there will be a period of growth for the school in reaching 2FE. This will have staffing and therefore resource implications in what is already a challenging financial environment for schools. It is essential that the council actively supports Ysgol Mynydd Bychan to increase the numbers on roll to minimise, insofar as possible, the resource implications of the relocation of the school, as part of its Welsh in Education Strategic Plan.*
- *The consultation document does not outline any capital investment the council proposes to make in the fabric of the affected school buildings. This poses questions particularly in respect of the current Allensbank Primary School building and the constraints of the building as a Grade 2 listed building. More reassurance is needed about the adaptations that would be possible, but also ensuring that enhancements are made to all assets so no school inherits premises that will incur ongoing significant maintenance costs. It is also essential that construction works are completed as quickly as possible as to minimise disruption for all pupils, but particularly those at Allensbank and Gladstone who have faced prolonged maintenance works over recent years.*

- *We support the intention of increasing nursery places and providing continuity for pupils in both Welsh medium and English medium settings as part of the re-balancing of school places in the area.*
- *We share the frustration felt within the community that the council has ruled out, or failed to fully explore, the option of new-build accommodation in creating a sustainable, flexible solution for future growth. We are also disappointed that no capital investment has been indicated as part of the 21<sup>st</sup> Century schools programme to deliver excellence in our school buildings.*
- *Some residents have advocated for the re-location of Mynydd Bychan on the Gladstone site and the re-location of Gladstone Primary School to the Allensbank site. They feel this would allow substantial growth for Mynydd Bychan without the same resource implications as transferring to the Allensbank site. We do however recognise that this would limit the future growth of Welsh medium education, if the current configuration of the current Gladstone building were to be maintained. It is frustrating however that the reasons for this option being discounted are not outlined in the consultation document.*
- *The consultation focusses on built assets but does not appear to engage with any urgency the wider question and role of school catchments in re-balancing places prior to the re-allocation of places.*
- *Page 80 of the consultation document suggests a phased expansion, and we would welcome clarity that means phased expansion of Ysgol Mynydd Bychan as the sole user of the current Allensbank School site, and not that schools will be split across sites as posed in the 2021 consultation. As with the 2019 consultation, we do not feel that operating schools over multiple sites is beneficial for any school.*

### **Appraisal of views expressed**

5. The Council welcomes the support of Local Members for the expansion of Welsh-medium provision and the acknowledgement of the need to address the number of surplus places in English medium primary schools and the impact that has on school budgets, and the resources available to support teaching and learning.
6. The Council consulted in 2021 on proposals to provide an appropriate balance of Welsh-medium and English-medium primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd which were not taken forward.
7. The Council also sought views at the time on long term changes to school provision to provide an appropriate balance of Welsh-medium and English-medium school places to serve the area with any solution seeking to:
  - Reduce English-medium surplus places to serve the combined catchment areas of Allensbank, Albany and Gladstone

- Expand Welsh-medium provision serving the existing catchment area of Ysgol Mynydd Bychan to 2 Forms of entry
  - Provide greater certainty and stability of leadership, management, teaching and support staff, to support continued focus on teaching standards and improved outcomes for pupils
  - Enable investment in school buildings to improve the learning environment.
8. The recent proposals address the issues that informed the earlier proposals and take account of the issues raised during this engagement process.
  9. The Council values all schools noting that one of the positive aspects of the consultation being the expressions of support from the parents for the schools included in the proposed changes and their appreciation of the standard and quality of education and support provided by each school.
  10. The Council is committed to supporting Cardiff's most vulnerable learners, including children in care, those educated other than at school and children from the most deprived communities and that every child receives a great education through their chosen language medium.
  11. Ensuring funding for education is targeted towards learning experiences and opportunities alongside support for families is critical. The Council is investing in schools and must also support each school to continue to improve education for all of their learners.
  12. To achieve this, the Council must ensure that there is an appropriate balance in the number and different types of school places serving each area, with a sustainable level of surplus places. Each school provision offered must meet the diverse needs of the communities they serve. The Council must maximise the potential of its teaching and learning staff to ensure best use of their talent, thereby securing the greatest impact on learner opportunities and outcomes for all.
  13. Intake to Reception classes in primary schools city-wide peaked at approximately 4,370 pupils in 2015/16 and 2016/17. This corresponds with peak birth rates recorded five years earlier. At the time of the peak intakes, Cardiff retained approximately 8% surplus places.
  14. Since 2017/18, there has been a sustained fall in the birth rate and changes to migration patterns in the city. This means that city-wide intakes to primary education are projected to reduce significantly until at least September 2025. However, changes to populations are not the same in all parts of the city.
  15. As parents are able to state a preference for schools, some schools would continue to have high intakes. For other schools the impact on pupil numbers will be far greater than the city-wide average.

16. Schools receive most of their funding based on the number of pupils on roll at the school. Falling pupil numbers will greatly impact on some schools' budgets. This affects the teaching and learning opportunities those schools can offer.
17. The number of primary school places available in existing communities in Cardiff is sufficient to accommodate all pupils, but the level of surplus is projected to increase.
18. Proposals to better balance capacities of schools with the forecast take up of places would therefore provide a more effective use of the schools' financial resources. This would allow schools to allocate a greater proportion of their budget to teaching and learning.
19. As set out in the consultation document there are significant numbers of surplus places overall in the English medium schools which are forecast to continue over the next few years.
20. The existing number of English-medium primary school places at Albany, Allensbank and Gladstone Primary Schools is sufficient to accommodate the projected demand for places at schools. It also allows for a high margin of surplus to respond to any potential fluctuation or sustained increase in demand, and the high levels of pupil mobility in the area.
21. The options identified would allow for:
  - a consolidation of English-medium community primary school provision at an equivalent level, or a marginal reduction to the existing arrangements.
  - an expansion of Ysgol Mynydd Bychan.
  - no change in the number of places for primary school pupils at St Monica's Church in Wales Primary School.
22. There is insufficient space on the existing Ysgol Mynydd Bychan site to allow for expansion. There is no suitable vacant site available in the area local to the school that could accommodate an enlarged Ysgol Mynydd Bychan.
23. There is also 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. It would also allow for a more effective and efficient use of resources. This would retain flexibility in the school estate to respond to any future population changes affecting the area.
24. The options presented support a more effective and efficient use of resources.
25. The proposals also aim to increase school effectiveness and narrow inequalities in achievement between advantaged and disadvantaged areas, groups, and individuals.

26. Any proposals to increase the take up of places in Welsh-medium provision, whilst intakes to schools are reducing, would mean that the take up of places in English-medium schools would further reduce.
27. Option 1 would provide a more economically sustainable patterns of school provision over the long term and support schools to be financially sustainable in an improved patters of provision through amalgamation. This option would allow for schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners, provide an improved balance between the availability and take up of both English-medium and Welsh-medium primary school places and maintain the current number of English-medium school places serving the area.
28. When compared with smaller schools, two form entry schools would support teaching and learning by allowing for:
  - greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base
  - a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors
  - the ability to employ more teaching and support staff would allow the two form entry school to cover a wider range of curriculum expertise
  - a greater number of teachers to share workload and expertise
  - greater opportunities to professionally develop staff e.g., newly qualified teachers 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 Religious Education, Relationships and Sexuality Education (RSE) and Digital Competency
  - greater opportunities to offer a broader range of extra-curricular activities
  - greater opportunities for distributed leadership
29. The school budget formula saving from amalgamating Allensbank Primary School and Gladstone Primary School by closing each school and creating a single two form entry primary school as set out in Option 1 would be approximately £98,000 per year. This is based on the removal of one of the lump sum allowances provided to schools city-wide.
30. Amalgamating Allensbank and Gladstone and combining their budget, would therefore allow for a redistribution of financial resources to schools city-wide through the reduction in the number of lump sum allocations to individual schools.
31. Should Option 1 be progressed, it is proposed that the equivalent sum would be ringfenced for the newly established two form entry English-medium for three years. This would support the school to further develop provision and/or invest in resources to benefit its pupils. Beyond this period, this sum would be available for redistribution to primary schools city-wide.

32. Option 2 and Option 3 would provide the opportunities for the schools to work in partnership to maximise the opportunities for all pupils either through collaboration or federation.
33. Any formal collaboration or federation would be led by the Governing Bodies and supported by the Council.
34. If progressed, formal collaboration or federation could:
- 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
  - enhance opportunities for pupil activities leading to improvements to the quality of learning for staff and pupils
  - enhance opportunities for staff professional development
  - increase opportunities for middle management development
  - provide School Council and pupil development opportunities
  - improved social opportunities for pupils
  - allow for cross phase arrangements
  - allow for streamlining of policies and structures
  - support 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.
  - provide opportunities to exploit economies of scale and sharing services across the schools
  - allow for the possible easier recruitment of governors with fewer governor vacancies.
  - allow for sharing of expertise and resources
  - facilitate the organisation of professional development
  - ease arrangement of joint pupil activities
35. However, compared to Option 1, the number of benefits realised for pupils in English-medium community education through Option 2 or Option 3 could be reduced as there would be a less efficient use of the schools' budgets. There would be no lump-sum funding ringfenced to provide support for a period. A greater proportion of the two schools' budgets would be required for leadership and management than in a single two form entry school.
36. There is a risk that an increase in the number of pupils who wish to take up Welsh-medium places does not happen.
37. 'Cymraeg 2050: A million Welsh speakers' is the Welsh Government's strategy for the increasing the use of the Welsh language. It sets out the long-term approach to reaching a target of a million Welsh speakers by 2050.
38. All Local Authorities in Wales are required to publish a Welsh in Education Strategic Plan. Within their plan, they must set a ten-year target for the expected increase in Year 1 children who are taught in Welsh. The target set for Cardiff by

the Welsh Government is between 25% and 29% of Year 1 learners are educated in Welsh by 2031. At present, this figure is around 18%.

39. Cardiff is committed to achieving a scale of growth in line with the 25 – 29% target as provided by the Welsh Government; however, the local target must balance ambition with an understanding of the prevailing trends, which includes falling birth rates and heightened uncertainty relating to school admission choices due to the pandemic.
40. The number of places currently available through the medium of Welsh would not be sufficient to support an increase in take up that would meet the targets set out by the Welsh Government.
41. Cardiff's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English-medium education all will have the opportunity to become confident in speaking Welsh.
42. The approved WESP commits 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 through progressing proposals to increase Welsh-medium primary school provision serving Birchgrove, Gabalfa, Heath and Plasnewydd in the central area of the city.
43. Ysgol Mynydd Bychan has been fully subscribed in each of the past five years. In four of these intakes a number of children resident within the catchment areas of the school were refused places at the school.
44. Projected future demand for places in each catchment area, which take account of the most recent school census data (PLASC) published in 2022, and the most recent NHS GP registration data supplied in August 2022, indicate that the number of children within the Ysgol Mynydd Bychan catchment area is projected to exceed the number of places available at entry to the school.
45. The Welsh in Education Strategic Plan includes a range of actions to increase the take up of Welsh-medium places. 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.
46. 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.



47. 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.
48. 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.
49. The Welsh Government invited all Local Authorities in Wales to submit bids for grant funding to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.
50. The Council was successful in securing funds from the Welsh-medium Capital Grant Scheme including £1.86m to reorganise primary school provision in central Cardiff and expand Welsh medium places by one form of entry (210 places). The purpose of the Welsh Medium Capital Grant is to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language.
51. The grant funding programme is aimed specifically at capital projects that will demonstrably contribute to meeting the Welsh Government's aim of reaching one million Welsh speakers by 2050. The funding allocated to the Council is ring-fenced to support expansion in Welsh-medium education provision and would allow for investment in school buildings to support increased intakes.
52. Should Ysgol Mynydd Bychan transfer to the Allensbank site, any changes to the buildings utilising the Welsh Government capital grant would be considered at a later design stage. The Council would identify and agree priorities for the investment in partnership with the Ysgol Mynydd Bychan Governing Body.
53. The Council has recently allocated capital funding to address priority condition and suitability works at the shared Gladstone and St Monica's site, and at the Allensbank site. Further capital funding would be identified from the Council's financial resources to support the relocation of English-medium provision. This would improve the suitability of facilities to accommodate the changes to provision and benefit learners. The required funding would depend on the option taken forward.
54. The expansion of Ysgol Mynydd Bychan on the Allensbank site would be phased from September 2025, by increasing the admission number for the nursery and Reception year groups only in the first instance. This would mean that the school does not need to use all of its accommodation in 2025/2026 and could allow for parts of the two buildings to be closed to staff and pupils to reduce the impact on the school's budget and/ or whilst works are undertaken.

55. In the event of the proposed changes being progressed a project lead officer would be assigned to work with the relevant governing bodies to oversee the development of a detailed investment programme. This programme would include the planned works, transition arrangements, pupil and staff health and wellbeing and the timescales of these workstreams.
56. Wherever possible, building and refurbishment works that may be more disruptive would be undertaken during the school holidays to minimise any potential impact on teaching and learning.
57. The Council has investigated alternative site options that may be available and centrally located within the Ysgol Mynydd Bychan catchment area. There is no suitable vacant site available local to the school that could accommodate an enlarged Ysgol Mynydd Bychan. The Council is committed to retaining a Welsh-medium provision in the area and to increasing the spread of provision available to parents in each community.
58. There is also 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. It would also allow for a more effective and efficient use of resources. This would retain flexibility in the school estate to respond to any future population changes affecting the area.
59. The Council has considered relocating Ysgol Mynydd Bychan to the shared Gladstone Primary School and St. Monica's Church in Wales Primary School site and English-medium provision on the Allensbank site but has discounted this option. Information regarding this was included in the consultation document at page 76. Relocating Ysgol Mynydd Bychan to the Gladstone site alone would not provide sufficient capacity to support the growth of the school.
60. The current take-up of places at English-medium provision is widely spread throughout the area, and there are many English-medium schools in the wider areas. The current take-up of places at Welsh-medium provision is concentrated in the northern part of its catchment area, in close proximity to the existing Ysgol Mynydd Bychan site and the Allensbank site. At present, there are significant travel distances to alternative Welsh-medium provision. There is also a high demand for Welsh-medium places at neighbouring schools to the north of its catchment area, with few surplus places overall.
61. Locating English-medium provision on the shared Gladstone Primary School and St. Monica's Church in Wales Primary School site, and Welsh-medium provision on the Allensbank site provides a more appropriate distribution of places for current and future intakes.
62. The Gladstone Primary School building has an assessed capacity of up to 270 which could allow for a Published Admission Number of up to 38 places per year group. This would not sufficiently support the expansion of Ysgol Mynydd Bychan and would not provide an efficient organisation of school places. This proposal would also vacate the existing Ysgol Mynydd Bychan site, removing a

large number of primary school places and reducing flexibility for school provision should the population increase again in the future.

63. Changes to catchment areas could provide a balance between the number of places available, and the projected demand for places, and would allow for a limited increase in take up.
64. However, the projected level of surplus places would not be sufficient to significantly increase Welsh-medium take up in the longer term, in order to meet Cardiff's targeted growth as set out in the Cardiff's approved Welsh in Education Strategic Plan (WESP).
65. Whilst changes to catchment areas could improve the balance of places, these changes alone would not support long term growth and would not represent a sufficient contribution towards meeting the growth target set in Cardiff's WESP.
66. The reference to '*phased expansion*' at page 80 of the consultation document relates to the phased expansion of Ysgol Mynydd Bychan as the sole occupier of the current Allensbank Primary School site, and not that schools would be split across sites as posed in the 2021 consultation. In the event of the proposed expansion of Ysgol Mynydd Bychan being progressed the increase in the admission number would apply to the Reception age group in the first instance.

### **Local Member Response - Cathays**

67. Cllr Chris Weaver submitted a response which included the following points (a copy of the full response can be seen at Appendix 10):
  - *I've not selected a particular option as supported or not supported, all have benefits and opportunities as well as risks. There are a few points that I'd like to be considered as part of the decision making, based on the discussions we've had at Gladstone PS Governing Body. The GB know that many parents really value the culture and ethos of the school and the hard work and excellence of the staff, and understandably these proposals have created some concern that this could be disrupted.*
  - *We do understand the need for school organisation to provide appropriate numbers of places for both Welsh and English medium for local families, but this is obviously a sensitive and challenging time for staff, parents, and the whole school community.*
  - *I would like to emphasise that when considering the best option, the Council should refer to the aims of 'Cardiff 2030', in particular in closing the attainment gap.*
  - *The EM primary schools in this area share similar demographic traits, with high levels of pupils eligible for free school meals, with English as an additional language with multiple different first languages spoken by*

*families at the schools, and all experience a mobile and transient pupil cohort.*

- I believe these factors should be taken into account in determining the best option, with a clear outcome from this process to be to improve even further the education offer to those pupils. This is exactly the cohort of pupils we need to be investing in to close that attainment gap, and this should be a crucial factor in deciding which option is best – and necessary resource should be made available to ensure enhancement for these pupils can be delivered.*
- I can see that locating either one LEA school or two federated LEA schools on the Gladstone site could bring some opportunities to economies of scale and efficiency in allocating resources that could support some of this enhancement.*
- I'd also like to emphasise that this process is unsettling and concerning for staff at schools that may be going to federate or amalgamate, and everything possible must be done to support staff welfare during this process. I would like to see the most simple and clear process possible should schools federate or merge, to give staff the greatest and quickest certainty about their situation that is possible.*
- Gladstone is an excellent school, as evidenced by the most recent Estyn visit, with an inclusive and welcoming culture. Parents of children at the school have expressed their strong support for the school's culture and ethos. If federation or amalgamation are chosen as the preferred option I hope the history and ethos of Gladstone and Allensbank can be reflected in the future school(s), and acknowledged in some way, to reflect their longstanding and important presence in the lives of so many families in this area, and to reassure parents of pupils currently at the schools that the very positive, welcoming, successful cultures and practice of the schools will continue.*

### **Appraisal of views expressed**

68. The Council acknowledges the views of Cllr Weaver on the overall merits of the proposed changes.
69. The support of parents for all of the schools included in the proposed changes was a notable feature of the consultation.
70. As set out at paragraph 11 and paragraph 12, the Council is committed to supporting Cardiff's most vulnerable learners and ensuring funding for education is targeted towards learning experiences and opportunities alongside support for families is critical.
71. In order to achieve this, the Council must ensure that there is an appropriate balance in the number and different types of school places serving each area,

with a sustainable level of surplus places. Each school provision offered must meet the diverse needs of the communities they serve. The Council must maximise the potential of its teaching and learning staff to ensure best use of their talent, thereby securing the greatest impact on learner opportunities and outcomes for all.

72. The number of primary school places available in existing communities in Cardiff is sufficient to accommodate all pupils, but the level of surplus is projected to increase.
73. Proposals to better balance capacities of schools with the forecast take up of places would therefore provide a more effective use of the schools' financial resources. This would allow schools to allocate a greater proportion of their budget to teaching and learning.
74. The options presented support a more effective and efficient use of resources and also aim to aim to increase school effectiveness and narrow inequalities in achievement between advantaged and disadvantaged areas, groups, and individuals.
75. As set out at paragraph 27 and paragraph 28, Option 1 would provide a more economically sustainable pattern of school provision over the long term and support schools to be financially sustainable in an improved patters of provision through amalgamation. This option would allow for schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners, provide an improved balance between the availability and take up of both English-medium and Welsh-medium primary school places and maintain the current number of English-medium school places serving the area.
76. The Council is mindful of the impact on staff at the schools affected and the Council's HR Service is committed to continuing to work directly with the schools affected, and with trade unions, to ensure staff are supported through the process of change. Meetings with school staff have been offered by the Council's HR Service and have been taken up by those at Gladstone Primary School.

## **Estyn**

77. Estyn submitted a response which included the following points: (a copy of the response can be seen at Appendix 10)
  - *It is Estyn's view that each of the three options are likely to at least maintain the standard of education provision in the area.*
  - *The council has provided a reasonable rationale for suggesting the changes detailed in the three options. This is mainly to provide an appropriate balance of Welsh-medium and English-medium school places. A previous consultation showed that there was support overall for the expansion of Welsh medium education, although other issues were raised. The current options address the issues that informed the earlier consultation.*

- *The council has provided suitably detailed descriptions of the options, highlighting the similarities and differences between each one. It has also appropriately provided key dates for the statutory procedures relating to the proposal and indicated that the proposed changes would take effect from September 2025. The council properly makes reference to the fact that the option to close two schools, and to establish a new school, would require the establishment of a temporary governing body ahead of the opening of the newly opened, larger school.*
- *The council has clearly set out the benefits for the different parts of each option. It has also provided the common disadvantages associated with each aspect of option one and option two and separately provided the potential disadvantages of option three.*
- *The council has suitably identified the main risks associated with the options. The council appear to have suitable mitigation processes in place to manage these risks.*
- *The council has considered a few different options. It has provided reasonable explanations as to why these options have been discounted.*
- *The council has suitably presented information on the impact of the options on learner travel arrangements.*
- *The council has provided a detailed analysis of data that includes the numbers of pupils on roll in each of the affected schools and also historical numbers and forecasts for the next few years. This data demonstrates that there are significant numbers of surplus places overall in the English medium schools which are forecast to continue over the next few years.*
- *The council accurately states that the options would have 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 has considered the financial costs of each option and any potential savings.*
- *The council has considered the impact of the options on pupils receiving free school meals, pupils with English as an additional language, minority ethnic pupils and pupils with additional learning needs. It has presented data that shows the numbers of these pupils in each of the schools. For each of these groups of pupils, it reasonably concludes that there is no information available that suggests that the options would have a negative effect on provision. It has also provided a single impact assessment, an equality impact assessment and a community impact assessment which all appear to be relevant and valid.*
- *The council has suitably considered the potential disruption to pupils in implementing the proposed changes. A project lead officer would work with the governing bodies of the schools to develop an investment programme*

*that would include transition arrangements and support the wellbeing of pupils and staff. More disruptive work would be undertaken during the school holidays wherever possible. The proposed expansion of Ysgol Mynydd Bychan would be phased and parts of the two buildings could be closed to staff whilst works are undertaken.*

### **Appraisal of views expressed**

78. The Council acknowledges the conclusions of Estyn on the overall merits of the proposals.
79. Whilst Estyn did not provide a view on a preferred option it is noted that the views expressed acknowledge a full and detailed presentation of all aspects of the proposed changes.

### **Member of the Senedd Response**

80. Julie Morgan MS submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)
  - *There has clearly been an increase in demand for Welsh language education and it is the policy of the Welsh Government to try to meet that demand and to try to reach a million Welsh speakers by 2050. It is therefore understandable that plans are being considered to allow for an increase in the numbers of children able to attend Ysgol Mynydd Bychan. It is very unfortunate that it is not possible to expand the school on the current site but it seems clear that there is insufficient space to accommodate extra classes there.*
  - *It is to be welcomed that Ysgol Mynydd Bychan could expand to that size but there is concern that they would be moving into an older building which is listed and therefore they may be prevented from carrying out the improvements they would wish to see. I am aware that permission has not been granted in the past for doors which open to the outside area and I understand that CADW will not now consider specific plans until after the consultation ends. There is also concern that the outside space will not be adequate for the increased size of Ysgol Mynydd Bychan.*
  - *Option 1 involves Allensbank and Gladstone Primary Schools amalgamating to establish a new 420 place English-medium School with nursery provision on the current site shared by Gladstone primary School and St Monica's Primary School. This seems to be the option preferred by Allensbank School, if they do have to move. The Allensbank building has been clothed in scaffolding and had a huge amount of repair work going on for the last four years. Children have often had to be moved to a different site within the building as the work was going on. This has naturally been difficult for the staff and children but they had hoped that at least at the end of it, they would have benefitted from the improvements. That benefit will now be lost to them, when they move out.*

- *Option 2 would involve Allensbank children moving to the site currently occupied by St Monica's Primary School but there are concerns that the space would not be large enough for all the Allensbank children so some may have to be accommodated in Gladstone school and this does not seem desirable.*
- *I am aware that some parents feel that by offering the three options, the Welsh language is being preferred over English. I do support the promotion of the Welsh language and it is obvious that there is a high demand for it. However, in Allensbank school, they have successfully improved their ranking over the years and have worked very well with a large number of children from various ethnic communities and between them, the children speak over 30 different languages. It is important that the success of the school is not diluted by these proposed moves.*

### **Appraisal of views expressed**

81. The Council welcomes the Member of the Senedd's support for the expansion of Welsh-medium provision.
82. Issues related to improvements to the Allensbank Primary School site are addressed at paragraphs 49 – 56.
83. There is sufficient outdoor space available at the Allensbank Primary School site to accommodate an expanded Ysgol Mynydd Bychan. The current Ysgol Mynydd Bychan site has c1100m<sup>2</sup> outdoor provision; the Allensbank Primary School site has c2000m<sup>2</sup> outdoor provision with the option of increased outdoor space if any of the existing car park provision of c600m<sup>2</sup> is repurposed.
84. It is recognised that the works to maintain the fabric of the school building have impacted on the day to day running of Allensbank Primary School however these works have been undertaken as priority condition and suitability works to ensure the health and safety of the school buildings. Similar works are being undertaken at the Gladstone Primary School/St Monica's Church in Wales Primary School site and in the event of Option 1 or Option 2 being progressed, the children currently attending Allensbank Primary School would benefit from this.
85. The current Gladstone Primary School/St Monica's Church in Wales Primary School site overall is capable of accommodating up to 420 primary age pupils and a nursery. However, as the St Monica's building alone could not accommodate 210 pupils, the Governing Bodies of Allensbank and Gladstone (or the single Governing Body, if federated) would have to consider and agree how the available accommodation could best be used to meet the operational requirements of each school. Option 2 would not relocate Allensbank solely to the current St Monica's site.
86. The work of Allensbank Primary School and other schools in the area to successfully support children from various ethnic communities with a wide range of home languages is acknowledged and is recognised as a strength of these schools by the Council. The proposed changes have been brought forward in



order to provide an appropriate means of balancing the availability and take up of both English-medium and Welsh-medium provision in the area allowing for a more effective and efficient use of resources.

## **National Education Union (NEU)**

87. The National Education Union (NEU) submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)

- *We are pleased to see that the good standard of education in all schools under consideration has been recognised.*
- *While we appreciate that many of the proposals offer enhanced opportunities for collaboration and professional development for staff and potentially expanded learning opportunities for children, it has been noted by our members that these proposals for change come at a time when all of the schools have recently emerged from the COVID pandemic, and its implications for dwindling staff resilience and an increase in the needs of pupils and families are continuing.*
- *It has also been stated that staff in some settings have been on a heightened and rapid school improvement journey throughout the period, resulting in very positive ESTYN reports, in the hope that this would lead to a secure and settled future for all. These staff now report feeling very vulnerable and the work that they do, undervalued.*
- *We would expect those proposing change to be mindful of the context in which the change is being suggested, and to ensure appropriate support for staff is put in place at every stage, should plans be progressed.*
- *We are pleased that Cardiff LA has a well-publicised commitment to no compulsory redundancies wherever possible, but we note also the fact that there is no stated possibility of the direct transfer of staff should any of the schools be closed, leaving the sustained employment of staff at risk. ... we would expect the employer/s to ensure that the jobs and livelihoods of existing staff who wish to be employed in any new configuration of provision are protected and staff are as far as possible safeguarded from detriment during any restructuring process.*
- *these school sites have been subject to significant and ongoing building repairs over recent years, and staff have expressed disappointment that they may not get to enjoy the improved buildings following the years working in disrupted and noisy conditions.*
- *There is also concern that if plans are progressed, this would mean further periods of prolonged disruption whilst the school accommodation is further adjusted to suit the needs of any of the proposed configurations. There is also the potential for such works to impede the further educational development of the schools in the short term.*

- *the impact of merely beginning a consultation on amending educational provision has been shown in the past to have the potential to disrupt the improvement journey of the schools involved, due to the creation of uncertainty. Such uncertainty may cause parents to choose to send their children to other schools where the future is known and will not be subject to the same uncertainty/upheaval. This could impact on reception intake numbers, but also on pupils who currently attend, particularly the Allensbank and Gladstone schools, where the proposals involve moving site and changes to staffing structures and school leadership.*
- *There are fears that this would spark a negative chain reaction of decreasing pupil numbers leading to an exacerbation of the financial challenges based in the short term, leading to a less sustainable future for English Medium provision overall. If families leave the catchment area, this would lead to a period of financial instability whether there is no change or a federation or amalgamation. What protections could the LA put in place during any transition period to counter the impact of such potential difficulties?*
- *Arrangements for any period of change/transition must be well planned and properly supported to ensure that the current educational improvements are not lost, or the future prospects for all of the schools being viewed as less positive in the eyes of external stakeholders such as the Central South Consortium or Estyn. This would be hard for all staff who have made such efforts to achieve their current good ratings.*
- *We are pleased that the proposals retain all of the buildings currently in use, and that their future use will be as primary schools. These buildings are key not just to the education of the children they serve, but also to their families and the communities they represent. In areas where there are great degrees of linguistic and ethnic diversity such as this, the importance of welcoming in the community to schools must not be underestimated in celebrating diversity and building a sense of community cohesion. Schools such as St Monica's, Allensbank and Gladstone have generations of experience in doing this, and any proposal for change must consider how this may be impacted either positively or negatively.*
- *We appreciate that the further promotion of WM education in this area will not be possible until a suitable site is identified, and we appreciate that additional funding will only be available and ring-fenced to the expansion of WM education as a result of National policy that Cardiff LA have committed to.*
- *The two areas that will need further consideration are around the current identified drop in birthrate that is impacting reception class entry numbers, including those at Ysgol Mynydd Bychan whose reception class currently has vacancies, and the drive towards achieving a million speakers of Welsh by 2050.*
- *the plans to meet the Welsh Government's target of 1 million Welsh speakers by 2050 can only be met if we support the learning of Welsh for everyone in the education workforce. We would encourage the proposals to include*

*consideration of developing any opportunities for the Welsh language skills of those beyond WM setting in this area on the use of Welsh in education, as we see the opportunities for training of the workforce as critical to Cardiff schools playing their part in helping the LA achieve their targets in this area.*

- careful consideration of whether a two-form WM school rather than a 1.5 is the best in the medium term to ensure that too many surplus places are not created, leading to financial pressures being experienced, especially in light of birthrate trends. Indeed, it may be possible in the early years of any expansion, where numbers are not at full complement, any surplus spaces may be used for the development of Welsh Language skills for the wider education workforce in Wales, and the local community.*
- We welcome the potential for the ethnic diversity profile of Ysgol Mynydd Bychan to be improved, but due to the similarity of addresses of those who attend that school and those who attend Allensbank noted in the consultation, we expect that this will not be changed merely by the relocation of the schools. Further work, such as that being undertaken with Minority Ethnic groups as outlined in the WESP will be key to any improvements.*
- We were pleased that the levels of pupil mobility have been included in the background to the proposals. We would expect that a sufficient amount of pupil places be provided, particularly in the case of St Monica's, to accommodate the necessary flexibility required.*
- Although there are potential savings identified in the option of federation/ closer collaboration between Gladstone and Allensbank, further assurance would need to be given that this proposal will not mean a 'half-way house' along the route to the potential eventual closure of one or both schools involved in a future proposal. If this assurance is given, it may make this option more attractive to consultees, as it retains two well-known Cardiff schools, steeped in the history and development of the community of Cathays, and allows both unique identities to persist.*

### **Appraisal of views expressed**

88. The commitment and work of staff at all schools during the period of the Covid-19 pandemic and subsequently in the recovery period is acknowledged. The proposed changes have been brought forward within the context of a sustained fall in the birth rate and changes to migration patterns in the city, the need to better balance capacities of schools with the forecast take up of places to allow for a more effective use of the schools' financial resources with a greater proportion of school budgets available for teaching and learning and national policy commitments.
89. The Council is mindful of the impact on staff at the schools affected and the Council's HR Service is committed to continuing to work directly with the schools affected, and with trade unions, to ensure staff are supported through the process of change.

90. The staffing structure of schools is directly related to the number of pupils on roll with any decisions taken regarding staffing a matter for the relevant Governing Body taking account of its available financial resources.
91. Where there is a higher than necessary number of school places, some resources are having to be utilised inefficiently and could be better used to improve the quality of education for all learners. Combined with this are the difficulties associated with operating a primary school with a high proportion of its places unfilled. Smaller schools, and those with a higher proportion of places unfilled, are most likely to face financial difficulties.
92. Table 1 below sets out the budgetary position for the schools where changes are proposed:

School	Balance brought forward April 2022	Governor Approved Budget 2022/23	Balance brought forward April 2023	Governor Approved Budget 2023/24
	£	£	£	£
Allensbank	23,757	-132,301	-50,628	-274,788
Gladstone	84,651	0	-39,428	-164,920
St Monica's	41,804	0	34,320	-66,726
Ysgol Mynydd Bychan	170,220	86,286	118,001	17,057

93. The combined number of pupils enrolling at Allensbank Primary School and Gladstone Primary School has fallen in recent years, coinciding with low intakes to primary education city-wide which are projected to continue until at least 2025/26.
94. The majority of a school budget is allocated to staffing. In a period of reducing pupil intakes to primary schools, and when schools need to identify saving from within their individual budgets in order to address the deficit budget positions, the number of staff employed may reduce whether or not any proposals to reorganise are progressed.
95. A key aspiration for the Council is to achieve any 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.
96. The proposed formal closure of Allensbank Primary School and Gladstone Primary School, and the establishment of a new two form entry primary school (Option 1) places staff at a potential risk of redundancy which would need to be managed in line with the School Redeployment and Redundancy Policy.
97. The number of teaching and learning roles required for a two-form entry primary school is similar to the amount required for two one form entry primary schools.

However, the type and number of roles required would be dependent on the number of pupils on roll and on the school budget position.

98. Where roles are duplicated e.g., Headteacher and Deputy Headteacher positions, and administrative and estates staff, it is expected that there would be a reduction in the number of roles required overall.
99. The establishment of a new school would require the setting up of a temporary Governing Body to oversee the development of an appropriate staffing structure and appointments to this. Appointments to the new school, with the exception of the Headteacher and Deputy Headteacher role which would be subject to national advert in line with legal requirements, would be ringfenced in the first instance to existing staff at Allensbank Primary School and Gladstone Primary School subject to the agreement of the temporary Governing Body.
100. Option 2 and 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.
101. Federation could result in a reduction in the number of leadership roles overall across the two schools depending on the model taken forward.
102. 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.
103. Issues related to building works are addressed at paragraphs 52-56.
104. 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.
105. The standard of education at the four schools included in the proposed changes are good.
106. 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 based at Allensbank Primary School.
107. The potential for proposed changes to impact parental choice is acknowledged however the Council is committed to working with all four schools to ensure that quality and standards are maintained allowing for any fears which parents may have to be allayed.
108. In the event of the proposed changes being progressed a project lead officer would be assigned to work with the relevant governing bodies to oversee the development of a detailed investment programme. This programme would include the planned works, transition arrangements, pupils and staff health and wellbeing and the timescale of these works.

109. No changes are anticipated to the range of accommodation, facilities or services available. A range of benefits specific to each option are set out in the consultation document and the expectation is that schools would continue to meet the diverse needs of the local community.
110. Issues related to falling school rolls and national policy are addressed at paragraphs 13 – 26 and paragraphs 37 – 42.
111. A significant growth of the workforce able to teach Welsh and through the medium of Welsh is critical in order for Cardiff to succeed in delivering the growth of Welsh speakers through education in our schools and wider learning opportunities.
112. The enhanced expectations to teach and learn using a greater amount of Welsh in English-medium schools will also necessitate upskilling across much of the teaching and learning workforce.
113. The Council is committed to working closely with other Local Authorities in Central South Consortium (CSC) in planning and supporting school staff across all sectors to further improve their Welsh language skills along with Welsh-medium Initial Training Education and Childcare workforce training providers to support an increase of Newly Qualified Teachers, learning support staff and childcare practitioners to help reduce the projected workforce shortage in the future and ensure that collective local WESPs can be implemented effectively.
114. Details of how the Council proposes to increase the number of teaching/support staff able to teach Welsh (as a subject) and teach through the medium of Welsh are outlined in the adopted Welsh in Education Strategic Plan (WESP) (Outcome 7).
115. A copy of the Welsh in Education Strategic Plan can be viewed at [www.cardiff.gov.uk](http://www.cardiff.gov.uk).
116. A proposal to expand Ysgol Mynydd Bychan to 1.5FE was consulted on previously and not progressed.
117. There are significant differences between the populations at Ysgol Mynydd Bychan and local English-medium schools. The priority workstreams identified in the Council's Welsh in Education Strategic Plan seek to address the disparity in demographic data between Welsh-medium and English-medium schools. These changes are expected to reduce the disparity in the ethnicity data of learners enrolled at Ysgol Mynydd Bychan and its neighbouring English-medium primary schools.
118. Pupil mobility refers to the percentage of children enrolled in a school who transfer in or out of the school in a defined period of time. Some schools have a far greater turnover of pupils than other schools for a variety of reasons.

119. 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 has reported "*Pupil mobility levels of up to 40% across a single academic year*" during the past consultation on proposals.
120. 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.
121. The proposed changes improve the ability of those applicants who move to the area to equitably access school places in each language medium. The priority workstreams identified in the Council's WESP also seek to address the disparity in demographic data between Welsh-medium and English-medium schools. These changes are expected to reduce the disparity in the pupil mobility data between Ysgol Mynydd Bychan and its neighbouring English-medium primary schools.
122. Under Option 2, where the English-medium schools share a site, federation could be brought forward by the existing governing bodies. Federation could also be considered over separate sites, under Option 3, by the Governing Bodies.
123. To be successful, federation needs to be based on a commitment to work together and a willingness to do things differently for the added benefit of all pupils, their well-being and achievements. Experience from schools that have federated demonstrate that the development of all the schools and their communities within the federation and the sharing of best practice helps drive up standards and improve performance.
124. Any federation/closer collaboration between Allensbank Primary School and Gladstone Primary School would be brought forward to benefit existing and future learners.

### **The Diocese of Llandaff**

125. The Diocese of Llandaff submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)
  - *The Diocese expressed support for Option 1 with the following points noted:*
    - *The Christian faith ethos of the school is proving to be very attractive to both Christians and those of other faiths. Many of the current year groups in St Monica's are oversubscribed.*
    - *Parental choice should be treated equitably and therefore increasing the number of places available in a faith school is a positive move to address a demonstrably high demand for places.*

- *The refurbished early years provision at St Monica's would be well utilised by a new school and nursery.*
- *Current outdoor areas are totally inadequate for the size of the current school.*
- *Current accommodation would not be able to accommodate the move to universal free school meals as the current kitchen facilities are totally inadequate.*
- *The Diocese did not support Option 2 with the following points noted:*
  - *The current site presents too many restrictions as a split site. The current disproportionate outdoor area size restricts the provision available to children for outdoor play and learning in St Monica's which is not equitable for children.*
- *The Diocese did not support Option 3 with the following points noted:*
  - *The current site of St Monica's is restricted by the availability of outdoor space and inadequate facilities for the provision of universal free school meals.*
- *A demonstrably high demand for places is indicative of the need to extend the provision of places for parents wishing to choose a faith option for their child's schooling. This should be treated in a fair and equitable way and faith provision expanded as an offer for parents.*
- *The Diocese noted that 'St Monica's should only be moved on condition that the new building is reviewed for, decorative condition, furnishings and facilities at no cost to the school. This would include the establishment of a suitable worship space in the school and the relocation of St Monica statue from the present location to the new site'.*

### **Appraisal of views expressed**

126. The Diocese's support for Option 1 is noted.

127. The changes proposed under Option 1 and Option 2 seek to establish nursery provision at St Monica's Church in Wales Primary School and the benefits associated with this. The potential for the school to increase the number of statutory age places for learners aged 4 – 11 to the equivalent capacity of Ysgol Mynydd Bychan would be a matter for the Governing Body of the school to consider and may be subject to a separate consultation and statutory processes.

128. The points raised regarding the present site sharing arrangement are noted. The changes proposed under Option 1 would cease site sharing arrangements. Under Option 2 the arrangements would require the Governing Bodies of the schools (or federated Governing Body) to determine how best to share buildings and outdoor space.



129. The Council would make appropriate arrangements with each of the Governing Bodies to progress the reorganisation of provision and transfer of furniture and resources to alternative sites.

### **Allensbank Primary School Governing Body**

130. The Governing Body of Allensbank Primary School submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)

- *Firstly, we have to note the distress that these proposals have caused and are still causing to the staff members of Allensbank who have worked tirelessly for many years to improve the experience of pupils in the school, continuing to work with their customary dedication through the recent strains of Covid and extensive building works.*
- *Having endured the massive inconvenience of on-going alterations and construction works, to now be told that others will gain the benefits feels like a complete betrayal.*
- *This is not a failing school as evidenced by the most recent Estyn report:*

*'All staff at Allensbank Primary School work diligently to create a happy, caring and inclusive ethos at the school. The positive and supportive relationships between pupils and with all adults are a strength of the school. Leaders and staff work skilfully to create effective provision for pupils who need additional support. They use a range of approaches, which impact very positively on pupils' achievement and their sense of wellbeing. The headteacher provides clear strategic direction alongside a dedicated team of staff who show a strong commitment towards supporting all of their pupils to achieve and thrive.'*

- *The whole consultation exercise is flawed for the following reasons:*
  - *There was no discussion at all with the concerned parties. i.e., Allensbank Primary School, Ysgol Mynydd Bychan, Gladstone Primary School and St. Monica's Primary School to explore options before the document was published. This would have been a sensible preliminary process to discuss thoughts and opinions.*
  - *The options suggested do not include all possible options, only those which result in Ysgol Mynydd Bychan being relocated to the Allensbank site with all renovation having been completed. The most obvious and not dissimilar option omitted is that of moving Gladstone Primary School to the newly renovated Allensbank site. The number of pupils on roll at Gladstone is fewer than the number on roll at Allensbank so this would result in disruption for fewer pupils. The building would then be close to capacity, (whereas if Ysgol Mynydd Bychan were to move to the Allensbank site they would initially and for the foreseeable future have to*

*deal with the problems of too large a building). This would then allow Ysgol Mynydd Bychan to move to the Gladstone site which is actually more central within its catchment area.*

- There are currently 203 pupils on roll at Ysgol Mynydd Bychan with 181 of these being from within the catchment area. Gladstone has 210 places but sufficient accommodation for up to 270 places, if resource rooms were to be assigned as classrooms. This would therefore allow an expansion for Ysgol Mynydd Bychan by up to nearly 90 pupils from within catchment with none of the problems of too large premises.*
- If, and given the decline in Welsh speakers over the last 10 years this remains a big uncertainty, there was a need for further expansion there would be the possibility of extending into the St. Monica's site and St Monica's being relocated elsewhere. This option would also have the benefit of freeing up the current Ysgol Mynydd Bychan site for development, possibly as a purpose-built Welsh school or possibly to ease the current accommodation shortage in Cardiff.*
- Alternatively, St. Monica's could, as proposed, be moved to the Ysgol Mynydd Bychan site leaving the current St Monica's site vacant for Ysgol Mynydd Bychan's future possible expansion. Again, this would avoid the difficulty for Ysgol Mynydd Bychan of an over large building in the immediate future.*
- Regarding the options as laid out in these proposals, (none of which are welcome): We consider options 2 and 3 to be totally unacceptable whereas option 1 is just undesirable and ill conceived.*
- Finally, while we appreciate the aims of the government's Welsh language strategy and are aware of the need for extra capacity in Welsh medium schools in Cardiff we are concerned and disappointed that these proposals if implemented would be to the detriment of some of the poorer, more vulnerable and more disadvantaged children in our community.*

### **Appraisal of views expressed**

131. The impact of the proposed changes on staff is acknowledged and HR People Services are working with all the schools directly affected.
132. Full support would be offered to employees and Governing Bodies by HR People Services throughout the reorganisation. This would involve attendance at consultation meetings, meetings with school staff, including one to one discussions where appropriate and the circulation of a Frequently Asked Questions document.
133. The Council's Academy provides courses that employees can access on application and interview skills, planning for future pre-retirement, Equality Awareness and digital skills, which includes Excel, Word and PowerPoint.

134. As part of the council's health and wellbeing support, employees have access to Care First, which is the employee assistance programme. Care First is designed to help employees with a wide range of work, family and personal issues. The service is free of charge and is available 24 hours a day, 7 days a week, 365 days a year and is accessible by phone or online.
135. In addition to Care First, the council has its own in-house employee counselling service available to employees. Sessions are delivered in groups of 4 – 8 and are voluntary and confidential.
136. The quality and standards of education at Allensbank Primary School and each school subject to proposals were acknowledged in the consultation document.
137. The proposed changes have been brought forward in forward within the context of a sustained fall in the birth rate and changes to migration patterns in the city, the need to better balance capacities of schools with the forecast take up of places to allow for a more effective use of the schools' financial resources with a greater proportion of school budgets available for teaching and learning and national policy commitments.
138. Issues related to engagement with each of the schools ahead of the formal consultation on proposals are addressed at paragraphs 6 – 8.
139. The Council sought the views of stakeholders including the Governing Body of Allensbank Primary School on long term changes to school provision to provide an appropriate balance of Welsh-medium and English-medium school places to serve the area. The proposed changes address the issues that informed the earlier proposals and also take account of the issues raised during this engagement process.
140. Issues related to the alternative option of locating Welsh-medium provision on the Gladstone Primary School site are addressed at paragraphs 59 – 62.
141. The Governing Body's rejection of all three options consulted on is noted.
142. The Council does not accept that the proposal if implemented would be to the detriment of some of the poorer, more vulnerable and more disadvantaged children. The proposals were brought forward in order to provide a more appropriate balance of places and to ensure that a greater level of funding is able to be invested in teaching and learning. The standard of education at all the schools subject to the proposed changes is good. There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals, pupils that receive support because they have English as an additional language, pupils from a minority ethnic background or pupils with additional learning needs. There are clear benefits associated with each option which would enhance learning opportunities for all learners. As set out in the response from Estyn *'the three options are likely to at least maintain the standard of education provision in the area'*.

**Allensbank Primary School Headteacher**

143. The Headteacher of Allensbank Primary School submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)

- *None of the proposals are desirable for Allensbank. Option one, however, is the only proposal put forward that provides a level of security for the majority of Allensbank staff.*
- *Option one has caused much distress to a highly dedicated and successful staff who have worked tirelessly to bring about school improvement. With the closure of Allensbank and Gladstone and the establishment of a new school comes the potential for job losses and therefore the impact on staff well-being is not to be underestimated if this option were to be carried forward.*
- *The main objection to this proposal is that at no point has there been any form of discussion with schools as to where it would be best to site this larger school.*
- *The distance between the current Gladstone and Allensbank sites is minimal. Surely then, consideration should have been given to which site would be best suited for this purpose. (I refer to this further within my suggestions for alternative proposals).*
- *I consider Option 2 to be unacceptable.*
- *With Allensbank potentially being reduced to a capacity of 210 pupils, it is clear that the school would need to share buildings/outdoor space with Gladstone Primary School. Whilst Allensbank has always had very positive relationships with Gladstone Primary School and would clearly seek to maintain these, there would be concerns around co-location. The burden of sharing facilities on a site that already has a limited amount of outdoor learning space would lead to difficult to manage health and safety and pupil safeguarding arrangements.*
- *The reduction in pupil numbers and removal of Nursery provision would also have a catastrophic impact on Allensbank Primary School in terms of funding and the ability to attract new intake within Reception classes each year.*
- *I consider Option 3 to be unacceptable.*
- *This option would lead to a large reduction in pupil numbers and therefore reduce significantly the funding received by Allensbank Primary School.*
- *The funding for a single form entry school is currently not sufficient to make small schools financially viable. The result of this proposal would be that Allensbank would sustain a huge financial loss of income. This would therefore ultimately mean a lack of job security for all current staff at Allensbank.*

- *All three proposals are based on the assumption that Allensbank Primary School should move from its current building.*
- *A clear alternative to this proposal would be to close Gladstone Primary School and Allensbank Primary School whilst accommodating a new English-Medium school on the Allensbank site.*
- *The Allensbank building is able to comfortably accommodate a 2FE Primary School whilst also allowing provision for staff parking.*
- *There are fewer pupils on roll at Gladstone and so there would be disruption for a smaller number of pupils in terms of them being relocated.*
- *The Gladstone building would comfortably house Ysgol Mynydd Bychan with the option to expand further into the St Monica's site if needed. It would also position Ysgol Mynydd Bychan more centrally within its catchment area.*
- *The siting of Gladstone and Allensbank Primary Schools on the current Allensbank site would mean a disrupted education for fewer pupils.*
- *The positioning of Ysgol Mynydd Bychan on the Gladstone site would allow for easier access for parents, particularly from the more southernly part of their catchment area.*
- *This option also provides the ability for Ysgol Mynydd Bychan to grow over time. It minimises the amount of unutilised space within the area until needed, as the separate St Monica's building could easily be utilised by the wider community. Some examples of potential interim use would be for EAL classes for parents within this diverse community, a support Hub for refugees and asylum seekers in need of support or simply a place for community groups to meet thus providing an income for the Local Authority.*
- *As headteacher at Allensbank Primary School since 2013, I am proud to have led a dedicated team of staff in ensuring that the school meets the needs of pupils from this highly diverse community.*
- *The proposals are being forced on us as a school and community that does not seek change. We would prefer instead to be appropriately funded and resourced in order to continue to meet the needs of our learners.*
- *The school has faced huge challenges in recent years due to the impact of Covid-19 but also the significant building works which have impacted on the everyday life of our school for the past 4 years. Staff have endured all of these pressures whilst remaining steadfastly focused on pupils and the unique ethos of the school. They now face further years of disruption within the building knowing that potentially they will benefit in no way from the improvements to the building. The spending around these building works has been particularly hard to swallow given the fact that Allensbank has been*

*working under severe financial limitations during this period. Scaffolding costs for the building (given that scaffolding was in place for years prior to work commencing) stands at a cost of well over £300,000. Allensbank can only imagine what could have been achieved as a school if this additional Council money had instead been used to address underfunding for the school.*

- Pupil numbers have declined on a Citywide level and so schools are left fighting to attract pupils. Making Allensbank inviting and appealing to parents is hugely challenging given that buildings have been fully scaffolded externally and the outdoor space severely limited.*
- Whilst pupil numbers have declined in line with many across the City, our pupil numbers at any one point do not reflect the high levels of mobility and numbers of pupils from across the globe that enter Allensbank very often for their first experience of the British Education system. We were recognised by Estyn in 2020 as being a school that “celebrates the diversity of culture and language of pupils and their families at every opportunity and uses highly effective strategies to support pupils who need to develop their English language skills.” We strongly feel that the Local Authority should be celebrating these successes of the school rather than making us subject to enforced change.*

### **Appraisal of views expressed**

144. The Council acknowledges the views of the Allensbank Primary School Headteacher on the proposed changes. The Headteacher’s rejection of Option 2 and Option 3 is noted.
145. The impact on staff of the proposed changes is acknowledged. The number of teaching and learning roles required for a two-form entry primary school is similar to the amount required for two one form entry primary schools. However, the type and number of roles required would be dependent on the number of pupils on roll and on the school budget position.
146. Where roles are duplicated e.g., Headteacher and Deputy Headteacher positions, and administrative and estates staff, it is expected that there would be a reduction in the number or roles required overall.
147. The proposed formal closure of Allensbank Primary School and Gladstone Primary School, and the establishment of a new two form entry primary school places staff at a potential risk of redundancy which would need to be managed in line with the School Redeployment and Redundancy Policy.
148. 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.

149. The establishment of a new school would require the setting up of a temporary Governing Body to oversee the development of an appropriate staffing structure and appointments to this.
150. Any decision taken with regards to staffing would be a matter for the relevant Governing Body.
151. Full support would be offered to employees and Governing Bodies by HR People Services throughout the reorganisation. This would involve attendance at consultation meetings, meetings with school staff, including one to one discussions where appropriate and the circulation of a Frequently Asked Questions document.
152. The Council's Academy provides courses that employees can access on application and interview skills, planning for future pre-retirement, Equality Awareness and digital skills, which includes Excel, Word and PowerPoint.
153. As part of the Council's health and wellbeing support, employees have access to Care First, which is the employee assistance programme. Care First is designed to help employees with a wide range of work, family and personal issues. The service is free of charge and is available 24 hours a day, 7 days a week, 365 days a year and is accessible by phone or online.
154. In addition to Care First, the council has its own in-house employee counselling service available to employees. Sessions are delivered in groups of 4 – 8 and are voluntary and confidential.
155. The Council sought the views of stakeholders including the Governing Bodies of local school's long-term changes to school provision to provide to serve the area during the earlier consultation with the views expressed informing the revised proposals. A number of alternative options were considered but discounted as set out in the information provided as part of the consultation. The Council must ensure that the provision of primary school places maximises opportunities for investment in teaching and learning and the proposals consulted on align with this.
156. The concerns regarding a site sharing arrangement as set out in Option 2 are noted. The current Gladstone Primary School / St Monica's CiW Primary School site overall is capable of accommodating up to 420 pupils with nursery. However, as each school building could not accommodate 210 pupils each, the arrangements would require the Governing Bodies of the schools (or federated Governing Body) to determine how best to share buildings and outdoor space. to meet the operational requirements of each school.
157. There would be a small reduction in the Allensbank Primary School Admission Number from 30 to 27 if the school were to transfer to the current Ysgol Mynydd Bychan site. The Published Admission Number at Allensbank Primary School was reduced from 45 places to 30 places from September 2022 to better reflect the demand for places. In January 2023 the Foundation Phase had 27 children enrolled in Reception, 21 in Y1 and 24 in Year 2. At 13<sup>th</sup> September 2023, 14

children were allocated for admission to Reception year at Allensbank Primary School. The Council acknowledges that the high level of pupil mobility in the area means that the number of children enrolled at schools fluctuates significantly.

158. Consideration was given to locating Welsh-medium provision on the shared Gladstone Primary School/St Monica's Church in Wales Primary School site; however, this was discounted for the reasons set out at paragraphs 59 - 62. The expansion of Ysgol Mynydd Bychan on the Allensbank site would be phased from September 2025, by increasing the admission number for the nursery and Reception year groups only in the first instance. This would mean that the school does not need to use all of its accommodation in 2025/2026 and could allow for parts of the two buildings to be closed to staff and pupils to reduce the impact on the school's budget and/ or whilst works are undertaken.
159. The Council recognises and commends the work of the school in meeting the needs of pupils from a highly diverse community. The proposed changes respond to the need to provide an appropriate balance in the number of school places available to serve the local area and to allow for a greater proportion of school funding to be allocated to teaching and learning.
160. Works to maintain the fabric of the school building have impacted on the day to day running of the school, however these works have been undertaken as priority condition and suitability works to ensure the health and safety of the school buildings. The scaffolding that has been in place was required immediately when condition issues were identified and was necessary in order for the works to be carried out. The funding available for this would not have been available as part of the Allensbank school budget. The funding that schools receive is based for the most part on the number of pupils on roll at the school. The funding allocated to Allensbank Primary School is in line with this.
161. Since 2017/18, there has been a sustained fall in the birth rate and changes to migrations patterns in the city. This means that city-wide intakes to primary education are projected to reduce significantly and remain at low levels until at least September 2026. However, changes to populations are not consistent in all parts of the city. As parents are able to state a preference for schools, some schools would continue to have high intakes, and the fall in population would have little or no impact on those schools. For other schools, the impact on pupil number will be far greater than the city-wide average of an 18% fall.
162. Demand for places at Allensbank Primary School from within its catchment has been consistently lower than the number of places available at the school. The Published Admission Number at Allensbank Primary School was reduced from 45 places to 30 places from September 2022 to better reflect the demand for places. The proposed changes allow for a sustainable pattern of primary school provision to serve the area.
163. Each of the English-medium schools serving the area have a high 'pupil mobility', that is to say the number of children on roll in each year changes frequently, from month to month. The work of the Allensbank Primary School in welcoming families and supporting pupils who need to develop their English language skills



is recognised. The Council is committed to supporting children from all backgrounds and has brought forward the proposed changes in order to be able to sustain high quality education provision to meet the diverse needs of the local area.

### **Allensbank Staff – NEU Union Members**

164. Allensbank Primary School Staff NEU Union Members submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)

#### **Option 1**

- *We recognise the benefits of amalgamating Allensbank and Gladstone schools and becoming a 2FE. However, we would like to raise the following comments:*
- *Gladstone and St Monica's will not be fit for purpose as a 2FE school by September 2025 if this option goes ahead. We feel that our school will be ready for a 2FE school for a smoother transition to amalgamation and have less of an impact on pupils and staff well-being.*
- *Ysgol Mynydd Bychan whilst currently full will not have a 2FE on September 2025 if current oversubscription figures and 20% drop in birth rate are anything to go by. Therefore, we feel that Ysgol Mynydd Bychan would be better suited on the Gladstone site providing them with ample space and potential room to grow.*
- *We feel this option would cause congestion in an already busy area with a significant amount of staff, pupils and parents needing access to parking. How would the council overcome this issue in an already notoriously bad for parking availability.*
- *With the current cost of living crisis, we are concerned that amalgamating schools would have a significant cost implication for families who reuse uniforms yearly and hand me down. How would the council overcome and address this issue for our families?*
- *There has been a huge impact on all staff's wellbeing, mental and physical health with regards to the prospect of this option as there is a huge uncertainty with regards to our futures and financial security, as even though the number of staff needed would be the same and two schools are being pushed together, we are not guaranteed our role even though the role is there in the new school. We would also like to raise the concern that pupils have been informed via the council that 'All or most of the teachers in the new school are expected to be from Allensbank and Gladstone.' We would be looking to seek clarity on the discrepancy between these two very different viewpoints both of which have been given by the council.*

- *We have some of the most vulnerable pupils in the LEA, who rely on the familiarity of staff and their surroundings to cope and keep them regulated on a day-to-day basis and the change of location will ultimately have an effect on these pupils.*

## **Option 2**

- *We feel strongly that Allensbank being placed on the current St Monica's site right next to Gladstone LEA maintained English medium Primary school, makes no sense and will not benefit Allensbank community as a whole. The reduction of numbers with the closure of our current nursery will have a detrimental effect on pupil numbers in the future. How can a smaller Allensbank compete with a Gladstone that is catering from ages 3-11 and has an abundance of space to do this and we feel that this will ultimately lead to Allensbank's full closure.*
- *This option would also mean uncertainty for all staff and their roles due to the closure of the nursery, having a detrimental effect on the wellbeing of staff and pupils.*
- *We have some of the most vulnerable pupils in the LEA, who rely on the familiarity of staff and their surroundings to cope and keep them regulated on a day-to-day basis and the change of location will ultimately have an effect on these pupils.*

## **Option 3**

- *Whilst on paper this option seems the most straightforward option for all parties involved, we feel that this is another option to set Allensbank up for failure and ultimately close or an eventual amalgamation with Gladstone. Again, the reduction of numbers to a 0.9FE would impact the current pupils on roll at our school as well as our ability to attract potential pupils. This will then have financial consequences for our school which would be catastrophic taking into consideration our current financial situation as a school and would not be sustainable in the longer term.*
- *We have some of the most vulnerable pupils in the LEA, who rely on the familiarity of staff and their surroundings to cope and keep them regulated on a day-to-day basis and the change of location will ultimately have an effect on these pupils.*
- *We would like to propose a fourth option to yourselves where Allensbank remains on its school site and amalgamates with Gladstone to form a new school, as we do see the benefits of amalgamating the two schools and it would limit some of our concerns listed above, along with relieving some anxieties for our most vulnerable pupils.*
- *In conclusion, we do not understand why pupils, staff and our community's wellbeing has not influenced an option for Allensbank to stay on their current*

*site. All options are in favour of the other schools in the proposal and we feel that our rights to a fair proposal have been missed, especially as we have some of the most vulnerable pupils in the LEA, who rely on the familiarity of staff and their surroundings to cope and keep them regulated on a day to day basis.*

### **Appraisal of views expressed**

165. The Allensbank Staff (NEU Members) views regarding Option 1 are noted. Issues related to the alternative option of locating Welsh-medium provision on the Gladstone Primary School site are addressed at paragraphs 59 – 62.
166. The Council has been committed to ensuring that every school in Cardiff has an Active Travel Plan. Such plans identify actions by the school to support and encourage active travel to school of staff and pupils and identify any improvements to on-site and off-site infrastructure required to facilitate active journeys. The Council's Active Travel Plan officers have been working with schools to develop these and all four schools already have Active Travel Plans in place for their current sites.
167. All new (including reorganised) schools need to have an Active Travel Plan in place from the outset of their operation.
168. The Active Travel Plans officers will continue to work with the schools in the review and further development of their current Active Travel Plans as appropriate to suit any change in circumstances. They can support with engagement on the Active Travel Plans as part of an implementation of a proposed expansion of places and any changes in location of school cohorts to alternative sites.
169. Following a reorganisation of the schools, the Council will monitor conditions outside the schools post-completion to see if any further measures such as parking restrictions are required. The scope for introducing parking restrictions will be investigated and put in place where appropriate as a low-cost measure to help discourage short distance car travel, make the environment outside each school safer and more conducive to walking, scooting and cycling and maximise active travel to school.
170. The Council's Road Safety Team already provides a programme of cycle and pedestrian training to further encourage take up of active travel to school. This support will continue as part of the ongoing engagement and support that will be provided by the Council's Schools Active Travel Team on Active Travel Plan development and delivery.
171. School uniform is a matter for individual governing bodies; however, the Council would work with schools to minimise the impact of any changes.
172. It is acknowledged that the proposed changes have had an impact on staff. Option 1 would require the formation of a new governing body who would be responsible for appointments to the new school. HR People Services would recommend that posts are ring fenced to existing staff in the first instance with

the exception of the Head and Deputy Head posts which would be subject to national advert. For staff appointed to a lower grade post, salary protection would be in place for up to three years.

173. HR People Services would provide advice, support and guidance to the Governing Bodies for the workforce planning process and consequential ringfenced recruitment processes.
174. The Council is committed to supporting Cardiff's most vulnerable learners. The proposed changes if implemented would take effect from September 2025 and the Council would work with the schools to ensure that a detailed transition plan was put in place taking account of the needs of all learners.
175. Under Option 2, it is proposed that Allensbank Primary School transfer to the shared Gladstone Primary School/St Monica's Church in Wales Primary School site. Whilst the St Monica's Church in Wales Primary School building would not be capable of accommodation a one form entry Allensbank Primary School, the site overall is capable of accommodating up to 420 pupils with nursery. However, as each school building could not accommodate 210 pupils each, the arrangements would require the Governing Bodies of the schools (or federated Governing Body) to determine how best to share buildings and outdoor space to allow for both schools to function appropriately.
176. Issues related to vulnerable children are addressed at paragraph 10 and paragraph 142.
177. The Published Admission Number at Allensbank Primary School was reduced from 45 places to 30 places from September 2022 to better reflect the demand for places at the school. Under Option 3 a further reduction to 0.9FE is proposed, however the site currently operates at one form of entry and this could be a possibility (subject to the agreement of the Governing Body) in the event of increased demand for places Allensbank Primary School.
178. The Allensbank Staff (NEU Members) suggestion of a fourth option is noted. Issues related to English-medium provision being located on the Allensbank Primary School site are addressed at paragraphs 59 – 62.
179. The proposed changes have been brought forward in order to ensure an appropriate balance of places to serve the area and to allow for resources to be invested in teaching and learning leading to improved outcomes for all learners. A range of factors have informed the proposals as set out in the consultation document and acknowledged by Estyn in their response with all schools treated fairly.

### **Gladstone Primary School Governing Body**

180. The Gladstone Primary School Governing Body submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)

***Do you support Option 1? No***

- *I can see the positives to solve Gladstone's deficit budget by pooling resources with another school. A wider group of staff may also offer wider opportunities for staff and more after school clubs. We may also be able to host a speech and language unit. However, there are several issues which would threaten the school's ability to offer the education and support it currently offers.*

*1. Impact on staff and learners. Many staff are already anxious about losing their jobs. With this uncertainty lasting until September 2025, this may impact the teaching and learning experience for children. This option would also risk the headteacher's role as she too would have to apply. The headteacher has been an excellent leader, pupil numbers have grown annually since her arrival and our ESTYN inspection a success. This option risks losing the most vital resources that make Gladstone such a success.*

*2. Loss of identity. Gladstone holds a special place in the community and it is vital to support many vulnerable families. 36% of our children qualify for free school meals as they live in relative poverty. 65% of our pupils aged over 5 years speak English as an additional language (EAL), 48% of which are below competent in English (A-C). Our ESTYN inspection recognised our ability to help many vulnerable families to live happy and safe lives. The school supports them informally through translation and interpretation and because the school is small, staff are able to build relationships and trust with families. This is important for parents that have not had the linguistic or social confidence to engage otherwise, and is especially so for those whose children have additional learning needs. We have multiple generations of families that send their children to Gladstone because they trust their children will gain a positive and inclusive education. A loss of Gladstone as an entity would take away that role of trust the school holds locally.*

*3. Concern over lack of space to provide free school meals for a two-form entry school. We are constrained by the hall size and kitchen capacity; considerable investment would be needed to make it viable, as well as more midday supervisors to ensure the system functions. I also worry that this would take a long time to manage each day and could end up compromising teaching and learning time.*

*4. Concern over lack of space outdoors for a larger number of learners. Many of our children have limited access to safe outdoor spaces within the community. Doubling the number of children would put pressure on the available space and limit capacity to offer more outdoor activity after school clubs. The playground was described as "adequate" for a larger school by local authority staff, but I feel strongly that the needs of already-disadvantaged children should be a priority, accessing better than "adequate" outdoor space to enrich their learning experience and help to rebalance their life chances.*

**Do you support Option 2? No**

- *Co-location of the two schools on a single site could bring complexity to practical operations. If the schools federated, it is not clear what the budget implications would be for the schools and may ultimately lead to amalgamation due to funding pressures, which would effectively be option one.*

### **Do you support Option 3? Yes**

- *The third option may be the most practical from Gladstone's perspective in many ways. It would be the least disruptive option for the staff and children and therefore limit the impact of an uncertain period of change or reconfiguration on teaching and learning and reduce the risk of loss of experienced, knowledgeable staff.*
- *However, from a budgetary point of view, I acknowledge that this option may not benefit Gladstone and may not offer us an immediate way of setting a sustainable budget in the short term. However, I perceive this option could enable a reallocation of pupils from Allensbank to Gladstone, which might enable us to grow our pupil numbers to bring Gladstone's numbers up to capacity. This might allow us to make for a sustainable budget in the long-term with a full cohort in each class (we have capacity for around 30 more pupils currently).*
- *As a governing body, we wish for the good work that Gladstone primary does within the community and for its learners to continue, and this option may allow us to keep the ethos and spirit of the school without compromising due to budgetary pressures. This option naturally also ensures that Ysgol Mynydd Bychan can operate in the space it needs and the community retains its schools and minimises disruption for all.*

### **Appraisal of views expressed**

181. The work of the Gladstone Headteacher and staff in meeting the diverse needs of children who attend the school is acknowledged. The proposed changes have been brought forward within the context of falling pupil rolls and the need to provide a more sustainable pattern of primary school provision to allow for a more effective use of the schools' financial resources with a greater proportion of school budgets available for teaching and learning and learning experiences and opportunities alongside support for families.
182. The impact on staff of Option 1 is recognised. The formal closure of Allensbank Primary School and Gladstone Primary School would place staff at the risk of redundancy and staffing issues related to this are addressed at paragraphs 89 - 91.
183. The issues related to the impact on vulnerable learners are addressed at paragraph 10 and paragraph 132.
184. The combined Gladstone and St Monica's school buildings could accommodate a 2 Form Entry primary school (up to 420 pupils) with nursery. The Boathouse

building, currently used for storage, could provide an additional resource base but would require investment to do so.

185. The schools occupy two Grade 2 listed buildings which have been assessed as Condition category C+ (Poor with major defects) and Suitability category B (Satisfactory). The school buildings were assessed as generally in a satisfactory condition, with the exception of the building formerly used for childcare (St Monica's) and the Boat House (Gladstone) which required large scale roofing works to remedy water ingress and damp to internal areas. Works to external walls, windows and roofs were planned through the Council's Capital Asset programme and are underway with many aspects completed in 2022/2023. Boundary walls are also showing signs of deterioration due to age and have recently been reviewed by a structural engineer to determine the urgency of works required, it is likely that these works will be included within the main contract for the building works.
186. The works currently underway are expected to be completed in the 2023/24 school year and have been phased appropriately to minimise disruption to teaching and learners.
187. The concerns regarding the co-location of Allensbank Primary School and Gladstone Primary School on the Gladstone Primary School/St Monica's Church in Wales Primary School site are noted.
188. The Gladstone Primary School Governing Body's support for Option 3 is noted.
189. Option 3 would allow for all the existing schools to be retained but would not allow for the establishment of nursery provision at St Monica's Church in Wales Primary School and the associated benefits. Maintaining Allensbank Primary School and Gladstone Primary School as two separate schools would not allow for the benefits of a two-form -entry school to be realised. It would also not allow for in the formula funding that would be released in Option 1 to be made available for ring-fencing to the schools, nor for distribution to schools city-wide through the funding formula. Compared to Option 1, there would be fewer financial resources to support the school to further develop provision and/ or invest in resources to benefit its pupils, and to maintain and improve standards.
190. As each of the schools has surplus places in the Foundation Phase year groups, and many neighbouring schools also have surplus places, there is no information to suggest that this option would have a positive impact on Gladstone Primary School's intake and future budget position.
191. Should the Governing Bodies of Allensbank Primary School and Gladstone Primary School agree to implementation of collaborative/formal federation arrangements, a number of the educational benefits identified could be realised.

**Gladstone Primary School Headteacher**

192. The Gladstone Primary School Headteacher submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)

**Do you support Option 1? *Opinion not indicated***

- *This would be an exciting opportunity for two community schools to unite and form one larger Primary School in the Cathays area. Having one larger Primary School in the area would ensure a smooth transition for pupils from the age of 3 through to 16 years at High School. A larger school would allow for staff to share expertise and create greater collaboration/CPD opportunities. Additional staff could also provide a range of expertise and educational experiences for pupils in the school. An amalgamated school would offset any deficit budgets schools may currently have and provide a more sustainable future for the families and staff. An increase in pupil numbers would impact positively on the school budget and provide additional resources and opportunities for pupils. The whole school community would have the opportunity to contribute their ideas and thoughts to help shape their child's school for the future e.g., deciding on the school name, school uniform, branding giving them ownership of their school in their own community.*
- *The school's building work will be completed and will hopefully provide pupils with a structurally sound building to be proud of. There was previously one school on the whole site with the infant building being located in St Monica's and the Junior school at Gladstone. This could be a possibility for a new amalgamated school with also space for an After School Club and/or a Speech and Language Unit, SRB or Nurture facility. Gladstone Primary School currently hold family learning courses for parents/carers which could continue.*
- *Having one Primary School will also create more opportunities for families to network and support one another in the community. This would also allow the community to work together to help support raise funds for the school and support any local events/businesses. A larger school could enable the school to reach out to more people in the community and raise awareness of the Boathouse building as a potential space which could be utilised by families/businesses.*
- *I appreciate this option would be unsettling for all staff, including myself, as we would all have to re-apply for our jobs with the Headteacher and Deputy Headteacher positions going national which could mean potential redundancies.*

**Do you support Option 2? *Opinion not indicated***

- *Co-locating Allensbank and Gladstone Primary School on a shared site would allow two community schools to come together and provide greater collaboration opportunities for staff, pupils, families and governors. Having both schools on one site would allow for staff to share expertise and create greater collaboration/CPD opportunities. Staff could also provide a range of*



*expertise and educational experiences for pupils in the school. There would be the opportunity to pool resources together which both schools could benefit from. This would also ensure that Gladstone and Allensbank retain their identity and ethos. If schools were to federate this would be an exciting opportunity to work closely with all stakeholders of both schools and unite them under one umbrella.*

- This would give families time to adjust to the schools working on one site and be a smoother transition should the schools federate in the future.*
- This option would have little impact on staffing with nearly all staff not having to reapply for their jobs offering more job security.*
- Consideration would need to be given as to how Allensbank and Gladstone would share the site as this would need to be managed appropriately to ensure families are clear on school structures etc.*

### **Do you support Option 3? Yes**

- This option would allow us to keep our identity, history and ethos which is important to our school community. This option would have the least disruption and impact on our school.*
- This option would have no impact on the pupils at Gladstone which would provide continuity and stability for their future. We are proud of the recent Estyn Inspection report and would like to build on the already good practice recognized by inspectors. Families have expressed how welcoming and nurturing the school is and how they like the fact we are a small community school as it allows us to support everyone including our EAL and most vulnerable families. We are a multigenerational school, and this option would allow families to continue to return to Gladstone School.*
- Pupil numbers have been on the increase since 2018 and are continuing to rise which will hopefully contribute positively to the budget and future of Gladstone School. Option 3 would allow us to maintain and grow our current nursery numbers.*
- If schools were to federate this would be an exciting opportunity to work closely with all stakeholders of both schools and unite them under one umbrella. With federation there could potentially be a staffing restructure which could create savings in the long term to the budget. There would be the opportunity for both Allensbank and Gladstone to work collaboratively and share expertise and knowledge. This would also impact positively on the learners as their educational experiences could be enhanced. There would be the opportunity to pool resources together which both schools could benefit from. Having a Federated School would create more opportunities for families to network and support one another in the community. This would also allow the community to work together to help support raise funds for the school and support any local events/businesses. A federated school could enable the school to reach out to more people in the community and raise*

*awareness of the Boathouse building as a potential space which could be utilised by families/businesses.*

- *There is space at Gladstone School to house a Speech and Language Unit.*
- *This would be a quicker and easier option to manage only impacting on 2 schools physically. This option also means that the majority of staff will not have to re-apply for their jobs which will ensure staff wellbeing is maintained.*
- *The Local Authority have invested heavily in the restoration of Gladstone School with extensive building work being undertaken over the last few years – option 3 would allow the staff and pupils/families to enjoy and appreciate their new renovated building.*

**Would you like to suggest any changes or alternatives to the proposed options?**

- *Extra funding to support the huge pupil mobility factor would support schools in this area and make budget planning for the future less challenging.*

**Do you wish to make any additional comments?**

- *We have faced (as have other schools) many challenges over the last few years which have included Covid, Building Work, Budgets, Estyn and now the consultation of schools in the area. I appreciate that there are advantages and disadvantages for all schools involved with all options but trust that the Council will make the right decision for the future of learners and families in the Cathays area. Although Option 3 is my preferred option I have offered my opinion on Option 1 and 2 as I feel this is important. We will support whatever the outcome will be and help manage the change effectively for all parties involved.*

### **Appraisal of views expressed**

193. The Gladstone Primary School Headteacher's comments on each of the options, and support for Option 3, are noted.
194. The abilities of a larger school as proposed in Option 1 and schools within federations to allow for staff to share expertise and create greater collaboration/CPD opportunities are noted; the benefits of these arrangements are addressed at paragraphs 27 – 28 and paragraph 34.
195. In the event of Option 1 being progressed there would be an impact on staff and issues related to this are addressed at paragraphs 90 - 94.
196. The financial matters related to each of the school's budgets, and the establishment of a new school in Option 1 are addressed at paragraph 90 and paragraphs 29 – 31. The formula funding of primary schools includes a specific allocation within a school's budget relating to pupil mobility and the formula for funding school budgets is reviewed annually.

197. The Council acknowledges that the self-contained accommodation on the shared Gladstone and St Monica's site could provide space for an After School Club and/or a Speech and Language Unit, SRB or Nurture facility subject to investment in these facilities.
198. The current Gladstone Primary School/St Monica's Church is Wales Primary School site overall is capable of accommodating up to 420 pupils with nursery. However, as each school building could not accommodate 210 pupils each, the schools would have to work together to agree how the available accommodation could best be used to meet the operational requirements of both schools.
199. As set out previously whilst Option 3 would allow for all of the existing schools to be retained, this would now allow for the range of benefits that would be achievable under Option 1 as set out at paragraphs 27 – 31.

### **Gladstone Primary School Staff**

200. The Gladstone Primary School Staff submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)

#### ***Do you support Option 1? No***

- *The two oldest primary schools in the Cathays area, lose their identity and history.*
- *The intimate school ethos of two smaller primary schools, would be lost. With the new families, the families who need that support, and the families with little to no English, having the support within a smaller setting has always been crucial in maintaining positive relationships, and helping those in need.*
- *Staff have to re-apply for their posts.*
- *Senior staff, i.e. HT & DHTs have to re-apply for their positions; this would be advertised nationally, not just between the schools.*
- *Redundancies.*
- *A new nursery could reduce numbers at Gladstone.*

#### ***Do you support Option 2? No***

- *Could be confusing for parents/families if schools are having to share both buildings?*
- *Could be logistically challenging for schools.*
- *Federation could mean Senior Leaders are at risk of losing their jobs from both schools*
- *Possible redundancies*

#### ***Do you support Option 3? Yes***

- *This option would allow us to keep our identity, history and ethos which is important to our school community. This option would have the least disruption and impact on our school.*

- *Parent/Carers have expressed how much they value the staff at the school and are concerned about the impact of the consultation process on staff wellbeing. They are also concerned that this could also impact on standards due to the uncertainty ahead for staff and pupils. This option would have little impact on staffing with nearly all staff not having to reapply for their jobs offering more job security.*
- *This option would have no impact on the pupils at Gladstone which would provide continuity and stability for their future. We are proud of the recent Estyn Inspection report and would like to build on the already good practice recognized by inspectors. Families have expressed how welcoming and nurturing the school is and how they like the fact we are a small community school as it allows us to support everyone including our EAL and most vulnerable families. We are a multigenerational school and this option would allow families to continue to return to Gladstone School.*
- *Pupil numbers have been on the increase since 2018 and are continuing to rise which will hopefully contribute positively to the budget and future of Gladstone School. Option 3 would allow us to maintain and grow our current nursery numbers.*
- *If schools were to federate this would be an exciting opportunity to work closely with all stakeholders of both schools and unite them under one umbrella. With federation there could potentially be a staffing restructure which could create savings in the long term to the budget. There would be the opportunity for both Allensbank and Gladstone to work collaboratively and share expertise and knowledge. This would also impact positively on the learners as their educational experiences could be enhanced. There would be the opportunity to pool resources together which both schools could benefit from. Having a Federated School would create more opportunities for families to network and support one another in the community. This would also allow the community to work together to help support raise funds for the school and support any local events/businesses. A federated school could enable the school to reach out to more people in the community and raise awareness of the Boathouse building as a potential space which could be utilised by families/businesses.*
- *There is space at Gladstone School to house a Speech and Language Unit.*
- *This would be a quicker and easier option to manage only impacting on 2 schools physically. This option also means that the majority of staff will not have to re-apply for their jobs which will ensure staff wellbeing is maintained.*
- *The Local Authority have invested heavily in the restoration of Gladstone School with extensive building work being undertaken over the last few years – option 3 would allow the staff and pupils/families to enjoy and appreciate their new renovated building.*

***Would you like to suggest any changes or alternatives to the proposed options?***

- *Extra funding to support the huge pupil mobility factor would support schools in this area and make budget planning for the future less challenging.*

***Do you wish to make any additional comments?***

- *Our preferred option is 3 but we will support whatever the outcome will be and help manage the change effectively for all parties involved.*

**Appraisal of views expressed**

201. The support of Gladstone Primary School staff for Option 3 is noted.
202. The work of each school in supporting pupils and families from a range of backgrounds is acknowledged. The proposals were brought forward in order to provide a more appropriate balance of places and to ensure that a greater level of funding is able to be invested in teaching and learning. The proposals were brought forward in order to provide a more appropriate balance of places and to ensure that a greater level of funding is able to be invested in teaching and learning enhancing opportunities for all children.
203. The implementation of Option 1 would have implications for staff and issues related to this are addressed at paragraphs 90 – 94.
204. At present the Council funds 112 community nursery places between Allensbank Primary School and Gladstone Primary School. The number funded is reducing to 96 places next year, to reflect demand. It is proposed to allow for 96 places English-medium community nursery places under each of the three options consulted on.
205. The establishment of nursery provision at St Monica's Church in Wales Primary School would allow for a range of benefits for learners attending the school supporting the transition from Nursery to Reception.
206. Whilst the Gladstone Primary School/St Monica's Church in Wales Primary School site is capable of accommodating two one form entry primary schools it is acknowledged that there are challenges associated with this. The expectation is however that two schools could co-locate without confusion for parents/families if the schools are having to share both buildings.
207. Option 2 or 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 decision taken with regards to staffing would be a matter for the relevant Governing Body.

208. It is recognised that Option 3 would directly impact the least number of schools however it would also deliver fewer benefits than Option 1 or Option 2. Maintaining four separate school establishments would not allow for the savings that would be achieved and available for reinvestment in education in Option 1 or the establishment of nursery provision at St Monica's Church in Wales Primary School and the associated benefits in Option 1 and Option 2.
209. A range of benefits could be delivered through a federation and in the event of Option 2 or Option 3 being progressed, federation would be an option for the relevant governing bodies to consider. Any proposal to federate would be subject to a separate consultation.
210. Consideration would be given to the relocation of the city-side Speech and Language class hosted by Allensbank Primary School should Option 3 be progressed.
211. The staffing structure of schools is directly related to the number of pupils on roll.
212. The majority of a school budget is allocated to staffing. In a period of reducing pupil intakes to primary schools, and when schools need to identify saving from within their individual budgets in order to address the deficit budget positions, the number of staff employed may reduce whether or not any proposals to reorganise are progressed.
213. Both Option 1 and Option 2 allow for staff and pupils/families to enjoy and appreciate the renovated building.

**St Monica's Church in Wales Primary School – Finance, Premises and Health & Safety Committee of the Governing Body**

214. The St Monica's Church in Wales Primary School Finance, Premises and Health & Safety Committee of the Governing Body submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)

***Do you support Option 1? Yes***

- *As a committee we believe option 1 to be in the best interest of our school and other schools involved. We believe the relocation of St Monica's to the current Ysgol Mynydd Bychan site would benefit us for several reasons:*
- *Our school is currently oversubscribed, we have waiting lists for every year group (except for reception). Our current site isn't fit for purpose for growing demand for church school places. Site move would allow us to incorporate a nursery. We hope there is scope for us to increase to a 0.9 form entry school. Making our school more financially viable.*
- *Moving site would place St Monica's in new Parish Ministry area. Allowing for the first time children in that area catchment – widening choice for church schools.*

- *Our current building is listed and has undergone significant repairs in recent years. A financial challenge due to us being a church school and relying on CRAMP funding (Capital Repairs and Maintenance Programme).*
- *To have a modern, more economical building we could better use CRAMP funding for betterment of school. Relieving financial pressures.*
- *For all schools involved we feel it would be best use of tax payer money and most efficient distribution of finances to manage schools.*

### **Appraisal of views expressed**

215. St Monica's Church in Wales Primary School – Finance, Premises and Health & Safety Committee of the Governing Body support for Option 1 is noted.
216. The changes proposed under Option 1 seek to establish nursery provision at St Monica's Church in Wales Primary School and the benefits associated with this. The potential for the school to increase the number of statutory age places for learners aged 4 – 11 would be a matter for the Governing Body of the school to consider and may be subject to a separate consultation and statutory processes.
217. Issues related to Parish Ministry areas are outside the scope of School Organisation Planning.

### **St Monica's Church in Wales Primary School Standards Committee of the Governing Body**

218. The St Monica's Church in Wales Primary School Standards Committee of the Governing Body submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)

#### ***Do you support Option 1? Yes***

- *The committee believe that St Monica's having nursery provision would support the transition from nursery to reception (albeit that parents would have to apply for places in Reception) as the transition can be tricky especially if Additional Learning Needs have been identified for individual children. So if we had our own nursery, we would already know the children well and transition would be easier.*
- *The benefits to standards are that all the foundation phase classrooms have direct access to outdoor areas which would enhance the curriculum we were able to provide. The building is also in a better condition, so more money would be available for resources. Also, having more staff would allow responsibilities to be shared, thus reducing the workload for SLT and Headteacher and allowing them to focus on improving teaching across the school.*
- *If option 3 is decided, there will still be 3 very small schools and less money in the system to support learning and teaching. Currently there are 4 small*

*schools. Option 1 means that there will only be one small school - St Monica's. The funding model currently used for Nursery places would mean that St Monica's would be financially more stable, also allowing a higher percentage of the budget to be spent on learning and teaching - thus raising standards further.*

**Do you support Option 2? No**

- *This option is in effect exactly the same as Option 1 for St Monica's, however, there would be less money in the system if there were still 3 small schools in the Cathays/Heath area.*

**Do you support Option 3? No**

- *St Monica's is an oversubscribed primary school that is financially unviable. The only option for sustainability is for the school to be allowed to grow - which it is very capable of having waiting lists in almost every single year group.*

**Appraisal of views expressed**

219. The St Monica's Church in Wales Primary School Standards Committee of the Governing Body support for Option 1 is noted.

220. The views expressed regarding Option 2 and Option 3 are noted. Option 1 would provide a more economically sustainable patterns of school provision over the long term and support schools to be financially sustainable in an improved patters of provision through amalgamation. This option would allow for schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners, provide an improved balance between the availability and take up of both English-medium and Welsh-medium primary school places and maintain the current number of English-medium school places serving the area.

221. The changes proposed under Option 1 and Option 2 would see St Monica's Church in Wales Primary School transfer to the current Ysgol Mynydd Bychan site at its existing capacity and with a Published Admission Number retained at 20 places. Any increase in the capacity of the school, would be a matter for the Governing Body to consider.

**St Monica's Church in Wales Primary School Vision and Values Committee of the Governing Body**

222. The St Monica's Church in Wales Primary School Vision and Values Committee of the Governing Body submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)

**Do you support Option 1? Yes**



- *We would recommend Option 1. Considering the impact Option 2 would have on the school communities involved, from our experience we know that sharing a site comes with many challenges.*
- *Furthermore, Option 1 would enable any future children attending St Monica's to enjoy the facility of a nursery attached to the school on the Mynydd Bychan site, so they are able to be with any older siblings and benefit from a faith-based (Anglican) nursery experience which is not currently available in this area.*
- *The ability to move site would also increase the catchment area for the school to include the Parish of St Mark's in Gabalfa. St Mark's also does not have a church primary school attached to it, and this change would further increase parents' access to a faith-based education - which is their right. This also aligns with the Diocesan vision to 'grow the Kingdom of God'.*
- *The opportunity to have a larger building would enable us to further develop our curriculum offering, including quieter spaces for prayer and reflection. Consideration would need to be given to how St Monica's could ensure the whole learning environment is suitable for a faith-based education - this includes areas for prayer/worship and reflection both inside and outside the Mynydd Bychan site.*
- *We are a thriving, oversubscribed school community, and are current having to turn away many children. This means that many families are not able to exercise their right to choose a faith-based education and many come to our school who have already had significant transitions, changes, and challenges in life before their arrival in Cardiff. Turning away families from our community sits very uncomfortably with us as a Governing Body.*
- *The close proximity of the proposed new site means that our existing links with St Michael's Church and The Table can continue. Travel time for families would be only marginally impacted upon. Traffic management of the Mynydd Bychan site would be easier as only one school's community will be attending and leaving at any one time.*
- *For all of the reasons outlined above, we feel that the potential move would accord with the vision, values and Christian ethos which we have worked so hard to develop and sustain in St. Monica's CW Primary School.*

**Do you support Option 2? No**

- *Please see comments for Option 1.*

**Do you support Option 3? No**

- *Please see comments for Option 1.*

**Appraisal of views expressed**

223. St Monica's Church in Wales Primary School Vision and Values Committee of the Governing Body support for Option 1 and comments are noted.

### **St Monica's Church in Wales Primary School Headteacher**

224. The St Monica's Church in Wales Primary School Headteacher submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)

#### ***Do you support Option 1? Yes***

- *I support Option 1 as I am aware of the huge difficulties all schools in Cardiff currently have in trying to balance budgets. I sit on the School Budget Forum and represent small schools and faith schools. The budget formula has a disproportionately negative impact on small schools as they are less economical to run. Only Option 1 significantly reduces the number of small schools. This option would mean that more money is available in the system for the education of all children in the city. This money is then available to spend on learning and teaching, rather than the upkeep of multiple buildings by small individual schools, space/school places are also used more efficiently so heating and resources are used better.*
- *Three school buildings are listed, under Option 1 St Monica's would move into an unlisted building, enabling better use of the CRAMP fund (Capital Repairs and Maintenance Programme fund from Welsh Government for the upkeep of faith schools) so the school should be able to repair and maintain the building better. The design of the Mynydd Bychan building is also better matched to meeting the needs of pupils within the Curriculum for Wales. Each downstairs classroom has direct access to the outdoors, which would facilitate outdoor learning, supervision and alternative learning styles - meeting the needs of the St Monica's learners better.*
- *Moving school site would also mean that we would not need to share a site with another school. Time, we spend for worship activities would not be interrupted by the (understandable) noise from another school, playground space would be greatly enhanced from the area we are current able to utilise and traffic management would be easier as we would not need to stagger out start and end times to correspond with another school.*
- *The transition from Nursery to Reception would be easier as children (once they have applied for a place in Reception) would be known to us, any ALN processes would have already been started and then continued in the same setting and any settling in periods would not need to be factored in before we requested additional support as that would have already happened in Nursery.*
- *An additional teacher would need to be employed which would further reduce the burden held by all teachers in the school as multiple roles are held by teachers that in a larger school shared out amongst many.*

- *The change in Ministry Area would mean that the Governing Body are likely to consult to extend the catchment area currently proscribed in our admissions policy to include the Parish of St Mark's, Gabalfa. There is no Church in Wales primary school for that Ministry Area currently, so this would also support the Diocesan mission to 'Grow the Kingdom of God'.*

**Do you support Option 2? No**

- *There is less financial or educational benefit to relocating 3 schools in this option.*

**Do you support Option 3? No**

- *St Monica's is a thriving, oversubscribed primary school. Option 3 gives no room for growth and does not enable the school to become financially viable. As smaller schools, Gladstone and Allensbank are also much less likely to be financially viable under this model.*

**Appraisal of views expressed**

225. The Headteacher of St Monica's Church in Wales Primary School's support for Option 1 and comments are noted.

226. The funding formula for schools is driven by per pupil funding and a number of lump sum allocations per school. A reduction in the number of schools would allow for a reduction in the number of lump sum allocations to schools. The school budget formula saving from amalgamating Allensbank Primary School and Gladstone Primary School by closing each school and creating a single two form entry primary school as set out in Option 1 would be approximately £98,000 per year. This is based on the removal of one of the lump sum allowances provided to schools city-wide.

227. Option 1 would therefore allow for a redistribution of financial resources to schools city-wide through the reduction in the number of lump sum allocations to individual schools.

**Ysgol Mynydd Bychan Governing Body and Members of Staff**

228. The Ysgol Mynydd Bychan Governing Body and Members of Staff submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)

- *The Governing Body and members of staff are fully supportive of national and local goals to increase the number of children receiving Welsh-medium education and stand ready to play their part, alongside the Council and Welsh Government.*
- *Given the consistent oversubscription for places at YMB over several years, and the reality that the school catchment area is one of many areas within the city of Cardiff where there is scope to increase the number of children in*

*Welsh-medium education, we are pleased that the Council has been proactive in seeking, and successfully obtaining, grant funding to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language at YMB.*

- While we recognise that uptake is projected to level out over the next few years, due to falling birth rates, we are mindful that an upsurge is forecasted towards the end of this decade and the beginning of the next, which requires us to think creatively now to achieve a sustainable solution and to accommodate the demand we expect in the coming years.*
- The Governing Body and members of staff are of the view that the best way to achieve expansion of Ysgol Mynydd Bychan is a new school building and site that further exploration of the potential utilisation of the existing Cathays High School site, should the relocation of Cathays High School go ahead, or the vacant space at the Companies House site, would be worthwhile.*
- Whilst the financial implications of a new building and site for YMB and the need to utilise the Council's existing assets where possible are appreciated, it is presumed that it would be possible to dispose of an existing school site for redevelopment in the event that it became redundant.*
- All three options could offer a permanent solution to provide for the demand for Welsh-medium education and the achieving the goal of expanding Welsh-medium education in the area.*
- Any expansion of Ysgol Mynydd Bychan must be delivered on a whole school basis, rather than year-by-year or progress step-by-step basis. This is essential to enable Ysgol Mynydd Bychan to continue being able to offer the level of education and opportunities to its pupils as at present, as well as to achieve the 'buy in' from Ysgol Mynydd Bychan's parents and wider community.*
- Ysgol Mynydd Bychan will continue proactively to seek and foster a positive relationship and a sense of community with the other schools in our area, including regular interactions between pupils to mark, for example, the Urdd's Day of Goodwill and the Eisteddfod.*
- All the other existing school sites within the locality are Listed Buildings and, as such, could prove difficult to alter and adapt to meet our requirements in line with the Curriculum for Wales and the 21st Century Schools and Education Programme.*
- We are also concerned about the ongoing maintenance requirements of the other existing school sites within the locality given that all three schools have been covered in scaffolding for at least the past three years, with very little progress on any remedial works being undertaken. We would not want to see the school burdened by long-term outstanding maintenance works.*

- *Ysgol Mynydd Bychan may be relocated to a site, at which it could prove difficult or impossible to deliver a scheme of improvement works which ensures that we are able to offer the same, if not a better, level of facilities as our current site.*
- *We ask the Council to make appropriate further enquiries regarding the issues raised above, and to make this information available.*
- *We are concerned about the energy efficiency of the school buildings under consideration. We have requested information from the Council on this matter but unfortunately this has not been forthcoming. We were told that this information was available to Council Officers but have not received anything to date.*
- *We are also concerned that any move to a larger school building could cause the school major financial challenges if not properly addressed by the Council. In the future, school will be operating in a larger building with only a marginal increase in pupil numbers for a few years. School budgets are becoming increasingly challenging and there will be substantial pressure over the next few years. We would look for the Council to work with the Governing Body to alleviate the budgetary implications of a rapid expansion.*
- *Given that all three options would deliver the same outcome for YMB, and given the questions and concerns we have outlined above, we are not minded to indicate a preferred choice between the three options.*
- *However, we believe that achieving expansion of Welsh-medium primary education in the north of Cardiff, as in the city more generally, which we support strongly, requires a permanent solution which enables YMB to continue to provide rich learning experiences to our pupils. All three options under consultation could provide such a solution.*

### **Appraisal of views expressed**

229. The Council welcomes the Ysgol Mynydd Bychan Governing Body's and members of staff support for the expansion of Welsh-medium provision.
230. The Council has investigated alternative site options that may be available and centrally located within the existing Ysgol Mynydd Bychan catchment area. There is no suitable vacant site available in the area local to the school that could accommodate an enlarged Ysgol Mynydd Bychan.
231. There is also 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. It would also allow for

- a more effective and efficient use of resources. This would retain flexibility in the school estate to respond to any future population changes affecting the area.
232. Proposals brought forward must ensure that the growth of schools is sustainable whilst the potential negative impact on other schools is minimised.
233. The expansion of Ysgol Mynydd Bychan to 2FE would enable an increase in the take up of places at the school. If the proposed changes were to be implemented, it is expected that most of the additional pupils enrolled at Ysgol Mynydd Bychan would be from within its catchment area, and some may be from other areas of the city. This takes account of recent school preference patterns, and the overall fall in the population entering primary education in the next three intakes.
234. An increase in the take up of places at Ysgol Mynydd Bychan by children from within its catchment area would mean that the take up of places in local English-medium schools by children from the area would reduce. An increase in the take up of places at Ysgol Mynydd Bychan from outside its catchment area would mean that the take up of places in other Welsh-medium schools in other parts of the city would likely reduce.
235. Works to maintain the fabric of the school buildings have been undertaken as priority condition and suitability works to ensure the health and safety of the school buildings. The scaffolding that has been in place was required immediately when condition issues were identified and was necessary in order for the works to be carried out and is due to be removed during the academic year 2023/24.
236. Should Ysgol Mynydd Bychan transfer to the Allensbank site, any changes to the buildings and external areas utilising the Welsh Government capital grant would be considered at a later design stage. The capital funding allocated is to enable the expansion of Welsh Medium education. The Council would identify and agree priorities for the investment in partnership with the Ysgol Mynydd Bychan Governing Body.
237. The expansion of Ysgol Mynydd Bychan on the Allensbank site would be phased from September 2025, by increasing the admission number for the nursery and Reception year groups only in the first instance. This would mean that the school does not need to use all of its accommodation in 2025/2026 and could allow for parts of the two buildings to be closed to staff and pupils to limit the impact on the school's budget and/ or whilst works are undertaken.
238. Each school receives funding for energy usage within its delegated budget. The allocation is based on actual usage from the previous year abated by a notional energy efficiency proportion. The overall energy performance operational rating of Allensbank is 'C', with a score of 75. The overall Energy performance operational rating of Ysgol Mynydd Bychan is 'C', with a score of 65. The typical score for a public building is 100. This typical score gives an operational rating of D. Energy certification information and performance ratings are published online at [Find an energy certificate - GOV.UK \(www.gov.uk\)](https://www.gov.uk).

239. The expansion of the school would incur additional staffing and leadership costs for the school which would be met from the school's budget. The budget would increase in line with the greater number of pupils on roll. The Council would support the school to plan and prioritise spending with a dedicated local financial management officer providing advice.
240. The proposed expansion may result in the school operating some smaller classes, or some mixed-aged classes, as the school grows. School admissions preference data indicates that the number of pupils admitted to the school would increase, but the school would have a high level of surplus places for a number of years. Although the school's budget would increase as the number of pupils increases, the cost per pupil would likely be higher for an extended period while the school grows. As growth, and investment, would be phased, the financial impact of changes would be minimised wherever possible.

### **RhAG (Parents for Welsh Education)**

241. A response from RhAG (Parents for Welsh Education) submitted a response which included the following points: (a copy of the full response can be seen at Appendix 10)
- *few opportunities exist still in the county for pupils to be able to choose a Welsh language education easily and conveniently with only 20 Welsh medium schools while there are 96 English medium schools.*
  - *A pledge has been made and money has been received from Welsh Government to increase the Welsh language education capacity of this area of the city since 2018 with pressure being felt in this area since long before then.*
  - *The lack of an increase in Welsh language education provision in this area of the city has and will continue to cause challenges and other negative side effects across the county until a solution is found. There are families in this area of the city who have had to accept places in schools that are not within their catchment area, and as younger siblings applied for places in local schools, have been forced to apply to a school that is not within the catchment and therefore have had to travel further than normal, changing a journey made on foot to a journey in a car and in increasing cases of children from the same family having to go to different schools.*
  - *the new provision must be suitable for education in the C21st and we are not fully convinced that this building will fulfil this need from the information that's been provided.*
  - *It is not clear from the consultation the details and impact of the sanitary and drainage works nor who will be responsible for funding these aspects when the reorganization takes place and therefore what will be Ysgol Mynydd Bychan's budgetary responsibility in this situation.*
  - *Increasing the capacity of Ysgol Mynydd Bychan to 420 will mean a significant change in the area in terms of the Welsh language education offer. We see*

*no mention of the promotion and public communication steps that will be needed for this change. RhAG would of course be able to assist with this aspect.*

### **Appraisal of views expressed**

242. Cardiff has invested significantly in the growth of Welsh-medium by delivering additional places at entry to primary education and at transfer into secondary education. The establishment of the highly successful immersion provision has also played a crucial role in supporting and increasing the number of in-year transfers.
243. Since 2010, Cardiff has increased the Welsh-medium capacity available at entrance to the primary sector by approximately six forms of entry (FE) and intakes at reception have grown by an average of approximately 0.25% per year between September 2015 and September 2020.
244. During the same period within the secondary school sector, the Council established Cardiff's third Welsh-medium school and increased capacity at established schools which has resulted in an overall increase of 7 Forms of Entry.
245. Cardiff has also established its highly successful Welsh Immersion provision. Initially established within the primary sector to support parents to transfer their children to Welsh-medium education, the provision has grown to welcome pupils at KS3 and KS4. This has meant that pupils from Cardiff and neighbouring authorities could transition effectively from English-medium into Welsh-medium schools, becoming fully bilingual students and experiencing success at all key milestones.
246. As set out in Cardiff's Welsh in Education Strategic Plan, the Council is committed to increasing the number of Welsh-medium places available which will result in a corresponding increase in the children receiving their education through the medium of Welsh.
247. Demand for places at Ysgol Mynydd Bychan has been greater than the number of places available at the school in recent years. The Council consulted previously on proposed changes to increase the number of Welsh-medium school places serving the area, however these proposals were not progressed. The proposals consulted on in the most recent consultation reflects the issues raised during the previous consultation.
248. In each of the three options consulted on Ysgol Mynydd Bychan would transfer to the current Allensbank Primary School site. Should Ysgol Mynydd Bychan transfer to the Allensbank site, any changes to the buildings utilising the Welsh Government capital grant would be considered at a later design stage. The Council would identify and agree priorities for the investment in partnership with the Ysgol Mynydd Bychan Governing Body.
249. 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 education can be expanded to increase the number of children from all backgrounds attending.

250. 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.
251. The proposed changes 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.

### **Other Responses Received**

#### **Expansion of Welsh-medium provision**

- *There is insufficient demand for places at Ysgol Mynydd Bychan to justify an expansion to 2 forms of entry (Option 1, Option 2 & Option 3). Rationale based on provided spaces not take-up; what will happen when pupil numbers at Ysgol Mynydd Bychan do not increase?*
- *Ysgol Mynydd Bychan was only oversubscribed by 6 last year and that number is declining year or year. So, unless the Council's intention is to force people into Welsh medium education, there is no need for them to move to a larger school.*
- *It's unfair to move Allensbank school just to accommodate a Welsh speaking school that is oversubscribed by 2 people, furthermore there is a Welsh speaking school in Gabalfa that is undersubscribed.*
- *The potential for future English-medium demand to be greater than the number of places available has not been considered.*
- *The expansion of Welsh provision will restrict parents' choice; children won't have the option of choosing English-medium provision.*

#### **Appraisal of views expressed**

252. Ysgol Mynydd Bychan has been fully subscribed at entry in each of the intakes in the 2018/19 to 2022/23 school years. In each year, there were sufficient places in schools serving neighbouring catchment areas to accommodate those pupils who were unable to gain admissions. However, for children within the catchment area of Ysgol Mynydd Bychan, alternative school places were often significantly further from their home address.

253. Table 2, below, summarises the admissions allocation data on offer day for Ysgol Mynydd Bychan in the most recent intakes.

<b>Table 2: Summary of allocation of Reception places at Ysgol Mynydd Bychan on offer day (April) in past five intake years</b>						
	<b>Intake Year</b>					
	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
Places available	30	30	30	30	30	30
Places allocated	30	30	30	30	30	26
Total Preferences refused	11	4	22	7	6	0
Within catchment area preferences refused	7	0	15	3	2	0
Furthest distance of child admitted	0.592	1.19	0.584	0.788	0.937	N/a

254. In four of the past six intakes, the school has been unable to admit all children within its catchment area who stated a preference for a place in its Reception class. The take up of places by children in the south of catchment area, in parts of Cathays and Roath is low and applicants in this area would have been unable to gain admission. Many applicant's resident within the catchment area who live north of Eastern Avenue are also unable to gain admission.

255. For applicants in the south of the Ysgol Mynydd Bychan catchment area, the next nearest schools are significantly further away. The next nearest schools are Ysgol Glan Ceubal (Llandaff North), Ysgol Glan Morfa (Splott) and Ysgol Y Berllan Deg (Llanedeyrn). For applicants whose home address is north of Eastern Avenue, the next nearest schools are Ysgol Gymraeg Melin Gruffydd, Ysgol Glan Ceubal or Ysgol Y Wern. Each of these is further away, and both Ysgol Gymraeg Melin Gruffydd and Ysgol Y Wern have been fully subscribed in many of their recent intakes.

256. In the intake to primary education in 2023/24, all applicants for admission to Ysgol Mynydd Bychan were offered a place on national offer day. However, the level of surplus places at entry to Reception in north/ central Cardiff is at a low level.

257. Taking account of the projected lower intakes to primary schools until at least 2025/2026, there would be sufficient provision across the wider area to accommodate growth in Welsh-medium in the short term if there was no percentage growth, or a low level of growth, in demand. Changes to catchment areas could provide a balance between the number of places available, and the projected demand for places, and would allow for a limited increase in take up.

258. However, the projected level of surplus places would not be sufficient to significantly increase Welsh-medium take up in the longer term, in order to meet Cardiff's targeted growth as set out in the Cardiff's approved Welsh in Education Strategic Plan (WESP).
259. Whilst changes to catchment areas could improve the balance of places, these changes alone would not support long term growth and would not represent a sufficient contribution towards meeting the growth target set in Cardiff's WESP.
260. Over the last ten years the increasing demand for Welsh-medium places in Cardiff was met and driven/supported by expanding the existing Welsh-medium schools. More provision may be needed to accommodate further increases in demand in some areas of Cardiff. The number of children taking up Welsh-medium places would increase further by opening or expanding more Welsh-medium schools.
261. There has been an average growth in the take up of Welsh-medium places of one quarter of a percentage point per year in recent years.
262. If the percentage of pupils entering Welsh-medium Reception classes increases at the same rate between 2021 and 2030, 20% of pupils would enter Welsh-medium Reception classes in September 2030. The target set for Cardiff by the Welsh Government is to deliver growth so that between 25% and 29% of Year 1 learners are educated through the medium of Welsh by 2031.
263. The existing capacity of Welsh-medium primary schools and classes in Cardiff would be sufficient to accommodate up to 21.8% of the pupil population, who are expected to enrol in the 2024/ 2025 school year. However, to achieve the targeted level of growth, annual growth of between 0.75% and 1.15% would be required city-wide.
264. Table 3, below, provides an indicative representation of a 1% point or 2% point per year growth to increase Welsh-medium take-up in the Ysgol Mynydd Bychan catchment area, taking account of the changing population in the catchment area.

**Table 3: Projected and forecast targeted demand for places in Welsh-medium Reception classes, of children resident in the Ysgol Mynydd Bychan catchment area, 2022 to 2026**

School Year	Existing take up	Projected take up – assuming no % increase	+1% point increase	+1% of catchment population	+2% points increase	+2% of catchment population
2022/23	16.2%	37				
2023/24	16.2%	37	17.2%	39	18.2%	41
2024/25	16.2%	35	18.2%	41	20.2%	46
2025/26	16.2%	31	19.2%	42	22.2%	49

2026/27	16.2%	34	20.2%	39	24.2%	46
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265. The above increase in take up of places could be accommodated in other schools if there was no growth in take up elsewhere. However, the Council must increase the take up of places throughout the city to meet the set targets. The Council cannot, therefore, rely on accommodating the targeted growth in demand in schools serving neighbouring catchment areas.

266. Any growth in the percentage of children taking up places in Welsh-medium provision would result in an equivalent reduced take up of places in English-medium provision, which may affect local schools and/or schools further afield.

267. Whilst a reasonable level of surplus would be required in the Welsh-medium sector to support future growth, consideration must be given to the impact on existing school provision of carrying a high level of surplus places in the English-medium sector.

268. On national offer day (Monday 17 April 2023), the Council allocated the following community school places in accordance with parental preferences:

Table 4: Summary of the allocation of places at community primary schools, as at 17 April 2023		
School	Admission Number	Places allocated
Albany Primary School	60	28
Allensbank Primary School	30	17
Gladstone Primary School	30	23
Ysgol Glan Ceubal	30	30
Ysgol Gymraeg Melin Gruffydd	60	60
Ysgol Mynydd Bychan	30	26
Ysgol Y Wern	90	83

269. The Governing Bodies of the following schools also allocated the following places in accordance with parental preferences.

Table 5: Summary of the allocation of places at faith-based primary schools, as at 17 April 2023		
School	Admission Number	Places allocated
St Joseph's RC Primary School	30	15
St Monica's CiW Primary School	20	10
St Peter's RC Primary School	60	36

270. A full summary of the number of places allocated on offer day is published on the Council's website at [www.cardiff.gov.uk/schooladmissions](http://www.cardiff.gov.uk/schooladmissions)

271. The combined level of surplus places in Reception year at Albany Primary School, Allensbank Primary School and Gladstone Primary School on offer day was 43%. The Council expects the combined number allocated to reach approximately 90 pupils in Autumn 2023. This is in part because some children in nursery classes did not apply by the closing date, and also due to families moving into the area at a later date.
272. The combined level of surplus places in Reception year at Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd, Ysgol Mynydd Bychan and Ysgol Y Wern on offer day was 5%. At July 2023, there were 207 children allocated to the 210 places available between Ysgol Mynydd Bychan, Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd and Ysgol y Wern, retaining less than 2% combined surplus.
273. 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.

### **Impact on Allensbank Primary School**

- *All of the options result in Allensbank Primary School moving from its current building (Option 1, Option 2 and Option 3) which was perceived as being unfair. This suggests that a decision has already been made by the Council.*

### **Appraisal of views expressed**

274. The Council is committed to ensuring that every child in Cardiff receives a great education through their chosen language medium.
275. The Council consulted previously on proposals to provide an appropriate balance of Welsh-medium and English-medium primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.
276. The Council also sought views on long term changes to school provision to provide an appropriate balance of Welsh-medium and English-medium school places to serve the area. The outcome of the consultation showed that there was support overall for the expansion of Welsh-medium education however the majority of respondents did not support the interim expansion of Ysgol Mynydd Bychan as proposed.
277. The revised proposals consulted on addressed the issues that informed the earlier proposals and take account of the issues raised during the earlier consultation.
278. There is sufficient capacity within the existing schools serving these areas to support the reorganisation of existing provision and support a more effective and efficient use of resources.

279. The reasons for proposing that Welsh-medium provision be located on the Allensbank site were set out in the consultation document and are addressed at paragraphs 59 - 62.
280. The Council consulted in good faith and full consideration is being given to the points raised. No decision has been taken.

### **Alternative Options**

- *The option of having Welsh-medium provision on the shared Gladstone Primary School/St Monica's Church in Wales Primary School and English-medium provision on the Allensbank site should have been included as part of the consultation.*
- *Why cause so much disruption to the children of Allensbank, there are so many other options that have not been considered. Why doesn't Ysgol Mynydd Bychan move to Gladstone? why are we as a multicultural school of the area, being moved out of the area?*
- *Why should 2 or 3 schools suffer disruption just to accommodate this move when they could easily move into the school in Gabalfa. Furthermore, why is a direct swap between Gladstone and Ysgol Mynydd Bychan not given as an option? I believe that in the council document published it mentions that it is too far for Ysgol Mynydd Bychan to travel, yet it is of an equal distance (or thereabouts) as Allensbank, so therefore there are no grounds that i can see for that to be a reason.*

### **Appraisal of views expressed**

281. Issues related to locating Welsh-medium provision on the Gladstone Primary School/St Monica's Church in Wales Primary School site are addressed at paragraphs 59 - 62.
282. The distance between the Allensbank Primary School site and the Gladstone Primary School site is approximately 0.5 miles. Each of the schools subject to proposals is within 0.5 miles of the other schools. Pupils attending each of the schools are spread across each of the schools' catchment areas.
283. Ysgol Glan Ceubal is a two Form Entry Welsh-medium primary school located in Gabalfa. The school shares a site and a purpose-built two form entry building with Gabalfa Primary School. Ysgol Glan Ceubal is full in the lower year groups and expanding the school by extending the building is unnecessary when there are sufficient surplus places in school buildings in the area local to Ysgol Mynydd Bychan.

### **Challenges around a shared site arrangement**

- *Consideration would need to be given to how Allensbank Primary School and Gladstone Primary School would share a site (Option 2); this would need to be managed appropriately to ensure families are clear on school structures etc. This option could be confusing for parents/carers/pupils and lead to operational*

*difficulties e.g., timetabling for playtimes/lunch, at least one class would need to share the Gladstone school buildings.*

- *The burden of sharing facilities (Option 2) on a site with a limited amount of outdoor learning space would lead to difficult to manage health and safety and pupil safeguarding arrangements.*

### **Appraisal of views expressed**

284. It is acknowledged that there can be greater challenges for schools sharing a site than operating as a single school. The shared Gladstone Primary School/St Monica's Church in Wales Primary School site is sufficiently large to accommodate two one form entry primary schools, however the governing bodies would need to consider how best to utilise the available accommodation if this option were implemented.

### **The needs of vulnerable pupils**

- *The needs of vulnerable families and families for whom English is a second language have not been considered (Option 1 & Option 2)*
- *The intimate school ethos of two smaller primary schools, would be lost. With new families, families who need that support, and families with little to no English, having the support within a smaller setting has always been crucial in maintaining positive relationships, and helping those in need (Option 1).*

### **Appraisal of views expressed**

285. The English-medium primary schools included in the proposals serve a diverse range of pupils and needs. The proposals were brought forward in order to provide a more appropriate balance of places and to ensure that a greater level of funding is able to be invested in teaching and learning. The standard of education at all the schools subject to the proposed changes is good. There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals, pupils that receive support because they have English as an additional language, pupils from a minority ethnic background or pupils with additional learning needs. There are clear benefits associated with each option as set out in the consultation document which would enhance learning opportunities for all learners. Providing support *to families, including those with little to no English, is common in schools of varying sizes in communities across Cardiff.*

### **Ongoing disruption for schools/pupils**

- *I don't think it's fair for the children in Allensbank, it will be a massive disruption, they have been through a lot with the pandemic, the scaffolding we have had up for years, we are nearly sorted with the school is almost finished with the scaffolding and we just hand the school over to another school, not fair at all.*

### **Appraisal of views expressed**

286. As set out at paragraph 84, it is recognised that the works to maintain the fabric of the school building have impacted on the day to day running of Allensbank Primary School, however these works have been undertaken as priority condition and suitability works to ensure the health and safety of the school buildings. Similar works are being undertaken at the Gladstone Primary School/St Monica's Church in Wales Primary School site.

287. In the event of Option 1 or Option 2 being progressed, the children currently attending Allensbank Primary School would benefit from the investment at the site currently shared by Gladstone and St Monica's. In the event of Allensbank Primary School transferring to the current Ysgol Mynydd Bychan site, the school would be moving to a nearby site with a capacity greater than the recent intakes to Allensbank.

### **Financial impact**

- *The potential financial impact on Ysgol Mynydd Bychan of occupying a larger site whilst the school grows.*

### **Appraisal of views expressed**

288. The expansion of Ysgol Mynydd Bychan would be on a phased basis and financial issues related to this are addressed at paragraph 232 and paragraphs 236 – 237.

### **Impact on Ysgol Glan Ceubal**

- *The impact on Ysgol Glan Ceubal from the increased Welsh medium places has not been considered. The school already struggles from a catchment area that encompasses Bute Park where there are no homes. The catchment area doesn't even fully cover Llandaff North and instead splits the community in two on Station Rd. The school suffers from too small a catchment area meaning many years have low pupil number which has a devastating impact on school funding.*

### **Appraisal of views expressed**

289. Ysgol Glan Ceubal is fully subscribed at entry to Reception in September 2023 and all nursery places for the 2023/24 intakes have also been allocated. The school has a large catchment area from which approximately 15% of learners access Welsh-medium primary school places. At July 2023, there were 207 children allocated to the 210 places available between Ysgol Mynydd Bychan, Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd and Ysgol y Wern, retaining less than 2% combined surplus.

290. Ysgol Glan Ceubal occupies new build accommodation, standards at the school are good and the number of pupils attending Ysgol Glan Ceubal has grown steadily. The expectation is that this would continue.

291. Proposals brought forward must ensure that the growth of schools is sustainable, whilst the potential negative impact on other schools is minimised.



292. The expansion of Ysgol Mynydd Bychan to 2FE would enable an increase in the take up of places at the school.
293. As the overall pupil population in primary schools is expected to fall in coming years an increase in the take up of places at Ysgol Mynydd Bychan would be expected to coincide with a reduced take up in English-medium schools.
294. If the proposed changes were to be implemented, it is expected that most of the additional pupils enrolled at Ysgol Mynydd Bychan would be from within its catchment area, and some may be from other areas of the city. This takes account of recent school preference patterns, and the overall fall in the population entering primary education in the next three intakes.
295. An increase in the take up of places at Ysgol Mynydd Bychan by children from within its catchment area would mean that the take up of places in local English-medium schools by children from the area would reduce. An increase in the take up of places at Ysgol Mynydd Bychan from outside its catchment area would mean that the take up of places in other Welsh-medium schools in other parts of the city would likely reduce.

### **Welsh-medium secondary school provision**

- *Will there be sufficient places available to secondary level to allow for the increased number of primary school pupils.*

### **Appraisal of views expressed**

296. The combined demand for places across the three Welsh-medium high school catchment areas is at a high level and can be accommodated within the existing school capacity.
297. Proposals to respond to changes in demand would be brought forward in good time to ensure there are sufficient places to meet the demand for Welsh-medium places.

### **Governance arrangements**

- *How would governance arrangements work if the proposed changes were progressed?*

### **Appraisal of views expressed**

298. In the event of Option 1 being taken forward, the governing bodies of Allensbank Primary School and Gladstone Primary School would be dissolved, and new governance arrangements put in place for the newly established two forms of entry primary school.
299. Under Options 2 and 3, the existing governing bodies would remain, however there is an expectation that Allensbank Primary School and Gladstone Primary School would work in partnership to maximise opportunities for all pupils at the

schools. This could be achieved by informal or formal collaboration, or by formal federation.

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

### **Consultation Process**

- *The English-medium schools serve a diverse population and not all parents will be able to access the information regarding the proposed changes.*

### **Appraisal of views expressed**

301. The Council recognised the need for all stakeholders to be able to access information regarding the proposed changes and worked with the schools to ensure this was the case before and during the consultation process.
302. Ahead of the consultation, schools agreed to use their relevant communication platforms e.g., Class Dojo and Schoop to distribute information to parents in a number of languages. The summary document was also made available in nine community languages, distributed to parents via the schools. Drop-in sessions for parents were held at each school at times agreed with the schools.
303. Additionally, letters were also sent to places of worship in the local area to make them aware of the consultation, how they could make their views known and an offer to meet with any groups that they run or that make use of their accommodation who would like to find out more about the proposed changes.

### **Nursery provision**

- *The impact on existing nursery provision of additional places at St Monica's Church in Wales Primary School*

### **Appraisal of view expressed**

304. At present the Council funds 112 community nursery places between Allensbank Primary School and Gladstone Primary School. The number funded is reducing to 96 places next year, to reflect demand. It is proposed to allow for 96 places English-medium community nursery places under each of the three options consulted on.
305. Should the transfer of St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site be taken forward (Option 1 and Option 2) it is proposed that 32 part time nursery places are provided. This would develop continuity and progression in children's learning at the school from the age of three enhancing the opportunity to appropriately address individual developmental and cultural needs, and would support the financial sustainability of the school.

306. The number of nursery places at Ysgol Mynydd Bychan would be increased from 64 to 96 to support its growth to a two-form entry school.

### **Welsh-medium workforce**

- *Will there be sufficient Welsh-medium staff available to support the expansion of provision?*

### **Appraisal of views expressed**

307. It is recognised that the expansion of Welsh-medium provision will require a significant growth of the workforce able to teach Welsh and through the medium of Welsh.

308. As set out at paragraph 113, the Council is committed to working closely with other Local Authorities in Central South Consortium (CSC) in planning and supporting school staff across all sectors to further improve their Welsh language skills along with Welsh-medium Initial Training Education and Childcare workforce training providers to support an increase of Newly Qualified Teachers, learning support staff and childcare practitioners to help reduce the projected workforce shortage in the future and ensure that collective local WESPs can be implemented effectively.

309. Details of how the Council proposes to increase the number of teaching/support staff able to teach Welsh (as a subject) and teach through the medium of Welsh are outlined in the adopted Welsh in Education Strategic Plan (WESP) (Outcome 7).

### **Allensbank Primary School site**

- *The outdoor space available at Allensbank Primary School is limited and not sufficient to allow for the expansion of Ysgol Mynydd Bychan*
- *The listed status of the Allensbank Primary School buildings will limit the improvements that can be made; additionally, the cost of any works is likely to be greater.*

### **Appraisal of views expressed**

310. As set out at paragraph 83, there is sufficient outdoor space available at the Allensbank Primary School site to accommodate an expanded Ysgol Mynydd Bychan. The current Ysgol Mynydd Bychan site has c1100m<sup>2</sup> outdoor provision; the Allensbank Primary School site has c2000m<sup>2</sup> outdoor provision with the option of increased outdoor space if any of the existing car park provision of c600m<sup>2</sup> is repurposed.

311. The Council was successful in securing funds from the Welsh-medium Capital Grant Scheme including £1.86m to reorganise primary school provision in central Cardiff and expand Welsh medium places by one form of entry (210 places).

312. In each of the three options consulted on Ysgol Mynydd Bychan would transfer to the current Allensbank Primary School site. Should Ysgol Mynydd Bychan transfer to the Allensbank site, any changes to the buildings utilising the Welsh Government capital grant would be considered at a later design stage. The Council would identify and agree priorities for the investment in partnership with the Ysgol Mynydd Bychan Governing Body.

### **Traffic concerns**

- *The current site of Gladstone will also cause huge disruptions with parking.*
- *The impact of increased traffic around the Allensbank Primary School site.*

### **Appraisal of views expressed**

313. The Council has been committed to ensuring that every school in Cardiff has an Active Travel Plan. Such plans identify actions by the school to support and encourage active travel to school and identify any improvements to on-site and off-site infrastructure required to facilitate active journeys. The Council's Active Travel Plan officers have been working with schools to develop these and all four schools already have Active Travel Plans in place for their current sites.

314. The Active Travel Plans officers will continue to work with the schools in the review and further development of their current Active Travel Plans as appropriate to suit any change in circumstances. They can support with engagement on the Active Travel Plans as part of an implementation of a proposed expansion of places and any changes in location of school cohorts to alternative sites.

315. The recent construction of the cycleway along Cathays Terrace, Whitchurch Road and Allensbank Road has provided a new cycling facility directly linking to Allensbank Primary School, Gladstone Primary School and St Monica's Church in Wales Primary School and will be utilised within these Active Travel Plans.

316. Currently, the St Monica's / Gladstone site benefits from the implementation of school streets within its vicinity. Pentyrch Street and Cwmdare Street are closed to traffic between 08.30am - 09.30am and 3pm – 4pm. Plans are already being progressed to expand this with the creation of a School Street on New Zealand Road. There is also potential to do this on part of Llanishen Street. However, both proposals will require consultation with residents and local businesses.

317. The maximum distances between the school sites is circa 0.5 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.

### **Racial makeup of schools**

- *Allensbank diversity and its achievements while being under funded should be praised and supported not punished*

- *Education should be egalitarian in nature, with equal opportunity to all, yet in this instance it truly feels that the pupils and staff at Allensbank school are being marginalised for the promotion of opportunities for the pupils at Ysgol Mynydd Bychan. Given the number of pupils and families at Allensbank from racial minority groups, these proposed options are even more shocking, the Council should be supporting this school community and not seeking to disturb their educational experience and future potential.*
- *The kids don't need to be disrupted, and you keep pushing Welsh first and every else second. Is that not racism?*

### **Appraisal of views expressed**

318. 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.
319. It is notable that the home addresses of pupils enrolled at Ysgol Mynydd Bychan are clustered around the school sites of Ysgol Mynydd Bychan and Allensbank Primary School. 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. However, demographic data for those pupils and for the school overall is very different to that of Ysgol Mynydd Bychan.
320. Demographic data also differs greatly between Ysgol Mynydd Bychan and other English-medium schools serving the area. These datasets include:
- Pupil mobility (how many children transfer into and out of a school)
  - Eligibility of pupils for Free School Meals
  - Home language
  - Acquired level of competency in English or Welsh, and
  - Ethnicity
321. 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.
322. 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. Proposals must support each school to be able to advance equality of opportunities for all families in the area.
323. The Council's adopted Welsh in Education Strategic Plan 2022-2032 sets specific targets and identifies priority workstreams for the Council and partners such as schools. This includes a research pilot initiative with Bilingual Cardiff, parental surveys, and focus groups to better understand the reasons for the 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.

324. The proposed changes 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.
325. 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.

### **Prioritisation of Welsh-medium over English-medium**

- *Welsh & English medium should be treated equally & funded equally irrespective of whether they speak Welsh or not. Cardiff is a multicultural city, we should be pushing the agenda on both parts. we need just as many places in English medium as Welsh medium.*
- *There should be equal funding for both English and Welsh speaking schools and that there should be no bias in favour of Welsh speaking schools. It seems that this government is extremely biased towards Welsh speaking education when all children have the right to equal education/funding.*
- *It is unethical that the funding for the Welsh speaking schools and English speaking schools is not equal. It seems to me that this government extremely biased towards Welsh speaking education when all children have the right to equal education/funding.*

### **Appraisal of views expressed**

326. The Council believes that the long-term prosperity of the city relies on firm support for our children and young people to reach their potential.

327. The proposed changes have been brought forward within the context of:

- supporting each school to continue to improve education for all their learners
- ensuring that each school provision offered meets the diverse needs of the local community
- supporting schools to be financially sustainable, with stable school budgets
- supporting schools to allocate a greater proportion of budget to teaching and learning thereby retaining and increasing opportunities for learners
- increasing Welsh-medium primary school places by one Form of Entry (210 primary age pupils)
- consolidating English-medium primary school places with an appropriate level of surplus

328. 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.
329. 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.
330. 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.

### **Conflict of Interest**

- *Do Councillors have to declare a conflict of interest?*
- *Were decision makers representing the views of the actual community of Cathays, rather than the views of the white, middle class voting community of Cathays? There is a danger of the community perceiving that white, middle-class children are getting treated better than other children, which could cause division.*

### **Appraisal of views expressed**

331. All Councillors are bound by the statutory Members' Code of Conduct (found within Part 5 the Council's Constitution, which includes rules on personal interests and when and how they must be disclosed).
332. If a Councillor has a conflict of interests in a matter (referred to in the Code as a 'personal and prejudicial interest'), they must not participate in Council decisions regarding that matter.
333. The pre-consultation report considered by Cabinet at its meeting on 23rd March 2023 included a specific section on the 'Diversity of school communities', which highlights the importance of ensuring that the school proposals meet the needs of their diverse communities:
334. 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.'
335. Further information about the statutory equality duties is set out in the legal implications' advice section of the Cabinet report (paragraph 270); and an Impact Assessment, which includes an Equality Impact Assessment, is appended as Appendix 10 to the report.

336. The public consultation was made accessible to all sections of the community with information published in various community languages. The Impact Assessments are being updated to reflect the consultation feedback, to ensure that decision makers have all relevant information to properly consider all equalities implications before deciding whether to progress with any of the proposals.
337. The Council has a robust equalities impact assessment process to ensure that it properly addresses the needs of its diverse communities.



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## Background

The Council is committed to ensuring that every child in Cardiff receives a great education through their chosen language medium.

The Council consulted in 2021 on a proposal to provide an appropriate balance of Welsh-medium and English-medium primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd and sought views on long term changes to school provision.

At its meeting on 17 June 2021, Cabinet received a report setting out the outcome of the consultation. Following consideration of the points raised, the Cabinet resolved to not progress the proposed expansion of Ysgol Mynydd Bychan from 2022.

The Council has subsequently identified three options which would improve the balance in the availability of school places serving the area. Two of the options would provide an opportunity for the English-medium primary schools to formally collaborate, such as through a federation, or informally collaborate.

## Proposals

The options to expand Welsh-medium primary school provision and consolidate English-medium primary school provision are as follows:

### **Option 1**

- 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.
- 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 Church in Wales Primary School site.
- Transfer St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school.

The proposed changes would take effect from September 2025.

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**Option 2**

- 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.
- 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 Church in Wales 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 Church in Wales Primary School to the current Ysgol Mynydd Bychan site and establish nursery provision at the school.

The proposed changes would take effect from September 2025.

**Option 3**

- 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.
- 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).

The proposed changes would take effect from September 2025.

Options 2 and 3 would allow for consideration to be given to collaboration or formal federation between Allensbank Primary School and Gladstone Primary School. There are clear benefits to collaboration or federation for schools that are based either on the same site or in the same community as it enables them to work together on shared priorities, pool expertise, make better use of resources and explore ways of doing things more effectively.

## Methodology

- The consultation period ran from 03 May 2023 – 30 June 2023.
- Publication of a bilingual consultation document outlining background, rationale, and implications to parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders.
- Publication of a bilingual summary document setting out the main points of the consultation document.
- The summary document and response form were also published in nine community languages which were distributed to parents at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan and published on the Council website.
- Posters outlining details of the proposals and meeting/drop-in dates were put up in the local area.
- Consultation meetings with staff and governors at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan.
- Consultation meetings with pupil representatives from Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan.
- Public meetings at Cathays Community Centre at which the proposals were explained and questions answered. The first public meeting was through the medium of English and the second through the medium of Welsh.
- An on-line public meeting at which the proposals were explained, and questions answered.
- Drop-sessions at Cathays Library where officers were available to answer questions.
- On-line drop-in sessions on request where officers were available to answer questions.
- Drop-in sessions for parents at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan.

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- Letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes.
- Letters were also sent to places of worship in the local area to make them aware of the consultation, how they could make their views known and an offer to meet with any groups, they run or that make use of their accommodation who would like to find out more about the proposed changes.
- A consultation response slip for return by post or e-mail attached to the consultation document and summary document (including nine community languages).
- A communication campaign via social media.
- An online response from at: [www.cadiff.gov.uk/CathaysGabalfaPrimarySchools](http://www.cadiff.gov.uk/CathaysGabalfaPrimarySchools)
- For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.

## Responses

- There were 188 responses received to the consultation.
- A number of formal responses were received, these can be viewed in [Appendix A](#).
- There were 5 emails received in relation to the consultation, these can be viewed in [Appendix B](#).

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## Results

Please tell us whether you are responding as:

**'Current Parent or Guardian'** (64.4%) made up the main cohort of responses to the consultation. This was followed by **'Member of Staff'** (16.0%) and **'Local Resident'** (10.6%).

	No.	%
Current Parent or Guardian	121	64.4
Member of staff	30	16.0
Local Resident	20	10.6
Governor	12	6.4
Future Parent or Guardian	8	4.3
Pupil	6	3.2
Other	17	9.0
<b>Total Respondents</b>	<b>188</b>	<b>-</b>

*N.B. Percentages total more than 100% as respondents could select more than one option.*

Please confirm which school/s you are affiliated with:

Respondents were asked to indicate which school they're affiliated with, results of this can be viewed below:

	No.	%
Allensbank Primary School	56	34.6
St Monica's Church in Wales Primary School	41	25.3
Gladstone Primary School	32	19.8
Ysgol Mynydd Bychan	9	5.6
Other	24	14.8
<b>Total Respondents</b>	<b>162</b>	<b>100.0</b>

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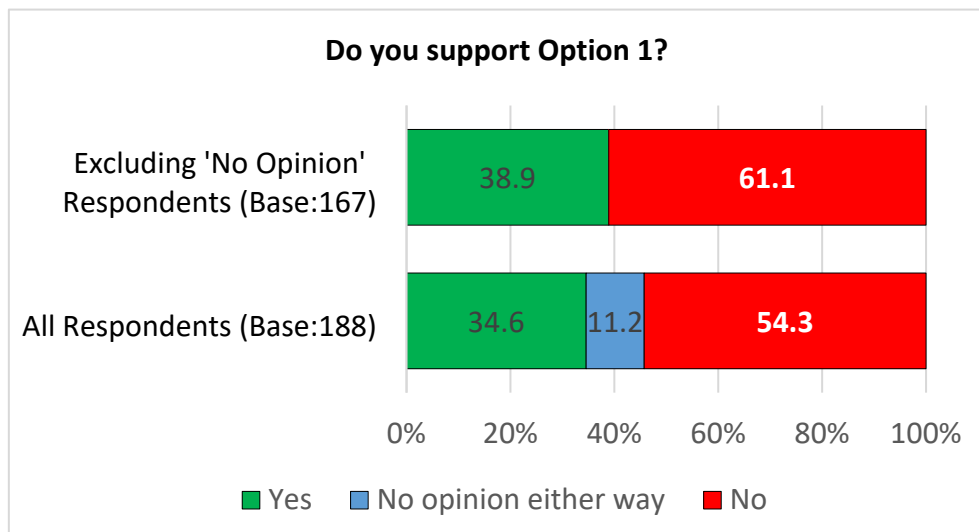
**Option 1**

***Amalgamate Allensbank and Gladstone Primary Schools, by***

- Formally closing Allensbank Primary School.
- Formally closing Gladstone Primary School.
- Establishing a new 420 place 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 to 420 places, and increase the number of nursery places from 64 to 96.

Do you support Option 1?

Over a half (54.3%) of respondents stated that they didn't agree with this option. This rises to around three in five (61.1%) when 'No Opinion' respondents are excluded from the analysis.





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Please explain why:

Respondents were asked to provide more information to explain why they answered yes or no.

These comments were then grouped into themes; these themes along with example comments can be viewed below / overleaf:

Option 1 - Yes			
Theme	No.	%	Example Comments
Benefit from new and better nursery provision	26	51.0	<ul style="list-style-type: none"> <li>• It is a great opportunity for our school to grow and have a nursery for all the siblings.</li> <li>• Nursery for St Monica could be beneficial for current and future parents.</li> <li>• There will be more room to accommodate younger siblings for Nursery, i love the idea of a bigger playground where the kids can explore and play creatively.</li> <li>• I would love for St Monica's to have provision for nursery.</li> </ul>
Schools benefit from improved space	23	45.1	<ul style="list-style-type: none"> <li>• Improved space for Mynydd Bychan, St. Monica's can have a nursery, and amalgamating the two English County schools will allow better provision for kids from those schools.</li> <li>• St Monica's need a proper provision for an over-subscribed school, including proper playground.</li> <li>• St Monica's Primary need nursery and big playground.</li> </ul>
Benefits schools/staff/parents/children	16	31.4	<ul style="list-style-type: none"> <li>• Better suited to the children's needs.</li> <li>• It will benefit me and other families with younger siblings.</li> <li>• Best option to meet needs of children.</li> </ul>

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Combine primary schools' best option	11	21.6	<ul style="list-style-type: none"> <li>• Falling roles have been a worry at both schools for years and have impacted negatively on budgets.</li> <li>• So the children can have more space for outdoor learning and socialising. As a parent, I would love my children to have all they need especially outdoor space for social and educational empowerment. And for Gladstone and Allensbank to be together means more space for the children as well.</li> </ul>
Benefits faith based schools	7	13.7	<ul style="list-style-type: none"> <li>• Better structure. Increase places and opportunity to nursery increase in faith school means our school is in demand. We are oversubscribed and competing in numbers with schools in bigger buildings.</li> <li>• This will be good for learning in a more effective way. The children will have more space to learn and be able to express themselves. This will also encourage faith based education and widen this to include more cultures and religions. This will be good for the children, those that settle here in Cardiff from abroad and for society in the future. This is an excellent opportunity for St Monica's (Option 1/2).</li> </ul>
Demand for Welsh places	6	11.8	<ul style="list-style-type: none"> <li>• It will allow St. Monica's school to have a nursery and allow Welsh medium schools to grow and expand.</li> <li>• Ysgol Mynydd Bychan has far too few spaces at present, more and more people are sending their children to Welsh medium schools and it seems like this will only become increasingly popular, so more spaces are needed for people who live close by. We live within catchment, but we are over 1 mile away,</li> </ul>

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			at present it seems like we wouldn't get in if the furthest pupil from September will be 0.9 miles away, which is incredibly worrying as a prospective parent who wants to use active travel to get my child to school.
Most cost-effective option	5	9.8	<ul style="list-style-type: none"> <li>Seems like the most cost-effective option. Keeping all 4 schools open when you don't have the number of pupils in English medium will mean that resources will be stretched over 4 sites instead of 3.</li> </ul>
Need separate schools	2	3.9	<ul style="list-style-type: none"> <li>Two schools on the same site is not ideal so makes more sense to have separate schools.</li> </ul>
Other Reason	7	13.7	<ul style="list-style-type: none"> <li>URGENT. Need to expand provision for Anglican pupils as the demand is increasing.</li> </ul>
<b>Total Respondents</b>	<b>51</b>	<b>-</b>	

*N.B. Percentages total more than 100% as respondent comments could fall into more than one theme.*

Option 1 - No			
Theme	No.	%	Example Comments
Negative impact on children / parents / staff	33	41.8	<ul style="list-style-type: none"> <li>My son is settled in his school. He is autistic and doesn't deal well with change. The school has been undergoing renovation for some time, it seems unfair that they will have that taken away from them.</li> <li>I believe this causes too much upset to too many parents. I think Allensbank and Ysgol Mynydd Bychan should just switch sites and Gladstone and St Monica's should be left where they are. This causes the least amount of disruption. It is only Allensbank Primary school who seems to have too much space for their current number on roll.</li> </ul>

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			<ul style="list-style-type: none"> <li>The disruption on Allensbank staff and pupils is highly unfair when they have already been disrupted enough over the years with building work only for it to then benefit somebody else.</li> </ul>
Welsh Medium Education	22	27.8	<ul style="list-style-type: none"> <li>Too many Welsh medium places not enough children to fill them, YGC will be disadvantaged.</li> <li>Allensbank has had lots of disruption and to then give the renewed building to a new school is wrong. It appears that more investment is put into Welsh medium affluent schools than the English-speaking counterparts with a more diverse catchment.</li> <li>Don't agree with expanding Welsh provision and restricting parent choice.</li> </ul>
Allensbank should not be moved	19	24.1	<ul style="list-style-type: none"> <li>Allensbank and Gladstone deserve to remain as they are! Build and open a new Welsh-medium school.</li> <li>The Allensbank school works well as it is, after a long reconstruction process it is not fair to move it.</li> <li>We don't want to close allensbank primacy.</li> </ul>
Impact on Ysgol Glan ceubal	14	17.7	<ul style="list-style-type: none"> <li>Increasing capacity for Ysgol Mynydd Bychan will have a detrimental effect on Ysgol Glan Ceubal.</li> <li>You haven't considered Glan Ceubal.</li> </ul>
Equality for all languages and cultures	13	16.5	<ul style="list-style-type: none"> <li>Why cause so much disruption to the children of Allensbank, there are so many other options that have not been considered. why doesn't YMB move to Gladstone? why are we as a multicultural school of the area, being moved out of the area.</li> <li>I'm going to talk today about why we should keep Allensbank right here. Our school has been here for 117 years. I'm sure none of us wants our school to go. My dad and his brothers and his cousins used to come here. My aunts and uncles used to</li> </ul>

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			<p>come here too. Also my neighbour. Allensbank is a diverse community of children from different backgrounds and religion, and this is a reflection of the communities we live in, it's important to be able to show children that no matter your race or background that Allensbank represents a sure haven for all children.</p>
Allensbank is an excellent school	10	12.7	<ul style="list-style-type: none"> <li>• My grandchildren have been given a wonderful education at Allensbnk Primary School.</li> <li>• Allensbank is an excellent school, diverse, happy and representative of society as a whole. With an emphasis on all education not just Welsh.</li> </ul>
Do not want a larger school	10	12.7	<ul style="list-style-type: none"> <li>• Currently the smaller classes and school at allensbank is preferable as my child can easily focus and have more support with his learning. The current site of Gladstone will also cause huge disruptions with parking and traffic and is quite some distance from my home.</li> <li>• My son is autistic and would find the move to that bigger school very difficult.</li> </ul>
Catchment area issues	9	11.4	<ul style="list-style-type: none"> <li>• We need to ensure that there will be no impairment in catchment area / numbers attending other schools, such as Glan Ceubal where intake is still low.</li> <li>• Increasing places at Mynydd Bychan so dramatically will directly negatively impact pupil numbers attracted Ysgol Glan Ceubal, which always had surplus due to the illogical catchment area. This proposal does not represent a sustainable surplus for Ysgol Glan Ceubal.</li> </ul>
Keep Gladstone as it is	8	10.1	<ul style="list-style-type: none"> <li>• No, I dont believe this is an appropriate solution. I am against closing Gladstone Primary School.</li> <li>• I do not want Gladstone Primary School to be formally closed, My Child is currently attending that School and I as the parent</li> </ul>

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			have also attended the same school and many other close family member have attended the same School over last 30 Years.
Consider other option	8	10.1	<ul style="list-style-type: none"> <li>The Allensbank building is large - there is no way that YMB will fill it. This is a waste of resources. It would be much better to amalgamate Allensbank and Gladstone at the Allensbank site because then the biggest building would be full straight away.</li> <li>Ysgol Glan Ceubal should have been considered along with other schools as a potential school for expansion in these proposals.</li> </ul>
Do not merge Allensbank and Gladstone Schools	7	8.9	<ul style="list-style-type: none"> <li>I don't believe the amalgamation of two primary schools will be best placed for the children. It will increase class sizes; the range of pupils needs within each class and require a huge adjustment for both pupils and staff. It also means a huge unsettling for the local community.</li> </ul>
Council has already made the decision	3	3.8	<ul style="list-style-type: none"> <li>All three "options" include the same issue of moving Allensbank Primary School... if all three options are the same, that means there aren't any options! This decision has clearly already been made by Cardiff Council with no consultation of staff, parents, pupils or local residents. Why are you asking for feedback when there is no choice.</li> </ul>
Other	12	15.2	<ul style="list-style-type: none"> <li>I do not support any redundancies.</li> <li>Not in favour of a 2-form entry.</li> </ul>
<b>Total Respondents</b>	<b>79</b>	<b>-</b>	

*N.B. Percentages total more than 100% as respondent comments could fall into more than one theme.*

A Full list of comments has been passed on to the project team.

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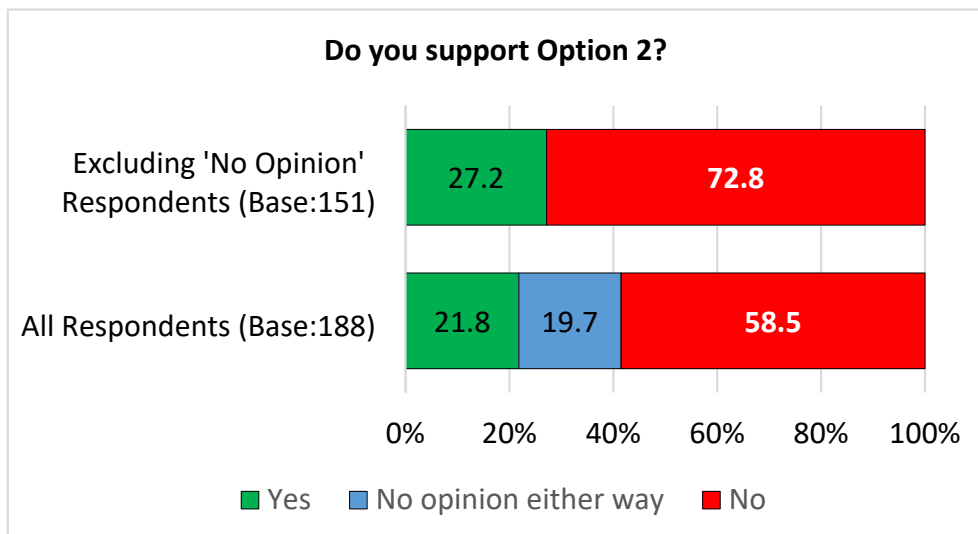
**Option 2**

**Co-locate Allensbank and Gladstone Primary Schools on a shared site, by:**

- Transferring Allensbank Primary School to the current shared Gladstone Primary School / St Monica's CiW Primary School site.
- Reducing the capacity of Allensbank Primary School from 315 places to 210 places.
- Reducing the age range of Allensbank Primary School from 3-11 to 4-11 by discontinuing nursery provision at the school.
- Increasing 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 to 420 places, and increase the number of nursery places from 64 to 96.

Do you support Option 2?

Around three in five (58.5%) respondents stated that they didn't agree with this option. This rises to almost three in four (72.8%) when 'No Opinion' respondents are excluded from the analysis.



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Please explain why:

Respondents were asked to provide more information to explain why they answered yes or no.

These comments were then grouped into themes; these themes along with example comments can be viewed below / overleaf:

Option 2 - Yes			
Theme	No.	%	Example Comments
Increased space will benefit schools	10	35.7	<ul style="list-style-type: none"> <li>St Monica's need a proper provision for an over-subscribed school, including proper playground.</li> <li>I am a parent at St Monica's, and I am desperate for us to move to the new site. I believe it would give St Monica's a more sustainable future both in terms of funding and mental well-being. We are too big for our current site and the challenges this causes means so much time and energy is put into problem solving. We are constantly trying to figure out how to make some great vision (Like our drummathon) or just something simple (like a game of football at lunch time,) happen when there just isn't enough space. This feels exhausting and unfair on both our staff and our children. So any option where we get to move to a space that is fit- for purpose feels like a great relief! However, I wonder how fair it would be in the longer term for Allensbank to be placed in the same circumstances. Hopefully they would grow as a school, but then also hit the frustration of the small playground and that feels unjust.</li> <li>This option also makes sense because again it places schools on the correct sized site for them given current and anticipated future numbers. Personally I think Option 1 is better because of the "fresh start" opportunity it provides with a brand new school that can build on the best of Allensbank and Gladstone. Option 2 is a good option for St Monica's which is a thriving school that needs more space (particularly outside space) to continue its brilliant work.</li> </ul>
Increased nursery provision	10	35.7	<ul style="list-style-type: none"> <li>Provision of nursery for st monicas.</li> </ul>



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			<ul style="list-style-type: none"> <li>• Providing st Monica's with a nursery is invaluable.</li> <li>• Because st Monica's primary school will have nursery and Welsh schools can expand.</li> </ul>
St Monicas will benefit from moving	5	17.9	<ul style="list-style-type: none"> <li>• St Monica's is a brilliant and thriving school - I support this proposal as it would provide the opportunity to extend the educational provision at St Monica's through the opening of a nursery providing a through route for children from starting their education to going to High School. By providing the school its own site it will mean more space and an opportunity for the children to have their a sense of identity of being in their own building, as opposed to sharing with Gladstone. Given the ongoing building works that have happened at St Monica's it will be good for the school to be in a building that doesn't require constant repair - and the associated disruption for children and learning. While I support this option I do not believe it to be a good as option 2 given it won't allow the Council to invest more money in educational provision as it will have to continue to fund the the running costs of 2 small English-medium schools.</li> <li>• This adds more space for St.Monica's to develop nursery provision. However, it is a slightly weaker option than 1. as it does not maximise the use of the current Gladstone/St.Monica's site.</li> </ul>
This option benefits all schools	4	14.3	<ul style="list-style-type: none"> <li>• I support this option as well as it provides the same benefits to Ysgol Mynydd Buchan and St Monica's C.I.W primary school and would allow Gladstone and Allensbank to retain their own identities and a continuity of education to their learners.</li> <li>• Because it benefits families and also makes the children thrive in a new building.</li> </ul>
Welsh medium provision	3	10.7	<ul style="list-style-type: none"> <li>• Ysgol Mynydd Bychan has far too few spaces at present, more and more people are sending their children to Welsh medium schools and it seems like this will only become increasingly popular, so</li> </ul>

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			more spaces are needed for people who live close by. We live within catchment, but we are over 1 mile away, at present it seems like we wouldn't get in if the furthest pupil from September will be 0.9 miles away, which is incredibly worrying as a prospective parent who wants to use active travel to get my child to school.
Other Reason	12	42.9	<ul style="list-style-type: none"> <li>• If a school is under prescribed it makes sense to reduce the numbers.</li> <li>• A total mess around for parents in regard to options.</li> <li>• Better than completely closing the school.</li> </ul>
<b>Total Respondents</b>	<b>28</b>	<b>-</b>	

*N.B. Percentages total more than 100% as respondent comments could fall into more than one theme.*

Option 2 - No			
Theme	No.	%	Example Comments
Negative impact on children / parents / staff	22	28.9	<ul style="list-style-type: none"> <li>• Do not reduce the capacity or age range at Allensbank. This will cause much upheaval to future children who may attend the school.</li> <li>• It is hard to get there and give build up lots more traffic.</li> <li>• This is not for the good of anyone involved.</li> </ul>
Allensbank should not relocate	19	25.0	<ul style="list-style-type: none"> <li>• The community that has been established at Allensbank is wonderful, and you are risking losing it through this move.</li> <li>• The Allensbank school works well as it is, after a long reconstruction process it is not fair to move it.</li> <li>• I really like Allensbank Primary. I have lots of good friends and great teachers. My daddy went to this school and aunties and uncles. I started nursery at Allensbank and soon I will be in year 3. If the school closes in Year 4 I would have to go to a new</li> </ul>

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			school. This will make all sad. Please keep open!
Impact on Ysgol Glan Ceubal	14	18.4	<ul style="list-style-type: none"> <li>• Ysgol Glan Ceubal is a thriving school and it should have been considered as part of these proposals for expansion.</li> <li>• Increasing the capacity of Ysgol Mynydd Bychan will have a detrimental effect on Ysgol Glan Ceubal.</li> </ul>
School budget / funding issues	12	15.8	<ul style="list-style-type: none"> <li>• The costs of running two schools are greater than one and the cost savings of leading one school can result in spending on pupils' experiences.</li> <li>• The overheads of two schools on the same site are not a good use of money.</li> </ul>
Do not merge Allensbank and Gladstone	12	15.8	<ul style="list-style-type: none"> <li>• Don't want the amalgamation.</li> <li>• This Will increase pressure on teachers as class sizes will increase and potentially quality of education will reduce. also it will congest the area where gladstone is as it already is a student area so parking is a nightmare and then it will be even worse when arriving to drop off and pickup children.</li> </ul>
Welsh medium provision	11	14.5	<ul style="list-style-type: none"> <li>• Don't agree with increasing Welsh provision and hence restricting parent choice.</li> <li>• Too many Welsh medium places not enough children to fill them, YGC will be disadvantaged.</li> </ul>
Nursery Provision	9	11.8	<ul style="list-style-type: none"> <li>• Quite frankly this proposal is ludicrous and doesn't in any way take into account the disruption this would have on all the pupils and staff at the four schools. There would also be no Nursery at Allensbank which would result in staff redundancies for Allensbank. Over time it feels like Allensbank would just be merged with</li> </ul>

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			<p>Gladstone anyway and cease to exist. It just feels like a slow death for Allensbank.</p> <ul style="list-style-type: none"> <li>This option could be confusing for parents/carers/pupils with two schools having to share a site. Logistically how would this work as St Monica's currently have a very small playground - cost implication to re-arrange fencing/barriers. Timetabling for playtimes/lunches could be a challenge. At least one class would need to share Gladstone school buildings - this would not be nice for those pupils/teachers and be confusing. If St Monica's have a nursery and nursery places increase in Ysgol Mynydd Bychan will this cause more financial implications and challenge for schools as more spaces would mean more schools competing for nursery places - if birth rates are on the decline why are we opening more nurseries in the same area - this will place schools in a greater deficit budget?</li> </ul>
Catchment area issues	8	10.5	<ul style="list-style-type: none"> <li>You haven't considered the impact on Ysgol Glan Ceubal from the increased Welsh medium places. We already struggle from a catchment area that encompasses Bute Park where there are no homes. The catchment area doesn't even fully cover Llandaff North and instead splits the community in two on Station Rd. Our school suffers from too small a catchment area meaning many years have low pupil number which has a devastating impact on school funding.</li> <li>Increasing places at Mynydd Bychan dramatically will directly negatively impact pupils attracted to Ysgol Glan Ceubal which has always struggled with surplus places due to the illogical catchment. This proposal does not represent a sustainable surplus for</li> </ul>

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			Ysgol Glan Ceubal and will exacerbate the situation.
Equality for all languages and cultures	7	9.2	<ul style="list-style-type: none"> <li>Neither English medium school benefits from this option.</li> </ul>
Consider other options	5	6.6	<ul style="list-style-type: none"> <li>I think that this option could not “recreate” Allensbank. It could lead to friction between the schools such as that witnessed following St Monica’s move to Gladstone Infants. There could be a good deal of resentment from parents/staff of Allensbank, whereas a “new” school would be a fairer option and a more productive use of the site and could be a big success, looking forward to a better future!</li> </ul>
Not enough information	5	6.6	<ul style="list-style-type: none"> <li>Concerns over how this would be set out, none of which have been shared with is so because of this it doesn't seem viable as we don't have enough information.</li> </ul>
Safeguarding implications	4	5.3	<ul style="list-style-type: none"> <li>The 'new' building has rooms out of bound due to not being fit for purpose. Not fair when my son has already had to be taught on a building site. His friend told me ‘Why can't this be for us?’ I don't know what to tell him. My son deserves a lovely building to be taught in :(.</li> </ul>
Prefer smaller school/classes	2	2.6	<ul style="list-style-type: none"> <li>Again, better resourced buildings and investment put into Welsh language education at the expense of English. Larger schools do not necessarily mean better education. From first-hand experience in education, children often thrive educationally in smaller classes, particularly if from a more deprived background.</li> </ul>

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Other	9	11.8	<ul style="list-style-type: none"> <li>• It's an unsatisfactory halfway house that would encourage a them and us working arrangement.</li> <li>• Not the best use of resources.</li> </ul>
<b>Total Respondents</b>	<b>76</b>	<b>-</b>	

*N.B. Percentages total more than 100% as respondent comments could fall into more than one theme.*

A Full list of comments has been passed on to the project team.

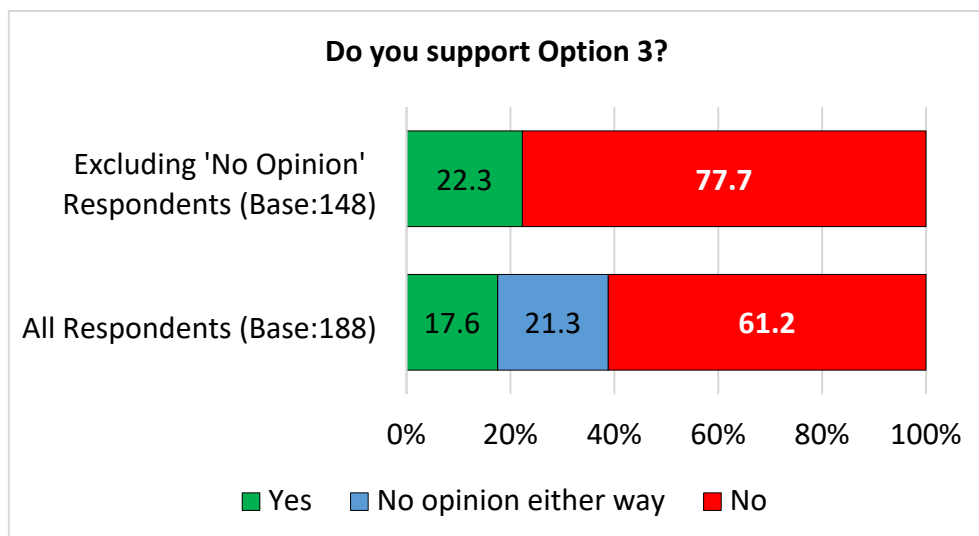
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**Option 3**

- Transfer Allensbank Primary School to the current Ysgol Mynydd Bychan site.
- Reduce the capacity of Allensbank Primary School from 315 places to 192 places.
- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site.
- Increase the capacity of Ysgol Mynydd Bychan from 192 places to 420 places.
- Increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96.

Do you support Option 3?

Three in five (61.2%) respondents stated that they didn't agree with this option. This rises to over three in four (77.7%) when 'No Opinion' respondents are excluded from the analysis.



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Please explain why:

Respondents were asked to provide more information to explain why they answered yes or no.

These comments were then grouped into themes; these themes along with example comments can be viewed below / overleaf:

Option 3 - Yes			
Theme	No.	%	Example Comments
Least disruption to schools	15	60.0	<ul style="list-style-type: none"> <li>• This is more logical as it reduces the disruption for two schools' staff, children and parents. It would avoid undue stress and anxiety for everyone.</li> <li>• This option appears the most straightforward and has implications for the smallest number of students.</li> <li>• This is the best option as it causes the least amount of disruption to children, families and staff.</li> <li>• These are the only two schools who are effected by changing numbers so just disrupt these two.</li> </ul>
Job security for staff	6	24.0	<ul style="list-style-type: none"> <li>• I feel this would be the less disruptive for all schools involved. The only school that does not benefit from this is Allensbank and it would be sad for them to move from the building where they have been for many years. The logistics is easier all around to swap between themselves rather than the options 2 moving three schools to different buildings, which will come with a bigger cost element. This would not affect the staffing or the pupils other than moving sites. Parents would still be close by and not have to travel or walk the further distance to Gladstone/St Monica's site. Staffing would not be affected in Gladstone and we would not lose a wonderful Headteacher and senior leadership staff who work so very hard for the benefit of our pupils and the staff.</li> <li>• This option seems to be the most reasonable out of the three as it involves the disruption of only two schools, meaning that ysgol mynydd bychan can increase its numbers and meet said demands for Welsh education. All four schools would still exist as they are with minimal changes to staff, pupils, parents and the local community. Myself and my colleagues would still have our jobs and our pupils would be able</li> </ul>



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			to continue to flourish in our smaller school environment.
Gladstone school will benefit	6	24.0	<ul style="list-style-type: none"> <li>• It's the least disruptive for Gladstone.</li> <li>• The quickest and easiest option causing least disruption to pupils and staff, staff well being is far better with this option, continuity of the successful provision we give as recognised in our Estyn inspection, our Gladstone family can continue to support each other, we can continue to grow, developing the strong, confident learners we do today, creating vibrant, meaningful learning opportunities that our families appreciate, to be there for our families though the hard times as well as the good times, to serve the community as they have supported us. Staff have worked at Gladstone for many years some over thirty, no one knows our community like we do and it is our desire and passion to continue to work with our fabulous families as they move along their pathways of life.</li> </ul>
Schools remain independent and keep their identity	5	20.0	<ul style="list-style-type: none"> <li>• This feels the most reasonable option and would maintain the values and care given at Allensbank.</li> <li>• School remains on an independent site, easily accessible and child can still receive that support and learning.</li> </ul>
Increased spaces	5	20.0	<ul style="list-style-type: none"> <li>• Increasing spaces in mynedd bychan.</li> <li>• Least disruptive of both options. Also keeps Allensbank nursery provision as a feeder into the school and allows Ysgol Mynydd Bychan to expand which is what the council want to achieve.</li> </ul>
Better use of space for both Allensbank & Ysgol Mynydd Bychan	2	8.0	<ul style="list-style-type: none"> <li>• Sensible. Allows for increased numbers at Mynedd Bychan &amp; less demand at Allensbank without disrupting and changing other schools. Gladstone &amp; st. Monicas work very well on the site they are on &amp; a at current sizes. If it ain't broke don't fix it!</li> </ul>

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Other	7	28.0	<ul style="list-style-type: none"> <li>• Reluctantly.</li> <li>• I think it's the best option.</li> </ul>
<b>Total Respondents</b>	<b>25</b>	<b>-</b>	

*N.B. Percentages total more than 100% as respondent comments could fall into more than one theme.*

<b>Option 3 - No</b>			
<b>Theme</b>	<b>No.</b>	<b>%</b>	<b>Example Comments</b>
Negative impact on children / parents / staff	20	26.7	<ul style="list-style-type: none"> <li>• Because Students And Parents Might Find It Difficult To Drive From Their Current House To Somewhere Further By 9:00AM From Allensbank To Ysgol Mynydd Bychan.</li> <li>• This is not for the good of anyone.</li> <li>• YMB was oversubscribed by 2, not enough to condone doubling provision and moving the whole of primary provision in the area. Traffic on Llanishen Street is currently awful with Allensbank school. Adding an additional 100 places... where will the parents park?</li> </ul>
Not the best option	19	25.3	<ul style="list-style-type: none"> <li>• One and two are better suited to the needs.</li> <li>• This option doesn't benefit the children's needs.</li> <li>• Any option when you have 400 plus students at one facility with no description of increased support is never an option.</li> </ul>
Allensbank should not relocate	18	24.0	<ul style="list-style-type: none"> <li>• Leave Allensbank where it is and do not reduce the capacity.</li> <li>• Though this causes the least disruption for other schools, it enforces reduction in numbers for Allensbank which doesn't seem fair and won't help us to thrive.</li> <li>• The Allensbank school works well as it is, after a long reconstruction process it is not fair to move it.</li> </ul>

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No benefit for St monicas / Gladsone	14	18.7	<ul style="list-style-type: none"> <li>• Because staying in the current building will only hinder the children and the community as a whole. St Monica's must move, to enable positive changes.</li> <li>• This does not offer any benefit to St.Monica's or Gladstone schools and the Cathay's English language medium education, and does not take advantage of the opportunity to reshape school provision in the area. Nor does it utilise the best of the current leadership in these schools.</li> </ul>
Welsh medium provision	13	17.3	<ul style="list-style-type: none"> <li>• YMB was only oversubscribed by 6 last year and that number is declining year or year. So unless your intention is to force people into Welsh medium education, there is no need for them to move to a larger school.</li> <li>• There are not enough Welsh teachers to support any of the options.</li> </ul>
School budget / funding issues	11	14.7	<ul style="list-style-type: none"> <li>• This option means that the financial burden on the local authority and on individual school remains, as it retains the current status of 3 small schools (St Monica's, Gladstone and Allensbank). It wouldn't allow us to reduce our pupil mobility issues and the 3 smaller schools would continue to struggle with their budgets.</li> <li>• This would be a slow death for Allensbank Primary School as the Council will eventually close the school due to "funding". Teachers and Support staff will lose their jobs with no guarantee of redeployment.</li> </ul>
Impact on Ysgol Glan Ceubal	10	13.3	<ul style="list-style-type: none"> <li>• Increasing the capacity of Ysgol Mynydd Bychan will have a detrimental effect on Ysgol Glan Ceubal.</li> <li>• Increase of such significance to Mynydd Bychan may negatively impact Glan Ceubal.</li> </ul>

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Catchment area issues	7	9.3	<ul style="list-style-type: none"> <li>Increasing places at Mynydd Bychan will directly negatively impact on pupils attracted to Ysgol Glan Ceubal which has always struggled with surplus places due to the illogical catchment. This option does not represent a sustainable surplus for Ysgol Glan Ceubal and will exacerbate the situation.</li> </ul>
Nursery Provision	4	5.3	<ul style="list-style-type: none"> <li>It is my opinion that the current St Monica's site is not fit for purpose due to very limited outdoor space and inability to provide nursery spaces.</li> </ul>
Equality for all languages and cultures	4	5.3	<ul style="list-style-type: none"> <li>Each option appears to benefit Welsh language education at the expense of established communities.</li> </ul>
Impact on Ysgol Mynydd Bychan	2	2.7	<ul style="list-style-type: none"> <li>Disruption for Allensbank Primary School: Transferring Allensbank Primary School to a new location and adjusting its capacity can cause disruptions for students, parents, and staff. It may require adjustments to the school community and a period of adaptation to a new environment. Community impact: Any changes to schools can impact the local community. Transferring Ysgol Mynydd Bychan to a different site may affect the community's connection to the school and potentially disrupt established community relationships. Capacity considerations: While increasing the capacity of Ysgol Mynydd Bychan can accommodate more students, it's important to ensure that the increased student population does not compromise the quality of education or put excessive strain on resources. When evaluating Option 3, it's crucial to consider the specific needs, preferences, and values of the affected communities, students, and stakeholders. Engaging in discussions and gathering feedback from educators, parents, students, and local community members can</li> </ul>

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			<p>help inform the decision-making process. Additionally, assessing the potential benefits, drawbacks, and implications for the educational experience, community cohesion, and resource allocation is important to make an informed choice.</p>
Other	16	21.3	<ul style="list-style-type: none"> <li>• Two schools in greater proximity makes little sense.</li> <li>• Not sure I understand why YMB is moving to the Allensbank site rather than the Gladstone/St. Monica's site which looks like it makes more sense.</li> <li>• It's not fair.</li> </ul>
<b>Total Respondents</b>	<b>75</b>	<b>-</b>	

*N.B. Percentages total more than 100% as respondent comments could fall into more than one theme.*

A Full list of comments has been passed on to the project team.

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Would you like to suggest any changes or alternatives to the proposed options? If so, how would these changes be of greater benefit to children and young people in these communities, than Options 1, 2 or 3?

Respondents were given the opportunity to suggest any changes / alternatives they had to the proposed options and to explain how they felt these changes would benefit the children / young people in the communities.

A list of the suggested changes / alternatives along with the benefits can be viewed below / overleaf:

Change / Alternative	Benefit
Include the implications on ysgol gynradd glan ceubel	Review the impact on this huge increase for Welsh medium schools
Option 3 Cannot Be An Option For The Kids And The Students Sake.	Closer To Their Houses/Less Travelling/More Options For Kids And Parents.
Yes, look at the current catchment area. We live within 0.5 miles of Mynydd Buchan and my children did not get a place there. Instead, we travel to the exceptional Glan Ceubal school which is under subscribed. By looking at this, perhaps more students can be taught in the existing system without reorganising the 4 schools.	Improve the allocation of funds within existing, established schools with out spending on major restructuring or closures. Students would go to the closest options for the parents/students.
Up the number of Welsh places where it actually wanted and required, where the huge new developments are , llysvane, Radyr, Ely bridge etc	Support Allensbank and encourage more people to choose it. Wales is supposed to be a sanctuary nation so why are you not supporting sanctuary school and there pupils.
Welsh & English medium should be treated equally & funded equally irrespective of whether they speak welsh or not. we are a multicultural city, we should be pushing the agenda on both parts. we need just as many places in English medium as Welsh medium. why should Allensbank, a wonderful, balanced hard working community school be pushed out. i choose that school for a reason. why should my child's education , security now be put in the balance because YMB was over subscribed by 2 students. its all unjust & not right	NONE of them. leave it as it is or swap Gladstone & YMB why hasn't that been discussed or an option. we live in a multicultural area where welsh speakers are few & far between it doesn't make sense.

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<p>Gladstone and Allensbank amalgamate on the Allensbank Site</p>	<p>Less upheaval for pupils who have already endured years of upheaval due to the current building work that is ongoing. Many of our pupils have come to our school having left their homes due to war and conflict. They are settled and happy here and moving them to another site is even more upsetting for them. Ysgol Mynydd Bychan won't fill the current Allensbank site straight away so why disrupt the lives of innocent children who have already been through enough, especially as there will be a number of empty classrooms for a period of time.</p>
<p>Leave Allensbank alone - it's a fantastic school. Your intentions are good... but strengthening one thing by destroying another thing shows clear favouritism and an agenda.</p>	<p>Allensbank will be irreversibly changed and weakened</p>
<p>Leave it alone.</p>	<p>The kids don't need to be disrupted, and you keep pushing welsh first and every else second. Is that not racism?</p>
<p>Should the changes need to happen, and it could be argued that Ysgol Mynnyd Bychan is not oversubscribed to the point of needing such large premises, an alternative option could be to amalgamate Gladstone and Allensbank at the Allensbank site, where at least the building work will have been completed. it is hugely disappointing that none of the Council proposals put Allensbank first, I would have thought the Council would be proud of the diversity and inclusivity of this school, rather than create a range of options that are all directly detrimental to it.</p>	<p>It would benefit Allensbank and Gladstone pupils as they would have a school site on which the building repairs were complete, meaning that they no longer needed to attend a school covered in scaffolding. It would benefit Ysgol Mynnyd Bychan as they would have more space on the Gladstone site and would be central for pupils from the north and south of the catchment.</p>
<p>Leave the schools as they are and merge Ysgol Mynydd Bychan with the undersubscribed welsh school in Gabalfa.</p>	<p>Because the children in Allensbank and Gladstone would not have to suffer any upheaval.</p>
<p>not to close allensbank, it has been here for years, it is very friendly with the community and the staff, pupils and parents love the school</p>	<p>I don't think these changes will benefit the children</p>

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Create a new larger site for welsh-provision.	This leaves the existing schools to remain as they are - beautiful communities where children thrive, they have had enough change throughout the pandemic. Creating a larger welsh-medium school allows the expansion of welsh language places (as they should) but allows children to not be disrupted and uprooted.
keep the schools as they are	there is not a need for a bigger Welsh Primary school as they only oversubscribed by 2 pupils last year
Put the new bigger YMB on the Gladstone/st Monica's	This reduces disruption for the children and parents and puts the Welsh school central to its catchment area
As already stated.	The only benefits will be for YMB and none for Allensbank
I understand the need to increase welsh education and I'm not against this however, increasing places at Mynydd Bychan comes to the detriment of the other schools and For that reason I don't agree with any of these options. I struggle to understand any benefit to Allensbank in any option and I feel like the school strongly represents the diverse community - for this reason I would suggest that no changes are made	Keeping the current set-up means Allensbank continues to represent and educate the diverse community it sits in. Our children are not disrupted and our teachers keep their jobs. As a local resident I can assure you that the area Allensbank sits in cannot take 420 parents dropping children off - there is no parking, narrow congested streets or public transport that will serve this area. The children and young people on this community aren't in need of a welsh langur school, they already speak multiple languages at home and would choose for their children to be taught in English
Consult all parents, not just those who are Welsh speaking. The political imposition of Welsh restricts the majority choosing English medium education.	Parental choice
One suggestion I would like to make is that there is provision made for shared playing fields between all the schools involved. These are city schools in an urban environment but they need their own green space (either grass playing fields or a decent astroturf pitch).	It would be an additional benefit and would be a good way for all these schools to be united. While change and vision is in the air, why not address the need that all these schools have for somewhere to play decent sport.
Yes - Gladstone and Allensbank merging on the current Allensbank site. They would fill the building straight away which would be good use of resources, and Ysgol Mynydd Bychan would move to Gladstone site. St	It would benefit the schools in the following ways: Gladstone and Allensbank, who have some of the most disadvantaged children, would avoid further major disruption by having a recently refurbished building (current building work at Allensbank should have finished), they would be able to flourish and use resources well by filling and using the whole



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Monica's move to Ysgol Mynydd Bychan.	building immediately. Ysgol Mynydd Bychan would benefit from having the extra space at Gladstone/St Monica's and it also has the benefit of being closer to the southern part of YMB's catchment area which has traditionally had lower take up of places in the school. If the school is to grow then it seems wise to move further South because that might help to attract more pupils from that area. Staying North means that the school will almost certainly only grow in numbers of white Middle class pupils and I would be surprised if that is the vision for this new, bigger Welsh school.
The best option if they really want to add more spaces for the welsh school is look for a bigger premises if it is not possible to build more on the current site any other option is ridiculous with the amount of disruption	Benefit would be to the welsh school increasing its capacity the rest of the schools would be the same. If you choose option 1,2 and 3 the only school that is benefiting is the welsh school all the others are loosing out on space disruption number of pupils reduced
Yes, change ysgol for Gladstone	Allensbank would not move and more places would be achieved for ysgol
No change or something that would not just be a benefit to one of the schools.	Currently the plans only serve to benefit the Welsh school
Mynydd Bychan move to the current St. Monica's / Gladstone site, Gladstone combine with Allensbank on its current site, St. Monica's move to current YMB site.	Those in our community who already have SO little would not have more taken away from them;
Move ymb to Gladstone site and st Monica's to current ymb site	Allow children from a more diverse catchment to benefit from Welsh language education, whilst ensuring an evenly spread amount of English language schools.
Yes – A sensible fourth option would be to amalgamate pupils from Gladstone into the current Allensbank building.	If this fourth proposal were to be adopted, there would be more space for English medium education in the area to grow. Whilst I accept that the projected figures indicate that there will be a decline in the number of school places needed in the area (and indeed Cardiff wide), what the proposals fail to take into account or appreciate is that a high proportion of the pupils at Allensbank actually move to the school from other countries. Welsh medium provision would also have room to grow but at a slower rate, which given the fact that the Welsh schools in the area are hardly oversubscribed seems like a much more sensible option. Otherwise, surely

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	Mynydd Bychan would be at risk of inhabiting a large school that they can't fill which one of the reasons given as to why Allensbank needs to move.
Funding to support the mobility factor for schools in this particular catchment area - it is very difficult for one form entry schools to manage budgets and plan for the future due to the unpredictability of pupil numbers from one month to the next - we are at a disadvantage compared to other schools in the area who are full to capacity and have pupils who start in Nursery and continue straight through to Year 6.	Extra funding to support one form entry schools would ensure that staffing is consistent and the educational offer for our pupils is not at risk of being cut each year.
Additional funding to support the challenge of pupil mobility would help the school plan more effectively and provide stability for future budgets.	Extra funding would ensure educational opportunities are more sustainable.
Stay the same	No benefits
The ideal solution would be to build a new school for Ysgol Mynydd Bychan to reflect the aims of 21st Century Schools. Space is obviously an issue in such a densely populated and built-up area but the Companies House site is huge and half empty. There are also plans to reorganise Cathays High School. It would be good to hear that consideration had been given to using these sites as an alternative option.	A brand new school would offer better facilities than a Victorian school that requires a lot of maintenance and is unlikely to be big enough for 420 pupils in the long run. Scaffolding has been up on Allensbank School for a long time and although it is larger than Ysgol Mynydd Bychan, if the aim is to create a school for 420 pupils, it is hard to believe that Allensbank School will offer enough space inside and out to create good and safe learning and play experiences for our children.
I support the alternatives suggested by Ysgol Mynydd Bychan in their consultation response, namely that the expanded Ysgol Mynydd Bychan could be housed in a new building established on the current Cathays High School site (should plans go ahead to relocate Cathays High) or on vacant space on the Companies House site.	The option I have suggested could provide valuable modernisation and expansion for the new school which would be useful for attracting new pupils to YMB and their parents. I recently visited Whitchurch Primary School (unrelated to my child's education - we are happy at YMB) and was very impressed by the provisions there, including the new-build classrooms and substantial outdoor activities (fields, playgrounds, sports facilities etc.). Whitchurch Primary is a great example of what a new school could look like and a similar school would be of great

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	<p>benefit to incoming and existing pupils at YMB. The extra facilities could also be borrowed by other surrounding primary schools for particular occasions (sports days, PE lessons, after-school clubs) enhancing educational opportunities for all primary pupils in the area. The Cathays/Companies House site also remains very close in location to YMB and maintains its local links to Whitchurch Road. This option would also avoid any potential ill-feeling between the different schools and the parents, teachers, pupils involved in the current proposals (Gladstone, St Monica's, Allensbank, YMB) as no schools would need to downsize or relocate.</p>
<p>If Allensbank: and Gladstone HAVE to join the Allensbank site is preferable.</p>	<p>There is less disruption for the pupils and staff of Allensbank Primary: • Less traffic pollution for pupils as Llanishen Street is not a main road; • Allensbank Primary is a bigger school building with a newly refurbished kitchen area, new roof and new windows; • Off road parking is available; • Less disruption at drop-off and pick-up times for general road users; • The increasing numbers of "vulnerable" pupils at Allensbank Primary will not be affected by changes in routine</p>
<p>1. Ysgol Myndd bychan swapping with Gladstone then only two schools have to move and not just one. 2. Bringing the Welsh medium on site with Allensank and creatig a bilingual school, fully integrated. This would support the Welsh Governments vision or supporting and promoting Welsh language within minority ethnicities in Wales. 3. New Welsh medium site built on the current Cathays site, who are getting a new site. 4. Gladstone moving to the Allensbank site and Welsh school moving to the Gladstone site</p>	<p>1. Less upheaval for all pupils involved, only two schools moving and not 4! 2. Enriching the English medium pupils with the Welsh language and bridging the gap and divide between Welsh and English speakers, developing integration of the language more into all communities. 3. No upheaval for 3 schools and Welsh medium get new facilities 4. All the same reasons for why you would move Allensbank to Gladstone. Allensbank is also bigger so will support an instant 2 form entry school better and also all the construction works would be complete. If Allensbank go to Gladstone, then the Welsh shcool with have a gigantic number of surplus places for many years yet the two English medium, multi ethic schools have been pushed into a small space with construction and work needed to be carried out due to this.</p>
<p>Seems like political correctness gone overboard. Keep it as it is and work to create a fair system for ALL the affected schools. They need care and proper financial support it mass disruption of staff and pupils everywhere.</p>	<p>See above -</p>

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<p>Some consideration needs to be given to - merging Gladstone and Allensbank on the Allensbank school site. The merger vision would still be required but I cannot understand why the isn't in the mix of options</p>	<p>It would see YMB move to a different side of its catchment area, leading to the potential for new pupils to be found to attend this expanded school.</p>
<p>Potentially swapping buildings for Mynach bychan and Allensbank would solve the problem of space but as stated I believe that the proposed numbers are too high for Mynach Bychan and therefore, from a financial point of view, there would still be a building expensive to maintain being used by a smaller number. Maybe an area with such a high ethnic minority isn't the right place for a welsh medium school and location needs looking at again. Maybe a bilingual school on Allensbank site might be a better option. If Allensbank moved to Mynach Bychan site and Mynach Bychan to Allensbank maybe there is a way to accommodate 2 schools on the current Allensbank site (as proposed for Gladstone / Allensbank though I don't get how it works) but maybe Mynach Bychan could run alongside a bilingual school. I don't think we have a bilingual school anywhere nearby.</p>	<p>I think a bilingual school running alongside Mynach Bychan would be a compromise. If Mynach Bychan is more than doubled it reduces the English medium provision. The addition of a bilingual school to the area would perhaps give families an additional option, for those wanting welsh medium their child would be educated in Welsh and can be built on outside of school as it needs to be to make welsh the language of choice. For those wanting English medium education it would be in a bilingual school and with movement so high at Gladstone and probably Allensbank then transfer might be possible if bilingual proved too challenging.</p>
<p>Consider increasing capacity at Ysgol Glan Ceubal. The catchment area is currently very small in comparison to other schools and this could be considered for expansion, at least to include all of Llandaf North. The school continues to be at a disadvantage financially due to low pupil numbers in some classes. The schools considered in this proposal are in very old buildings, whereas Glan Ceubal is a newer more modern building so I would estimate, would be less cost in terms of overheads than much older school buildings. If the catchment area were to be extended, most pupils be within</p>	<p>The children would benefit from a more modern school building with a larger than average outdoor play area, green space and forest school. Access to nature within walking distance of the school, being close to the Taff trail. The school is thriving and going from strength to strength, with strong links to the local community.</p>

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<p>walking/cycling distance so as to promote active travel.</p>	
<p>Option 4 should've been in the consultation. Similar to option 1 but Gladstone move to Allensbank site to form a new school. There's enough room – no further building work to merge two schools in to one. YMB don't have the numbers to fill Allensbank site yet but Gladstone and Allensbank will. It makes sense to move YMB to the Gladstone site where they will be able to fill and if and when the numbers come they could expand into the st monicas site. It is still within catchment area, in fact right in the centre of YMB catchment area.</p>	<p>Far less disruption for pupils that have clearly had so much over the past few years. Children that are the most vulnerable in our community are the ones being disrupted and moved. More chance for YMB to thrive – surely if they don't fill Allensbank site straight away it will affect their budget too??</p>
<p>This consultation process is not a true and fair representation of available options. All options presented involve Mynydd Bychan and Allensbank leaving their current sites and moving to another existing site, and are not the preferred choice of either parents or governors at either school. The consultation should be re-opened to consider further options including:- Amalgamating Gladstone with Allensbank on the current Allensbank site, moving Mynydd Bychan to the Gladstone site and moving St Monica's to the current Mynydd Bychan site. This would give Mynydd Bychan a much more central location in their catchment and allow them to appeal more to increasing their intake from Cathays and further south. This would also benefit pupils from the catchment in terms of encouraging active travel (walking and cycling to school). - Seeking a location for a new building for Mynydd Bychan, or expanding onto Companies House land (the flat car</p>	<p>In these alternative options, English-speaking pupils would remain in their current situations providing vital stability in a time of great upheaval (following the pandemic). On the whole, Welsh-speaking pupils would be closer to their school, allowing more opportunities for active travel (walking and cycling). Currently welsh speaking pupils from the south of the catchment are unrealistically likely to walk to Mynydd Bychan.</p>

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<p>park to the rear of Companies House seems surplus to requirements, especially if active travel could be encouraged). - Seeking a location in Cathays or closer to the city centre, on the site of a different school for additional Welsh-medium school places. There are 7 different English-medium schools in the Roath/Adamsdown/City Centre areas of the city and no Welsh-medium schools in these areas (or Cathays except Gladstone/St Monica's) so one of these 7 could be considered. Mynydd Bychan could be retained to serve the northern part of the current catchment and the southern part served by the other new Welsh-medium school. - Further alternatives could be considered where Welsh and English-medium schooling is offered on the same site. This would give Welsh-speaking pupils and parents a better multicultural experience and experience of the true diversity of our city whilst retaining and preserving the valuable heritage of our Welsh language in an enhanced way as those who would otherwise have experienced only English speaking would then over-hear it in the school corridors and playground and would have greater opportunities to make Welsh-speaking friends.</p>	
<p>I would Suggest everything Stays as it currently is.</p>	<p>I do not see the need for change, everything staying the same will ensure the Schools and Teachers continue to provide the excellent education as they have been for many years. I feel change will disrupt everything and have a negative impact on children especially as they will be uprooted from there current school.</p>
<p>Allensbank's capacity should not be reduced because this might affect our children's from being admitted. Thank You.children</p>	<p>I do not like any of the options, let all the schools remain in their present sites and location. Thank you</p>

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<p>Leave the school as they are as the majority of the families in the area are not from British background. Families doesn't speak even English, forcing them into Welsh is not appropriate</p>	<p>Children are having a good care care and leaderships in the school, they can have enough attention in case they struggle. They won't benefit if this is provided in welsh, the Welsh is not the language of the community.</p>
<p>Yes - A fourth option. Gladstone share Allensbank site leaving Gladstone free.</p>	<p>Many benefits. In summary; we can actually benefit from the difficult, unsettling and disruptive working conditions we have endured and enjoy a building at last that is fit for purpose. Our pupils can stay put and not face anymore disruption and upheaval. Our most vulnerable pupils, will not have to go through such profound adjustment. Allensbank could possibly stay in terms of its name; history and heritage. We are a long standing school in the community with an excellent reputation. We care and have fostered exceptional relationships with families who have come from all over the world. We do not want to have to rebuild and start again. It is all incredibly worrying and stressful with what lays ahead (not just for the staff, but the pupils and the wider school community.) To know we have to reapply is also cruel and stressful. We are excellent, experienced teachers. What we can manage and deal with on a daily basis is exceptional and we are losing our jobs to make way for a school that will not be full to capacity and I know for certain will not have such a mix of brilliant, skilled, experienced teachers. We are being discriminated against. The Welsh government would rather a mediocre teacher who is a fluent Welsh speaker than someone who can confidently teach in excess of thirty children in a class, some of whom have complex needs, many EAL and newly arrived, as well as ALN and children with emotional needs. Our teaching staff have experience and skills that you do not come across easily and at least one of us will lose our job and that is a crying shame for so many children. (English and leaving school fully literate in English needs to be the priority and our staff can do that. If you lose excellent staff then standards of teaching falls, and even for that to happen in one school, there will be repercussions. If pupils cannot competently read and write in English behaviour , well being and academic potential suffers. We are already facing an embarrassing language deficit in Wales. do we also want to be known as having failing standards in</p>

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	literacy as the Welsh agenda is pushed forward at the detriment of exceptional teachers losing their jobs and children not leaving school fully literate.
Gladstone and Allensbank combine on Allensbank site.	Nature of the community served. Vulnerable pupils in terms of refugees and pupils with significant learning needs.
It would be ideal if nothing changes. I understand there is meant to be a need for more Welsh primary places. I am sure a lot of the current cohort travel in not just from the Cathays area. It was brought up in a meeting that there is no option to build a new building for the Welsh school as it serves this area. I think if a parent wants their child to be educated in Welsh they would be willing to travel. as I would as a parent.	I think the fewer children that are affected the better, they have had enough disruption over the last few years with covid. On a personal note with a child who has suffered with their mental health since covid, change does not help if they are comfortable in their current school. The children taught Welsh would benefit from a better building and environment to thrive and be taught in.
Build an appropriate sized school for Ysgol Mynydd Bychan. If there really is such demand for Welsh language education then there should be the resources allocated to it. Alternatively, parents in the area could send their children to other Welsh medium schools which have space.	Mynydd Bychan would increase capacity as required and pupils in the other schools would not be disadvantaged.
A more holistic solution must be sought to prevent damage to Welsh medium education in Cardiff as a whole and the support we are able to offer our learners, especially those more vulnerable or with additional learning needs. I suggest increasing the catchment of Ysgol Glan Ceubal to include the whole of Llandaff North should feature in a more wholesale proposal on Welsh medium provision.	A holistic review and set of proposals would be far more sustainable across the whole of Cardiff, and would avoid long term damage to the whole of Welsh medium provision that a sudden and massive increase to Mynydd Bychan intake would create, both for Mynydd Bychan and neighbouring schools like Glan Ceubal. It would avoid the instability that budget deficits brings, along with the reduction in quality of provision for our learners, impact on staff wellbeing, and particularly the likely impact on our most vulnerable and disadvantaged learners, or those who have additional learning needs.
Making sure that Llandaff North, Gabalfa and Mynachdy are still in the catchment for Glan Ceubal	That Glan Ceubal doesn't lose children



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<p>Before any proposal can be mooted and accepted, the full impact on the surrounding schools and the education and funding for hundreds of children needs to be properly assessed. No man is an island and nor is any school - these decisions must not be taken in blind isolation!</p>	<p>See above.</p>
<p>Increase the catchment area of Ysgol Glan Ceubal!</p>	<p>None of them. What you are proposing does not support Welsh-medium education in the city of Cardiff. You only consider the English schools.</p>
<p>See above. Why not expand the Glan Ceubal catchment area to include the whole of Llandaf North?</p>	<p>See above. You should aim to ensure that all schools have a catchment area that ensures the same number of pupils in each school, so that all schools have the same funding to provide the same standard of education for all pupils in the city.</p>
<p>There is already a surplus of places in Welsh medium schools in the area. This surplus means a number of years in local schools are undersubscribed. This causes huge funding issues. To add the equivalent of an additional schools worth of places would disadvantage Welsh medium schools and cause more to have deficit budgets. The proposals do not consider Ysgol Glan Ceubal which already has a couple of undersubscribed classes creating a deficit budget issue for many years to come. These effects are never temporary, an undersubscribed year group carries a funding issue for 7 years. The LA will not allow YGC to mitigate by having mix year groups. The LA is failing to look holistically at Welsh Medium education. By shrinking English availability and attempting to force pupils into Welsh medium they will do more damage. The growth of Welsh medium needs to be by choice. It also won't help Welsh medium as a whole in Cardiff to have Welsh schools fail through funding issues. Creating competition among Welsh medium schools for pupils, just to remain viable,</p>	<p>There is already a surplus of places in Welsh medium schools in the area. This surplus means a number of years in local schools are undersubscribed. This causes huge funding issues. To add the equivalent of an additional schools worth of places would disadvantage Welsh medium schools and cause more to have deficit budgets. The proposals do not consider Ysgol Glan Ceubal which already has a couple of undersubscribed classes creating a deficit budget issue for many years to come. These effects are never temporary, an undersubscribed year group carries a funding issue for 7 years. The LA will not allow YGC to mitigate by having mix year groups. The LA is failing to look holistically at Welsh Medium education. By shrinking English availability and attempting to force pupils into Welsh medium they will do more damage. The growth of Welsh medium needs to be by choice. It also won't help Welsh medium as a whole in Cardiff to have Welsh schools fail through funding issues. Creating competition among Welsh medium schools for pupils, just to remain viable, is going to damage Welsh Medium, especially when it puts schools within clusters against eachother. The LA already has a funding crisis for Cardiff schools for this year and the next 2. It should be focusing on consolidating pupils into existing schools to maximise efficiencies and minimise deficit budgets. Where would the LA find funding to mitigate the deficits? Even Neil Hardee</p>

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<p>is going to damage Welsh Medium, especially when it puts schools within clusters against each other. The LA already has a funding crisis for Cardiff schools for this year and the next 2. It should be focusing on consolidating pupils into existing schools to maximise efficiencies and minimise deficit budgets. Where would the LA find funding to mitigate the deficits? Even Neil Hardee acknowledged to us the flaws with this plan and the potential damage it will have to either YGC, MG or MB. Why has the catchment area of YGC been considered? It comprises all of Bute Park which has no homes or pupils. It also splits a community by only including half of Llandaff North. Extending the YGC catchment to the Llandaff Station bridge would ensure YGC always had full classes and free up space in MG, removing the need for more spaces at MB.</p>	<p>acknowledged to us the flaws with this plan and the potential damage it will have to either YGC, MG or MB. Why has the catchment area of YGC been considered? It comprises all of Bute Park which has no homes or pupils. It also splits a community by only including half of Llandaff North. Extending the YGC catchment to the Llandaff Station bridge would ensure YGC always had full classes and free up space in MG, removing the need for more spaces at MB.</p>
<p>Increase current catchment areas for other welsh schools in the immediate area</p>	<p>It would lead to fair funding opportunities in other local schools, seeing all children benefit from a fully funded school, rather than an underfunded classroom effecting them for the period of time they attend that school.</p>
<p>Less places and increase Ysgol Glan Ceubal catchment</p>	<p>They will have more funding</p>
<p>Redo the consultation considering Ysgol Glan Ceubal</p>	<p>Welsh medium schools won't be fighting each other for limited pupils</p>
<p>Decrease the Mynydd Bychan catchment and transfer that area to the Ysgol Glan Ceubal catchment, i.e. Mynachdy Road area</p>	<p>A fairer catchment for Ysgol Glan Ceubal will reduce surplus at the school and improve funding and learning quality and opportunities. Mynydd Bychan would be able to stay at it current location and maintain the places available.</p>
<p>Think about Ysgol Glan Ceubal</p>	<p>Pupils at Ysgol Glan Ceubal are important</p>

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My children currently attend ysgol glan ceubal, that currently has under subscribed classes which is impacting the schools budget. By opening a larger welsh school in very close proximity will again make the numbers at glan ceubal depleay, further more effecting budget and impacting the school, pupils, teachers and the community. Glan ceubal currently cuts off its catchment half way through llandaff north. By furthering the catchment you could increase glan ceubal numbers and reduce the need for mynach bychan to be such a big site. By closing down two english speaking schools you are forcing peoples hand with the welsh laungage rather than it being choice, it being enjoyed. h

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A completely new building for the expansion of Ysgol Mynydd Bychan. I do not see why the school has to go for second best option which is refurbished 100 year old buildings which are on cramped sites surrounded by minimal green space. Other school expansions etc in Cardiff have been in the form of a brand new school buildings. The existing school building could be sold for redevelopment into housing as it sits within a mainly residential area. This money could then be used as additional funding to the new build. Also why have Companies House not been approached as there are big areas of this site which are massively under utilised i.e. the multi storey car park. The Council have shown it can buy sites from the government namely the former tax offices in Llanishen.

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Do you wish to make any additional comments?

Respondents were given the opportunity to leave any further comments they had in relation to the consultation.

These comments were then grouped into themes; these themes along with example comments can be viewed below / overleaf:

Theme	No.	%	Example Comments
Welsh medium provision	21	40.4	<ul style="list-style-type: none"> <li>• I very much agree with the expansion of Welsh medium education. There is also a large demand for it locally. The move to Ysgol Mynydd Bychan into the Allensbank site makes a lot of sense in order to achieve this, particularly as rolls have fallen. It's sad for Allensbank and I sympathise with feelings of children, parents, staff but it should be treated as a positive, progressive move, looking to the future.</li> <li>• It is my belief that this "plan" to close Allensbank Primary School has been on-going for many years. I do not believe that there is such a large demand for places in a Welsh Medium School that English Medium schools have to suffer.</li> <li>• There is not enough high Welsh school nor even enough Welsh speaking teachers. Promote Welsh language through lessons but keep the school as they are.</li> <li>• I'd like to know how you consider massive changes such as doubling capacity in a Welsh school without considering the implications for the Welsh school next to it? The county has a duty to support their Welsh schools, this does not support or even consider the impact on Glan Ceubal.</li> </ul>
Negative impact on school staff / pupils / families	14	26.9	<ul style="list-style-type: none"> <li>• I hate to see my son anxious and not know what to tell him.</li> <li>• I don't think it's fair for the children in Allensbank, it will be a massive disruption, they have been through alot with the pandemic, the scaffolding we have had up for years, we are nearly sorted with the school almost finished with the scaffolding and we just hand the school over to another school, not fair at all.</li> </ul>

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			<ul style="list-style-type: none"> <li>I am highly concerned that these proposals adversely affect Allensbank pupils and staff above all others. Allensbank is a successful and diverse school which truly reflects the local community, and which was recognised by Estyn as being good in all areas in their most recent report. The school has also had to endure not only the challenges of Covid, but the upheaval of many years of building work which is still ongoing. To now find out that the building work will benefit another school rather than the pupils and staff who have had to live through the huge disruption this work has caused feels as if the Local Authority has a total disregard for the well-being of pupils and staff members from Allensbank, the vast majority of whom have worked at Allensbank school for at least 12 years and in many cases significantly longer. I understand that there is a political agenda to increase Welsh education, however, I feel that in this case, the proposals have been drawn up without any actual regard for the diverse community that Allensbank serves. Parents who choose Allensbank are not suddenly going to choose Welsh Education instead and in my opinion, there isn't the demand for such a significant increase in Welsh medium education that the proposals allow for. I also have concerns about the parking in the area if Mynydd Bychan moves onto the Allensbank site. The road is resident parking only and as such already gets congested at the beginning and end of the school day. If it becomes a Welsh school, pupils will come from a much wider catchment area and are therefore more likely to be driven to school causing even more congestion. Has any study been carried out into the impact that this increased traffic will have on the local residents?</li> </ul>
School subscription issues	11	21.2	<ul style="list-style-type: none"> <li>St Monica's children require more space - if the English-speaking provision of option 1 or 2 had that site, it would be best to open up the playground as it's not good right now.</li> </ul>

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			<ul style="list-style-type: none"> <li>The issues with under populated schools in the area are longstanding. In 2004 St Monica's moved to the current site as Gladstone was under subscribed and we needed a new building. The issue was broached a few years ago but the consultation process didn't bring out any changes. It is essential that the issue of small schools struggling to balance their budgets is addressed and options 1 and 2 both ensure that this significant issue is addressed successfully.</li> </ul>
Equality for all languages and cultures	10	19.2	<ul style="list-style-type: none"> <li>This is a ridiculous idea and only benefits Welsh speakers who tend to be higher earners and pushing locals out of the area.</li> <li>Enforcing the Welsh language in people when there is no desire or apparently even enough teachers, does nothing to better Wales or improve to futures of Welsh children. Please support better education for all. All children deserve the same chance, please stop extra funding to just Welsh medium schools.</li> </ul>
School budget / funding issues	8	15.4	<ul style="list-style-type: none"> <li>The council need to increase funding without disrupting schools.</li> <li>Fund the schools properly!!! Stop over working your teachers.</li> </ul>
Allensbank should not relocate	8	15.4	<ul style="list-style-type: none"> <li>There is no need to move or decrease Allensbank School.</li> <li>Leave Allensbank as it is.</li> </ul>
Impact on Ysgol Glan ceubal	6	11.5	<ul style="list-style-type: none"> <li>Would like the probable negative impact of these proposals on Ysgol Glan Ceubal to be properly assessed before any proposals are agreed.</li> </ul>
Impact on Schools	6	11.5	<ul style="list-style-type: none"> <li>Because in all these options the outcome for Ysgol Mynydd Bychan is the same, namely a move to the Allensbank School site. I do not feel I can support any option that closes or moves a school when I am not directly part of it. I support the expansion of Welsh Medium education as Ysgol Mynydd</li> </ul>

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			<p>Bychan which has been over subscribed for a number of years. Parents living more than a mile from the school are making their own decisions and assuming they won't get into the school based on the previous years experiences which should not happen. I strongly believe that the school deserves a brand new building fit for the new curriculum and the 21st Century teaching. The Allensbank site is a listed building and no-one seems to have investigated whether any adaptations to the existing building fabric are possible in order to provide the same, if not improved teaching environment as Ysgol Mynydd Bychan enjoys at present. This is a major risk element to the proposals.</p>
Catchment areas	5	9.6	<ul style="list-style-type: none"> <li>Glan Ceubal catchment could be expanded to include all of Llandaff North to ensure quality local provision is maintained, rather than increasing travel numbers to schools outside of local vicinity.</li> </ul>
Consultation / Proposal comments	5	9.6	<ul style="list-style-type: none"> <li>Ask via a paper survey to homes, not by assuming that everyone uses social media. This is a flawed methodology.</li> </ul>
Education opportunities must be enhanced	3	5.8	<ul style="list-style-type: none"> <li>Has the council given any thought to the risk that the increase in pupils places in YMB either a) dilutes the quality of the education in that school (how will the school adapt to going from a high performing small school to needing to be a high performing large school; b) has there been thought given to how YMB might expand not by just through additional pupils within its current demographic cohort but expanding to wider social-economic / ethnic-linguistic diversity?</li> </ul>
St Monica's would benefit from move to Mynydd Bychan site	3	5.8	<ul style="list-style-type: none"> <li>St. Monica's moving to Mynydd Bychan's site would be wonderful for that school community, particularly the addition of the nursery.</li> </ul>
Consider other options	2	3.8	

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			<ul style="list-style-type: none"> <li>As I stated previously, I whole heartedly (and I am not alone) believe that there should be equal funding for both English and Welsh speaking schools and that there should be no bias in favour of Welsh speaking schools. Also, I don't see why 2 or 3 schools should suffer disruption just to accommodate this move when they could easily move into the school in Gabalfa. Furthermore, why is a direct swap between Gladstone and Ysgol Mynydd Bychan given as an option? I believe that in the council document published it mentions that it is too far for Ysgol Mynydd Bychan to travel, yet it is of an equal distance (or thereabouts) as Allensbank, so therefore there are no grounds that I can see for that to be a reason.</li> </ul>
Other	8	15.4	<ul style="list-style-type: none"> <li>Yes, get in with building CATHAYS HIGH SCHOOL a new building, the kids there deserve far better than pandering to a group of 60 cyclists, most of who never actually turn up to use the death trap that is currently the velodrome as it is.....2025 isn't far away for the new build to be finished.</li> <li>Please allow all the schools to remain in their respective and present site.</li> </ul>
<b>Total Respondents</b>	<b>52</b>	<b>-</b>	

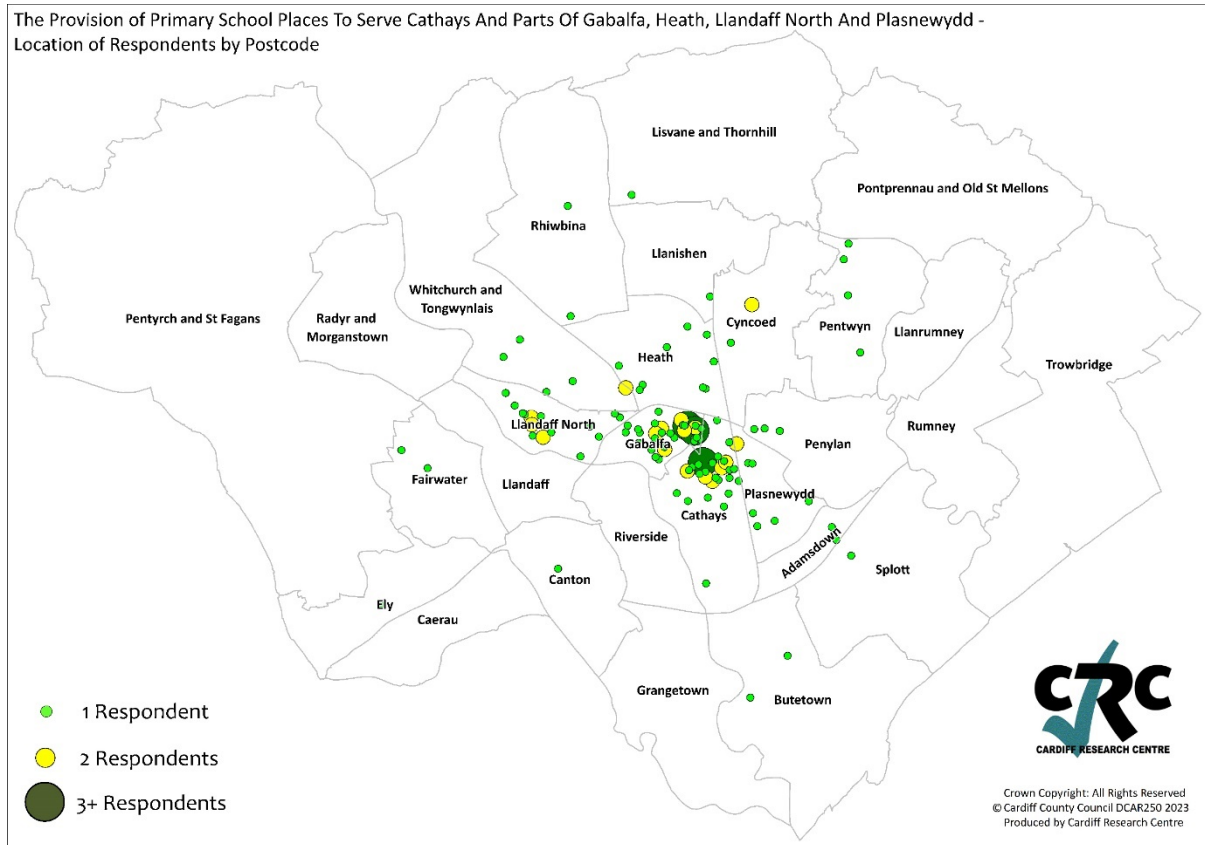
*N.B. Percentages total more than 100% as respondent comments could fall into more than one theme.*



# The Provision of Primary School Places To Serve Cathays And Parts Of Gabalfa, Heath, Llandaff North And Plasnewydd

## About Yourself

Please provide your full postcode below (e.g. CF10 4UW) so we can be sure we hear the views of local residents:



What was your age on your last birthday?

	No.	%
Under 16	6	3.4
16-24	2	1.1
25-34	28	15.8
35-44	83	46.9
45-54	39	22.0
55-64	5	2.8
65-74	8	4.5
75+	3	1.7
Prefer not to say	3	1.7
<b>Total Respondents</b>	<b>177</b>	<b>100.0</b>

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Are you...?

	No.	%
Female	138	78.0
Male	32	18.1
Non-binary	0	0.0
Prefer not to say	7	4.0
Other	0	0.0
<b>Total Respondents</b>	<b>177</b>	<b>100.0</b>

Do you identify as Trans?

	No.	%
Yes	0	0.0
No	161	94.1
Prefer to self-describe	0	0.0
Prefer not to say	10	5.9
<b>Total Respondents</b>	<b>170</b>	<b>100.0</b>

Do you identify as a disabled person?

	No.	%
Yes	10	5.8
No	154	89.0
Prefer not to say	9	5.2
<b>Total Respondents</b>	<b>174</b>	<b>100.0</b>

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Please tick any of the following that apply to you:

	No.	%
Long-standing illness or health condition (e.g. cancer, diabetes, or asthma)	8	21.6
Mental health difficulties	3	8.1
Mobility impairment	3	8.1
Deaf/ Deafened/ Hard of hearing	2	5.4
Learning impairment/ difficulties	0	0.0
Visual impairment	0	0.0
Wheelchair user	0	0.0
Other	10	27.0
Prefer not to say	15	40.5
<b>Total Respondents</b>	<b>37</b>	<b>-</b>

*N.B. Percentages total more than 100% as respondents could select more than one option.*

What is your ethnic group?

*Where the term 'British' is used, this refers to any of the four home nations of Wales, England, Northern Ireland and Scotland, or any combination of these.*

	No.	%
White - Welsh/English/Scottish/Northern Irish/British	97	56.1
White - Irish	0	0.0
White - Gypsy or Irish Traveller	0	0.0
White - Any other white background	11	6.4
Mixed/Multiple Ethnic Groups - White & Asian	0	0.0
Mixed/Multiple Ethnic Groups - White and Black Caribbean	2	1.2
Mixed/Multiple Ethnic Groups - White and Black African	0	0.0
Mixed/Multiple Ethnic Groups - Any other	0	0.0
Asian/Asian Welsh/British - Chinese	3	1.7
Asian/Asian Welsh/British - Bangladeshi	6	3.5
Asian/Asian Welsh/British – Pakistani	8	4.6
Asian/Asian Welsh/British - Indian	3	1.7
Asian/Asian Welsh/British - Any other	1	0.6
Black/African/Caribbean/Black Welsh/British - African	10	5.8
Black/African/Caribbean/Black Welsh/British – Caribbean	0	0.0
Black/African/Caribbean/Black Welsh/British - Any other	0	0.0
Arab	4	2.3
Any other ethnic group	12	6.9
Prefer not to say	16	9.2
<b>Total Respondents</b>	<b>173</b>	<b>100.0</b>

## APPENDIX A - Formal Responses

Joint Response from County Councillors for Gabalfa Ward, Cllrs Rhys Taylor and Ashley Wood

- make changes to how English-medium community primary schools are organised, retaining an equivalent number of places or a marginal reduction in places compared to the existing arrangements, and
- expand Welsh-medium primary school provision at Ysgol Mynydd Bychan.

We are responding in our capacity as local members for the Gabalfa ward.

### **General comments**

We welcome the commitment to expand the provision of Welsh medium education in the community to both meet unmet demand and ensure that all families and children can access a Welsh medium education should they choose. In addition to known unmet demand, we also know that families within catchment actively seek places in other schools, due to the known capacity issues at Mynydd Bychan, as demonstrated by Table 10 in the report.

We also recognise the urgent need to address the number of surplus places in English medium primary schools and the impact that has on school budgets, and the resources available to support teaching and learning. We recognise these funding pressures are both due to the school funding formula, and ongoing pressures on public sector finances. We strongly believe that this process of re-balancing places must be done in a sustainable way that future-proofs school places, and enhances the provision that schools provide to their pupils.

We also wish to echo comments we made in our response to the consultation in 2019 regarding the process the council has taken. Whilst we acknowledge the outcome of the 2019 consultation and the feedback and solutions brought forward by the community, we remain disappointed that the council has opted to only use a statutory consultation process, rather than informally engaging with schools and their communities at an earlier stage to identify solutions. This has caused significant anxieties among parents at local schools and has again left many, particularly within the Allensbank community, feeling that their school is not valued.

### **Comments on the Options**

We do not support the formal closure of any school. The schools proposed for closure are established, respected schools that provide a distinctive education for their pupils, particularly, from our knowledge, in the case of Allensbank Primary School.

Our preference would be to explore federation of schools, allowing for the individual ethos and approaches to teaching and learning to be retained and shared, whilst still re-allocating and re-balancing school places in the English-medium sector. We

recognise that this still poses concerns for the communities of those schools with respects to staffing and governance, but feel that protecting the identity and educational provision of those schools is important.

In respect to Ysgol Mynydd Bychan, we do share concerns about the budgetary impact of transferring to a significantly larger building. Whilst we recognise data in relation to oversubscription in recent years and data in relation to pupil enrolment in comparison to their catchment area (Table 10) suggests an immediate increase in pupils on roll, there will be a period of growth for the school in reaching 2FE. This will have staffing and therefore resource implications in what is already a challenging financial environment for schools. It is essential that the council actively supports Ysgol Mynydd Bychan to increase the numbers on roll to minimise, insofar as possible, the resource implications of the relocation of the school, as part of its Welsh in Education Strategic Plan.

The consultation document does not outline any capital investment the council proposes to make in the fabric of the affected school buildings. This poses questions particularly in respect of the current Allensbank Primary School building and the constraints of the building as a Grade 2 listed building. More reassurance is needed about the adaptations that would be possible, but also ensuring that enhancements are made to all assets so no school inherits premises that will incur ongoing significant maintenance costs. It is also essential that construction works are completed as quickly as possible as to minimise disruption for all pupils, but particularly those at Allensbank and Gladstone who have faced prolonged maintenance works over recent years.

We support the intention of increasing nursery places and providing continuity for pupils in both Welsh medium and English medium settings as part of the re-balancing of school places in the area.

### **Other options posed to us by the community**

Once again, we share the frustration felt within the community that the council has ruled out, or failed to fully explore, the option of new-build accommodation in creating a sustainable, flexible solution for future growth. We are also disappointed that no capital investment has been indicated as part of the 21<sup>st</sup> Century schools programme to deliver excellence in our school buildings.

Some residents have advocated for the re-location of Mynydd Bychan on the Gladstone site and the re-location of Gladstone Primary School to the Allensbank site. They feel this would allow substantial growth for Mynydd Bychan without the same resource implications as transferring to the Allensbank site. We do however recognise that this would limit the future growth of Welsh medium education, if the current configuration of the current Gladstone building were to be maintained. It is frustrating however that the reasons for this option being discounted are not outlined in the consultation document.

### **Further comments**

More broadly, the consultation focusses on built assets, but does not appear to engage with any urgency the wider question and role of school catchments in re-balancing places prior to the re-allocation of places.

Page 80 of the consultation document suggests a phased expansion, and we would welcome clarity that means phased expansion of Ysgol Mynydd Bychan as the sole user of the current Allensbank School site, and not that schools will be split across sites as posed in the 2021 consultation. As with the 2019 consultation, we do not feel that operating schools over multiple sites is beneficial for any school.

### **Notes**

*Cllr Taylor has been a local authority appointed governor at Ysgol Mynydd Bychan since 2016 and was reappointed in 2021.*

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County Councillor for Cathays Ward, Cllr Chris Weaver

I've not selected a particular option as supported or not supported, all have benefits and opportunities as well as risks. There are a few points that I'd like to be considered as part of the decision making, based on the discussions we've had at Gladstone Primary Governing Body.

The Governing Body know that many parents really value the culture and ethos of the school and the hard work and excellence of the staff, and understandably these proposals have created some concern that this could be disrupted. We do understand the need for school organisation to provide appropriate numbers of places for both Welsh and English medium for local families, but this is obviously a sensitive and challenging time for staff, parents, and the whole school community.

I would like to emphasise that when considering the best option, the Council should refer to the aims of 'Cardiff 2030', in particular in closing the attainment gap. The EM primary schools in this area share similar demographic traits, with high levels of pupils eligible for free school meals, with English as an additional language with multiple different first languages spoken by families at the schools, and all experience a mobile and transient pupil cohort. I believe these factors should be taken into account in determining the best option, with a clear outcome from this process to be to improve even further the education offer to those pupils. This is exactly the cohort of pupils we need to be investing in to close that attainment gap, and this should be a crucial factor in deciding which option is best – and necessary resource should be made available to ensure enhancement for these pupils can be delivered. I can see that locating either one LEA school or two federated LEA schools on the Gladstone site could bring some opportunities to economies of scale and efficiency in allocating resources that could support some of this enhancement.

I'd also like to emphasise that this process is unsettling and concerning for staff at schools that may be going to federate or amalgamate, and everything possible must be done to support staff welfare during this process. I would like to see the most simple and clear process possible should schools federate or merge, to give staff the greatest and quickest certainty about their situation that is possible.

Gladstone is an excellent school, as evidenced by the most recent Estyn visit, with an inclusive and welcoming culture. Parents of children at the school have expressed their strong support for the school's culture and ethos. If federation or amalgamation are chosen as the preferred option I hope the history and ethos of Gladstone and Allensbank can be reflected in the future school(s), and acknowledged in some way, to reflect their longstanding and important presence in the lives of so many families in this area, and to reassure parents of pupils currently at the schools that the very positive, welcoming, successful cultures and practice of the schools will continue.



Estyn - His Majesty's Inspectorate for Education and Training in Wales

## **Estyn response to the proposed changes to primary school provision serving Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd**

### **Introduction**

This report has been prepared by His Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation options.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

### **Summary/ Conclusion**

The proposal is by Cardiff council

It is consulting on three options to reorganise schools in the area

#### **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

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- 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)

It is Estyn's view that each of the three options are likely to at least maintain the standard of education provision in the area.

### **Description and benefits**

The council has provided a reasonable rationale for suggesting the changes detailed in the three options. This is mainly to provide an appropriate balance of Welsh-medium and English-medium school places. A previous consultation showed that there was support overall for the expansion of Welsh medium education, although other issues were raised. The current options address the issues that informed the earlier consultation.

The council has provided suitably detailed descriptions of the options, highlighting the similarities and differences between each one. It has also appropriately provided key dates for the statutory procedures relating to the proposal and indicated that the proposed changes would take effect from September 2025. The council properly makes reference to the fact that the option to close two schools, and to establish a new school, would require the establishment of a temporary governing body ahead of the opening of the newly opened, larger school.

The council has clearly set out the benefits for the different parts of each option. It has also provided the common disadvantages associated with each aspect of option one and option two and separately provided the potential disadvantages of option three. The council considers that overall, the options would include the benefits of

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having a better balance between the number of places available and the number of children wanting places for both English-medium and Welsh-medium provision, support schools to become more financially sustainable making better use of their resources and allow all of the school sites to stay as school sites so there is enough space for future changes in the population. The disadvantages include possible increase in traffic congestion, closing schools valued by the local community and option 3 would result in a marginal reduction in the number of English-medium community primary school places.

The council has suitably identified the main risks associated with the options. These include the council not having enough places if there is an increased demand for English medium education, not enough demand for Welsh medium education thereby resulting in too many surplus places and potential disruption during the transition period. The council appear to have suitable mitigation processes in place to manage these risks.

The council has considered a few different options. These include considering alternative site options within the Ysgol Mynydd Bychan catchment area, locating Welsh-medium provision on the shared Gladstone and St. Monica's CIW site with English-medium provision on the Allensbank site, expansion of the existing Ysgol Mynydd Bychan site and reorganisation of provision on the Albany Primary School site. It has provided reasonable explanations as to why these options have been discounted.

The council has suitably presented information on the impact of the options on learner travel arrangements. It states that it has been committed to ensuring that every school in Cardiff has an 'active travel plan' which identifies actions by the school to support and encourage active travel where appropriate and identifies improvements needed on-site and off-site to facilitate active journeys. All four schools included in the options have active travel plans in place for their current sites. The council asserts that officers will work with these schools to develop their plans to suit any change in circumstances. The council further mentions that there are no plans to change its policy on the transport of children to and from school. Where pupils must go to school in a new location, their entitlement to free home to school transport would be re-assessed from the new location.

The council has provided a useful table showing the distances between all the schools considered in the options. It confirms the council's statement that the maximum distances between the school sites is approximately 0.5 miles and that should any of the schools be relocated to an alternative site, the maximum increase in home to school travel distance for current pupils is therefore 0.5 miles.

The council has provided a detailed analysis of data that includes the numbers of pupils on roll in each of the affected schools and also historical numbers and forecasts for the next few years. This data demonstrates that there are significant numbers of surplus places overall in the English medium schools which are forecast

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to continue over the next few years. The council states that there would still be enough places serving the area for children who currently attend or want to attend the English-medium schools in the future. In addition, the council states that it also wants to increase the number of Welsh-medium primary school places in the area by expanding Ysgol Mynydd Bychan. This school is full at present.

The council accurately states that the options would have a positive impact on the Welsh language with an increase in the number of Welsh-medium primary school places available at primary age. It highlights the council's Welsh in Education Strategic Plan (WESP) and points out that outcome 1 and outcome 2 refer to more nursery children and more reception class children receiving their education through the medium of Welsh.

The council has considered the financial costs of each option and any potential savings. It states that funding to support the reorganisation of English-medium provision would be made available from council resources. Grant funding from the Welsh Government to reorganise Welsh medium primary school provision would allow for investment in school buildings to support increased intakes. There would be no savings to the council as a result of any of the proposed changes. Any efficiency savings would allow for funding to be allocated more effectively in each school's budget.

### **Educational aspects of the proposal**

The council has provided the consortium's view of quality and standards at each school as well as the most recent Estyn inspection outcomes and states that standards at the four schools included in the proposed changes are good. It affirms that it 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 concludes that it does not expect the options to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision based at Allensbank Primary School. It says that it would work with the leadership of each of the schools to make sure everyone at the school understands their responsibility for helping to improve and sustain high performance, care, support, and guidance and plan changes carefully so that leadership and governance are not disrupted. This seems fair and reasonable, however no further detail is provided to support how this would be accomplished

The council has considered the impact of the options on pupils receiving free school meals, pupils with English as an additional language, minority ethnic pupils and pupils with additional learning needs. It has presented data that shows the numbers of these pupils in each of the schools. For each of these groups of pupils, it reasonably concludes that there is no information available that suggests that the options would have a negative effect on provision. It has also provided a single

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impact assessment, an equality impact assessment and a community impact assessment which all appear to be relevant and valid

The council has suitably considered the potential disruption to pupils in implementing the proposed changes. A project lead officer would work with the governing bodies of the schools to develop an investment programme that would include transition arrangements and support the wellbeing of pupils and staff. More disruptive work would be undertaken during the school holidays wherever possible. The proposed expansion of Ysgol Mynydd Bychan would be phased and parts of the two buildings could be closed to staff whilst works are undertaken

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Julie Morgan, Member of the Senedd for Cardiff North

I am writing in response to the consultation on the plans to reorganise primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd. There has clearly been an increase in demand for Welsh language education and it is the policy of the Welsh Government to try to meet that demand and to try to reach a million Welsh speakers by 2050. It is therefore understandable that plans are being considered to allow for an increase in the numbers of children able to attend Ysgol Mynydd Bychan. It is very unfortunate that it is not possible to expand the school on the current site but it seems clear that there is insufficient space to accommodate extra classes there.

I have considered the 3 options and there are some concerns about each of them. All of them involve Ysgol Mynydd Bychan transferring to the current Allensbank Primary School site and increase from 192 to 420 places. It is to be welcomed that Ysgol Mynydd Bychan could expand to that size but there is concern that they would be moving into an older building which is listed and therefore they may be prevented from carrying out the improvements they would wish to see. I am aware that permission has not been granted in the past for doors which open to the outside area and I understand that CADW will not now consider specific plans until after the consultation ends. There is also concern that the outside space will not be adequate for the increased size of Ysgol Mynydd Bychan.

All of the options also involve moving Allensbank school from its current premises. Option 1 involves Allensbank and Gladstone Primary Schools amalgamating to establish a new 420 place English-medium School with nursery provision on the current site shared by Gladstone primary School and St Monica's Primary School. This seems to be the option preferred by Allensbank School, if they do have to move. The Allensbank building has been clothed in scaffolding and had a huge amount of repair work going on for the last four years. Children have often had to be moved to a different site within the building as the work was going on. This has naturally been difficult for the staff and children but they had hoped that at least at the end of it, they would have benefitted from the improvements. That benefit will now be lost to them, when they move out.

Option 2 would involve Allensbank children moving to the site currently occupied by St Monica's Primary School but there are concerns that the space would not be large enough for all the Allensbank children so some may have to be accommodated in Gladstone school and this does not seem desirable.

I am aware that some parents feel that by offering the three options, the Welsh language is being preferred over English. I do support the promotion of the Welsh language and it is obvious that there is a high demand for it. However, in Allensbank school, they have successfully improved their ranking over the years and have worked very well with a large number of children from various ethnic communities

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and between them, the children speak over 30 different languages. It is important that the success of the school is not diluted by these proposed moves.

[NEU response to the consultation on Primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd](#)

## **About The National Education Union**

The National Education Union is the largest education union in Europe, and represents teachers, lecturers, leaders, and support staff across the school and FE sectors in Wales. The NEU believes we must value education by valuing educators.

## **Our response**

NEU Cardiff District welcomes the opportunity to respond to this significant schools' reorganisation consultation. As we have members in each of the schools affected by the proposals, we do not think it is appropriate for us to advocate any specific option. We consider the schools themselves and their Governing Bodies to be well placed to convey their responses to each option.

There are, however, several points we would wish to make as an over-arching response to the consultation as a whole for your consideration, especially in terms of the impact on staff and continuity of employment.

The consultation document outlines the case for change based on educational and financial grounds. We are pleased to see that the good standard of education in all schools under consideration has been recognised. While we appreciate that many of the proposals offer enhanced opportunities for collaboration and professional development for staff and potentially expanded learning opportunities for children, it has been noted by our members that these proposals for change come at a time when all of the schools have recently emerged from the COVID pandemic, and its implications for dwindling staff resilience and an increase in the needs of pupils and families are continuing. It has also been stated that staff in some settings have been on a heightened and rapid school improvement journey throughout the period, resulting in very positive ESTYN reports, in the hope that this would lead to a secure and settled future for all. These staff now report feeling very vulnerable and the work that they do, undervalued. We would expect those proposing change to be mindful of the context in which the change is being suggested, and to ensure appropriate support for staff is put in place at every stage, should plans be progressed.

We are pleased that Cardiff LA has a well-publicised commitment to no compulsory redundancies wherever possible, but we note also the fact that there is no stated possibility of the direct transfer of staff should any of the schools be closed, leaving the sustained employment of staff at risk. We will provide a more detailed response to this issue once the outcome to this current stage of consultation is known, but at this point, we would expect the employer/s to ensure that the jobs and livelihoods of existing staff who wish to be employed in any new configuration of provision are protected and staff are as far as possible safeguarded from detriment during any



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restructuring process. We look forward to working closely with the LA/Diocese/Governing Bodies to ensure this is the case.

It is also a fact that these school sites have been subject to significant and ongoing building repairs over recent years, and staff have expressed disappointment that they may not get to enjoy the improved buildings following the years working in disrupted and noisy conditions. There is also concern that if plans are progressed, this would mean further periods of prolonged disruption whilst the school accommodation is further adjusted to suit the needs of any of the proposed configurations. There is also the potential for such works to impede the further educational development of the schools in the short term.

Indeed, the impact of merely beginning a consultation on amending educational provision has been shown in the past to have the potential to disrupt the improvement journey of the schools involved, due to the creation of uncertainty. Such uncertainty may cause parents to choose to send their children to other schools where the future is known and will not be subject to the same uncertainty/upheaval. This could impact on reception intake numbers, but also on pupils who currently attend, particularly the Allensbank and Gladstone schools, where the proposals involve moving site and changes to staffing structures and school leadership.

There are fears that this would spark a negative chain reaction of decreasing pupil numbers leading to an exacerbation of the financial challenges based in the short term, leading to a less sustainable future for English Medium provision overall. If families leave the catchment area, this would lead to a period of financial instability whether there is no change or a federation or amalgamation. What protections could the LA put in place during any transition period to counter the impact of such potential difficulties?

Arrangements for any period of change/transition must be well planned and properly supported to ensure that the current educational improvements are not lost, or the future prospects for all of the schools being viewed as less positive in the eyes of external stakeholders such as the Central South Consortium or Estyn. This would be hard for all staff who have made such efforts to achieve their current good ratings.

We are pleased that the proposals retain all of the buildings currently in use, and that their future use will be as primary schools. These buildings are key not just to the education of the children they serve, but also to their families and the communities they represent. In areas where there are great degrees of linguistic and ethnic diversity such as this, the importance of welcoming in the community to schools must not be underestimated in celebrating diversity and building a sense of community cohesion. Schools such as St Monica's, Allensbank and Gladstone have generations of experience in doing this, and any proposal for change must consider how this may be impacted either positively or negatively.

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The NEU acknowledges the equal status of both Welsh and English as official languages of Wales. With regards to the proposals for expanding Welsh Medium provision in the area, we have the following observations.

We appreciate that the further promotion of WM education in this area will not be possible until a suitable site is identified, and we appreciate that additional funding will only be available and ring-fenced to the expansion of WM education as a result of National policy that Cardiff LA have committed to. The two areas that will need further consideration are around the current identified drop in birthrate that is impacting reception class entry numbers, including those at Ysgol Mynydd Bychan whose reception class currently has vacancies, and the drive towards achieving a million speakers of Welsh by 2050. NEU Cymru believes that the plans to meet the Welsh Government's target of 1 million Welsh speakers by 2050 can only be met if we support the learning of Welsh for everyone in the education workforce. We would encourage the proposals to include consideration of developing any opportunities for the Welsh language skills of those beyond WM setting in this area on the use of Welsh in education, as we see the opportunities for training of the workforce as critical to Cardiff schools playing their part in helping the LA achieve their targets in this area.

We also believe that careful consideration of whether a two-form WM school rather than a 1.5 is the best in the medium term to ensure that too many surplus places are not created, leading to financial pressures being experienced, especially in light of birthrate trends. Indeed, it may be possible in the early years of any expansion, where numbers are not at full complement, any surplus spaces may be used for the development of Welsh Language skills for the wider education workforce in Wales, and the local community.

We welcome the potential for the ethnic diversity profile of Ysgol Mynydd Bychan to be improved, but due to the similarity of addresses of those who attend that school and those who attend Allensbank noted in the consultation, we expect that this will not be changed merely by the relocation of the schools. Further work, such as that being undertaken with Minority Ethnic groups as outlined in the WESP will be key to any improvements.

We were pleased that the levels of pupil mobility have been included in the background to the proposals. We would expect that a sufficient amount of pupil places be provided, particularly in the case of St Monica's, to accommodate the necessary flexibility required.

Although there are potential savings identified in the option of federation/ closer collaboration between Gladstone and Allensbank, further assurance would need to be given that this proposal will not mean a 'half-way house' along the route to the potential eventual closure of one or both schools involved in a future proposal. If this assurance is given, it may make this option more attractive to consultees, as it

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retains two well-known Cardiff schools, steeped in the history and development of the community of Cathays, and allows both unique identities to persist.

Angela Jardine  
Branch and District Secretary  
Cardiff NEU  
June 2023

Diocese of Llandaff

***Do you support Option 1? Yes***

The Christian faith ethos of the school is proving to be very attractive to both Christians and those of other faiths. Many of the current year groups in St Monica's are oversubscribed.

Parental choice should be treated equitably and therefore increasing the number of places available in a faith school is a positive move to address a demonstrably high demand for places.

The refurbished early years provision at St Monica's would be well utilised by a new school and nursery.

Current outdoor areas are totally inadequate for the size of the current school.

Current accommodation would not be able to accommodate the move to universal free school meals as the current kitchen facilities are totally inadequate.

***Do you support Option 2? No***

The current site presents too many restrictions as a split site. The current disproportionate outdoor area size restricts the provision available to children for outdoor play and learning in St Monica's which is not equitable for children.

***Do you support Option 3? No***

The current site of St Monica's is restricted by the availability of outdoor space and inadequate facilities for the provision of universal free school meals.

A demonstrably high demand for places is indicative of the need to extend the provision of places for parents wishing to choose a faith option for their child's schooling. This should be treated in a fair and equitable way and faith provision expanded as an offer for parents.

***Do you wish to make any additional comments?***

St Monica's should only be moved on condition that the new building is reviewed for, decorative condition, furnishings and facilities at no cost to the school. This would include the establishment of a suitable worship space in the school and the relocation of St Monica (statute) from the present location to the new site.

*Paul Booth, Director of Mission Llandaff Diocese*

## Allensbank Primary School – Governing Body

Firstly we have to note the distress that these proposals have caused and are still causing to the staff members of Allensbank who have worked tirelessly for many years to improve the experience of pupils in the school, continuing to work with their customary dedication through the recent strains of Covid and extensive building works.

Having endured the massive inconvenience of on-going alterations and construction works, to now be told that others will gain the benefits feels like a complete betrayal.

This is not a failing school as evidenced by the most recent Estyn report:

‘All staff at Allensbank Primary School work diligently to create a happy, caring and inclusive ethos at the school. The positive and supportive relationships between pupils and with all adults are a strength of the school. Leaders and staff work skilfully to create effective provision for pupils who need additional support. They use a range of approaches, which impact very positively on pupils’ achievement and their sense of wellbeing. The headteacher provides clear strategic direction alongside a dedicated team of staff who show a strong commitment towards supporting all of their pupils to achieve and thrive.’

To continue with less partisan objections, it is our opinion that the whole consultation exercise is flawed for the following reasons:

- There was no discussion at all with the concerned parties. i.e. Allensbank Primary School, Ysgol Mynydd Bychan, Gladstone Primary School and St. Monica’s Primary School to explore options before the document was published. This would have been a sensible preliminary process to discuss thoughts and opinions.
- The options suggested do not include all possible options, only those which result in Ysgol Mynydd Bychan being relocated to the Allensbank site with all renovation having been completed.

The most obvious and not dissimilar option omitted is that of moving Gladstone Primary School to the newly renovated Allensbank site. The number of pupils on roll at Gladstone is fewer than the number on roll at Allensbank so this would result in disruption for fewer pupils. The building would then be close to capacity, (whereas if Ysgol Mynydd Bychan were to move to the Allensbank site they would initially and for the foreseeable future have to deal with the problems of too large a building).

This would then allow Ysgol Mynydd Bychan to move to the Gladstone site which is actually more central within its catchment area

There are currently 203 pupils on roll at Ysgol Mynydd Bychan with 181 of these being from within the catchment area. Gladstone has 210 places but sufficient

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accommodation for up to 270 places, if resource rooms were to be assigned as classrooms. This would therefore allow an expansion for Ysgol Mynydd Bychan by up to nearly 90 pupils from within catchment with none of the problems of too large premises.

If, and given the decline in Welsh speakers over the last 10 years this remains a big uncertainty, there was a need for further expansion there would be the possibility of extending into the St. Monica's site and St Monica's being relocated elsewhere. This option would also have the benefit of freeing up the current Ysgol Mynydd Bychan site for development, possibly as a purpose built Welsh school or possibly to ease the current accommodation shortage in Cardiff.

Alternatively St. Monica's could, as proposed, be moved to the Ysgol Mynydd Bychan site leaving the current St Monica's site vacant for Ysgol Mynydd Bychan's future possible expansion. Again this would avoid the difficulty for Ysgol Mynydd Bychan of an over large building in the immediate future.

Regarding the options as laid out in these proposals, (none of which are welcome):

We consider options 2 and 3 to be totally unacceptable whereas option 1 is just undesirable and ill conceived.

Finally, while we appreciate the aims of the government's Welsh language strategy and are aware of the need for extra capacity in Welsh medium schools in Cardiff we are concerned and disappointed that these proposals if implemented would be to the detriment of some of the poorer, more vulnerable and more disadvantaged children in our community.

*Kevin Jacobs,  
(Chair of Governors, Allensbank Primary School)  
on behalf of the Governing Body*

Allensbank Primary School – Headteacher

***Do You Support Option 1? No***

None of the proposals are desirable for Allensbank. Option one, however, is the only proposal put forward that provides a level of security for the majority of Allensbank staff.

Option one has caused much distress to a highly dedicated and successful staff who have worked tirelessly to bring about school improvement. With the closure of Allensbank and Gladstone and the establishment of a new school comes the potential for job losses and therefore the impact on staff well-being is not to be underestimated if this option were to be carried forward.

The main objection to this proposal is that at no point has there been any form of discussion with schools as to where it would be best to site this larger school.

The distance between the current Gladstone and Allensbank sites is minimal. Surely then, consideration should have been given to which site would be best suited for this purpose. (I refer to this further within my suggestions for alternative proposals).

***Do You Support Option 2? No***

I consider Option 2 to be unacceptable.

With Allensbank potentially being reduced to a capacity of 210 pupils, it is clear that the school would need to share buildings/outdoor space with Gladstone Primary School. Whilst Allensbank has always had very positive relationships with Gladstone Primary School and would clearly seek to maintain these, there would be concerns around co-location. The burden of sharing facilities on a site that already has a limited amount of outdoor learning space would lead to difficult to manage health and safety and pupil safeguarding arrangements.

The reduction in pupil numbers and removal of Nursery provision would also have a catastrophic impact on Allensbank Primary School in terms of funding and the ability to attract new intake within Reception classes each year.

***Do You Support Option 3? No***

I consider Option 3 to be unacceptable.

This option would lead to a large reduction in pupil numbers and therefore reduce significantly the funding received by Allensbank Primary School.

The funding for a single form entry school is currently not sufficient to make small schools financially viable. The result of this proposal would be that Allensbank would

sustain a huge financial loss of income. This would therefore ultimately mean a lack of job security for all current staff at Allensbank.

***Would you like to suggest any changes or alternatives to the proposed options?***

None of the 3 proposals are in anyway desirable to Allensbank.

All three proposals are based on the assumption that Allensbank Primary School should move from its current building.

A clear alternative to this proposal would be to close Gladstone Primary School and Allensbank Primary School whilst accommodating a new English-Medium school on the Allensbank site.

The Allensbank building is able to comfortably accommodate a 2FE Primary School whilst also allowing provision for staff parking.

There are fewer pupils on roll at Gladstone and so there would be disruption for a smaller number of pupils in terms of them being relocated.

The Gladstone building would comfortably house Ysgol Mynydd Bychan with the option to expand further into the St Monica's site if needed. It would also position Ysgol Mynydd Bychan more centrally within its catchment area.

***If so, how would these changes be of greater benefit to children and young people in these communities, than Options 1, 2 or 3?***

The siting of Gladstone and Allensbank Primary Schools on the current Allensbank site would mean a disrupted education for fewer pupils.

The positioning of Ysgol Mynydd Bychan on the Gladstone site would allow for easier access for parents, particularly from the more southernly part of their catchment area.

This option also provides the ability for Ysgol Mynydd Bychan to grow over time. It minimises the amount of unutilised space within the area until needed, as the separate St Monica's building could easily be utilised by the wider community. Some examples of potential interim use would be for EAL classes for parents within this diverse community, a support Hub for refugees and asylum seekers in need of support or simply a place for community groups to meet thus providing an income for the Local Authority.



***Do you wish to make any additional comments?***

As headteacher at Allensbank Primary School since 2013, I am proud to have led a dedicated team of staff in ensuring that the school meets the needs of pupils from this highly diverse community.

The proposals are being forced on us as a school and community that does not seek change. We would prefer instead to be appropriately funded and resourced in order to continue to meet the needs of our learners.

The school has faced huge challenges in recent years due to the impact of Covid-19 but also the significant building works which have impacted on the everyday life of our school for the past 4 years. Staff have endured all of these pressures whilst remaining steadfastly focused on pupils and the unique ethos of the school. They now face further years of disruption within the building knowing that potentially they will benefit in no way from the improvements to the building. The spending around these building works has been particularly hard to swallow given the fact that Allensbank has been working under severe financial limitations during this period. Scaffolding costs for the building (given that scaffolding was in place for years prior to work commencing) stands at a cost of well over £300,000. Allensbank can only imagine what could have been achieved as a school if this additional Council money had instead been used to address underfunding for the school.

Pupil numbers have declined on a Citywide level and so schools are left fighting to attract pupils. Making Allensbank inviting and appealing to parents is hugely challenging given that buildings have been fully scaffolded externally and the outdoor space severely limited.

Whilst pupil numbers have declined in line with many across the City, our pupil numbers at any one point do not reflect the high levels of mobility and numbers of pupils from across the globe that enter Allensbank very often for their first experience of the British Education system. We were recognised by Estyn in 2020 as being a school that “celebrates the diversity of culture and language of pupils and their families at every opportunity and uses highly effective strategies to support pupils who need to develop their English language skills.” We strongly feel that the Local Authority should be celebrating these successes of the school rather than making us subject to enforced change.

*Jenny Drogan, Headteacher of Allensbank Primary School*

### Allensbank Staff – NEU Union Members

Here is our written response from NEU Union members at Allensbank Primary School in regards to the provision of Primary School places to serve Cathay's, Gabalfa, Llandaff North and Plasnewydd.

#### **Option 1**

We recognise the benefits of amalgamating Allensbank and Gladstone schools and becoming a 2FE. However, we would like to raise the following comments:

- Gladstone and St Monica's will not be fit for purpose as a 2FE school by September 2025 if this option goes ahead. We feel that our school will be ready for a 2FE school for a smoother transition to amalgamation and have less of an impact on pupils and staff well-being.
- Ysgol Mynydd Bychan whilst currently full will not have a 2FE on September 2025 if current oversubscription figures and 20% drop in birth rate are anything to go by. Therefore, we feel that Ysgol Mynydd Bychan would be better suited on the Gladstone site providing them with ample space and potential room to grow.
- We feel this option would cause congestion in an already busy area with a significant amount of staff, pupils and parents needing access to parking. How would the council overcome this issue in an already notoriously bad for parking availability.
- With the current cost of living crisis, we are concerned that amalgamating schools would have a significant cost implication for families who reuse uniforms yearly and hand me down. How would the council overcome and address this issue for our families?
- There has been a huge impact on all staff's wellbeing, mental and physical health with regards to the prospect of this option as there is a huge uncertainty with regards to our futures and financial security, as even though the number of staff needed would be the same and two schools are being pushed together, we are not guaranteed our role even though the role is there in the new school. We would also like to raise the concern that pupils have been informed via the council that 'All or most of the teachers in the new school are expected to be from Allensbank and Gladstone.' We would be looking to seek clarity on the discrepancy between these two very different viewpoints both of which have been given by the council.
- We have some of the most vulnerable pupils in the LEA, who rely on the familiarity of staff and their surroundings to cope and keep them regulated on a day-to-day basis and the change of location will ultimately have an effect on these pupils.

#### **Option 2**

We feel strongly that Allensbank being placed on the current St Monica's site right next to Gladstone LEA maintained English medium Primary school, makes no sense and will not benefit Allensbank community as a whole. The reduction of numbers with the

closure of our current nursery will have a detrimental effect on pupil numbers in the future. How can a smaller Allensbank compete with a Gladstone that is catering from ages 3-11 and has an abundance of space to do this and we feel that this will ultimately lead to Allensbanks full closure.

This option would also mean uncertainty for all staff and their roles due to the closure of the nursery, having a detrimental effect on the wellbeing of staff and pupils.

We have some of the most vulnerable pupils in the LEA, who rely on the familiarity of staff and their surroundings to cope and keep them regulated on a day to day basis and the change of location will ultimately have an effect on these pupils.

### **Option 3**

Whilst on paper this option seems the most straightforward option for all parties involved, we feel that this is another option to set Allensbank up for failure and ultimately close or an eventual amalgamation with Gladstone. Again, the reduction of numbers to a 0.9FE would impact the current pupils on roll at our school as well as our ability to attract potential pupils. This will then have financial consequences for our school which would be catastrophic taking into consideration our current financial situation as a school and would not be sustainable in the longer term.

We have some of the most vulnerable pupils in the LEA, who rely on the familiarity of staff and their surroundings to cope and keep them regulated on a day-to-day basis and the change of location will ultimately have an effect on these pupils.

We would like to propose a fourth option to yourselves where Allensbank remains on its school site and amalgamates with Gladstone to form a new school, as we do see the benefits of amalgamating the two schools and it would limit some of our concerns listed above, along with relieving some anxieties for our most vulnerable pupils.

In conclusion, we do not understand why pupils, staff and our community's wellbeing has not influenced an option for Allensbank to stay on their current site. All options are in favour of the other schools in the proposal and we feel that our rights to a fair proposal have been missed, especially as we have some of the most vulnerable pupils in the LEA, who rely on the familiarity of staff and their surroundings to cope and keep them regulated on a day to day basis.

Gladstone Primary School – Governing Body

***Do you support Option 1? No***

I can see the positives to solve Gladstone's deficit budget by pooling resources with another school. A wider group of staff may also offer wider opportunities for staff and more after school clubs. We may also be able to host a speech and language unit. However there are several issues which would threaten the school's ability to offer the education and support it currently offers.

1. Impact on staff and learners. Many staff are already anxious about losing their jobs. With this uncertainty lasting until September 2025, this may impact the teaching and learning experience for children. This option would also risk the headteacher's role as she too would have to apply. The headteacher has been an excellent leader, pupil numbers have grown annually since her arrival and our ESTYN inspection a success. This option risks losing the most vital resources that make Gladstone such a success.

2. Loss of identity. Gladstone holds a special place in the community and is it vital to support many vulnerable families. 36% of our children qualify for free school meals as they live in relative poverty. 65% of our pupils aged over 5 years speak English as an additional language (EAL), 48% of which are below competent in English (A-C). Our ESTYN inspection recognised our ability to help many vulnerable families to live happy and safe lives. The school supports them informally through translation and interpretation and because the school is small, staff are able to build relationships and trust with families. This is important for parents that have not had the linguistic or social confidence to engage otherwise, and is especially so for those whose children have additional learning needs. We have multiple generations of families that send their children to Gladstone because they trust their children will gain a positive and inclusive education. A loss of Gladstone as an entity would take away that role of trust the school holds locally.

3. Concern over lack of space to provide free school meals for a two-form entry school. We are constrained by the hall size and kitchen capacity; considerable investment would be needed to make it viable, as well as more midday supervisors to ensure the system functions. I also worry that this would take a long time to manage each day and could end up compromising teaching and learning time.

4. Concern over lack of space outdoors for a larger number of learners. Many of our children have limited access to safe outdoor spaces within the community. Doubling the number of children would put pressure on the available space and limit capacity to offer more outdoor activity after school clubs. The playground was described as "adequate" for a larger school by local authority staff, but I feel strongly that the needs of already-disadvantaged children should be a priority, accessing better than "adequate" outdoor space to enrich their learning experience and help to rebalance their life chances.

***Do you support Option 2? No***

Co-location of the two schools on a single site could bring complexity to practical operations. If the schools federated, it is not clear what the budget implications would be for the schools and may ultimately lead to amalgamation due to funding pressures, which would effectively be option one.

***Do you support Option 3? Yes***

The third option may be the most practical from Gladstone's perspective in many ways. It would be the least disruptive option for the staff and children and therefore limit the impact of an uncertain period of change or reconfiguration on teaching and learning and reduce the risk of loss of experienced, knowledgeable staff.

However, from a budgetary point of view, I acknowledge that this option may not benefit Gladstone and may not offer us an immediate way of setting a sustainable budget in the short term. However, I perceive this option could enable a reallocation of pupils from Allensbank to Gladstone, which might enable us to grow our pupil numbers to bring Gladstone's numbers up to capacity. This might allow us to make for a sustainable budget in the long-term with a full cohort in each class (we have capacity for around 30 more pupils currently).

As a governing body, we wish for the good work that Gladstone primary does within the community and for its learners to continue, and this option may allow us to keep the ethos and spirit of the school without compromising due to budgetary pressures. This option naturally also ensures that Ysgol Mynydd Bychan can operate in the space it needs and the community retains its schools and minimises disruption for all.

Gladstone Primary School – Headteacher

**Do you support Option 1? *Opinion not indicated***

This would be an exciting opportunity for two community schools to unite and form one larger Primary School in the Cathays area. Having one larger Primary School in the area would ensure a smooth transition for pupils from the age of 3 through to 16 years at High School. A larger school would allow for staff to share expertise and create greater collaboration/CPD opportunities. Additional staff could also provide a range of expertise and educational experiences for pupils in the school. An amalgamated school would offset any deficit budgets schools may currently have and provide a more sustainable future for the families and staff. An increase in pupil numbers would impact positively on the school budget and provide additional resources and opportunities for pupils. The whole school community would have the opportunity to contribute their ideas and thoughts to help shape their child's school for the future e.g. deciding on the school name, school uniform, branding giving them ownership of their school in their own community.

The schools building work will be completed and will hopefully provide pupils with a structurally sound building to be proud of. There was previously one school on the whole site with the infant building being located in St Monica's and the Junior school at Gladstone. This could be a possibility for a new amalgamated school with also space for an After School Club and/or a Speech and Language Unit, SRB or Nurture facility. Gladstone Primary School currently hold family learning courses for parents/carers which could continue.

Having one Primary School will also create more opportunities for families to network and support one another in the community. This would also allow the community to work together to help support raise funds for the school and support any local events/businesses. A larger school could enable the school to reach out to more people in the community and raise awareness of the Boathouse building as a potential space which could be utilised by families/businesses.

I appreciate this option would be unsettling for all staff, including myself, as we would all have to re-apply for our jobs with the Headteacher and Deputy Headteacher positions going national which could mean potential redundancies.

**Do you support Option 2? *Opinion not indicated***

Co-locating Allensbank and Gladstone Primary School on a shared site would allow two community schools to come together and provide greater collaboration opportunities for staff, pupils, families and governors. Having both schools on one site would allow for staff to share expertise and create greater collaboration/CPD opportunities. Staff could also provide a range of expertise and educational experiences for pupils in the school. There would be the opportunity to pool resources together which both schools could benefit from. This would also ensure

that Gladstone and Allensbank retain their identity and ethos. If schools were to federate this would be an exciting opportunity to work closely with all stakeholders of both schools and unite them under one umbrella.

This would give families time to adjust to the schools working on one site and be a smoother transition should the schools federate in the future.

This option would have little impact on staffing with nearly all staff not having to reapply for their jobs offering more job security.

Consideration would need to be given as to how Allensbank and Gladstone would share the site as this would need to be managed appropriately to ensure families are clear on school structures etc.

### ***Do you support Option 3? Yes***

This option would allow us to keep our identity, history and ethos which is important to our school community. This option would have the least disruption and impact on our school.

This option would have no impact on the pupils at Gladstone which would provide continuity and stability for their future. We are proud of the recent Estyn Inspection report and would like to build on the already good practice recognized by inspectors. Families have expressed how welcoming and nurturing the school is and how they like the fact we are a small community school as it allows us to support everyone including our EAL and most vulnerable families. We are a multigenerational school and this option would allow families to continue to return to Gladstone School.

Pupil numbers have been on the increase since 2018 and are continuing to rise which will hopefully contribute positively to the budget and future of Gladstone School. Option 3 would allow us to maintain and grow our current nursery numbers.

If schools were to federate this would be an exciting opportunity to work closely with all stakeholders of both schools and unite them under one umbrella. With federation there could potentially be a staffing restructure which could create savings in the long term to the budget. There would be the opportunity for both Allensbank and Gladstone to work collaboratively and share expertise and knowledge. This would also impact positively on the learners as their educational experiences could be enhanced. There would be the opportunity to pool resources together which both schools could benefit from. Having a Federated School would create more opportunities for families to network and support one another in the community. This would also allow the community to work together to help support raise funds for the school and support any local events/businesses. A federated school could enable the school to reach out to more people in the community and raise awareness of the Boathouse building as a potential space which could be utilised by families/businesses.

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There is space at Gladstone School to house a Speech and Language Unit.

This would be a quicker and easier option to manage only impacting on 2 schools physically. This option also means that the majority of staff will not have to re-apply for their jobs which will ensure staff wellbeing is maintained.

The Local Authority have invested heavily in the restoration of Gladstone School with extensive building work being undertaken over the last few years – option 3 would allow the staff and pupils/families to enjoy and appreciate their new renovated building.

***Would you like to suggest any changes or alternatives to the proposed options?***

Extra funding to support the huge pupil mobility factor would support schools in this area and make budget planning for the future less challenging.

***Do you wish to make any additional comments?***

We have faced (as have other other schools) many challenges over the last few years which have included Covid, Building Work, Budgets, Estyn and now the Consultation of schools in the area. I appreciate that there are advantages and disadvantages for all schools involved with all options but trust that the Council will make the right decision for the future of learners and families in the Cathays area. Although Option 3 is my preferred option I have offered my opinion on Option 1 and 2 as I feel this is important. We will support whatever the outcome will be and help manage the change effectively for all parties involved.

*Paula Shipton-Jones, Headteacher of Gladstone Primary School*



## Gladstone Primary School – Staff

### ***Do you support Option 1? No***

- The two oldest primary schools in the Cathays area, lose their identity and history.
- The intimate school ethos of two smaller primary schools, would be lost. With the new families, the families who need that support, and the families with little to no English, having the support within a smaller setting has always been crucial in maintaining positive relationships, and helping those in need.
- Staff have to re-apply for their posts.
- Senior staff, i.e. HT & DHTs have to re-apply for their positions; this would be advertised nationally, not just between the schools.
- Redundancies.
- A new nursery could reduce numbers at Gladstone.

### ***Do you support Option 2? No***

- Could be confusing for parents/families if schools are having to share both buildings?
- Could be logistically challenging for schools.
- Federation could mean Senior Leaders are at risk of losing their jobs from both schools
- Possible redundancies

### ***Do you support Option 3? Yes***

This option would allow us to keep our identity, history and ethos which is important to our school community. This option would have the least disruption and impact on our school.

Parent/Carers have expressed how much they value the staff at the school and are concerned about the impact of the consultation process on staff wellbeing. They are also concerned that this could also impact on standards due to the uncertainty ahead for staff and pupils. This option would have little impact on staffing with nearly all staff not having to reapply for their jobs offering more job security.

This option would have no impact on the pupils at Gladstone which would provide continuity and stability for their future. We are proud of the recent Estyn Inspection report and would like to build on the already good practice recognized by inspectors. Families have expressed how welcoming and nurturing the school is and how they like the fact we are a small community school as it allows us to support everyone including our EAL and most vulnerable families. We are a multigenerational school and this option would allow families to continue to return to Gladstone School.

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Pupil numbers have been on the increase since 2018 and are continuing to rise which will hopefully contribute positively to the budget and future of Gladstone School. Option 3 would allow us to maintain and grow our current nursery numbers.

If schools were to federate this would be an exciting opportunity to work closely with all stakeholders of both schools and unite them under one umbrella. With federation there could potentially be a staffing restructure which could create savings in the long term to the budget. There would be the opportunity for both Allensbank and Gladstone to work collaboratively and share expertise and knowledge. This would also impact positively on the learners as their educational experiences could be enhanced. There would be the opportunity to pool resources together which both schools could benefit from. Having a Federated School would create more opportunities for families to network and support one another in the community. This would also allow the community to work together to help support raise funds for the school and support any local events/businesses. A federated school could enable the school to reach out to more people in the community and raise awareness of the Boathouse building as a potential space which could be utilised by families/businesses.

There is space at Gladstone School to house a Speech and Language Unit.

This would be a quicker and easier option to manage only impacting on 2 schools physically. This option also means that the majority of staff will not have to re-apply for their jobs which will ensure staff wellbeing is maintained.

The Local Authority have invested heavily in the restoration of Gladstone School with extensive building work being undertaken over the last few years – option 3 would allow the staff and pupils/families to enjoy and appreciate their new renovated building.

***Would you like to suggest any changes or alternatives to the proposed options?***

Extra funding to support the huge pupil mobility factor would support schools in this area and make budget planning for the future less challenging.

***Do you wish to make any additional comments?***

Our preferred option is 3 but we will support whatever the outcome will be and help manage the change effectively for all parties involved.

St Monica's Church in Wales Primary School – Finance, Premises and Health & Safety  
Committee of the Governing Body

***Do you support Option 1? Yes***

I am writing as chair of Finance, Premises & Health & Safety Committee of St Monica's School Governing Body.

As a committee we believe option 1 to be in the best interest of our school and other schools involved. We believe the relocation of St Monica's to the current Ysgol Mynydd Bychan site would benefit us for several reasons:

- Our school is currently oversubscribed, we have waiting lists for every year group (except for reception). Our current site isn't fit for purpose for growing demand for church school places. Site move would allow us to incorporate a nursery. We hope there is scope for us to increase to a 0.9 form entry school. Making our school more financially viable.
- Moving site would place St Monica's in new Parish Ministry area. Allowing for the first time children in that area catchment – widening choice for church schools.
- Our current building is listed and has undergone significant repairs in recent years. A financial challenge due to us being a church school and relying on CRAMP funding (Capital Repairs and Maintenance Programme).
- To have a modern, more economical building we could better use CRAMP funding for betterment of school. Relieving financial pressures.
- For all schools involved we feel it would be best use of tax payer money and most efficient distribution of finances to manage schools.

St Monica's Church in Wales Primary School – Standards Committee of the Governing  
Body

***Do you support Option 1? Yes***

Response on behalf of the St Monica's Governing Body: Standards Committee: The committee believe that St Monica's having nursery provision would support the transition from nursery to reception (albeit that parents would have to apply for places in Reception) as the transition can be tricky especially if Additional Learning Needs have been identified for individual children. So if we had our own nursery, we would already know the children well and transition would be easier.

The benefits to standards are that all the foundation phase classrooms have direct access to outdoor areas which would enhance the curriculum we were able to provide. The building is also in a better condition, so more money would be available for resources. Also, having more staff would allow responsibilities to be shared, thus reducing the workload for SLT and Headteacher and allowing them to focus on improving teaching across the school.

If option 3 is decided, there will still be 3 very small schools and less money in the system to support learning and teaching. Currently there are 4 small schools. Option 1 means that there will only be one small school - St Monica's. The funding model currently used for Nursery places would mean that St Monica's would be financially more stable, also allowing a higher percentage of the budget to be spent on learning and teaching - thus raising standards further.

***Do you support Option 2? No***

This option is in effect exactly the same as Option 1 for St Monica's, however, there would be less money in the system if there were still 3 small schools in the Cathays/Heath area.

***Do you support Option 3? No***

St Monica's is an oversubscribed primary school that is financially unviable. The only option for sustainability is for the school to be allowed to grow - which it is very capable of having waiting lists in almost every single year group.

St Monica's Church in Wales Primary School – Vision and Values Committee of the  
Governing Body

***Do you support Option 1? Yes***

Our response is based on our views as a Sub Committee of the St Monica's full Governing Body - Vision and Values - who look after the vision and values of the school, to ensure it maintains its Christian identity and complies with the Trust Deed with which the school was first formed.

We would recommend Option 1. Considering the impact Option 2 would have on the school communities involved, from our experience we know that sharing a site comes with many challenges.

Furthermore, Option 1 would enable any future children attending St Monica's to enjoy the facility of a nursery attached to the school on the Mynydd Bychan site, so they are able to be with any older siblings and benefit from a faith-based (Anglican) nursery experience which is not currently available in this area.

The ability to move site would also increase the catchment area for the school to include the Parish of St Mark's in Gabalfa. St Mark's also does not have a church primary school attached to it, and this change would further increase parents' access to a faith-based education - which is their right. This also aligns with the Diocesan vision to 'grow the Kingdom of God'.

The opportunity to have a larger building would enable us to further develop our curriculum offering, including quieter spaces for prayer and reflection. Consideration would need to be given to how St Monica's could ensure the whole learning environment is suitable for a faith-based education - this includes areas for prayer/worship and reflection both inside and outside the Mynydd Bychan site.

We are a thriving, oversubscribed school community, and are current having to turn away many children. This means that many families are not able to exercise their right to choose a faith-based education and many come to our school who have already had significant transitions, changes and challenges in life before their arrival in Cardiff. Turning away families from our community sits very uncomfortably with us as a Governing Body.

The close proximity of the proposed new site means that our existing links with St Michael's Church and The Table can continue. Travel time for families would be only marginally impacted upon. Traffic management of the Mynydd Bychan site would be easier as only one school's community will be attending and leaving at any one time.

For all of the reasons outlined above, we feel that the potential move would accord with the vision, values and Christian ethos which we have worked so hard to develop and sustain in St. Monica's CW Primary School.

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***Do you support Option 2? No***

Please see comments for Option 1.

***Do you support Option 3? No***

Please see comments for Option 1.

Rev'd Caroline Downs

St Monica's Church in Wales Primary School – Headteacher

***Do you support Option 1? Yes***

I am responding as the Head Teacher of St Monica's CW Primary School. I support Option 1 as I am aware of the huge difficulties all schools in Cardiff currently have in trying to balance budgets. I sit on the School Budget Forum and represent small schools and faith schools. The budget formula has a disproportionately negative impact on small schools as they are less economical to run. Only Option 1 significantly reduces the number of small schools. This option would mean that more money is available in the system for the education of all children in the city. This money is then available to spend on learning and teaching, rather than the upkeep of multiple buildings by small individual schools, space/school places are also used more efficiently so heating and resources are used better.

Three school buildings are listed, under Option 1 St Monica's would move into an unlisted building, enabling better use of the CRAMP fund (Capital Repairs and Maintenance Programme fund from Welsh Government for the upkeep of faith schools) so the school should be able to repair and maintain the building better. The design of the Mynydd Bychan building is also better matched to meeting the needs of pupils within the Curriculum for Wales. Each downstairs classroom has direct access to the outdoors, which would facilitate outdoor learning, supervision and alternative learning styles - meeting the needs of the St Monica's learners better.

Moving school site would also mean that we would not need to share a site with another school. Time we spend for worship activities would not be interrupted by the (understandable) noise from another school, playground space would be greatly enhanced from the area we are current able to utilise and traffic management would be easier as we would not need to stagger out start and end times to correspond with another school.

The transition from Nursery to Reception would be easier as children (once they have applied for a place in Reception) would be known to us, any ALN processes would have already been started and then continued in the same setting and any settling in periods would not need to be factored in before we requested additional support as that would have already happened in Nursery.

An additional teacher would need to be employed which would further reduce the burden held by all teachers in the school as multiple roles are held by teachers that in a larger school shared out amongst many.

The change in Ministry Area would mean that the Governing Body are likely to consult to extend the catchment area currently proscribed in our admissions policy to include the Parish of St Mark's, Gabalfa. There is no Church in Wales primary school for that Ministry Area currently, so this would also support the Diocesan mission to 'Grow the Kingdom of God'.

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***Do you support Option 2? No***

There is less financial or educational benefit to relocating 3 schools in this option.

***Do you support Option 3? No***

St Monica's is a thriving, oversubscribed primary school. Option 3 gives no room for growth and does not enable the school to become financially viable. As smaller schools, Gladstone and Allensbank are also much less likely to be financially viable under this model.



Ysgol Mynydd Bychan –Governing Body and Members of Staff

### **The consultation**

1. This consultation sets out the collective view of the Governing Body of Ysgol Mynydd Bychan (“YMB”) regarding the Council’s consultation on its proposals to:
  - make changes to how English-medium community primary schools are organised,
  - retaining an equivalent number of places or a marginal reduction in places compared to the existing arrangements; and
  - expand Welsh-medium primary school provision at Ysgol Mynydd Bychan.
  
2. The Council is proposing to achieve these changes in numbers by identifying three possible options with the overall aim of:
  - supporting each school to continue to improve education for all of their learners
  - ensuring that the provision offered meets the diverse needs of the local community
  - supporting schools to be financially sustainable, with stable school budgets
  - supporting schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners
  - consolidating English-medium primary school places with an appropriate level of surplus.
  - increasing Welsh-medium primary school places by one form of entry (210 primary age pupils).

### **Background**

3. Cymraeg 2050 sets the strategic, national context for these proposals. The Welsh Government’s goal is significantly to increase the number of Welsh speakers of all ages, with a specific target of 40% of all children receiving Welsh-medium education by 2050.
  
4. Locally, Cardiff’s ten-year target, as set out in the Welsh in Education Strategic Plan 2022-2030, is to increase the percentage of Year 1 children who are taught through the medium of Welsh in Cardiff by 9%. The Council also maintains its commitments to maintaining city-wide capacity in the Welsh-medium sector at 10% over the projected intake.
  
5. We are fully supportive of these national and local goals and stand ready to play our part, alongside the Council and the Welsh Government.
  
6. Given the consistent oversubscription for places at YMB over several years, and the reality that our catchment area is one of many areas within the city of Cardiff where there is scope to increase the number of children in Welsh-

medium education, we are pleased that the Council has been proactive in seeking, and successfully obtaining, grant funding to support capital investments that facilitate growth in Welsh-medium education and use of the Welsh language at YMB.

7. While we recognise that uptake is projected to level out over the next few years, due to falling birth rates, we are mindful that an upsurge is forecasted towards the end of this decade and the beginning of the next, which requires us to think creatively now to achieve a sustainable solution and to accommodate the demand we expect in the coming years.

#### **Our view: new school building and site**

8. We remain of the view that the best way to achieve expansion of YMB is a new school building and site which provide the resources, infrastructure, and environment we need to deliver high-quality and enriching learning experiences to our pupils, having regard to both the Curriculum for Wales and the 21st Century Schools and Education Programme.
9. While we recognise that we are in a dense, urban area, we continue to believe that further exploration of the potential utilisation of the existing Cathays High School site, should the relocation of Cathays High School go ahead, or the vacant space at the Companies House site, would be worthwhile.
10. We encourage the Council to make further efforts to explore the possibility of delivering a new school site at either of these locations, or others in the area, including by making enquiries with HM Government in respect of the Companies House site.
11. While we appreciate the financial implications of a new building and site for YMB, and the need to utilise the Council's existing assets where possible, we presume it would be possible to dispose of an existing school site for redevelopment in the event that it became redundant.

#### **Our view: use of existing assets**

12. We are of the view that a suitable permanent solution is required in order both to provide for the demand which has existed for several years and to achieve the goal of expanding Welsh-medium education in the area through an additional form of entry. All three options under consultation could offer such as a solution in respect of YMB.
13. We also continue to be of the opinion that any expansion of YMB must be delivered on a whole-school basis, rather than on a year-by-year or progress step-by-progress step basis. We are grateful to the Council for listening to the concerns we expressed at the previous consultation in 2021.

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14. If the Council's preferred solution is to utilise its existing educational building stock in the form of a site swap between YMB and another existing school site within the local area, then our priority will be that the necessary investment is put in place to deliver a scheme of improvement works which ensures that YMB's new site offers the same, if not a better, level of facilities as its current site.
15. This is essential to enable YMB to continue being able to offer the level of education and opportunities to its pupils as at present, as well as to achieve the 'buy in' from YMB's parents and wider community, which will be an important factor in ensuring that YMB's sense of community continues to flourish.
16. In any case, YMB will continue proactively to seek and foster a positive relationship and a sense of community with the other schools in our area, including regular interactions between pupils to mark, for example, the Urdd's Day of Goodwill and the Eisteddfod.
17. We are also mindful of our place in the wider community and will, regardless of the outcome of this consultation, continue to engage with local businesses and groups, including by making our site accessible to the community, in line with the Sustainable Communities for Learning Programme.
18. We acknowledge that there are significant demographic differences between YMB and the other schools involved in this consultation. While this reflects a general trend across Wales, we will continue to work with the Council, the Welsh Government, and any other appropriate bodies to increase the diversity of our school population. We recognise our own responsibility and, in line with the Welsh in Education Strategic Plan, believe strongly that this must be a shared endeavour.

### **Questions and concerns**

19. We are aware that all the other existing school sites within the locality are Listed Buildings and, as such, could prove difficult to alter and adapt to meet our requirements in line with the Curriculum for Wales and the 21st Century Schools and Education Programme.
20. Officers have advised the Governing Body that they have been unable to make a substantive approach to CADW in respect of any proposed building fabric amendments at any of the sites in this consultation.
21. We are also concerned about the ongoing maintenance requirements of the other existing school sites within the locality given that all three schools have been covered in scaffolding for at least the past three years, with very little

progress on any remedial works being undertaken. We would not want to see the school burdened by long-term outstanding maintenance works.

22. We are extremely concerned that, without further enquiry and guarantee, YMB may be relocated to a site, at which it could prove difficult or impossible to deliver a scheme of improvement works which ensures that we are able to offer the same, if not a better, level of facilities as our current site.
23. As such, we ask the Council to make appropriate further enquiries regarding the issues raised above, and to make this information available.
24. We are concerned about the energy efficiency of the school buildings under consideration. We have requested information from the Council on this matter but unfortunately this has not been forthcoming. We were told that this information was available to Council Officers but have not received anything to date.
26. We are also concerned that any move to a larger school building could cause the school major financial challenges if not properly addressed by the Council. In the future, school will be operating in a larger building with only a marginal increase in pupil numbers for a few years. School budgets are becoming increasingly challenging and there will be substantial pressure over the next few years. We would look for the Council to work with the Governing Body to alleviate the budgetary implications of a rapid expansion.

## **Conclusion**

27. Given that all three options would deliver the same outcome for YMB, and given the questions and concerns we have outlined above, we are not minded to indicate a preferred choice between the three options.
28. However, we believe that achieving expansion of Welsh-medium primary education in the north of Cardiff, as in the city more generally, which we support strongly, requires a permanent solution which enables YMB to continue to provide rich learning experiences to our pupils. All three options under consultation could provide such a solution.
29. We are grateful to the Council for listening to the concerns we expressed at the previous consultation in 2021.

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RhAG (Parents for Welsh Education)

1. RhAG wishes to thank you for the opportunity to respond to this Cardiff Council consultation on the **Primary School Places Proposal to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.**

The Welsh language education planning system through the Welsh in Education Strategic Plans must be a core part of the education provision planning of all Local Authorities. Since September 2022, Cardiff Council has been implementing a new scheme agreed by Welsh Government.

To increase opportunities for learners to be able to acquire the Welsh language so that they can use it easily is the basis of Welsh Government's ambition to reach one million speakers and the Government's own Welsh language education planning document notes

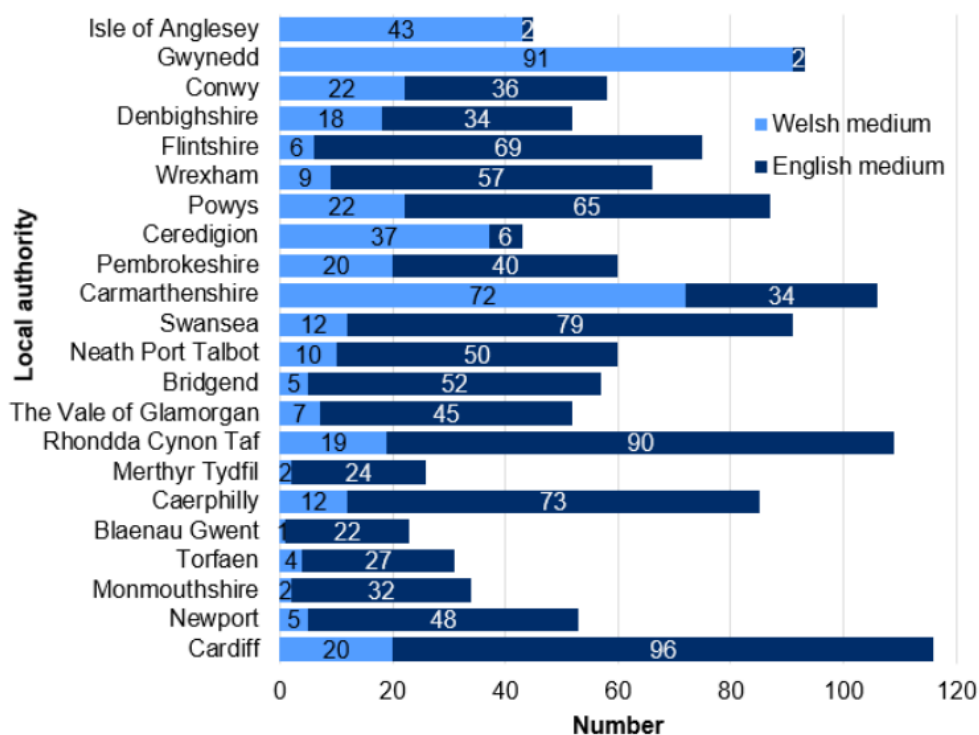
*"Cymraeg 2050 is clear that Welsh-medium immersion - which is where the medium of teaching and learning is delivered wholly or predominantly through the medium of Welsh - is the most reliable model for creating Welsh speakers with the skills and confidence to use the language comfortably in their everyday lives."*

(Page3:

<https://www.gov.wales/sites/default/files/publications/2021-02/guidance-welsh-in-education-strategic-plan.pdf>

2. We realise the amount of work that's involved in reorganizing schools in the C21st. RhAG has collaborated positively for a number of years with officers of the county and have been contributing ideas and strategies to ensure fairness for Welsh Language Education provision and for the families across the county who continue to fail to realise that the offer is available to them also. With the implementation of the 10-year plans there is a real opportunity to make a difference to the accessibility of Welsh language education within the County of Cardiff.
3. We only need to look at the figure below to see how few opportunities exist still in the county for pupils to be able to choose a Welsh language education easily and conveniently with only 20 Welsh medium schools while there are 96 English medium schools.

**Chart 1: Number of maintained schools by local authority and medium, 2022 (a)**



Source: Schools Census  
(a) Primary, middle and secondary schools (excluding nursery and special schools)

#### School Census 2022

4. A pledge has been made and money has been received from Welsh Government to increase the Welsh language education capacity of this area of the city since 2018 with pressure being felt in this area since long before then. RhAG has communicated with the county consistently since then noting the challenges that have arisen for parents as a result of failure to increase provision in this area.
5. The lack of an increase in Welsh language education provision in this area of the city has and will continue to cause challenges and other negative side effects across the county until a solution is found. There are families in this area of the city who have had to accept places in schools that are not within their catchment area, and as younger siblings applied for places in local schools, have been forced to apply to a school that is not within the catchment and therefore have had to travel further than normal, changing a journey made on foot to a journey in a car and in increasing cases of children from the same family having to go to different schools.
6. We agree of course with the principle of increasing Welsh language education provision which is a key part of this consultation, but the new provision must be suitable for education in the C21st and we are not fully convinced that this

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building will fulfil this need from the information that's been provided. The consultation sets out as follows:

" The school occupies two Grade 2 listed buildings which have been assessed as Condition category C+ (Poor with major defects) and Suitability category B (Satisfactory). The school buildings are generally in a satisfactory condition although works to external walls, windows and roofs are underway through the Council's Capital Asset programme. Some internal areas are suffering with an infestation of dry rot, and treatment will be ongoing until the dry rot is eradicated. The sanitary provision requires some refurbishment, and the site has some drainage issues to be resolved. The ongoing works at the school are scheduled to complete in Autumn 2023."

It is not clear from the consultation the details and impact of the sanitary and drainage works nor who will be responsible for funding these aspects when the reorganization takes place and therefore what will be Ysgol Mynydd Bychan's budgetary responsibility in this situation.

7. Increasing the capacity of Ysgol Mynydd Bychan to 420 will mean a significant change in the area in terms of the Welsh language education offer. We see no mention of the promotion and public communication steps that will be needed for this change. RhAG would of course be able to assist with this aspect.
8. We very much hope that further and ongoing communication will take place with Ysgol Mynydd Bychan to further develop these proposals, for the benefit of the school's community. We very much look forward to the provision of Welsh language education that is fit for the C21st and which is finally increasing the opportunities for the families of this area of Cardiff to have a real opportunity for their children to acquire Welsh from a very early age. We look forward to continuing to work with you to make these exciting plans a reality.

Sincerely,

**Elin Maher**  
**National Director**  
**Rhieni Dros Addysg Gymraeg**  
**07970 304219**  
**elin@rhag.wales**

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Allensbank Primary School – School Council

Dear Council of Cardiff,

We are writing to you in response to the previous meeting where we had discussed the three options. This letter is going to be our opinion on the three options that were available.

Option 1:

A couple of us like the option and believed that it is good to meet new friends and teachers. On the other hand, most of us didn't agree that it was the best option and their evidence against it is that some of the memories that were made in this school would not be present in the new building eliminating nostalgia.

Option 2:

Some of us are split liking the idea but not liking the lack of space and the loss of nursery. Some more evidence against this idea is that for pupils that walk to school and back would require a large route change. In addition to that we believe that the loss of nursery teachers would have a large impact on their lives because the skills that they have acquired need them to be a teacher but if the schools don't accept them then their lives would be heavily changed.

Option 3:

One of us is in favour of this idea because the route they would take to school would not change much however they are also not in favour of the loss of space. Others, however, didn't like this idea because a few children will lose their space because of the 0.9 form entry. Also, some of us are not in favour of the smaller playground. Over all this is the worst option.

In conclusion, most people think that its better if Allensbank stays in its place and we don't understand why we can't just stay where we are but every other school has an option where they can stay. IT does not feel like we all have a fair chance but we do have an alternate option. Why not have Gladstone join us as there is enough space for a 2-form entry school.

We hope that you take our opinions into consideration.

Yours sincerely,  
Allensbank primary School Council.



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St Monica's Church in Wales Primary School – School Council

Dear Sir or Madam,

We are the School Council for St Monica's CIW Primary School and we wanted to email you to give you our formal response to the consultation.

After a discussion as a council we believe that option 1 is the best option for us. The first reason being that we get to have a nursery in our school. We think this is a good idea because it will be less scary or daunting for children to then go to reception. Also, it's good for the children to be in school from a young age.

Secondly, option 1 gives us a chance to grow as a school. This is great for us because we get to make more friends! Our waiting list at the school is full and we'd love more people to join.

Finally, our playground at St Monica's is very small and has a lot of scaffolding on. Mynedd Bychan's site is much bigger, meaning we have more space to access our right to play. There'll be more opportunities to play fun sports at break time like football and basketball.

Many thanks.  
School Council

## APPENDIX B - Received Emails

Email 1

## **Cardiff Schools Reorganisation:**

### **The quiet injustice happening on our doorstep and a call to reconsider the options for a fairer future.**

My children have had the privilege of going to a wonderful, warm, nurturing and diverse, English Medium primary school in my local community in Cardiff. I say English Medium, and this is true, but in the course of their education they have also encountered a myriad of languages - Welsh, Arabic, Farsi, Spanish, Ukrainian, Urdu, Turkish, Hindi, Portuguese...and more! This is a school that truly and robustly reflects the diverse community it is planted in. This is a school that welcomes all, and welcomes them in extraordinary ways. This is a school whose contribution to society has been recognised with a school of sanctuary award "for its good practice in fostering a culture of welcome and inclusion."

(<https://schools.cityofsanctuary.org/become-a-school-of-sanctuary>) This is a school that really knows its stuff in the area of creating a diverse and welcoming community, both in theory and on the ground, which is after all (I truly hope) a shared goal of all who are involved in education across Wales. For all these reasons and more, this is a school whose expertise should be respected and listened to by those who are making the decisions about the future of the schools in our area . And yet, very sadly, this is a school that apparently has no voice in the conversation set by Cardiff Council about what is the best way forward for school provision in our community; a community that this school, Allensbank Primary, has been embedded in since 1905.

The need to expand the local Welsh Speaking primary school (Ysgol Mynydd Bychan), which has been oversubscribed for a number of years, has been an ongoing conundrum that Cardiff Council have been attempting to solve. This has led to the situation we find ourselves in today. On 23rd March 2023, The Local Authority announced their plans to reorganise primary school provision for our area. You can read about the three different options that are being put forward here: [Primary school proposals in parts of central and north Cardiff \(cardiffnewsroom.co.uk\)](https://cardiffnewsroom.co.uk) and the formal consultation documents are available to read here: [Cathays and Gabalfa primary schools \(cardiff.gov.uk\)](https://cardiff.gov.uk)

### **Equality or Favouritism?**

The council is aiming to achieve more of a balance between English and Welsh medium school places in the community, and rightly so. I appreciate their desire to give anyone who wants it an opportunity to be educated in Welsh. But it is hard to believe that all parties are being given equal consideration when you look at the proposals. You don't have to read the proposals very carefully at all to spot that *all three* of the options (which promise varying levels of upheaval for four different primary schools in the area) involve Allensbank School moving out of their building, and Ysgol Mynydd Bychan (YMB) moving into it.

From the moment I heard this news I have felt that something wasn't right. It has taken some time to work out exactly why, but now that I have spent some time reflecting on it all,

this is my best attempt to summarise why these proposals are not just upsetting, but deeply unfair:

### **1. The Scaffolding Debacle!**

The Allensbank School building has been incarcerated in scaffolding since 2019 and we are finally seeing a light at the end of the tunnel with some of the scaffolding coming down...only to be told that all this upheaval that pupils and staff have lived through and put up with is actually for the benefit of another school. Is it a coincidence that all three options end up with YMB moving into *this* particular building, with its renovations completed by the time the move is proposed?

### **2. The Unspoken Fourth Option**

Something that becomes glaringly obvious by its absence when you read through the council's proposals a few times, is the fact that there is another school site that would make a lot more logical sense for the Welsh school to move to, and yet this is not being suggested for YMB. In options 1 and 2 of the council's proposals, it is suggested that Gladstone School be merged with Allensbank to create a new two form entry (2FE) school, and that this school would exist on the site where Gladstone and St. Monica's (two different schools) currently reside.

Of course I would prefer for things to just stay the same forever, but even I realise that this might not be the most sustainable option. To balance out the numbers of Welsh and English places by adding an extra form of entry is an admirable aim, and to be able to do it using buildings that already exist is both resourceful and clever. But the proposals aim to increase the number of places at YMB from 192 to 420. Clearly an increase of this scale is not going to happen overnight! This will take time, probably years and in the meantime the council wants to move them to the biggest school building that's on the table. Listen carefully to this - the only school building that is already big enough to hold a 2FE entry school immediately (Allensbank) is being given to the school with the most uncertainty about numbers and the least chance of being a full 2FE school straight away (YMB)...in *all three* of the options. In other words, the ultimate aim of the school reorganisation is to have the best outcome for the Welsh-medium school.

### **3. Yet More Scaffolding...**

So options 1, 2, and 3 have YMB moving into a ready-made, scaffolding-free 2FE school building, despite the fact that they will probably be quite a way off even being a 1.5FE school for a good few years. Meanwhile, if Allensbank and Gladstone merge, they will be a 2FE school immediately, and yet the school building that the council are suggesting they occupy is the combined sites of two separate schools (Gladstone and St. Monica's). This site will need some fairly significant building work to be done on another part of the site to make it ready to house a school with the numbers we are talking about here. More building work, more scaffolding...for the schools that have already endured *years* of maintenance works and disruption. It is truly a tragedy and injustice that the council is considering putting Welsh education first, when we know (and can see clearly from the data in the consultation

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document) that some of our community's most vulnerable children are in the English medium schools in the area. The consultation document says on p12: "The Council believes that good education is the surest route out of poverty". Well if this is what they really believe, then why pump all of the best resources into the one school in our locality where poverty is largely absent? Why not instead, put everything into helping schools like Allensbank and Gladstone to be able to do more of what they are already doing so well amongst the poor, the vulnerable and the disadvantaged? Why reward their expertise and hard work with yet more disruption and upheaval?

I have had the privilege and joy of seeing Allensbank School up close and behind the scenes, both as a parent-governor, and as a weekly volunteer in one of the classes. What I have seen behind the scenes is, quite frankly, astounding. I have seen teachers that truly care about the kids in their class and would do anything for them, I have seen teaching assistants that genuinely love working alongside these teachers and count it an honour to be involved in the lives of the precious children in their care. And I have seen a senior leadership team at work creating the culture that makes all this possible; being present, compassionate, humble, fun, full of integrity and modeling leadership that is both strong and kind. All this makes Allensbank School a place where staff and pupils want to come every day!

Allensbank School is a bright gem in this community. And yet instead of celebrating that, the council wants to reward this wonderful school with more upheaval, more uncertainty...and dare I say it, more scaffolding!

### **The Big Question...**

I suppose the main question that comes to mind, when you consider all the possibilities of sites for the reorganised schools, based on the size of the schools alone, is *why* was the option of putting the newly expanded 2FE (or more like 1.5E?) Welsh School on the Gladstone/St.Monica's site not included in the council's plans? Well, be prepared for more unfairness, because the council's reason for discounting this fourth option, quoted from page 76 of the consultation document, is that "The current take-up of places at Welsh-medium provision is concentrated in the northern part of its catchment area, in close proximity to the existing Ysgol Mynydd Bychan site and the Allensbank site." - In other words, Allensbank is a better location because it is closer to where the current families who attend YMB live.

Out of interest, I actually did the walk between all three of the schools in question myself this week and timed them. YMB to Gladstone was 6 mins 32 sec, Gladstone to Allensbank was 7 mins 39 secs and Allensbank to YMB was 3 minutes. Admittedly I probably walk faster than the average 4 year old, and it is clear that YMB to Gladstone is a slightly longer journey than YMB to Allensbank. But we are talking in the realm of *minutes* here; these are extremely short distances at stake.

And to have discounted this fourth option of Allensbank as the site of the new English school on the basis that Gladstone is too far for the YMB families to walk (only the ones in the *Northern* part of the catchment area remember) is frankly ridiculous!!

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But as ridiculous as it is, even if it was true that it was too far away for the current families, I didn't think that this was about those who are *currently* enrolled at YMB anyway? I thought the whole idea was to increase the intake of the Welsh school? So why not start by making it easier for potential pupils who live in the *Southern* part of its catchment area to get there? If you look at the catchment area map on page 16 of the consultation document it is also clear that the Gladstone site is actually more central within YMB's catchment area. So it makes no sense for this option to have been discounted before it even got to the stage of public consultation.

Discounting this option on the basis of geography is clearly ridiculous, but it is the only reason given in the consultation document. And this is what makes it very hard for those with a stake in the English schools to believe that favouritism for Welsh education is not at play here. To have *all* of the three options ending the same way for the Welsh school has been a clear communication of the council's bias. The cynic in me says that if this is about bigger ideologies at Welsh Government level then there is no point in fighting it, nothing we do will make a difference. But I don't want to believe that. There is still time to speak up and still hope that schools, like Allensbank, that seem to have no voice, will be listened to.

Failing to include the option of YMB moving to Gladstone was an error on the council's part and has communicated inequality and bias. But the bigger tragedy is that schools like Allensbank have been put in this position by years of chronic underfunding and lack of support; something which has led to the need to merge with another school in the first place. Even so, squashing the small voice of my inner cynic, my hope is that this whole thing was a genuine oversight on the part of Cardiff Council and that they really do care after all for the schools, like Allensbank, that have been safe, welcoming places for the most vulnerable children in our community. Schools that have managed to do this despite everything being against them.

Cardiff Council says that our views are important to them. Don't forget to have your say before 30th June 2023

(<http://www.cardiff.gov.uk/CathaysGabalfaPrimarySchools>). And who knows, perhaps they will go back to the drawing board and reconsider the options? For the sake of diversity, equality, and the most vulnerable in our society, I truly hope they do.

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Email 2

**Link to Wales Online Article** [Parents vow to fight plans which would see Cardiff school shut - Wales Online](#)

Parents vow to fight plans which would see Cardiff school shut

They claim the English medium school is being sacrificed in favour of a Welsh medium school down the road

Parents have vowed to fight plans which would see their children's English medium **school** close and the local Welsh medium school move in. A proposed shake up affecting four schools would see pupils from Allensbank Primary move out of their building and Ysgol Mynydd Bychan in.

**Cardiff** Council is **looking at three options** it said are aimed at getting the balance of English and Welsh medium primary provision able to meet current and future demand in Cathays, as well as parts of Gabalfa, Heath, Llandaff North and Plasnewydd. But angry Allensbank parents claim the proposals are biased in favour of Welsh medium education and point to all the ways Allensbank serves its community.

One parent has posted a blog and urged people to respond to **Cardiff Council's** consultation on the proposals by opposing them. The four schools that would be affected by the potential changes are Allensbank Primary School in Heath, Ysgol Mynydd Bychan in Gabalfa and Gladstone Primary School and St Monica's Church in Wales Primary School in Cathays.

**Read more: [There aren't enough Welsh-language teachers, Senedd Members warn](#)**

Under the proposals some schools could see places cut while others may more than double in size. If agreed, the proposed changes for each of the three options could take effect from September 2025.

Angry parents say all options include shutting Allensbank, so it looks like a decision has already been made. One wrote: "It is hard to believe that all parties are being given equal consideration when you look at the proposals. You don't have to read the proposals very carefully at all to spot that all three of the options (which promise varying levels of upheaval for four different primary schools in the area) involve Allensbank School moving out of their building, and Ysgol Mynydd Bychan moving into it."

Parents fighting the plans did not want to be named, for fear of reprisals, but said in a joint statement: "Allensbank is a wonderful multicultural school offering so much to the children of the area. The headmistress and staff have worked extremely hard to make this school what it is today. Our children are going to have their best primary years potentially disrupted all because Ysgol Mynydd Bychan was oversubscribed by just two pupils this year. It is unjustified.

"We want to protect and fight for our school. We want to keep our school for the children of the future. Funding for all children should be fairly distributed regardless. This is all about



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having an equal education platform for all our children. Please help us save Allensbank Primary School.”

An anonymous blog by a parent, titled Save Allensbank, outlined reasons for opposing the plans for Allensbank. The author said they believe Allensbank and its pupils and staff are being sacrificed in favour of Welsh medium school Ysgol Mynydd Bychan adding that it’s “very hard for those with a stake in the English schools to believe that favouritism for Welsh education is not at play here”...

“...To have all of the three options ending the same way for the Welsh school has been a clear communication of the council’s bias. The cynic in me says that if this is about bigger ideologies at **Welsh Government** level then there is no point in fighting it, nothing we do will make a difference. But I don’t want to believe that. There is still time to speak up and still hope that schools, like Allensbank, that seem to have no voice, will be listened to.”

The blog goes on: “My children have had the privilege of going to a wonderful, warm, nurturing and diverse, English Medium primary school in my local community in Cardiff. I say English Medium, and this is true, but in the course of their education they have also encountered a myriad of languages – Welsh, Arabic, Farsi, Spanish, Ukrainian, Urdu, Turkish, Hindi, Portuguese and more.

“This is a school that truly and robustly reflects the diverse community it is planted in. This is a school that welcomes all, and welcomes them in extraordinary ways. This is a school whose contribution to society has been recognised with a school of sanctuary award “for its good practice in fostering a culture of welcome and inclusion.”

The parents are also angry that Allensbank has been covered in scaffolding for long periods while improvements are made, but if the changes go ahead no one at the school would benefit from the inconvenience.

**These are the three options being looked at:**

**Option One**

- Allensbank and Gladstone Primary Schools would amalgamate to establish a new 420 place (two form entry) English medium primary with nursery on the current shared site at Gladstone Primary School/St Monica’s Church in Wales Primary School.
- St Monica’s would transfer to the current Ysgol Mynydd Bychan site and establish nursery provision at the school.
- Ysgol Mynydd Bychan would transfer to the current Allensbank Primary School site and increase from 192 places to 420 places with the number of nursery places increasing from 64 to 96.

**Option Two**

- Allensbank Primary School would transfer to the current shared Gladstone Primary School/St Monica’s Primary School site, and the school would reduce in capacity from 315 places to 210 places, with the age range reducing from three to 11 to four to 11 by discontinuing nursery provision at the school.

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- The number of nursery places at Gladstone Primary School would increase from 64 to 96.
- St Monica's Primary School would transfer to the current Ysgol Mynydd Bychan site and establish nursery provision at the school.
- Ysgol Mynydd Bychan would transfer to the current Allensbank Primary School site and increase from 192 places to 420 places with the number of nursery places increasing from 64 to 96.

**Option Three**

- Allensbank Primary School would transfer to the current Ysgol Mynydd Bychan site and reduce in capacity from 315 to 192 places.
- Ysgol Mynydd Bychan would transfer to the current Allensbank Primary School site and increase from 192 places to 420 places with the number of nursery places to increase from 64 to 96.

**Cardiff Council explains its proposals**

Announcing the proposals earlier this month Cardiff Council said they will be subject to consultation with schools, governors, parents and children. The council said the proposals support its commitment to develop Welsh medium education and deliver on Welsh Government targets of one million Welsh speakers by 2050.

Cllr Huw Thomas said: "At the start of 2021, an interim proposal for Ysgol Mynydd Bychan and Allensbank Primary School was consulted on and having listened to the feedback, it was agreed that a long-term plan to address school places in the area was needed. Members of the public can now have their say on the new set of options, all of which have been carefully devised to ensure that there continues to be the right number of English medium places provided within improved facilities in the Cathays and Gabalfa wards, and that these are organised in a way that supports the schools in becoming more sustainable whilst addressing demand for Welsh Medium places.

"If progressed, the proposals would help to rebalance the number of Welsh and English medium school places meaning that a greater number of children will gain entry to their local school. In addition, by reusing existing assets more efficiently and through collaborative working, the schools involved would enjoy a number of benefits including improved resources and learning opportunities for pupils and staff.

"The proposals keep all the existing buildings so the school community can be reassured there will be sufficient places to respond to any future population changes."

The public consultation runs until June 30 2023. Face to face and online public meetings and drop in sessions will take place through the consultation period, the council said.

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Email 3

I am writing as a parent at Allensbank School and a recently arrived resident in Cardiff. I have read the proposal document and understand the need to reconfigure existing resources and opportunities in order to support all children in Cardiff and also consider the future needs within the city.

I wanted to draw your attention to the fact that given all three proposed options involve the children of Allensbank School losing their school site, and that two of the proposed options involve the same children losing their school community as it currently exists, there is concern amongst the community and the parent body that the children of Ysgol Mynydd Bychan are being prioritised above them. The fact that the children at Ysgol Mynydd Bychan are enrolled in Welsh medium education and that there is significantly less diversity than at Allensbank has left a feeling that the children from largely racially minoritised backgrounds are being discriminated against.

As a parent of a White child at Allensbank, I have been delighted with the multicultural presentation of the school, in fact the desire to ensure my children grew up in a diverse and tolerant community was one of the main reasons we relocated to Cardiff from Wiltshire. As new residents in Wales, we have been learning Welsh as a family, respectful of the heritage and language culture of our new home, but I have noticed that since the publication of this proposal a divide has begun to develop within the community regarding Welsh speaking and English speaking educational provision.

I am aware that the Welsh Government has a target of a million Welsh speakers by 2050 (Cymraeg 2050, 2017) and I recognise that this has impacted the proposed educational changes in terms of increasing Welsh educational provision but as a newcomer and a Welsh learner it feels as though there is discrimination against some of the children in the city, in this case children who are predominantly members of the Global Majority, many of whom speak English as a second language already.

I wanted to write to you, both in passionate defence of the incredible teaching staff and provision at Allensbank, but also to ask if you have considered a more collaborative approach to ensuring a million Welsh speakers, rather than this divisive one? The overwhelming feeling amongst the Allensbank parent body is that the children enrolled in Welsh medium education are going to have their needs prioritised over our children and this feeling of division and resentment will lead to parents in particular being less interested in learning Welsh themselves or promoting it within their families and to their children. Is there not a way that all children can be afforded the same opportunities, and that rather than the Welsh medium schools being prioritised and kept separate within the community, schools are partnered together, perhaps to enjoy events together during the year, ensuring that the Welsh language is shared and learnt by the whole community and that the children

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in predominantly White Welsh schools benefit from the diversity that schools like Allensbank enjoy.

Cardiff is a diverse and multicultural city and surely there will be a greater integration of all cultures, including Welsh, if we work together in partnership rather than providing education in silos and perpetuating a divide between both Welsh and English education and the communities in which we live.

Please accept this email in the spirit in which it is intended, we have loved our first year in Cardiff and feel that our move was the perfect decision for our family, I just wanted you to be aware that this proposal is causing division rather than unity, which in the short time I have lived here seems to be the opposite of the general culture of our city.

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Email 4

I would like to give my feedback on the consultation that affects the primary schools in the Cathays/Heath/Gabalfa area.

To set a bit of context, as a family we know only too well the frustration of the large catchment area for Ysgol Mynydd Bychan. Our eldest child was unable to secure a place here, our catchment Welsh School in Sept 2020 due to the high number of applications that year. She was therefore offered a place in Melin Gruffydd. Unfortunately this year we were not able to secure a place for our second child in Melin Gruffydd due to the high number of applicants there (Sept 2022) and despite having a sibling in the school as we are out of catchment we were therefore not offered a place. Unfortunately our appeal was unsuccessful and so we have the daily difficulty and frustration of juggling two different schools. I'm sure you can appreciate how challenging this is and what impact it has on the children and us as a family every single day.

Whilst this proposal to increase the size of Mynydd Bychan would potentially reduce the risk of other families being placed in this terrible situation, I am not convinced it is the right decision and feel the council need to look at the Welsh Medium schools catchment areas as a whole. With numbers this year being lower for Mynydd Bychan (I understand it was at 26) and for the last 2 years Melin Gruffydd being heavily over subscribed. The numbers for Glan Cabul have been consistently low until this year. I would like to know if the Council has looked at the catchment areas in more detail and whether redistribution of these catchments would allow for a more efficient and fair application process or whether in fact an additional Welsh school should be considered in order to reduce the large catchment areas for Welsh education.

I also fear that the increase in Mynydd Bychan would result in a change of secondary school catchment for Glantaf to accommodate the increase in pupil numbers. This would have a significant impact on many families.

My daughter who is currently in Reception in Mynydd Bychan loves the school very much. She is very confident and loves knowing and playing with children from each year group. This is only possible because it is a small school. I suspect this close knit school community would likely be lost if the school increases to a 2 form intake which would be a huge shame. For younger children being able to play with and see what the older children are doing is aspirational. For the older children looking out for the younger children and is supporting them to learn vital caring and empathy skills. When I asked my daughter about moving site and the school becoming bigger she very clearly stated she did not think this was good idea and liked her school just how it was.

If the increase in size of Mynydd Bychan is deemed to be the best option , then I do have

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concerns about moving it to Allensbank site. I understand the site is a listed building and so Mynydd Bychan would likely lose its current ability to have outside play areas straight from the class as the building structure would likely not be able to be altered due to its listed status. This would have a significant impact upon the key aspect of foundation phase education and the school and pupils are losing something that is hugely important to younger children's education.

Another concern in the move to Allensbank is the location and increase in traffic /difficulty parking during school runs around the school. A large proportion of the children accessing Allensbank likely walk to school as they live within walking distance. However the catchment area for Mynydd Bychan is much bigger which would result in more parents driving their children to school and with the location of Allensbank being within much a narrower, residential area it is likely to increase traffic and unsafe parking which would be dangerous for the children attending the school and frustrating for the residents who are neighbouring the school.

As such if the expansion of Mynydd Bychan is the only option going forward then I strongly feel a new build on a more accessible site it by far the better option for the children's education and the community that it serves.

Diolch yn fawr.

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Email 5

To whom it may concern,

As a parent of a child who attends Allensbank Primary School, I urge you to please reconsider the options presented and consider keeping Allensbank and sharing the site with Gladstone.

My son is anxious and confused on hearing his school may close and I rather saddened and utterly bemused too.

I have three children, one of whom has already completed his education there and it really is an exceptional school. My eldest has ALN and the experienced and skilled and caring staff ensured he left at year six, having had a happy primary education, achieved above expected progress and also, but no less important, a real belief in himself that he was worthy and could succeed just like anyone else.

His friends were children who came from various parts of the country and the world and I would often marvel as to how the school could not just cater for ALN pupils but also asylum seekers and children with no or little English. The teachers take it all in their stride. I cannot quite fathom how such experienced and dedicated and knowledgeable teachers are facing job losses? It is a travesty. How they are maintaining their professionalism and positivity with so much uncertainty and stress is testament to the people they are.

I have also been in awe of how they have managed in such difficult teaching circumstances. I rang the school last week to report my son's absence and you could hear the drilling over the phone. It was incessant. Had my eldest with ALN and regulatory difficulties had to deal with the noise and disruption and classroom changes, I dread to think. I am just grateful it wasn't happening when he was there. My son who is there now has not liked it but has coped (thanks in big part to his wonderful teacher who has maintained calmness and positivity...when they have probably wanted to scream out for the workers to be quiet!!)

Why can't my son and his peers not enjoy and make use of the building? It irks me that this is all for the benefit for another school.

What will the state of the building be like that he will be moving to? I know myself and others are concerned that the building will not be fit for purpose and they may have to endure more building work. Not only have they had to endure a building site and then a school change but potentially then more building work??

If my son was moving into a fabulous state of the art new school then maybe it would be manageable - but sadly no such money or consideration is given to that and to us mere English speaking folk. We are numbers. We will make do. We will find a way to adjust and cope and manage. Surely this is unethical? Why is my son suffering and enduring all this at primary school? How is this right or fair? Imagine it was your child.

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Please consider this from a different perspective and angle. Put the Welsh speaking agenda and bill to one side and remember the children, the adults, the wider school community. The well being of so many, the potential job losses of exceptional teachers (surely it is discrimination? They cannot speak Welsh so they are not favoured. They are at a disadvantage that is acutely unfair and unethical. Surely this could be taken to the High Court?) Remember the vulnerable children and the families. Think of children like my eldest son. Real people are involved in all this.

I have an anxious and confused son. Think of that for a moment. Imagine it was your child.



# Single Impact Assessment

Cardiff Council



## 1. Details of the Proposal

<b>What is the proposal?</b>	
Title:	<b>SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO SERVE CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH AND PLASNEWYDD</b>

<b>Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?</b>	
New	<input type="checkbox"/>
Existing	<input checked="" type="checkbox"/>

<b>Directorate/Service Area:</b>	
Education	

<b>Who is developing the proposal?</b>	
Name:	Richard Portas
Job Title:	Programme Director – SOP

<b>Responsible Lead Officer (Director or Assistant Director):</b>	
Melanie Godfrey Director of Education and Lifelong Learning	

<b>Cabinet Portfolio:</b>	
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	Rosalie Phillips	Senior Project Officer- School Organisation Planning	14/09/2023

## 2. Overview of the Proposal

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

*Please provide an outline of the proposal.*

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

At its meeting on 23 March 2023, the Council's Cabinet agreed a recommendation to hold public consultation on options to expand Welsh-medium primary school provision and consolidate English-medium primary school provision as follows:

#### Option 1

- 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
- 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

#### Option 2

- 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
- 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

### Option 3

- 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
- 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)

### **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.

These changes were proposed 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, with stable school budgets
- support schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners
- increase Welsh-medium primary school places by one Form of Entry (210 primary age pupils)
- consolidate English-medium primary school places with an appropriate level of surplus.

The option recommended to be progressed taking into account all views raised during the consultation is Option 1.

**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	6	Y
B. Child Rights Impact Assessment	26	Y

C. Welsh Language Impact Assessment	32	Y
D. Habitats Regulations Assessment	36	N
E. Strategic Environmental Assessment	37	N
F. Data Protection Impact Assessment	38	N
G. Health Impact Assessment	39	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 establishment of a new two form entry English-medium primary school, and the expansion of Ysgol Mynydd Bychan to two form entry, would support teaching and learning by allowing for:

- the area to have more two form of entry schools. When compared with smaller schools, the scale of a two-form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base
- a two-form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors
- the ability to employ more teaching and support staff would allow the two form entry schools to cover a wider range of curriculum expertise

- a greater number of teachers to share workload and expertise
- greater opportunities to professionally develop staff e.g., newly qualified teachers 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 Religious Education, Relationships and Sexuality Education (RSE) and Digital Competency
- greater opportunities to offer a broader range of extra-curricular activities
- greater opportunities for distributed leadership

The establishment of nursery provision at St Monica's Church in Wales Primary School would:

- provide continuity of provision which reflects the ethos and culture of the school
- support the development of strong and effective parental links with the school from the earliest possible opportunity
- ease transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful)
- allow for the early identification of vulnerable groups. This would mean that the needs of children can be identified as early as possible
- provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative childcare provision may cause
- provide continuity and progression between Early Years and Foundation Phase, enhancing the opportunity to appropriately address individual developmental and cultural needs.

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.

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.

The establishment of a new two form of entry English-medium primary school at the shared Gladstone Primary School/St Monica's Church in Wales Primary School would result in the current pupils having an increased journey. The impact of these pupils would be an average travel distance increase of 0.08 miles.

The impact of transferring St Monica's Church in Wales Primary School to the Ysgol Mynydd Bychan site would be an average travel distance increase of 0.2 miles for current pupils of St Monica's.

The impact of transferring Ysgol Mynydd Bychan to the Allensbank Primary School site would be an average travel distance increase of 0.04 miles for current pupils of Ysgol Mynydd Bychan.

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



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) would require additional staff.

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

Option 1 may have a greater differential impact on children aged 3-11 than the current arrangements.

Option 1 may have a greater differential impact on school staff aged 18+ than 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 formal closure of Allensbank Primary School and Gladstone Primary School, and the establishment of a new two form entry school places staff at a potential risk of redundancy which would need to be managed in line with the School Redeployment and Redundancy Policy.

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.

Consideration would be given to establishing the city-wide Speech & Language class within the proposed new two form entry English-medium primary school in consultation with the relevant school governing body.

Whilst Option 1 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 compared to current arrangements.

The proposed expansion of Ysgol Mynydd Bychan to two forms of entry, and transfer to the Allensbank Primary School site would retain sufficient flexibility in the buildings to allow for the establishment of specialist resource base provision. Separate proposals would be developed for this provision.

**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?**

**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.

Concerns were expressed during the consultation that the proposed changes may have an impact on vulnerable families and families for whom English is a second language.

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

The proposals were brought forward in order to provide a more appropriate balance of places and to ensure that a greater level of funding is able to be invested in teaching and learning. The standard of education at all the schools subject to the proposed changes is good. There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals, pupils that receive support because they have English as an additional language, pupils from a minority ethnic background or pupils with additional learning needs. There are clear benefits associated with the proposed changes which would enhance learning opportunities for all learners.

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 Option1. There would be an increase in Welsh-medium places.

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.

The proposed changes are 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.

**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, 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?**

### 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?**

### 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?**

### 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.

Option 1 would have the greatest positive differential impact on children as this option would provide a more economically sustainable patterns of school provision over the long term and support schools to be financially sustainable in an improved patters of provision through amalgamation. This option would allow for schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners, provide an improved balance between the availability and take up of both English-medium and Welsh-medium primary school places and maintain the current number of English-medium school places serving the area.

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

The Council’s adopted Welsh in Education Strategic Plan 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 Welsh-medium schools in Cardiff are at present less diverse than English-medium schools and not reflective of their local pupil community, when considering data such as ethnicity, home language and socio-economic data. 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.

A full and inclusive public consultation has been undertaken with the views expressed set out and given due consideration as part of the decision-making process.

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

	Actions
Age	<p>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:</p> <ul style="list-style-type: none"> <li>- Recent and historic populations known to be living in each area utilising NHS data;</li> <li>- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools;</li> <li>- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places</li> </ul> <p>Demand for places is reviewed on an ongoing basis and proposed changes brought forward as required.</p> <p>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.</p> <p>The proposed formal closure of Allensbank Primary School and Gladstone Primary School, and the establishment of a new two form entry school places staff at a potential risk of redundancy which would need to be managed in line with the School Redeployment and Redundancy Policy.</p> <p>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.</p> <p>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</p>

	<p>opportunities for any school-based staff on the school redeployment register.</p> <p>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.</p> <p>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.</p>
Disability	<p>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.</p> <p>Schools are required to have a Strategic Equality Plan and would work together to ensure that any concerns are addressed.</p> <p>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.</p>
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	<p>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.</p> <p>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</p>

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.
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Impact	<p>The Council's adopted Welsh in Education Strategic Plan 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.</p> <p>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.</p> <p>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.</p>
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 informs Cabinet of the responses received following consultation on proposals regarding the provision of primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

At its meeting on 23 March 2023, the Council's Cabinet agreed a recommendation to hold public consultation on options to expand Welsh-medium primary school provision and consolidate English-medium primary school provision as follows:

#### Option 1

- 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
- 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

#### Option 2

- 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
- 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

### Option 3

- 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
- 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)

### **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.

These changes were proposed 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, with stable school budgets
- support schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners
- increase Welsh-medium primary school places by one Form of Entry (210 primary age pupils)
- consolidate English-medium primary school places with an appropriate level of surplus.

The option recommended taking into account all views raised during the consultation is Option 1.

**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 in the event of Option 1 being progressed.

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 establishment of a new two form entry English-medium primary school, and the expansion of Ysgol Mynydd Bychan to two form entry, would support teaching and learning by allowing for:

- the area to have more two form of entry schools. When compared with smaller schools, the scale of a two-form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base
- a two-form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors
- the ability to employ more teaching and support staff would allow the two form entry schools to cover a wider range of curriculum expertise
- a greater number of teachers to share workload and expertise
- greater opportunities to professionally develop staff e.g., newly qualified teachers 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 Religious Education, Relationships and Sexuality Education (RSE) and Digital Competency
- greater opportunities to offer a broader range of extra-curricular activities
- greater opportunities for distributed leadership

The establishment of nursery provision at St Monica's Church in Wales Primary School would:

- provide continuity of provision which reflects the ethos and culture of the school
- support the development of strong and effective parental links with the school from the earliest possible opportunity
- ease transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful)
- allow for the early identification of vulnerable groups. This would mean that the needs of children can be identified as early as possible
- provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative childcare provision may cause
- provide continuity and progression between Early Years and Foundation Phase, enhancing the opportunity to appropriately address individual developmental and cultural needs.

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 on travel distances.

In the event of Option 1 being progressed the views of children directly affected (Article 12) will be sought as part of the implementation process.

### 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 on the proposed changes were sought through age-appropriate consultation/engagement. Details of the engagement with children and young people and the views expressed can be seen at Appendix 4 and Appendix 5.

**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 on the proposed changes were sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

In the event of Option 1 being progressed the views of children directly affected by the changes 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 report.

#### **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 on the proposed changes were sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

In the event of Option 1 being progressed the views of children directly affected 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?

A full and inclusive public consultation was undertaken 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?

A full and inclusive public consultation was undertaken 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?

A full and inclusive public consultation was undertaken 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>
--

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)

Mae'r dudalen hon yn wag yn fwriadol



CYNGOR CAERDYDD  
CARDIFF COUNCIL

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

17 OCTOBER 2023

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**FAIRWATER CAMPUS BAND B REDEVELOPMENT**

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**Purpose of the Report**

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 19 October 2023.
2. *Members are requested to note that Appendix 2 and 4 to this report is exempt from publication on the basis that it contains information of the description set out in paragraphs 14 and 21 of Part 4 of schedule 12 A of the Local Government Act 1972 and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information and is exempt from disclosure as it contains information pursuant to paragraph 16 of the Local Government Act 1972*

**Structure of Papers**

3. Attached to this report are the following:
  - **Appendix A** – the Report to Cabinet – 19 October 2023. This in turn has a number appendices, namely;
    - Appendix 1** – WG approval letter 2020
    - Appendix 2** – **Confidential** Commercial Report and Legal Advice
    - Appendix 3** – Equalities Impact Analysis
    - Appendix 4** – **Confidential** Legal Advice

## Background to the Proposal

4. At its meeting on 12 October 2017, the Cabinet received a report on the development of the education estate in Cardiff. The report set out the Council's proposed vision for its Band B 21st Century School (now named Sustainable Communities for Learning Programme) strategy to address the most acute sufficiency and condition issues in Cardiff. All properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:

- Sufficiency of places available;
- Condition of the school buildings; and
- Suitability of the environment for teaching.

5. To address the eight form of entry sufficiency requirement that was estimated to be required, schemes affecting five English medium schools were proposed. In addition, priority schemes for Band B included an approach to the development of provision for learners with Additional Learning Needs (ALN) through the development and expansion of provision in Cardiff schools. At its meeting on 14 December 2017 Cabinet approved the prioritised schemes under Band B.

6. One of the flagship capital projects for the Council is Fairwater Community Campus that brings together Cantonian High School, Woodlands School and Riverbank School. At its meeting on 13 June 2019 the Cabinet agreed the publication of statutory notices to:

- Increase the capacity of Cantonian High School from 6 forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils in new build accommodation;
- Expand the Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose-built accommodation in the new school buildings;

- Transfer Woodlands Special School to Cantonian's existing site and increase the capacity from 140 places to 240 places in new build accommodation; and
  - Transfer Riverbank Special School to Cantonian's existing site and increase the capacity from 70 to 112 places in new build accommodation.
7. The statutory notices were published on 28 June 2019 with one objection received by the statutory notices closing date. The Council published the objection report on 21 August 2019.
8. As the proposals affected sixth form provision, they required the approval of the Welsh Ministers. A copy of the statutory objection and the objection report were submitted to the Welsh Ministers for determination of the proposal on 28 August 2019.
9. In a letter dated 21 July 2020, the Welsh Government advised that the Minister for Education, Kirsty Williams had decided to approval the proposals (a copy of the letter can be seen at **Appendix 1**).
10. The Minister has approved the proposal on the basis that it was likely to maintain at least equivalent outcomes and offer provisions at least equivalent to that which is currently available to learners at the schools. In addition, she stated the proposal would:
- Provide new school buildings, removing reliance on temporary classrooms, offering an improved learning environment and accommodation with 21st Century facilities;
  - Contribute to the effective funding of education;
  - Increase the number of English medium secondary school places and contribute towards meeting projected demand for places; and
  - Increase the number of places in special schools for learners aged 4-19 with complex additional learning needs and autistic spectrum conditions and contribute towards meeting projected demand for places.

11. The Minister noted that the local authority proposed to implement these proposals on 1 September 2023. The Council must inform the Schools Management and Effectiveness Division, Education and Public Services Groups within the Welsh Government when the proposal has been implemented.
  
12. At its meeting of 17 September 2020 Cabinet noted the approval of the proposal by the Welsh Minister and delegated authority to the Director of Education & Lifelong Learning (in consultation with the Cabinet Members for Education, Employment & Skills and Finance, Modernisation & Performance, the Director of Governance and Legal Services, and the Corporate Director for Resources) to determine all aspects of the procurement process (including for the avoidance of doubt development of all procurement documentation and selection and award criteria, commencement of procurement through to award of contracts) for the new build schools.
  
13. At a further Cabinet meeting on 17 November 2022 Cabinet approved recommendations to authorise the total funds required from the Council's Sustainable Communities for Learning Band B Programme, subject to Ministerial approval of the Final Business Case, to enable commencement of the enabling works required to progress the Fairwater Community Campus.

### **Further Information Highlighted in the Cabinet Report**

14. The Cabinet Report attached at **Appendix A** is set out as follows:
  - Proposed New Build Campus – paragraphs 13 - 15
  - Progress to Date – paragraphs 15 - 17
  - Issues – paragraphs 18 – 21 and **Confidential Appendix 2**
  - Sufficiency of mainstream secondary school places city-wide - paragraphs 22 – 29
  - Cantonian High School – mainstream places – paragraphs 29 - 41
  - Sufficiency of Complex Learning Needs (CLN) and Autism Spectrum Condition (ASC) – paragraphs 42 - 43

- Riverbank Special School – sufficiency of places for primary age learners with Complex Learning Needs and/ or Autism Spectrum Condition – paragraphs 43 - 48
- Woodlands High School – sufficiency of places for primary age learners with Complex Learning Needs and/ or Autism Spectrum Condition – paragraphs 48 - 53
- Suitability and Condition – paragraphs 54 - 56
- Interim Arrangements – paragraphs 57 - 62 plus **Appendix 3**.

15. The draft Cabinet report also provides details on the following areas:

- Impact Assessment – paragraphs 63 – 64 and **Appendix 3 to the Cabinet Report**
- Financial Implications – paragraphs 65 - 69
- Legal Implications – paragraphs 70 - 80 and **Confidential Appendix 4**
- Human Resources Implications – paragraphs 81 - 88
- Property Implications - paragraphs 89 - 91
- Highways and Transport Implications - paragraphs 92 - 104

### **Reason for Recommendations**

16. The Cabinet Report states that this proposal provides good value for money as it addresses the long-term sufficiency, condition and suitability needs. The project would deliver a flagship education campus that will transform the education opportunities in the local area.

### **Recommendations set out in the Cabinet Proposals**

17. Cabinet is recommended to:

- (i) Authorise the funds outlined in the **Confidential Appendix 2** from the Council's Sustainable Communities for Learning Band B Programme, subject to Ministerial approval of the Final Business Case, to enable commencement of the main works required to progress the Fairwater Community Campus.

- (ii) Note the commitment made for the early works orders to progress the project at risk ahead of entering into contract for the main works.

### **Scope of Scrutiny**

18. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 19 October 2023.

### **Previous Scrutiny**

19. Members previously considered this item on the following occasions:

- **14<sup>th</sup> November 2022.** [Agenda for Children and Young People Scrutiny Committee on Monday, 14th November, 2022, 5.00 pm : Cardiff Council \(moderngov.co.uk\)](#)
- **11 June 2019** [Agenda for Children and Young People Scrutiny Committee on Tuesday, 11th June, 2019, 4.30 pm : Cardiff Council \(moderngov.co.uk\)](#)
- **11 December 2018** [Agenda for Children and Young People Scrutiny Committee on Tuesday, 11th December, 2018, 4.30 pm : Cardiff Council \(moderngov.co.uk\)](#)

### **Way Forward**

20. At this meeting, the following have been invited to attend. A verbal introduction will be given at the beginning of the Item, with a Q&A session afterwards.

- Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education);
- Melanie Godfrey (Director of Education and Lifelong learning),
- Richard Portas (Programme Director for the School Organisation Programme)

- Brett Andrewartha (School Organisation Programme Planning Manager)

21. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

### **Legal Implications**

22. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

### **Financial Implications**

23. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications.

## **RECOMMENDATIONS**

The Committee is recommended to:

1. Review and assess the information contained in the draft Cabinet Report and appendices, attached at **Appendix A**, together with any information provided at the meeting;
2. Provide any recommendations, comments or advice to the Cabinet Member and senior officers prior to the report's consideration by Cabinet.

**Davina Fiore**

**Director of Governance and Legal Services**

**11 October 2023**



**CABINET MEETING: 19 OCTOBER 2023**

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**FAIRWATER COMMUNITY CAMPUS BAND B REDEVELOPMENT  
EDUCATION (CLLR SARAH MERRY)**

**AGENDA ITEM:**

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***Appendices 2 and 4 to this report is exempt from publication on the basis that it contains information of the description set out in paragraphs 14 and 21 of Part 4 of schedule 12 A of the Local Government Act 1972 and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information and is exempt from disclosure as it contains information pursuant to paragraph 16 of the Local Government Act 1972***

**Reasons for this Report**

1. To request Cabinet to authorise funds outlined in Confidential Appendix 2 required from the Council's Sustainable Communities for Learning Band B Programme, subject to Ministerial approval of the Final Business Case and statutory approvals, to enable commencement of the main works required to progress the Fairwater Community Campus.
2. To note the early works orders progressed at risk ahead of entering into contract for the main works.

**Background**

3. At its meeting on 12 October 2017, the Cabinet received a report on the development of the education estate in Cardiff. The report set out the Council's proposed vision for its Band B 21st Century School (now named Sustainable Communities for Learning Programme) strategy to address the most acute sufficiency and condition issues in Cardiff. All properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:
  - Sufficiency of places available;
  - Condition of the school buildings; and
  - Suitability of the environment for teaching.

4. To address the eight form of entry sufficiency requirement that was estimated to be required, schemes affecting five English medium schools were proposed. In addition, priority schemes for Band B included an approach to the development of provision for learners with Additional Learning Needs (ALN) through the development and expansion of provision in Cardiff schools. At its meeting on 14 December 2017 Cabinet approved the prioritised schemes under Band B.
5. One of the flagship capital projects for the Council is Fairwater Community Campus that brings together Cantonian High School, Woodlands School and Riverbank School. At its meeting on 13 June 2019 the Cabinet agreed the publication of statutory notices to:
  - Increase the capacity of Cantonian High School from 6 forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils in new build accommodation;
  - Expand the Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose-built accommodation in the new school buildings;
  - Transfer Woodlands Special School to Cantonian's existing site and increase the capacity from 140 places to 240 places in new build accommodation; and
  - Transfer Riverbank Special School to Cantonian's existing site and increase the capacity from 70 to 112 places in new build accommodation.
6. The statutory notices were published on 28 June 2019 with one objection received by the statutory notices closing date. The Council published the objection report on 21 August 2019.
7. As the proposals affected sixth form provision, they required the approval of the Welsh Ministers. A copy of the statutory objection and the objection report were submitted to the Welsh Ministers for determination of the proposal on 28 August 2019.
8. In a letter dated 21 July 2020, the Welsh Government advised that the Minister for Education, Kirsty Williams had decided to approval the proposals (a copy of the letter can be seen at Appendix 1).
9. The Minister has approved the proposal on the basis that it was likely to maintain at least equivalent outcomes and offer provisions at least equivalent to that which is currently available to learners at the schools. In addition, she stated the proposal would:

- Provide new school buildings, removing reliance on temporary classrooms, offering an improved learning environment and accommodation with 21st Century facilities;
  - Contribute to the effective funding of education;
  - Increase the number of English medium secondary school places and contribute towards meeting projected demand for places; and
  - Increase the number of places in special schools for learners aged 4-19 with complex additional learning needs and autistic spectrum conditions and contribute towards meeting projected demand for places.
10. The Minister noted that the local authority proposed to implement these proposals on 1 September 2023. The Council must inform the Schools Management and Effectiveness Division, Education and Public Services Groups within the Welsh Government when the proposal has been implemented.
11. At its meeting of 17 September 2020 Cabinet noted the approval of the proposal by the Welsh Minister and delegated authority to the Director of Education & Lifelong Learning (in consultation with the Cabinet Members for Education, Employment & Skills and Finance, Modernisation & Performance, the Director of Governance and Legal Services, and the Corporate Director for Resources) to determine all aspects of the procurement process (including for the avoidance of doubt development of all procurement documentation and selection and award criteria, commencement of procurement through to award of contracts) for the new build schools.
12. At a further Cabinet meeting on 17 November 2022 Cabinet approved recommendations to authorise the total funds required from the Council's Sustainable Communities for Learning Band B Programme, subject to Ministerial approval of the Final Business Case, to enable commencement of the enabling works required to progress the Fairwater Community Campus.

### **Proposed New Build Campus**

13. The proposed Fairwater Community Campus will provide 21<sup>st</sup> century educational facilities in new build schools. Pupils will have access to high-quality learning environments to support and enhance teaching and learning.
14. The new build schools would be situated on the existing site of Cantonian High School. The new build schools will have easy access to high quality new sport facilities that would be for sole school use during school hours but available to the community outside of these times, including:

- A floodlit 3G rugby pitch utilising existing WRU engagement officer links to streamline and coordinate the use between the school and the community;
  - 7 a side football pitch that will be made available for community use;
  - A Sports and Wellbeing centre which would be a standalone building housing a full four court sports hall, an activity studio, a gym and an accessible climbing wall; and
  - Multi-use games areas.
13. The campus will be a true community investment and as well as the facilities listed above, there will be several other spaces that will at times be available to the community and wider stakeholders which could add value to the educational experiences as well as supporting the local and wider community groups. These include:
- External play area to promote occupational therapy experiences for pupils with additional learning needs. These spaces would have high use during school hours but could be extended to community groups and therapy sessions beyond school hours;
  - Community cafés within the campus;
  - A showcase space which will be a community space where the aspiration is for artists in residence to work alongside community groups and pupils;
  - A vocational enterprise hub to enable the Council's Cardiff Commitment partner organisations to work with ALN pupils, building career paths and helping the transition from education to employment.

### **Progress to Date**

15. The Council has developed a collaborative vision for the campus, design detail for the project and tender documentation. Tenders were received on the 20 October 2021 and the preferred bidder, ISG Construction Ltd, was selected on the 16 December 2021. ISG Construction Ltd were then awarded the Professional Services Contract (PSC) in March 2022.
16. Following a period of extensive design, the contract for the enabling works for the project was entered into on 22 March 2023, which included the new temporary accommodation for the school. This was constructed and completed on 8 September 2023.

17. The design has now progressed for the main works elements of the project and a planning application was made on 12 August 2022 and in order to achieve the set timeframes an Officer Decision Report has issued on 15 December 2022 for early works ahead of contract award for the main scheme. Subject to all necessary approvals, it is planned for permanent accommodation to be available for all three schools from September 2026.

## Issues

18. Since the appointment of ISG Construction Ltd the project design has progressed, but there have been a number of budgetary pressures that resulted in cost increases. The reasons for the cost increases include:
- Inflation increases; and
  - Design development.
19. Some of the scope and design changes to the enabling works include:
- Changes to building configuration;
  - Additional hard landscaping and paths;
  - Revised site access and parking arrangements; and
  - Additional Sustainable Drainage Approval Body (SAB) provisions.
20. Full details can be found in the **Confidential Appendix 2**. The Council has considered a range of delivery options in presenting this paper and the changes in the proposal have been fully market tested.
21. The changes will apply additional pressure on the Council's Band B Programme.

## Sufficiency of mainstream secondary school places city-wide

22. Following a period of growth within the primary sector, there has been an increased demand for places at entry to secondary education city wide since 2015/16. City-wide projections indicate that the demand for places at entry to the English-medium secondary sector will remain at high levels, until the 2027/28 school year.
23. The most recent citywide school census data from January 2023 confirms that the number of pupils in the year 2 to year 5 cohorts in English-medium community and faith-based primary schools remain at high levels of c3,500 – 3,600 pupils. When compared to the current combined Published Admission Numbers of 3,604 places at entry to English-medium community, faith-based and foundation secondary schools, and a net transition rate of 98.6% in the most recent Year 7 cohort, few surplus places are projected at entry during this period.

24. City-wide, peak intakes at entry to English-medium secondary schools were projected for 2022/2023 and 2023/2024 and planned temporary arrangements were put in place to provide sufficient places and a sustainable level of surplus places in these year groups. In January 2023, there were 3,614 Year 7 pupils enrolled in English-medium secondary schools and a marginally lower figure of c3,566 is projected in 2023/2024.
25. Intakes of c3,400 pupils to English-medium secondary school are projected from 2024/2025 until 2027/2028, A significant reduction in pupils entering secondary education city-wide, from existing housing of c3,130, is projected from 2028/ 2029 until 2030/31, with intakes then remaining at low levels of c2,900 – 3,000 until 2032/33.
26. However, it is anticipated that, as a result of the yield of pupils from the new housing developments, additional school provision will be required to provide English-medium and Welsh-medium school places local to the new housing in some parts of Cardiff. In North-west Cardiff, sufficient capacity will be required to meet the additional demand for places arising from the LDP Strategic sites housing developments at Plasdwr, near Junction 33 and South of Creigiau.
27. Birth rate and population data currently available indicates a cyclic pattern in Cardiff, and nationally. Whilst school reorganisation proposals must be appropriate for projected pupil populations, an appropriate level of surplus capacity should be available to respond to population changes. The most recent data supplied by the NHS in July 2023 indicates a marginal increase of c90 children in the most recent birth cohort to born in the 2021/2022 school year and due to enter secondary education in 2033/34.
28. Birth rate and population data currently available indicates a cyclic pattern in Cardiff, and nationally. Whilst school reorganisation proposals must be appropriate for projected pupil populations, an appropriate level of surplus capacity should be available to respond to population changes. The most recent data supplied by the NHS in July 2023 indicates a marginal increase of c90 children in the most recent birth cohort to born in the 2021/2022 school year and due to enter secondary education in 2033/34.

### **Cantonian High School – mainstream places**

29. The published capacity of Cantonian High School, based on its permanent buildings, allowed for an Admission Number of 181 places (6 forms of entry) at entry to Year 7, and 70 at entry to the sixth form. The Council has provided sufficient accommodation to enable the admission of up learners to the Published Admission Number of 181 places utilising temporary classrooms since 2016/17.
30. The planned capacity of Cantonian High School of eight forms of entry reflects the demand for places within its existing catchment area, the excess demand for places in the catchment areas of other schools, and

the projected yield of pupils from the strategic housing developments in North West Cardiff.

31. Many families resident within the catchment area of Cantonian High School have, in recent years, stated a preference for admission to Radyr Comprehensive school at entry to Year 7, and have gained admission. In 2023, 172 secondary-age pupils resident within the Cantonian High School catchment area were enrolled at Radyr Comprehensive School, including 38 pupils in Year 7. The number of pupils enrolled at Radyr Comprehensive School from within its catchment area will remain at high levels until 2027/2028.
32. Many families resident within the catchment area of Cardiff West Community High School have, in recent years, stated a preference for admission to Cantonian High School at entry to Year 7, and have gained admission. In 2023, 249 secondary age pupils resident within the Cardiff West Community High School catchment area were enrolled at Cantonian High School, including 59 pupils (two forms of entry) in Year 7. This pattern of take-up of places is expected to continue in future.
33. In 2022, 121 secondary age pupils resident within the Fitzalan High School catchment area were enrolled at Cantonian High School, many of which were unable to gain admission to Fitzalan High School as their preferred school. The number of pupils promoting from English-medium community primary schools within the Fitzalan High School is projected to exceed the number of places at Fitzalan High School in future years.
34. In future years the housing development in North West Cardiff will increase the local pupil population and combined with population changes within the existing Radyr Comprehensive School catchment area, will reduce the level of surplus at Radyr Comprehensive School. Fewer children from the Cantonian High School catchment area are expected to gain admission to the school and will therefore require a place at their catchment area school, Cantonian High School.
35. The number of pupils enrolling in year 7 city wide has increased significantly in recent years. In 2021/22 and 2022/23, the Council allocated pupils to all 181 places and expects to do so in coming years, prior to the completion of new build facilities. The areas from which Cantonian High School admits pupils will change in future years as new housing is developed.
36. The projected yield of pupils from the Plasdwr, Junction 33 and South of Creigiau developments of >6,500 dwellings on strategic LDP sites in North West Cardiff is significant. These developments lie within the catchment areas of Cantonian High School and Radyr Comprehensive School and are expected to yield up to 5FE by 2030 and up to 10FE overall by their completion. Whilst new secondary school provision is planned within the Plasdwr development, this is not expected to be completed before 2030.

37. Cardiff's Welsh in Education Strategic Plans seeks up to 50% of new provision through the medium of Welsh on LDP strategic sites. Assuming a take up of English-medium places at 50 - 70% in this period, as some children would take up places in existing English-medium primary provision, it is anticipated that Cantonian High School and Radyr Comprehensive School will have little to no surplus in existing accommodation during the period 2025-2030.
38. These forecasts take account of the projected demand for places from existing housing, yields per year groups from planned housing, and the recent patterns of take up. Similar to the most recent school census data in January 2023, forecasts for West Cardiff indicate that Cantonian High School, Fitzalan High School, Radyr Comprehensive School, Mary Immaculate RC High School, and The Bishop of Llandaff CiW High School will be fully subscribed until at least 2027/2028 while a small proportion of surplus places will be available at Cardiff West Community High School.
39. The Council has met demand for places in the peak intake years to secondary education in 2022/23 and 2023/24 by temporarily increasing intakes to a number of schools utilising existing accommodation wherever possible and some temporary accommodation where necessary. In order to ensure sufficient places within a reasonable distance of home addresses, intakes to Cantonian High School increased from 6FE to 7FE in September 2023, ahead of the permanent expansion to 8FE when works are complete. Intakes to Radyr Comprehensive School were permanently increased to 8FE from September 2022 to meet the current demand for places, and to support future demand from new housing.
40. Whilst alternative schools may be also be able to accommodate additional pupils in coming years, additional accommodation would be required on those sites to do. Such measures would not provide an efficient and effective use of resources and would not be sustainable in the longer term, as the temporary accommodation and staffing for additional pupils would be required for a longer temporary period beyond 2026. Expanding other schools temporarily would also inhibit the growth of Cantonian High School and would limit the school's ability to provide the full breadth and depth of curriculum options that a larger school can sustain.
41. Changes to the catchment areas of English-medium secondary schools, including the enlargement of the Cantonian High School catchment area, will be brought forward to better balance school capacities and the populations they serve.

#### **Sufficiency of Complex Learning Needs (CLN) and Autism Spectrum Condition (ASC)**

42. At its meeting on the 14 October 2021 the Cabinet considered a report which outlined the increase in the number of children in Cardiff requiring



specialist placement as a result of their learning disabilities over the last 5 years. The Council proceeded to consult on a range of proposals to strategically extend and realign special school and Specialist Resource Bases for learners with Complex Needs and Autism needs in the primary and secondary age phase. These proposals were determined by the Cabinet at meetings on 15 July 2022 and 17 September 2022, and by the Governing Body of Whitchurch High School in September 2022.

43. Cabinet considered a further report on 13 July 2023 which outline additional places for children with Complex Learning Needs and Autism Spectrum Condition (ASC), and Emotion Health and Wellbeing (EHW). The Council proceeded to consult on the proposals recommended.

#### **Riverbank Special School – sufficiency of places for primary age learners with Complex Learning Needs and/ or Autism Spectrum Condition**

44. In 2020/21 the number of designated places for primary age learners in specialist provision for learners with Complex Learning Needs and/ or Autism Spectrum Condition totalled 413 places.
45. Projects previously agreed by Welsh Government and by Cabinet, to rebuild Riverbank Special School and increase the number of places from 70 to 112, and to phase the establishment of a Specialist Resource Base at Ysgol Pwll Coch, would increase the total by 52 to 465 designated places.
46. The Council determined proposals in 2022 to increase the number of primary age places for children with complex learning needs or autism by a further 150 places, and 21 primary age places within provision for learners aged 3-19. This increase of c171 places for primary age learners would take total number of places available within Cardiff to 636 designated places.
47. Taking account of all children requiring such a placement, including those placed out of county, and in mainstream awaiting specialist placement, the true demand for places was estimated to be circa 500 in 2020/2021, rising to 547 by 2025/2026. Allowing for a 10% surplus to support flexibility, capacity was required for 550 pupils in 2020/2021, and 602 pupils by 2025/2026. However, projections which take account of previous assessed needs and trends within a relatively small population may underestimate the level of growth, and the take up of places exceeded projections in 2021/ 2022.
48. The replacement of, and expansion of, Riverbank Special School remains necessary to meet the projected need for places.

## **Woodlands High School – sufficiency of places for primary age learners with Complex Learning Needs and/ or Autism Spectrum Condition**

49. In 2020/21 the number of designated places for secondary age learners in specialist provision for learners with Complex Learning Needs and/ or Autism Spectrum Condition totalled 461 places.
50. Projects previously agreed by Welsh Government and Cabinet, to rebuild Woodlands High School and increase the number of places at the school from 140 to 240 places, would increase the total from 461 places to 561 places by 2023/24.
51. The Council determined proposals to increase the number of secondary age places for children with complex learning needs or autism by a further 139 places, and c21 secondary age places within provision for learners aged 3-19. The total number of places available within Cardiff, for secondary age learners, would be circa 721 places.
52. Taking account of all children requiring such a placement, including those placed out of county, and in mainstream awaiting specialist placement, the true demand for places was estimated to be circa 580 in 2020/2021, rising to 629 by 2025/2026. Allowing for a 10% surplus to support flexibility, capacity was required for 638 pupils in 2020/2021, and 692 pupils by 2025/2026. However, projections which take account of previous assessed needs and trends within a relatively small population may underestimate the level of growth, and the take up of places exceeded projections in 2021/2022.
53. The replacement of, and expansion of, Woodlands High School remains necessary to meet the projected need for places.

### **Suitability and condition**

54. Cardiff has a vast education estate, with over 128 school properties. Many sites comprise of multiple blocks, constructed during different decades and large areas of the estate were in urgent need of upgrade. As a result of the poor condition, the Council was required to temporarily close parts of Cantonian High School in 2016, and Willows High School, Michaelston College and Fitzalan High School in 2017, to undertake urgent upgrade work.
55. When areas of Cantonian High School were closed in 2016 due to electrical issues, this resulted in temporary accommodation being provided.
56. Refurbishment of the current buildings have been discounted as in the most recent property surveys, by Faithful and Gould, Cantonian High School was rated as Condition D (End of life) with a C rating for suitability

with Woodlands and Riverbank rated as Condition C and a D rating for suitability. The combined maintenance total for all three schools was £7,632,065 prior to the partial demolition of the Cantonian High School buildings. The Council has been working closely with the schools to address issues of suitability and condition and critical works have been identified to take place in the short term to maintain suitable environments.

### **Interim Arrangements**

57. In order to ensure the provision of sufficient suitable mainstream places and Additional Learning Needs places in the interim a range of temporary measures are being implemented.
58. The Council has notified Welsh Government of the necessary changes to the building programme, and interim arrangements as follows:
  - intakes to Cantonian High School to increase from 6 forms of entry (180 pupils per year group) to 7 forms of entry (210 pupils), from September 2023, ahead of the permanent expansion to 8 forms of entry when works are complete in 2025/2026;
  - the capacity of Woodlands High School to increase from 140 places to 180 places in September 2023, ahead of the permanent expansion to 240 places when works are complete and the school transfers to its new build accommodation on the Fairwater Community Campus site; the additional places to be provided through the use of new temporary accommodation on the existing school site;
  - the capacity of Riverbank Special School to increase from 70 places to 78 places in September 2023, ahead of the permanent expansion to 112 places when works are complete and the school transfers to its new build accommodation on the Fairwater Community Campus site; the additional places to be provided through the use of new temporary accommodation on the existing school site.
59. The designated number of places at the Cantonian High School Special Resource Base would increase from 20 places to 30 places in September 2023 as per the Welsh Government approved proposal.
60. The Council has also:
  - brought forward an increase in the number of places at entry to Radyr Comprehensive School, from 7 forms of entry (210 pupils per year group) to 8 forms of entry (240 pupils), from September 2022;
  - agreed to support the expansion of the Special Resource Base for secondary age learners with Complex Learning Needs by 30 places, at Whitchurch High School from September 2022;

- established a Special Resource Base of 30 places, for secondary age learners with Complex Learning Needs, at Willows High School from September 2023;
  - resumed the existing Special Resource Base of 20 places at Windsor Clive Primary School for primary age learners with Complex Learning Needs, from September 2022;
  - approved the expansion of the Special Resource Base for primary age learners with Complex Learning Needs by 10 places, at Marlborough Primary School, from September 2022;
  - approved the expansion of the Special Resource Base for primary age learners with Complex Learning Needs by 10 places, at Llanishen Fach Primary School, from September 2022.
61. Whilst it was not intended that Cantonian High School, Woodlands High School and Riverbank Special School would admit pupils to their full capacity in 2023/2024, the above arrangements will ensure the provision of sufficient, suitable classroom and ancillary accommodation for pupils who may otherwise have enrolled at Cantonian High School or would have required a specialist primary or secondary age placement for complex learning needs during the transition period between 2023/2024 and 2025/2026.
62. The Council will seek Ministerial approval for the phased transition arrangements through the Final Business Case (FBC) approval processes.

### **Impact Assessments**

63. An initial Statutory Screening Tool assessment, incorporating an Equality Impact Assessment, was completed prior to and following consultation on the changes to school organisation. The assessment has been regularly reviewed and updated to reflect the changes to implementation dates and interim measures to support mainstream learners and those requiring specialist placement.
64. Further review has been undertaken and updates made at stages of the design and planning process, including changes which respond to views captured in planning consultation. An updated impact assessment is attached at Appendix 3.

### **Financial Implications**

65. This report provides an update on the current position in relation to the Fairwater Community Campus project. The specific financial implications

relating to ongoing or future schemes have been outlined in the relevant Confidential Appendices. These financial implications provide an overview of the current financial position of the programme and any significant risks that need consideration.

66. The outline 21st Century Schools Band B Programme was approved by Cabinet in December 2017. At that time the overall value of the programme amounted to £284 million, including the Fairwater Community Campus scheme. A Full Business Case has been sent for Welsh Government approval, and on approval Cardiff Council will be able to claim the 70% WG match funding. This match funding is a blended rate between High School (65%) and Special School (75%) intervention rates.
67. The Councils' match funded element of the Sustainable Communities for Learning Band B Programme will be funded from external borrowing, the repayment of which will be funded via the SOP Revenue Reserve. In addition, the programme will be supplemented with £25m of funding via capital receipts. There is a significant risk regarding capital receipts in terms of both the value and timing of receipts being delivered. Any delay in the realisation, or reduction in value, of receipts will have a negative financial impact upon the programme, as additional borrowing will need to be undertaken which, in turn, will increase the pressure upon the SOP Revenue Reserve.
68. The project is affordable within the current Band B cost envelope and projects are being phased as part of the Council's cost affordability controls. There is a continued risk in the overall cost of individual schemes increasing further, either because of design development, unforeseen cost/ changes, or the general impact of inflation. Any additional cost pressures will place strain upon the overall affordability of the programme, and due diligence is required upon each decision point, to give the decision maker sufficient assurance that the project will be delivered within the cost envelope. Due to the current operational environment potential impact of increasing costs will require robust contract management to ensure that all cost limitation opportunities / mitigations are taken to keep the costs of this scheme to a level that is manageable and does not severely impact on the deliverability of the Programme as a whole going forward. Any significant additional costs could lead to a review and reprioritisation of schemes to take place, should the original programme not remain affordable.
69. In addition to the above costs, any delays to this process could incur additional ALN out of county costs, which is currently estimated to be in the region of c£11.1m per annum.

#### **Legal Implications**

70. Please see exempt legal implications set out in Confidential **Appendix 4**.

## Equality Duty

71. The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties) – the Public Sector Equality Duties (PSED). These duties require the Council to 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’. The ‘Protected characteristics’ are: • Age • Gender reassignment • Sex • Race – including ethnic or national origin, colour or nationality • Disability • Pregnancy and maternity • Marriage and civil partnership • Sexual orientation • Religion or belief – including lack of belief.

## Well-Being of Future Generations (Wales) Act 2015

72. The Well-Being of Future Generations (Wales) Act 2015 (‘the Act’) places a ‘well-being duty’ on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
73. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Cardiff’s Corporate Plan 2022-2025. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
74. The well-being duty 2023-2026 also requires the Council to act in accordance with a ‘sustainable development principle’. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:
- Look to the long term;
  - Focus on prevention by understanding the root causes of problems;
  - Deliver an integrated approach to achieving the 7 national well-being goals;
  - Work in collaboration with others to find shared sustainable solutions; and
  - Involve people from all sections of the community in the decisions which affect them.

75. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

#### School Organisation Implications

76. Although this report seeks authorisation to proceed with the enabling works required to implement this proposal, it should also be noted that this report indicates a delay to the relevant implementation date of 1 September 2023.
77. Under the School Organisation Code and School Standards and Organisation (Wales) Act 2013 proposals, such as these, which received approval by the Welsh Ministers under section 50 of the 2013 Act must only be delayed with the agreement of the Welsh Ministers. An application for a delay of this kind must be made in writing with the reasons clearly set out. This report advises that this agreement has been sought but is outstanding.
78. If this agreement is provided, the notification of the delay must be given to relevant parties including the Welsh Ministers, Estyn, the governing bodies, parents, pupils and staff of any affected school, as appropriate, within seven days of it being made. This notification must set out the reasons for the determination to delay.

#### General

79. The decision maker should be satisfied that the procurement is in accordance within the financial and budgetary policy and represents value for money for the council.
80. The decision maker should also have regard to, when making its decision, to the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.

#### **Human Resources implications**

81. The increase in pupil numbers for each of the three schools will require the Governing Bodies of Cantonian High School and the Western Learning Federation to plan for the workforce requirements in readiness for their respective expansions and transitions to new build schools to ensure their staffing structures are appropriate. The Governing Bodies will be encouraged to undertake this work in line with the SOP HR Framework.

82. HR People Services will provide advice, support and guidance to the Governing Bodies for the workforce planning and consequential recruitment processes. Where the Governing Bodies have adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in numbers on the role will provide opportunities for school-based staff on the school redeployment register.
83. The relocation of Riverbank and Woodlands special schools will require high levels of staff and trade union consultation; clear communication plans regarding the arrangements for the transition from one school site to another; in addition to staff involvement in the development of building specifications or designs.
84. There may also be HR implications arising from the potential for the three schools to be co-located on one school site, for example, governance arrangements for shared service contracts such as cleaning, estates management and community use arrangements. The full implications of this will need to be assessed as the project progresses, and the Governing Bodies will need to ensure full consultation with staff and trade union colleagues.
85. The increase in pupil numbers for each of the three schools will require the Governing Bodies of Cantonian High School and the Western Learning Federation to plan for the workforce requirements in readiness for their respective expansions and transitions to new build schools to ensure their staffing structures are appropriate. The Governing Bodies will be encouraged to undertake this work in line with the SOP HR Framework.
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88. There may also be HR implications arising from the potential for the three schools to be co-located on one school site, for example, governance arrangements for shared service contracts such as cleaning, estates management and community use arrangements. The full implications of this will need to be assessed as the project progresses, and the Governing



Bodies will need to ensure full consultation with staff and trade union colleagues.

### **Property Implications**

89. The Strategic Estates Department (SED) have been engaged with Education colleagues in the due diligence around the existing Cantonian site. In particular, concerns were raised around the unauthorised nature of access onto the school grounds out of school hours and the need to secure the site from a health and safety perspective for the enabling works, construction and future school boundary treatment.
90. SED will support Education on any other land related matters that may arise and any Licences that may need to be granted for any temporary uses.
91. The Woodlands and Riverbank sites are yet to be declared surplus and SED will continue to support Education on any future requirements for these two land assets, following relocation of the schools to the Fairwater Community Campus.

### **Highways and Transport Implications**

92. Travel to school creates considerable pressure on Cardiff's transport network. 30% of all car-based trips during the morning peak are journeys to school. There are around 40,000 car trips to school each day in Cardiff.
93. Yet, journeys to school are often very short: 75% of journeys to education are within 3km of people's homes. More of these journeys could be made by active modes if all schools are well connected to their catchment areas by safe and convenient active travel routes.
94. The Transport White Paper includes the commitment to "Develop Active Travel Plans and accessible walking and cycling routes for all schools by working with children, teachers, parents and governors to promote walking, scooting and cycling to and from schools".
95. The new school developments being brought forward as part of the Council's Sustainable Communities for Learning programme provide the opportunity to deliver on this commitment by ensuring that active travel infrastructure is properly planned and provided as an essential and integral element of the scheme design.
96. The transport team has had early involvement in the project to ensure that appropriate facilities to support sustainable travel are considered at the outset and incorporated into the site master plan. Transport team input has continued as the temporary and permanent school proposals have emerged and developed.

97. A Transport Assessment (TA) was undertaken to assess the traffic impacts and identify off-site infrastructure required to accommodate the development and facilitate sustainable access to the development in a way which accords with national planning policies in Planning Policy Wales (Edition 11, 2021) and the Council's Local Development Plan.
98. Transport Assessments are subject to the Parking Standards (contained within the Council's 2018 "Managing Transport Impacts Supplementary Planning Guidance"). This sets out the required provision for minimum levels of cycle storage equivalent to one cycle space per 5 secondary school pupils. The maximum car parking allocations represent a reduction in parking provision. Both allocations are based on the capacity of the proposed school development. This will accommodate and encourage increased use of Active Travel options and emphasise the importance of providing safe active travel facilities in the vicinity of the school from an early date.
99. The TA has identified the on-site and off-site infrastructure to maximise access by sustainable modes and to improve road safety, including provision to prioritise active journeys to school, cycle facilities, crossings, speed reduction measures as well as necessary works associated with required vehicular access onto the site including Learner Transport. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions.
100. Consequently, the Council has proposed school safety measures and other highway improvements in the vicinity of the school site. The design of identified measures is being progressed to suit the proposals for both the temporary school and the permanent Fairwater Community Campus development.
101. These proposals were subject to informal engagement during the July 2022 public exhibition events for the temporary school development proposal, where Transport officers were in attendance to respond to queries and comments related to travel and transport. Views were noted, considered, and incorporated into emerging highway improvement proposals as appropriate.
102. Subsequent formal consultations for both the Highways infrastructure proposals and for the proposals for traffic restrictions have since taken place during 2023. It is anticipated that following any revisions required as a result of the consultations, provision will be delivered during the next financial year (2024/2025).
103. The Council's Active Travel Schools and Road Safety Teams will play an important role in inculcating and supporting sustainable and active travel to the new school building from the day it opens.

104. Linked to this will be the National Standards Cycle Training delivered by the Council's Road Safety Team which will help ensure pupils entering the new school are equipped with the cycling skills they need.

### **Reason for Recommendations**

105. This proposal provides good value for money as it addresses the long-term sufficiency, condition and suitability needs. The project would deliver a flagship education campus that will transform the education opportunities in the local area.

### **RECOMMENDATIONS**

Cabinet is recommended to:

- (i) Authorise, subject to Ministerial approval, the funds from the Council's Sustainable Communities for Learning Band B Programme (outlined in the Confidential Appendix 2) of the Final Business Case, to enable commencement of the main works required to progress the Fairwater Community Campus.
- (ii) Note the commitment made for the early works orders to progress the project at risk ahead of entering into contract for the main works.

<b>SENIOR RESPONSIBLE OFFICER</b>	<b>Melanie Godfrey</b> <b>Director for Education and Lifelong Learning</b>
	13 October 2023

*The following appendices are attached:*

- Appendix 1 – WG approval letter 2020
- Appendix 2 – Confidential Commercial Report and Legal Advice
- Appendix 3 – Equalities Impact Analysis
- Appendix 4 – Confidential Legal Advice

Mae'r dudalen hon yn wag yn fwriadol



Nick Batchelar  
Director of Education & Lifelong Learning  
Cardiff County Council  
County Hall  
Atlantic Wharf  
Cardiff  
CF10 4UW

Ein cyf/Our ref: MA-P-KW-3408/19

Dear Mr Batchelar

**SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013 - PROPOSALS TO INCREASE THE CAPACITY OF CANTONIAN HIGH SCHOOL, TRANSFER RIVERBANK SPECIAL SCHOOL AND WOODLAND HIGH SCHOOL TO THE CANTONIAN SITE AND INCREASE THEIR CAPACITIES**

1. Kirsty Williams, Minister for Education, one of the Welsh Ministers, has considered Cardiff County Council's proposals to increase the capacity of Cantonian High School, transfer Woodland High School and Riverbank Special School to the Cantonian site and increase their capacities with effect from 1 September 2023.
2. Proposals to make a regulated alteration published under section 48 of the School Standards and Organisation (Wales) Act 2013 ('the 2013 Act'), the effect of which would increase or decrease sixth form provision, require the approval of Welsh Ministers under section 50 of the 2013 Act. The Minister notes that both the Cantonian and Woodland proposals are to make a regulated alteration which would have the effect of increasing sixth form provision.
3. Under section 52 of the 2013 Act proposers must send to the Welsh Ministers any proposals they consider to be related to those which require approval under section 50 of the Act. The Minister notes that the local authority considers the Riverbank proposal is related to the Cantonian proposal because if the Cantonian proposal was not approved the local authority would need to consider alternative options to meet current and future demand for places. She also notes that all three proposals form part of a single 21<sup>st</sup> Century Schools funding bid and were the subject of a joint consultation. The Minister therefore agrees that the Riverbank proposal is related to the Cantonian proposal and requires her approval under section 50 of the 2013 Act.

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

4. Where a proposal requires their consideration the Welsh Ministers may reject the proposal, approve the proposal, or after obtaining the consent of the proposer and consulting with the school governing body approve the proposal with modification.
5. I am directed by the Minister to say that she has considered the consultation document, the consultation report, the objection, objection report and additional information provided by the local authority for the purposes of consideration of the relevant factors set out in the Code. In exercise of her powers under section 50 of the 2013 Act the Minister has decided to approve the proposals.
6. The Welsh Ministers exercise their school reorganisation functions in accordance with the 2013 Act and the School Organisation Code ('the Code'). As the consultation on this proposal was published on 4 February 2019 it must be published and determined in accordance with the second edition of the Code.
7. The relevant factors of the Code relating to these proposals are sections 1.3, 1.4, 1.5, 1.6, 1.10 and 1.14. These are set out below and are followed by an analysis of the extent that the Minister considers these factors have been complied with in relation to this proposal. Where appropriate, the extent to which proposals have/have not satisfied the factors is judged with reference to the objections raised and the local authority's response thereto.
8. The Minister notes that there was one objection to the proposal.

## **QUALITY AND STANDARDS IN EDUCATION**

### **Outcomes (Standards and Wellbeing)**

9. The Minister is satisfied, having taken into account the most recent Estyn reports and Estyn's comments on the proposal, that the proposal is likely to maintain at least the current standards of education.
10. The Minister notes that the local authority has committed to ensure that any building work carried out on the Cantonian High School site will be managed effectively in consultation with the school to ensure the full curriculum continues to be delivered and that education and safety standards are maintained. Pupils enrolled at Riverbank Special School and Woodlands High School will remain on their current sites until the new build school facilities are ready. She has noted that prior to the implementation date the local authority has committed to ensure that year 12 students, who are the most affected by the change, will be undertaking programmes of study that will be continued in the new sixth forms.

### **Provision (learning experiences, teaching, care, support and guidance, and the learning environment)**

11. The Minister agrees that the improved and modern 21<sup>st</sup> Century school buildings and facilities will improve the learning environment of all three schools, benefiting all pupils. She notes that Cantonian and Woodlands Schools currently rely heavily on temporary classrooms. She notes that Estyn's evaluation of performance of schools before and after moving into new buildings or significantly refurbished premises in 2007 concluded that improvements in the quality of buildings have a very beneficial effect on the quality of teaching and morale of staff which has a positive effect on pupil performance.

### **Leadership and Management (leadership, improving quality, partnership working and resource management)**

12. The Minister expects the increase in capacity at the three schools to have a moderate impact on leadership and management. However, she is satisfied that standards of leadership and management are likely to be at least equivalent to those currently. In terms of resource management, she notes that Cantonian High School has carried a budget deficit for the past five years which is steadily reducing. She considers that the increased school budget which comes with the increase in pupils will put the school on a firmer financial footing.

#### **Section 1.4 Need for places and the impact on accessibility of schools**

13. The Minister is satisfied that the authority has evidenced a current and future need for English medium secondary places, autistic spectrum provision and special school places in the area. She is satisfied that the proposals will improve access for disabled pupils as the new buildings will be fully accessible and compliant with the Equality Act 2010.

#### **Section 1.5 Resourcing of education and other financial implications**

14. The Minister notes that the proposal will have a neutral impact on the distribution of funding between mainstream schools within the local authority area.
15. With regards surplus places the local authority estimates that the number of pupils aged 11-16 admitted to Cantonian High School will increase to 821 in 2023. As the current capacity of the school is 900 places for pupils aged 11-16 that will give 79 surplus places (8.7%). Increasing the capacity to 1000 places for pupils aged 11-16 would give 179 surplus places (17.9%).
16. The Minister agrees that the location of Cantonian High School makes it well placed to meet excess demand for places. As well as providing sufficient places for children living in the catchment area of the school it would also serve neighbouring catchment areas. It would in future allow for the local authority as admission authority for neighbouring community schools to adjust catchment areas accordingly to better serve central Cardiff.
17. The Minister is satisfied that the local authority has demonstrated an increased demand for places in Cantonian High School in the future as a consequence of a larger catchment area and new housing developments. She therefore consider that the proposal is likely to reduce the number of surplus places at Cantonian High School in the longer term.
18. The Minister is aware that the proposal forms part of the local authority's 21<sup>st</sup> Century School's investment programme and will contribute to the delivery of sustainable schools for the 21<sup>st</sup> Century and to the better strategic management of the school estate through the removal of maintenance backlogs and school buildings which are inefficient or in poor condition.
19. The Minister understands that there may be some additional transport costs should the local authority amend Cantonian High School's existing catchment area. She also notes that some pupils attending Riverbank and Woodlands special schools may have to travel further to the new site. However, others may not have so far to travel as children from all over Cardiff attend these schools. She notes that free transport will be provided for those who meet the home to school transport criteria.
20. The Minister notes that the local authority estimate the overall cost of the project to be between £78m to £96m, which will be provided by Cardiff Council and the 21<sup>st</sup> Century School's investment programme. She is satisfied that the necessary capital funding is

available. The Minister approved the Strategic Outline Case (SOC) for this project and an agreement in principle letter to move to the next stage of the business case process was issued in January 2019. The approval was on the condition that Welsh Government and Cardiff local authority continue to work together closely to ensure the total cost is brought down as the project develops.

21. The percentage of 21<sup>st</sup> Century Schools programme funding rate has increased from 50/50 to 65/35 for mainstream schools and 75/25 for special schools. The local authority has identified capital resources in the Council's approved schools organisational plan financial model and has also been resourced within the authority's capital programme from a combination of general capital grant, capital receipts and prudential borrowing. The Minister is satisfied that the necessary recurrent funding is available.
22. The Minister notes that the removal of temporary classrooms will result in savings in rental costs and that the new build schools will significantly reduce maintenance costs.
23. The Minister notes that Cantonian High School has had a deficit budget for the last five years which is reducing, but still significant. Increasing the capacity of the school and the number of pupils should help reduce the deficit.

#### **Section 1.6 Other general factors**

24. The Minister considers that the proposal is likely to have a positive impact on educational attainment among children from economically deprived backgrounds. She notes that approximately 37.6% of pupils attending Cantonian High School are eligible for free school meals which is well above the national average and that around 53% live in the 20% most deprived areas in Wales.
25. Estyn's 2007 evaluation of performance of schools before and after moving into new buildings or significantly refurbished premises found that in nearly all schools with new or refurbished buildings surveyed, pupil attainment and achievement had improved. In some areas the improvement in attainment was significant, especially in a few schools in communities with high levels of social and economic deprivation. The schools that are subject to the proposal are in a poor condition. The proposal will deliver 21<sup>st</sup> Century learning environments and ensure that there are appropriate, high quality school places for young people in this area.
26. The Minister notes that an initial equality impact assessment undertaken by the local authority concluded that the proposal would not negatively affect any particular group in society. She is satisfied that increasing the capacity of Cantonian High School, the special resource base for pupils with autistic spectrum condition, Riverbank Special School and Woodlands High School will have a positive impact on equality issues. Increasing the number of places at the special resource base and the two special schools will improve access to special education in Cardiff.
27. The Minister notes that as none of the schools are subject to any trust or charitable interests which might be affected by the proposals or the disposal of vacant sites after the implementation of the proposal.

#### **Section 1.10 Specific factors to be taken into account for proposals to reorganise secondary schools or to add or remove sixth forms**

28. The Minister considers that the increased capacity and 21<sup>st</sup> Century Schools learning environment and designated sixth form accommodation and facilities at Cantonian High School is likely to lead to increased participation in learning by pupils beyond



compulsory school age. She is satisfied that the school will continue to provide an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 and contribute to the 14-19 agenda.

29. She considers that the proposal will have a positive effect on 11-16 provision in both Cantonian and Woodland High Schools as both schools currently rely heavily on temporary and demountable classrooms to deliver the curriculum. The new 21<sup>st</sup> Century school buildings and facilities will improve learners' experience. In Woodlands the new build will also deliver accommodation to allow improved multi-disciplinary meetings and space to deliver professional development opportunities to increase ALN expertise across the city's teaching staff.
30. The Minister considers that the proposals will have a neutral impact on the viability of institutions already providing good-quality post-16 provision, including school sixth forms, Further Education Institutions and private training organisations. The local authority has identified an increasing demand for such provision particularly in Central Cardiff, some of which will be met by the increase in provision at Cantonian High School.
31. The Minister considers that the proposal is likely to have a neutral impact on the sustainability or enhancement of Welsh-medium provision in the 14-19 network and wider area. She notes that the local authority is taking separate steps to expand ALN provision in the Welsh medium sector as part of their WESP, the Educational Tribunal (ALNET) Act Regional Implementation plan and Cardiff ALN Strategy.
32. The Minister considers that the improved learning environment, designated sixth form accommodation and 21<sup>st</sup> Century School facilities along with the removal of temporary accommodation will provide additional learner benefits compared with the status quo and other tenable options for post-16 organisation. The increase in sixth form provision to over 200 pupils should provide a level of funding that would support a range of courses enabling pupils to have access to a broad curriculum and provide increased opportunities for pupils.
33. She notes that the proposal will have a neutral impact on discretionary transport provision as the local authority does not provide free transport to learners above compulsory school age. However, students in Cardiff aged 16-21 can apply for "My Travel Pass" which entitles the holder to 30% off bus fares.

#### **Section 1.14 Additional factors to be taken into account in preparing, publishing approving or determining proposals for the reorganisation of SEN provision**

34. The Minister considers that the new 21<sup>st</sup> Century School buildings for Woodlands and Riverbank Special Schools and expanded SRB for pupils with Autistic Spectrum condition at Cantonian High School will improve standards of accommodation for pupils with SEN including building accessibility.
35. She notes that the proposals will increase specialist provision in the immediate and wider local authority area reducing reliance on out of area placements. She notes that at present 118 pupils attend special schools and units and independent special schools outside Cardiff at a cost of £2.8 million per year. The proposal will allow the local authority to use this money more effectively and ensure more children with additional needs are educated in their home authority area.

36. The Minister considers that the proposal will have a positive effect on health, safety and welfare the new build schools will remove the reliance on temporary classrooms, provide 21<sup>st</sup> Century facilities and improve the learners' experience. In Woodlands the new build will deliver accommodation to allow improved multi-disciplinary meetings and space to deliver professional development opportunities to increase ALN expertise across the city's teaching staff.
37. The Minister is satisfied that the local authority has evidenced a need for places for autism spectrum condition and SEN provision in the area. She notes that between 2012 and 2017, the number of ASC places offered in SRBs in Cardiff increased from 82 to 140. It is expected that demand for places in specialist schools will continue to grow over the next 5-10 years as a result of a growing population and better diagnosis of ASC. Current local authority projections indicate that the number of pupils with SEN will continue to grow. At present the demand for places for pupils with significant needs exceeds the number of places available.
38. The Minister notes that the proposals will have a neutral impact on the transportation of learners with SEN. The local authority provides free transport to pupils who reside over the statutory walking distances from their nearest suitable school (2 miles for a primary school pupil and 3 miles for a secondary school pupil in Years 7 -11) whether or not they have a statement for Special Educational Needs (SEN). For pupils with SEN, the local authority applies the same distance criteria but applies the cognitive age of the child when assessing the qualifying distance, based on advice from an Educational Psychologist.

#### **Section 1.15 factors to be taken into account in approving/determining school organisation proposals**

39. The Minister considers that the Riverbank Special School proposal is related to the proposal to increase capacity at Cantonian High School. The local authority has advised that implementation of the Riverbank proposal would be prevented or undermined if the Cantonian and Woodlands proposals were not implemented. The Minister agrees with the authority's analysis and that the proposals are related and require Welsh Ministers' approval under section 50 of the 2013 Act.
40. The Minister is satisfied that the statutory consultation was conducted and the proposals published in accordance with the Code including the timescales in which the consultation document and the consultation report were published. Under Section 4 of the Code proposers are required to publish a statutory notice with a 28 day objection period. On the day the proposals are published statutory consultees, including the Welsh Ministers must receive either a hard copy of the proposals or a link to the relevant website. The Minister is satisfied that this was received and that the Notice contained all the required information under section 4.3 of the Code.
41. The Minister has considered the consultation document and the consultation report and is satisfied that both documents complied with the requirements of the Code.
42. The Minister notes that there was one objection. She is satisfied with the local authority's response to the objection, although she considers it would have been helpful if a description of the proposed transport improvements to access Doyle Avenue plan had been available at an earlier stage in the process.
43. The Minister has approved the proposal on the basis that it is likely to maintain at least equivalent outcomes and offer provisions at least equivalent to that which is currently

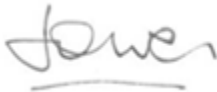
available to learners at the schools. In addition she considers that the proposal will:

- Provide new school buildings, removing reliance on temporary classrooms, offering an improved learning environment and accommodation with 21<sup>st</sup> Century facilities.
- Contribute to the effective funding of education.
- Increase the number of English medium secondary school places and contribute towards meeting projected demand for places.
- Increase the number of places in special schools for learners aged 4-19 with complex additional learning needs and autistic spectrum condition and contribute towards meeting projected demand for places.

44. The Minister notes that the local authority proposes to implement these proposals on 1 September 2023. The local authority must inform the Schools Management and Effectiveness Division, Education and Public Services Group within the Welsh Government when the proposal has been implemented. She has noted that prior to this date the local authority has committed to ensure that year 12 students, who are the most affected by the change, will be undertaking programmes of study that will be continued in the new sixth forms.

45. I am sending a copy of this letter to Paul Orders, Chief Executive of Cardiff County Council.

Yours sincerely



**Huw Owen**

**Deputy Director  
Schools Effectiveness Division**

Mae'r dudalen hon yn wag yn fwriadol

Yn rhinwedd paragraff (au) 14, 21 Rhan (nau) 4 a 5 o Atodlen 12A  
o Ddeddf Llywodraeth Leol 1972.

Mae'r ddogfen yn gyfyngedig

Mae'r dudalen hon yn wag yn fwriadol

## 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.

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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](mailto: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

<b>Name of Strategy / Policy / Activity:</b> FAIRWATER COMMUNITY CAMPUS BAND B REDEVELOPMENT	<b>Date of Screening:</b> Updated September 2023
<b>Service Area/Section:</b> Education, School Organisation Planning	<b>Lead Officer:</b> Richard Portas
<b>Attendees:</b> Self-assessment	

<b>What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function</b>	<b>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.]</b>
<p>Proposal:</p> <p>Tudalen 584</p> <ul style="list-style-type: none"> <li>• Replace the Cantonian High School buildings with new build accommodation on the same site expanding the school from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils; and expanding the current Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose-built accommodation in the new school buildings</li> <li>• Maximise the opportunities afforded by one of the largest educational sites in Cardiff to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to:</li> <li>• Transfer Woodlands High School, part of the Western Learning Federation, to the Fairwater Road site and increase the capacity from 140 places to 240 places in new build accommodation;</li> <li>• Transfer Riverbank School, part of the Western Learning Federation, to Fairwater Road site and increase the capacity from 70 to 112 places in new build accommodation.</li> </ul>	<p>At its meeting on 17 September 2020 Cabinet noted the approval of the Welsh Minister of proposals to:</p> <ul style="list-style-type: none"> <li>• Increase the capacity of Cantonian High School from 6 forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils in new build accommodation;</li> <li>• Expand the Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose-built accommodation in the new school buildings;</li> <li>• Transfer Woodlands High School to the Fairwater Road site and increase the capacity from 140 places to 240 places in new build accommodation;</li> <li>• Transfer Riverbank School to the Fairwater Road site and increase the capacity from 70 to 112 places in new build accommodation.</li> </ul> <p>The Minister approved the proposal on the basis that it is likely to maintain at least equivalent outcomes and offer provisions at least equivalent to that which is currently available to learners at the schools.</p>



In addition, the proposal will:

- Provide new school buildings, removing reliance on temporary classrooms, offering an improved learning environment and accommodation with 21st Century facilities;
- Contribute to the effective funding of education;
- Increase the number of English medium secondary school places and contribute towards meeting projected demand for places;
- Increase the number of places in special schools for learners aged 4-19 with complex additional learning needs and autistic spectrum condition and contribute towards meeting projected demand for places.

The Minister noted that the local authority proposed to implement these proposals on 1 September 2023.

The impact of the Covid-19 pandemic combined with operational issues, and optimisation of the site configuration and building design to benefit learners, have had a significant impact on the progression of the proposals which has resulted in a delay to the planned works.

The Council has worked closely with the project's contractor to identify a new programme of work which would allow for the completion of the buildings and occupation from September 2025.

The Council has sought the permission of the Welsh Minister to delay the full implementation of the proposed changes from 1 September 2023 to September 2026 which has been agreed.

In order to ensure the provision of sufficient suitable mainstream places and Additional Learning Needs places in the interim a range of temporary measure are being implemented:

- intakes to Cantonian High School to increase from 6 forms of entry (180 pupils per year group) to 7 forms of entry (210 pupils),

from September 2023, ahead of the permanent expansion to 8 forms of entry when works are complete in 2025/2026;

- the capacity of Woodlands High School to increase from 140 places to 180 places in September 2023, ahead of the permanent expansion to 240 places when works are complete and the school transfers to its new build accommodation on the Fairwater Campus site; the additional places to be provided through the use of new temporary accommodation on the existing school site;
- the capacity of Riverbank School to increase from 70 places to 78 places in September 2023, ahead of the permanent expansion to 112 places when works are complete and the school transfers to its new build accommodation on the Fairwater Campus site; the additional places to be provided through the use of new temporary accommodation on the existing school site.

The designated number of places at the Cantonian High School Specialist Resource Base increased from 20 places to 30 places in September 2023 as per the Welsh Government approved proposal.

The Council has also:

- brought forward an increase in the number of places at entry to Radyr Comprehensive School, from 7 forms of entry (210 pupils per year group) to 8 forms of entry (240 pupils), from September 2022;
- agreed to support the expansion of the Special Resource Base for secondary age learners with Complex Learning Needs by 30 places, at Whitchurch High School from September 2022;
- established a Special Resource Base of 30 places, for secondary

age learners with Complex Learning Needs, at Willows High School from September 2023;

- resumed the existing Special Resource Base of 20 places at Windsor Clive Primary School for primary age learners with Complex Learning Needs, from September 2022;
- approved the expansion of the Special Resource Base for primary age learners with Complex Learning Needs by 10 places, at Marlborough Primary School, from September 2022;
- approved the expansion of the Special Resource Base for primary age learners with Complex Learning Needs by 10 places, at Llanishen Fach Primary School, from September 2022.

Whilst it was not intended that Cantonian High School, Woodlands High School and Riverbank School would admit pupils to their full capacity in 2023/2024, the above arrangements will ensure the provision of sufficient, suitable classroom and ancillary accommodation for pupils who may otherwise have enrolled at Cantonian High School or would have required a specialist primary or secondary age placement for complex learning needs during the transition period between 2023/2024 and 2025/2026.

At a further Cabinet meeting on 17 November 2022 Cabinet approved recommendations to authorise the total funds required from the Council's Sustainable Communities for Learning Band B Programme, subject to Ministerial approval of the Final Business Case, to enable commencement of the enabling works required to progress the Fairwater Community Campus.

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

Please use the following scale when considering what contribution the activity makes:

<b>+</b>	Positive	Positive contribution to the outcome
<b>-</b>	Negative	Negative contribution to the outcome
<b>ntrl</b>	Neutral	Neutral contribution to the outcome
<b>Uncertain</b>	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	
Tudalen 588	<b>1.1 People in Cardiff are healthy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</li> <li>vulnerable citizens and areas of multiple deprivation</li> <li>Addressing instances of inequality in health</li> </ul>	x				<ul style="list-style-type: none"> <li>See 1.2 below – encouraging walking, cycling and use of public transport: <ul style="list-style-type: none"> <li>The new campus will have new sports facilities which will promote active lifestyles.</li> </ul> </li> </ul>
	<b>People in Cardiff have a clean, attractive and sustainable environment;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>the causes and consequences of Climate Change and creating a carbon lite city</li> </ul>	x				<ul style="list-style-type: none"> <li>This proposal would result in pupils from the existing schools namely Cantonian, Riverbank and Woodlands being accommodated in new buildings – offering embodied and operational net zero carbon in turn reducing the Council's carbon footprint in line with the One Planet Cardiff strategy.</li> </ul>
	<ul style="list-style-type: none"> <li>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</li> </ul>	x				<ul style="list-style-type: none"> <li>In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing Local Schools for Local Children, to encourage use of sustainable modes of travel to schools, such as walking and cycling. School projects take into account transport issues when they are being designed and the need to provide safer routes to encourage walking to schools.</li> <li>In line with Cardiff's Strategic Planning Guidance (SPG), the number of parking places for staff and visitors on site will be reduced and active travel planning will be undertaken with staff and pupils to support the change to encourage more walking, cycling and use of public transport.</li> </ul>

	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	
Tudalen 589						- It is acknowledged that pupils from Riverbank and Woodlands are likely to need transport to school as the schools are city wide provisions and pupils may have mobility/access issues. There are no plans to change the Council's transport policy for school children, it will remain as exists.
	<ul style="list-style-type: none"> <li>reducing environmental pollution (land, air, noise and water)</li> </ul>			x		- The schools would be designed to be in compliance with NZC targets and BREEAM specification, minimising running costs, construction costs and detrimental environmental impact whilst it is acknowledged there will be an element of disruption that would take place during the construction period. A construction management plan would be developed to manage this.
	<ul style="list-style-type: none"> <li>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</li> </ul>	x				- Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.
	<ul style="list-style-type: none"> <li>encouraging biodiversity</li> </ul>	x				<ul style="list-style-type: none"> <li>Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.</li> <li>As part of SuDs, there will be active encouragement of bio-diversity on site.</li> </ul>
<b>1.3</b>	<b>People in Cardiff are safe and feel safe;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>reducing crime, fear of crime and increasing safety of individuals</li> <li>addressing anti-social behaviour</li> <li>protecting vulnerable adults and children in Cardiff from harm or abuse</li> </ul>	x				<ul style="list-style-type: none"> <li>All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.</li> <li>Space has been included in the campus to support multi-agency approach.</li> </ul>
<b>1.4</b>	<b>Cardiff has a thriving and prosperous economy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</li> </ul>	x				<ul style="list-style-type: none"> <li>The schools provide employment.</li> <li>The social value offer through the Welsh TOM's has committed to apprenticeships, employment, training opportunities for unemployed, NEETS and Youth</li> </ul>

	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"> <li>Assisting those Not in Education, Employment or Training</li> <li>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</li> <li>promoting local procurement opportunities or enhancing the capacity of local companies to compete</li> </ul>					<p>Offenders and the team will work with partners to achieve targets.</p> <ul style="list-style-type: none"> <li>Consideration would be given to using local contractors and suppliers, in line with the Welsh Government Community Benefits targets.</li> </ul>
Tudalen 590	<p><b>1.5 People in Cardiff achieve their full potential;</b> Consider the potential impact on</p> <ul style="list-style-type: none"> <li>promoting and improving access to life-long learning in Cardiff</li> <li>raising levels of skills and qualifications</li> <li>giving children the best start</li> <li>improving the understanding of sustainability</li> <li>addressing child poverty (financial poverty, access poverty, participation poverty)</li> <li>the United Nations Convention on the Rights of a Child and Principles for Older persons</li> </ul>	x				<ul style="list-style-type: none"> <li>Schools within Cardiff's Band B Programme are being designed around educational visions that provide a link between improving the environment for learning and raising standards of achievement.</li> <li>Whilst organised as separate entities, the location of the two special schools on the same site as Cantonian High School will provide opportunities for collaboration.</li> <li>With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third parties to access community facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.</li> <li>Cardiff's Child Friendly City strategy places the rights and voices of children and young people at the heart of Cardiff's policies, strategies and services; involving them in decision making and addressing the barriers which limit their life chances. As such the public consultation on the proposal included representation from children and young people (CYP).</li> <li>CYP from the three schools and cluster primaries have provided comments to feed into the design.</li> </ul>

	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	
Tudalen 591	<b>1.6 Cardiff is a Great Place to Live, Work and Play</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li><i>promoting the cultural diversity of Cardiff</i></li> <li><i>encouraging participation and access for all to physical activity, leisure &amp; culture</i></li> <li><i>play opportunities for Children and Young People</i></li> <li><i>protecting and enhancing the landscape and historic heritage of Cardiff</i></li> <li><i>promoting the City's international links</i></li> </ul>	x				<ul style="list-style-type: none"> <li>- A key objective of Welsh Governments Sustainable Communities for Learning Programme is that new school builds support community access.</li> <li>- Some schools have sports and wider leisure facilities established or being developed. Fairwater Campus is in the design phase currently and considering what spaces could support community access on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.</li> </ul>
	<b>1.7 Cardiff is a fair, just and inclusive society.</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li><i>the elimination of discrimination, harassment or victimisation for equality groups</i></li> </ul>			x		<ul style="list-style-type: none"> <li>- See Equality Impact Assessment below and attached.</li> <li>- The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</li> </ul>
	<ul style="list-style-type: none"> <li><i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i></li> <li><i>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)?</i></li> </ul>			x		<ul style="list-style-type: none"> <li>- The public consultation on the proposal undertaken prior to the publication of the statutory notice included engagement with a range of relevant stakeholders. This included: <ul style="list-style-type: none"> <li>▪ Publication of a consultation document for parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders.</li> <li>▪ Meetings with Staff, Governors, Pupil representatives at Cantonian High School and the Western Learning Federation (Riverbank School, Ty Gwyn Special School and Woodlands High School);</li> <li>▪ Public meetings at Cantonian High School and at Ty Gwyn Special School at which the proposal was explained and questions answered;</li> </ul> </li> </ul>

	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"> <li>▪ Drop-in sessions at Fairwater Library Hub, Central Library Hub, Ely and Caerau Community Hub and Fairwater Library Hub, where officers were available to answer questions</li> <li>▪ Presentations to whole school assemblies at Fairwater Primary School, Pentreban Primary School and Peter Lea Primary School;</li> <li>▪ Online pupil surveys for pupils at Cantonian High School, Fairwater Primary School, Pentreban Primary School and Peter Lea Primary School;</li> <li>- An online survey asking about learning styles and community use has been completed.</li> <li>- PAC engagement events for the temps and main build have has been completed.</li> <li>- End users have been involved in developing and inputting into the designs and this will continue.</li> <li>- Engagement sessions have been delivered to parents and carers and further sessions are planned.</li> </ul>
	<p><b>EQUALITY IMPACT ASSESSMENT (This is attached on page 13)</b>  Will this Policy/Strategy/Project have a <b>differential impact</b> on any of the following:</p>					
1.8	<p><b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b>  Consider the potential impact on</p> <ul style="list-style-type: none"> <li>• <i>strengthening partnerships with business and voluntary sectors</i></li> <li>• <i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i></li> </ul>			x		<p>The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.</p> <p>To date over 120 businesses have pledged to support</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	
Tudalen 593						<p>Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.</p> <p>The Council's proposals for Band B and the Cardiff 2030 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.</p> <p>The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs and spread skills across the city. An example of this is the establishment of Business Forums to provide opportunities for young people to leave education with skills and competences and to be work ready.</p> <p>The significant school development proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment.</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**

- Investment in new build facilities that would support the delivery of a broad and balanced curriculum.
- The new accommodation and expansion of provision would provide employment opportunities.
- Consideration would be given to using local contractors and suppliers.

**Social**

- There is potential for community use of school facilities outside of school hours. A sustainable operational and financial model needs to be developed.

**Environmental sustainability**

- This proposal would result in the pupils attending a new build designed to be Net Zero Carbon in operation, minimising running costs and detrimental environmental impact.

**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 to identify accessibility to the new build high school site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

Tydalen 594

# Cardiff Council

## Equality Impact Assessment



### 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"> <li>▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes</li> <li>▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below)</li> </ul>		X

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 or [sustainabledevelopment@cardiff.gov.uk](mailto: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	

# Cardiff Council Equality Impact Assessment



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](mailto:biodiversity@cardiff.gov.uk)

Tudalen 596

# Cardiff Council

## Equality Impact Assessment

### 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.*

# Cardiff Council

## Equality Impact Assessment

<b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b>	
Name: Richard Portas	Job Title: Programme Director School Organisation Planning
Service Team: School Organisation Planning	Service Area: Education
Assessment Date: Updated September 2023	
<b>Policy/Strategy/Project/Procedure/Service/Function Title:</b> Fairwater Campus	
<ul style="list-style-type: none"> <li>• Increase the capacity of Cantonian High from 6 forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils in new build accommodation;</li> <li>• Expand the Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose-built accommodation in the new school buildings;</li> <li>• Transfer Woodlands High School to the Fairwater Road site and increase the capacity from 140 places to 240 places in new build accommodation;</li> <li>• Transfer Riverbank School to the Fairwater Road site and increase the capacity from 70 to 112 places in new build accommodation.</li> </ul>	
<p>The Band B Programme seeks to address the most acute sufficiency, suitability and condition issues in Cardiff.</p> <p>All councils in Wales must provide enough school places for pupils of all ages. School places must meet the needs of all pupils and must be suitable for any additional learning needs.</p> <p>The published capacity of Cantonian High School, based on its permanent buildings, allowed for an Admission Number of 181 places (6 forms of entry) at entry to Year 7, and 70 at entry to the sixth form. The Council has provided sufficient accommodation to enable the admission of learners up to the Published Admission Number of 181 places utilising temporary classrooms since 2018.</p> <p>The planned capacity of Cantonian High School of eight forms of entry reflects the demand for places within its existing catchment area, the excess demand for places in the catchment areas of other schools, and the projected yield of pupils from the strategic housing developments in Northwest Cardiff.</p> <p>Cardiff Council is committed to the principles of inclusion and recognises that the majority of children and young people with additional needs are best supported in their local mainstream schools. The council will continue to provide support, training and resources to schools, and to promote the sharing of best inclusive practice, to ensure that learners with ALN access effective support in their local school.</p> <p>However, it is recognised that in order to thrive and fulfil their potential, children and</p>	

Tudalen 598

# Cardiff Council

## Equality Impact Assessment

young people with the most complex additional needs require access to the specialist environments and expertise of a special school. Whilst there are a number of specialist settings across Cardiff, the projected future needs will significantly exceed the number of specialist places currently available. The number of special school and specialist resource base placements has increased steadily every year for the last 5 years and current projections show the number of places will continue to grow over the next 5 to 10 years.

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

To address sufficiency, building condition and suitability issues by developing the existing Cantonian High School site located in Fairwater in line with Band B priority schemes.

**2. Please provide background information on the Policy/ Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

At its meeting on 17 September 2020 Cabinet noted the approval of the Welsh Minister of proposals to:

- Increase the capacity of Cantonian High from 6 forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils in new build accommodation;
- Expand the Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose-built accommodation in the new school buildings;
- Transfer Woodlands High School to the Fairwater Road site and increase the capacity from 140 places to 240 places in new build accommodation;
- Transfer Riverbank School to the Fairwater Road site and increase the capacity from 70 to 112 places in new build accommodation.

The Minister had approved the proposal on the basis that it is likely to maintain at least equivalent outcomes and offer provisions at least equivalent to that which is currently available to learners at the schools. In addition, she considers that the proposal will:

- Provide new school buildings, removing reliance on temporary classrooms, offering an improved learning environment and accommodation with 21st Century facilities;
- Contribute to the effective funding of education;
- Increase the number of English medium secondary school places and contribute towards meeting projected demand for places;
- Increase the number of places in special schools for learners aged 4-19 with complex additional learning needs and autistic spectrum condition and contribute towards meeting projected demand for places.

# Cardiff Council

## Equality Impact Assessment

The Minister noted that the local authority proposed to implement these proposals on 1 September 2023.

At a further Cabinet meeting on 17 November 2022 Cabinet approved recommendations to authorise the total funds required from the Council's Sustainable Communities for Learning Band B Programme, subject to Ministerial approval of the Final Business Case, to enable commencement of the enabling works required to progress the Fairwater Community Campus.

The impact of the Covid-19 pandemic combined with operational issues, and optimisation of the site configuration and building design to benefit learners, have had a significant impact on the progression of the proposals which has resulted in a delay to the planned works.

The Council has worked closely with the project's contractor to identify a new programme of work which would allow for the completion of the buildings and occupation from September 2025.

The Council has sought the permission of the Welsh Minister to delay the full implementation of the proposed changes from 1 September 2023 to September 2026 which has been agreed.

In order to ensure the provision of sufficient suitable mainstream places and Additional Learning Needs places in the interim a range of temporary measures are being implemented.

The Council has notified Welsh Government of the necessary changes to the building programme and interim arrangements as follows:

- intakes to Cantonian High School to increase from 6 forms of entry (180 pupils per year group) to 7 forms of entry (210 pupils), from September 2023, ahead of the permanent expansion to 8 forms of entry when works are complete in the academic year of 2025/2026;
- the capacity of Woodlands High School to increase from 140 places to 180 places in September 2023, ahead of the permanent expansion to 240 places when works are complete and the school transfers to its new build accommodation on the Fairwater Campus site; the additional places to be provided through the use of new temporary accommodation on the existing school site;
- the capacity of Riverbank School to increase from 70 places to 78 places in September 2023, ahead of the permanent expansion to 112 places when works are complete and the school transfers to its new build accommodation on the Fairwater Campus site; the additional places to be provided through the use of new temporary accommodation on the existing school site.

The designated number of places at the Cantonian High School Special Resource Base increased from 20 places to 30 places in September 2023 as per the Welsh



# Cardiff Council

## Equality Impact Assessment

Government approved proposal.

The Council has also:

- brought forward an increase in the number of places at entry to Radyr Comprehensive School, from 7 forms of entry (210 pupils per year group) to 8 forms of entry (240 pupils), from September 2022;
- agreed to support the expansion of the Special Resource Base for secondary age learners with Complex Learning Needs by 30 places, at Whitchurch High School from September 2022;
- established a Special Resource Base of 30 places, for secondary age learners with Complex Learning Needs, at Willows High School from September 2023;
- resumed the existing Special Resource Base of 20 places at Windsor Clive Primary School for primary age learners with Complex Learning Needs, from September 2022;
- approved the expansion of the Special Resource Base for primary age learners with Complex Learning Needs by 10 places, at Marlborough Primary School, from September 2022;
- approved the expansion of the Special Resource Base for primary age learners with Complex Learning Needs by 10 places, at Llanishen Fach Primary School, from September 2022.

Whilst it was not intended that Cantonian High School, Woodlands High School and Riverbank School would admit pupils to their full capacity in 2023/2024, the above arrangements will ensure the provision of sufficient, suitable classroom and ancillary accommodation for pupils who may otherwise have enrolled at Cantonian High School or would have required a specialist primary or secondary age placement for complex learning needs during the transition period between 2023/2024 and 2025/2026.

The Council will seek Ministerial approval for the phased transition arrangements through the Final Business Case (FBC) approval processes.

Consultation is undertaken via the planning process to inform the design and layout of the proposed development.

### 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?

# Cardiff Council

## Equality Impact Assessment

	Yes	No	N/A
3 to 11 years	X		
11 to 18 years	X		
18 - 65 years	X		
Over 65 years	X		

<p><b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b></p> <p>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.</p> <p><b>Educational provision (age 4 - 19)</b></p> <p>The impact will be positive as the proposals will support the sufficiency of places in high quality learning environments in both mainstream and special provision.</p> <p><b>Community provision (all ages)</b></p> <p>The new schools are being designed to support various facilities that can be accessed by the community.</p> <p><b>What action(s) can you take to address the differential impact?</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>- Recent and historic populations known to be living in each area utilising NHS data;</li> <li>- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools;</li> <li>- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places</li> </ul> <p>Demand for places is reviewed on an ongoing basis and proposed changes brought forward as required.</p> <p>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.</p> <p><b>If no differential impact, explain the reason(s) for this assessment:</b></p>
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### 3.2 Disability and Access

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

	Yes	No	N/A
Hearing Impairment	x		
Physical Impairment	x		
Visual Impairment	x		

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# Cardiff Council

## Equality Impact Assessment

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 equitable 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.

Riverbank School and Woodlands High School provide education provision for children and young people who have complex learning needs. These pupils will occupy new buildings with new fit for purpose facilities.

A change in environment can be unsettling and upsetting for children and young people with additional learning needs. Cardiff schools have well-established processes for planning and supporting transition between settings. Schools work with learners and their families, and any other specialists who may be involved, to ensure children and young people are well-prepared and experiences success.

A milestone map is continually being developed that aims to manage the changes and minimise negative impacts. There needs to be well managed and careful transition arrangements, particularly for pupils with ALN so levels of stress can be reduced.

from the views of parents from Riverbank School and Woodlands High School have been sought and highlighted the need for community use provision of external facilities and this is being considered as the designs are developing.

**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.

A further equality impact assessment would be carried out to identify the accessibility of the new school building, following detailed design phase. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

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

# Cardiff Council

## Equality Impact Assessment

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

	Yes	No	N/A
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)	x		

<p><b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b></p> <p>There are no direct impacts arising from the recommendations of this report.</p> <p>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.</p> <p>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.</p> <p>Toilets and changing rooms are being designed taking into consideration the needs of all pupils and staff.</p>
<p><b>What action(s) can you take to address the differential impact?</b></p>
<p><b>If no differential impact, explain the reason(s) for this assessment:</b></p>

### 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

<p><b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b></p> <p>There are no direct impacts arising from the recommendations of this report.</p> <p>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.</p> <p>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.</p>
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# Cardiff Council

## Equality Impact Assessment

<b>What action(s) can you take to address the differential impact?</b>
No action needed.
<b>If no differential impact, explain the reason(s) for this assessment:</b>
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	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<p>There are no direct impacts arising from the recommendations of this report.</p> <p>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.</p> <p>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.</p> <p>There are multi-functional staff wellness spaces being designed to support staff wellbeing. Corporate policy would be followed in relation to maternity and pregnancy.</p>
<b>What action(s) can you take to address the differential impact?</b>
No action needed.
<b>If no differential impact, explain the reason(s) for this assessment:</b>

### 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	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
There are no direct impacts arising from the recommendations of this report.

# Cardiff Council

## Equality Impact Assessment

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.

Pupils, of all ethnicities, will continue to have access to specialist provision, in all settings, on an equal basis in line with catchment arrangements. Cardiff ALN schools have a city-wide catchment.

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?**

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

### 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.**

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.

A multi-functional room is being considered that could be made available for reflection.

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

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

### 3.8 Sex

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# Cardiff Council

## Equality Impact Assessment

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	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p>There are no direct impacts arising from the recommendations of this report.</p> <p>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.</p> <p>Maintained school provision admits pupils of both sexes and this would continue to be the case.</p> <p>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.</p>

### 3.9 Sexual Orientation

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

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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<p>There are no direct impacts arising from the recommendations of this report.</p> <p>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.</p> <p>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.</p>
<b>What action(s) can you take to address the differential impact?</b>

# Cardiff Council

## Equality Impact Assessment

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

### 3.10 Language

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

	Yes	No	N/A
Welsh Language		x	
Other languages		x	

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

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

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

#### Language support

The proposal will not directly impact on the level of support provided. The allocation of teachers and TAs is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.

#### Welsh Language

It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.

The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.

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 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. Whilst forecasts, based on the number of children in the Welsh-medium primary, indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate proposals will be brought forward at the appropriate time to ensure there are sufficient places available.

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

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# Cardiff Council

## Equality Impact Assessment

meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy. 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. Expanding Welsh-medium secondary 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 proposals for Fairwater Campus do not include opportunities for developing Welsh medium ALN provision. Steps to expand specialist ALN provision in the Welsh medium sector are being taken forward separately through the Welsh Education Strategic Plan (WESP), the Educational Tribunal (ALNET) Act Regional Implementation Plan and through the Cardiff ALN Strategy.

#### 4. Consultation and Engagement

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

The internal equality networks will be engaged and be given the opportunity to comment on this scheme.

- The public consultation on the proposal undertaken prior to the publication of the statutory notice included engagement with a range of relevant stakeholders. This included:
  - Publication of a consultation document for parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders.
  - Meetings with Staff, Governors, Pupil representatives at Cantonian High School and the Western Learning Federation (Riverbank School, Ty Gwyn Special School and Woodlands High School);
  - Public meetings at Cantonian High School and at Ty Gwyn Special School at which the proposal was explained and questions answered;
  - Drop-in sessions at Fairwater Library Hub, Central Library Hub, Ely and Caerau Community Hub and Fairwater Library Hub, where officers were available to answer questions
  - Presentations to whole school assemblies at Fairwater Primary School, Pentrebane Primary School and Peter Lea Primary School;
  - Online pupil surveys for pupils at Cantonian High School, Fairwater Primary School, Pentrebane Primary School and Peter Lea Primary School;
- An online survey asking about learning styles and community use has been completed.
- Pre Application Consultation engagement events for the temporary buildings and permanent buildings were undertaken and informed the design and layout
- End users have been involved in developing and inputting into the designs and this will continue.
- Engagement sessions have been delivered to parents and carers and further sessions are planned.

# Cardiff Council

## Equality Impact Assessment

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

Groups	Actions
Age	See Generic over-arching actions below
Disability	
Gender	
Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	

### 6. Further Action

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

### 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Angela Withey	Date: September 2023
Designation:	Area Commissioning Lead
Approved By:	Richard Portas
Designation:	SOP Programme Director
Service Area:	Education

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council. For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email [citizenfocus@cardiff.gov.uk](mailto:citizenfocus@cardiff.gov.uk)

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o Ddeddf Llywodraeth Leol 1972.

Mae'r ddogfen yn gyfyngedig

Mae'r dudalen hon yn wag yn fwriadol